

Edison High

106216610318971

Principal's Name: Lindsay Sanders

Principal's Signature:

A handwritten signature in black ink, appearing to read "Lindsay Sanders", written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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

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

Consolidated Program Assurances

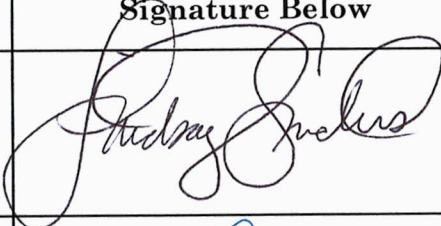
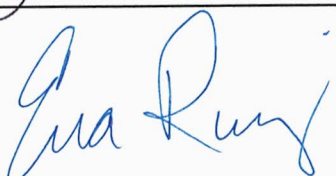
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Lindsay Sanders	X				
2. Chairperson – Eva Ruiz				X	
3. Simerjit Kaur		X			
4. Salvador Calvillo		X			
5. Chris Finley					
6. David D'Morias					
7. Stephanie Maly			X		
8. Crystal Phillips				X	
9. William Wright				X	
10. Jihad Araf					X
11. Amarisa Gonzalez					X
12. Nyah Wright					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		3/21/18
SSC Chairperson	Eva Ruiz		3/21/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Edison - 0145

ON-SITE ALLOCATION

3010	Title I	\$197,692 *
7090	LCFF Supplemental & Concentration	\$587,144
7091	LCFF for English Learners	\$106,680
TOTAL 2018/19 ON-SITE ALLOCATION		\$891,516

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$59,136
Remaining Title I funds are at the discretion of the School Site Council	\$138,556
Total Title I Allocation	\$197,692

Edison High 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
AP/IB Exams Passed (HS)	51.15	58.15
EL Reclassification Rate (All grade levels)	6.684	13.684
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	67.528	74.528
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.704	43.704
One D or F on Any Report Card (grades 2-12)	66.308	59.308

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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

- Teachers meet in Accountable Communities to collaborate on assessment creation, best teaching practices, and alignment of reading and writing skills needed to meet or exceed the standards in ELA
- During Accountable Community meetings, teachers are discussing common formative assessments and discussing reteaching strategies.
- During AC meetings teachers are reviewing and discussing the Smarter Balance ELA practice test; patterns within the questions, vocabulary, required testing skills, and using technology to build stamina for computer-based assessments.

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

- Math Teachers meet in Accountable Communities to collaborate on assessments, best teaching practices, and alignment of math skills needed to meet or exceed the standards in Math.
- Math Teacher utilized the district provided scope and sequence to plan their units of instruction to best meet the needs their students.
- Math teachers are utilizing Big Ideas' online component, to enhance instructional activities and expose

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

- English Learners are struggling to meet or exceed standards. Only 3 percent of EL students who took the SBAC in 2017 met or exceeded standards.
- African Americans are meeting or exceeding the standards in ELA at a lower rate than other ethnicities. In 2017, 48% met or exceeded the standards in ELA
- Teachers are still learning and growing with the new ELD standards and how they translate to the Smarter Balance assessment requirements.
- Teachers are learning the instructional design and delivery of newly adopted curricular adoptions in Math and ELA

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

- African Americans are meeting or exceeding the standards in Math at a lower rate than other ethnicities. In 2017, 14% met or exceeded the standards in Math
- Site subgroup committees have been formed in an effort to combat areas of weakness. The committee is dedicated to providing subgroups with a focused approach to improved academically and socially.

students various technology-enhanced questions.

EL Reclassification Rate (All grade levels)

- English Learners are failing to meet or exceed the minimum on the CELDT, Interim Assessment, or Both. Additionally, the CELDT is being replaced by the ELPAC.

- English Learners are provided additional opportunities for remediation through Edison's after-school program. Teachers have been contracted to provide support to EL students specifically in Math, ELA, and Science.

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

- Strategic systems of intervention need to be refined and/or created to better support the students who fail to learn the content during the initial phase of teaching and learning.

- The After School Program support needs to be refined with targeted support in areas of needed growth.

AP/IB Exams Passed (HS)

- The percentage of students receiving a qualifying score remained unchanged, at 40%. However, the number of students who took the exam increased by 444 students, from 1797 in 2016 to 2242 in 2017. A total of 175 more students took and received a qualifying score of a three or better.

- AP training is being provided to all new AP teachers. Teachers who have attended AP training in the past will now a professional learning cycle calendar, as set forth by the district.

-Readily available common formative assessments is not broken down into subgroups for review.

EL Reclassification Rate (All grade levels)

- English Learners are failing to meet or exceed the minimum on the CELDT, Interim Assessment, or Both. Additionally, the CELDT is being replaced by the ELPAC.

-ELD teachers are receiving additional professional development as provided by the district.

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

- A high percentage of English Learners and African Americans are receiving a D/F on their report card.

- Systems of intervention need to be strategic and required for students who are not learning the content during the initial phase of teaching and learning.

AP/IB Exams Passed (HS)

- The percentage of African American students received a qualifying score decreased by 6 percentage points. However, the total number of students who took the exam increased by nearly 50%. In 2016, 107 students took the exam and 29 received a qualifying score. In 2017, 147 took the exam, and 31 received a qualifying score.

-Counseling team is making dropping an AP course extremely difficult, by requiring students to meet with AP coordinator and have parents make the initial request.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

-Data Shared with SSC, ELAC, and Staff:

CAASPP Test Takers who Met or Exceeded Standards: Two Year Change

- ELA -2.4% (69.7% to 67.3%)
- Math +1.9% (34.7 to 36.6%)

Interim 1 change from 2016-2017 to 2017-2018

- ELA -6.3% (52.6%)
- Math +.08% (23.1%)

Grade Distribution by course for Algebra I and English 1 (Fall Semester)

- Eng 1: 5% with a F, 4% with a D,
- Alg I: 28% with a F, 14% with a D

2 ELAC:

-Budget Priorities

-Expand the After School program opportunities for EL students

-Increase bilingual support for parents

-Provide funds for Bilingual Support staff.

-ELAC committee is requesting to have parent meetings also held in the evening. This would allow parents who are working to be present.

- ELAC committee is suggesting that the After School Program be required (mandatory) for students who are failing classes.

3 Staff:

-Budget Priorities

-Continue to fund support staff, Library assistant, Counseling - Resource Assistant, Child Welfare, and Attendance.

-Support Technology in the classroom with the purchase of additional hardware and software

-Provide funds for professional development

-Provide funds and time for instructional planning days

Feedback given by staff:

-Instead of everyone providing tutorial, what other resources can we provide? Khan Academy, Shmoop, AP review books (purchasing). Workshops to help teachers develop test prep including content and formatting. Common content area strategies (science- all values need units, history- annotate a certain way etc)

Budget Priorities:

- Provide funds for teacher and support staff to attend professional development
- Provide funds to support teacher with supplemental materials and supplies to enhance instructional activities
- Provide funds for Goal 2 Climate and Culture Activities

Feedback given by SSC:

How are funds being utilized to support professional development for teachers and support staff?

- Teachers can create individual contracts for their class and have students reflect every progress report. The contract is signed by the students and parents. Teachers make more referrals to attend after-school tutorials.
- What happened to school-wide agendas? So are you really going to sit down with the Departments that give too many D's or F's? How can we teach students to have responsibility and take ownership?
- Math experience for ASP tutors is overstated. Current tutors are not proficient in advanced math. I suggest finding qualified tutors in advanced math.
- We need to offer professional development regarding the interim assessment. - Opportunities for offsite learning and professional development would be great.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Supplemental Salaries for Certificated Teachers: Instructional Coach, Special Education Teachers, and Math Teachers have all accessed supplemental contracts to increase planning time in support of student achievement. The Algebra II / Pre-Cal AC have used the time to plan new the curriculum. Special Education teachers have used the planning time to build an Agricultural based projects for SPED students.
- Local Mileage for Attendance & Social Work Services - Funds are being accessed by classified support staff to make home visits.
- Funds to purchase supplemental materials to support instruction in all core classrooms: Funds are made available to the teachers to support their circular units. Teachers use the funds to purchase supplies such as protractors, compasses, notebooks, calculators, consumable science lab supplies, and supplemental reading books to support core curriculum.
- There are no planned changes to for the use of title 1 funds in support of Goal 1.

Action 1

Title: Improve by 7% on CAASPP in ELA

Action Details:

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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Student Results in the following: 2018 CAASSP scores, 2018 EAP Results, ELPAC scores and redesignation 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

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

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.

- Students in the 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 9-11 and provided additional peer support in 9 and 10 grade classes from 12 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

-Computer Lab assistant will support students during the school day. She responsible for giving students access to the computer lab during break, lunch and after school. She supports students by answering questions regarding hardware and software complications. She is also available to support students with various academic support.

Explain the 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.

Owner(s):

- Principal
- Librarian
- VP Aquino
- VP Arredondo
- Assigned counselor for targeted groups
- Head Counselor
- AC Leads, EL Support Team, and Plus Teachers
- BRCA's

Timeline:

- Ongoing/Weekly
- Principal 3x a year
- Principal/Head Counselor June, August, December, April

Specify enhanced services for EL 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

- After School Tutorial to support English Learners with bilingual support.

Describe Professional Learning related to this action:

- Training for teachers using interim assessment and formative assessment tools to develop instructional strategies that build literacy skills.

- Common school-wide professional read that incorporates 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
- Providing subs and Supplemental salaries for focus leas, ILT, Dept. Chairs, link crew, arts and Goal 2 Activites

Action 2

Title: Improve by 7% on CAASPP in Math

Action Details:

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 incorporate opportunities for strategic grouping, reteaching, technology resources, PLUS, and co-teaching. Tier 3 will include tutoring services, technology resources, PLUS, and deployment.

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

Explain the Progress Monitoring and data used for this Action

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

Data to be monitored:

- Various state and local assessments: 2018/19 CAASSP scores, 2018/19 EAP results, 2018/19 SAT results and 2018/19 Interim Assessment results.
- Instructional Practice Guide data Tenet 2A & 2B
- Attendance at after school program tutorials
- Professional learning calendar
- Monitoring D/Fs to support identified students needing additional support
- AC agendas and products

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

- 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 incorporate opportunities for strategic grouping, reteaching, technology resources, PLUS, and co-teaching. Tier 3 will include tutoring services, technology resources, PLUS, and deployment.

- Students will receive instruction that is aligned to CCSS. Materials and supplies will support teacher implementation of CCSS, including library-media instructional support, classroom technology (hardware/software), and subscriptions.

Owner(s):

- Principal
- Librarian
- VP Arredondo
- VP Woods
- Assigned counselor for targeted groups
- 9th grade support counselor
- AC Leads, EL Support Team, and Plus Teachers
- BRCA's
- Tutors

Timeline:

- VPs, AC Leads, Counselors, EL Support Team, and Plus Teachers
- Teachers Ongoing/Weekly
- Principal - Quarterly
- Principal/Head Counselor June, August, December, April

Specify enhanced services for EL 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 the afterschool program.

-Provide Turnitin.com site license for students and teachers.

Master schedule developed strategically to maximize support to students in grades 9-11. Provided additional peer support in 9th and 10th grade classes with the use of 12th grade students who have mastered the content.

- Target and monitor after school tutorial for Tier 2/3 students
- Tutors with advanced math experience for After School Program

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 Tutors who are Bilingual

Explain the 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 BRCAs to connect families to resources that students many needs.

Describe Professional Learning related to this action:

- 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
- Provide supplemental contracts for Core Teacher to plan curriculum and instruction.

Action 3

Title: Re-Designation Rate of English Learners

Action Details:

Edison will improve English Learner re-designation rates by providing a three-tiered supports to English Learners that build literacy skills in alignment with 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 ELPAC exam, Interim exam, and the number of D/Fs at all grading periods. Tier 3 supports include an English Language Support team providing targeted academic assistance during the After School Program.

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

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

- ELPAC Scores, performance levels on the District Interim and PSAT scores
- Re-designation Rates
- Classroom walk-through and observations
- Attendance at tutorial and students qualifying for incentives
- 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.

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

Edison will improve English Learner re-designation rates by providing a three-tiered supports to English Learners that build literacy skills in alignment with 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 ELPAC exam, Interim exam, and the number of D/Fs at all grading periods. Tier 3 supports include an English Language Support team providing targeted academic assistance during the After School Program.

- ELPAC Chats Teacher/Admin/Counselor/Support Staff - Goal setting with students
- ELPAC exam 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
- Fund a Resource Counseling Assistant to support students with social-emotional support and communicate with family members regarding academic and attendance issues.
- Provide Transportation (and funds) for EL students to be exposed to various academic and cultural experiences.

Explain the 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 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 RCAs to connect families to resources that students many needs and strategies to support student learning
- RCA to provide parental support such as; school transcript translation, admin/counselor/parent liaison, and providing direction when questions arise regarding the academic program.
- Provide childcare for parents needing a babysitter to attend various parent meetings.

Owner(s):

- VP Arredondo
- VP Aquino
- EL Support Teacher Team
- Head Counselor
- Principal

Timeline:

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

Specify enhanced services for EL students:

- ELPAC Chats Teacher/Admin/Counselor/Support Staff - Goal setting with students
- ELPAC 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

Describe Professional Learning related to this action:

- 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 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

Action 4

Title: Reduce percentage of students with D/F's on Report Cards

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ATLAS—Distribution of Grades reports reviewed and analyzed at each progress report
- Supervisor Gradebook Chats with Teachers and targeted Accountable communities
- Classroom Walkthroughs
- IPG data in tenets 3 & 4
- Professional learning on best teaching practices
- Monitoring of master schedule to support identified student needs
- Counselor letters, meetings scheduled for targeted students, academic intervention plans
- 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

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

- All students will meet with counselors to discuss and/or update their four-year graduation plan.
- 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 9 and 10 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 9 grade

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

Owner(s):

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

Timeline:

- 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

Specify enhanced services for EL 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 for mandatory after-school tutorials
- Scheduled ELD Courses placement for students who have yet to take and pass the courses.
- Provide teachers with supplemental contracts to provide additional support to EL students during after school hours.
- Provide technology devices to EL student to expose them to technology-enhanced lessons.

Describe Professional Learning related to this action:

- 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
- ELAC meeting scheduled four times a year
- Provide Child for families in need to attend various parent meetings.

- 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 and 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.

Action 5

Title: Increase AP exams passed, credits earned, and enrollment

Action Details:

Edison High School will provide a response to intervention approach for student support in order to retain students in AP courses. Tier 1 services will include curriculum that is designed to focus on the AP course and exam. All AP course syllabi will be approved by the College Board. In all AP courses, students will learn skills and content specific to the course to help them access the AP exam, and teachers will collaboratively develop common frequent assessments aligned to the exam. Tier 2 services will include after-school tutorials, lunchtime tutorials, and study sessions provided to students to prepare for and to practice skills needed to be successful on the exam. Tier 3 services include opportunities for deployment, particularly in AP Human Geography and AP European History, tutorials, and technology resources with an emphasis on supporting EL and African American students.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Annual review of the number of students who earned a qualifying score on the AP exam
- Appropriate student selection and placement based on AP Potential and teacher recommendation
- Bi-annual review of AP course completion rates (retention – students who successfully complete the AP class with a C or higher) at the end of both semesters
- Annual evaluation of the percentage of students enrolled in an AP class who participate in an AP exam
- Opt-out form data
- Common Formative Assessments generated
- Instructional Practice Guide data
- Data on software usage
- After school and lunch tutorials – schedule and attendance
- Data collected around students who drop an AP class
- D/F data

Owner(s):

- Principal
- Vice Principals
- AP Instructional Coordinator
- AP Testing Coordinator
- AP Teachers
- Head Counselor
- Counselors
- District AP Manager
- Teacher Librarian

Timeline:

- AP Vice Principal – Weekly classroom walk-throughs, ongoing communication with AP teachers
- AP Accountable Community collaboration time – two to six times per school year
- District developed professional learning cycle for AP teachers - all AP teachers will have the opportunity for summer training every five years
- District developed professional learning (College Board training in Fresno) – ten AP courses will receive training during the spring semester
- AP Instructional Coordinator – bi-monthly data report of D/F grades of 9th and 10th grade AP students
- AP Instructional Coordinator (and AP Student Ambassadors) – September (Back to School Night) and April (Showcase) – parent presentations for recruiting and retaining students in AP classes
- AP Instructional Coordinator – March recruiting in Junior High feeder schools
- Head Counselor, AP Instructional Coordinator, AP VP, and AP Testing Coordinator – October/November celebration of student success on previous year's AP exam
- AP Instructional Coordinator – between weeks 4 and 16 of each semester, meet with students struggling in AP classes and communicate with AP teachers and counselors
- Weekly monitoring by counselor and after school leads
- Principal/Head Counselor June, August, December, April
- February through April – AP Testing Coordinator – manage opt out forms, order AP exams
- April through May – AP Testing Coordinator and all AP team members – manage AP exams
- AP Teachers – provide targeted skills and test prep tutorial opportunities for students (October through April)

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

Specify enhanced services for EL students:

- Instructional strategies taught by site colleagues – PL Workshops will incorporate literacy/EL strategies,

Edison High School will provide a response to intervention approach for student support in order to retain students in AP courses. Tier 1 services will include curriculum that is designed to focus on the AP course and exam. All AP course syllabi will be approved by the College Board. In all AP courses, students will learn skills and content specific to the course to help them access the AP exam, and teachers will collaboratively develop common frequent assessments aligned to the exam. Tier 2 services will include after-school tutorials, lunchtime tutorials, and study sessions provided to students to prepare for and to practice skills needed to be successful on the exam. Tier 3 services include opportunities for deployment, particularly in AP Human Geography and AP European History, tutorials, and technology resources with an emphasis on supporting EL and African American students.

- Students in the classes will receive instruction that is aligned to AP course syllabus and exam. Materials and supplies will support teacher implementation of AP curriculum, including library databases, classroom technology (hardware/software), and subscriptions

- AP targeted skills and test prep tutorials are offered to students in order to improve student access to material on AP exams and number of students earning a qualifying score

- 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 Potential and teacher recommendation

- Master schedule will be developed strategically to maximize student enrollment based on AP Potential and teacher recommendation

- 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) - Recognition and incentive programs for students

- Provide teacher with funds to purchase material and supplies

- Provide funds for to pay for lease agreements for copiers/fax machines.

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

- AP information delivered to parents regarding expectations for and benefits of AP courses (Back to School Night and Showcase)

- Communication via letters and school messenger for parents of students enrolled in AP courses

engagement strategies (Climate and Culture), system and strategies for CFU, and assessment development tools

- Accountable community time 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 training for counselors in AP Potential 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 Professional Learning related to this action:

- 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

- District provided PL from College Board representatives for teachers of 10 different AP courses

- District and school site support for PL from College Board at AP Summer Institutes (5 year cycle for all AP teachers)

- District and school site support for PL from College Board at AP Summer Institutes for all teachers who are new to AP and for all courses where a new AP exam has been implemented

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries	21,084.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Salaries; Focus Lead, ILT, Department, Chairs, Link Crew, Arts & Activities	83,412.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	123,747.00
G1A1	Sup & Conc	Instruction	Travel			Travel & Conference	24,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000		64,009.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			Instructional Library Materials & Suplies	20,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries for Core Instructors	23,994.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies to Support Core Classrooms **NO FOOD NO INCENTIVES**	35,279.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Turn It In -Site License	11,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Math supplemental resources: calculators, algebra tiles,	5,102.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	10,080.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	This position will spend 50% or more of time working with Parents/Families.	55,782.00
G1A3	LCFF: EL	Instruction	Direct Trans			: Direct Transportation	3,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessor Charge	2,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Support; Parent Participation	3,669.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies for Parent Participation	19,557.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			: Technology	8,227.00
G1A4	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified Employee: Daycare during Parent Participation Meetings	3,124.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			Technology to Support Instruction	35,000.00
G1A4	Sup & Conc	Instruction	Direct Trans			Direct Transportation	10,000.00
G1A4	Sup & Conc	Instruction	Direct-Graph			: Direction Graphics; Parent Communication	4,000.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental Salaries; Supporting English Learners	2,992.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			Non Capitalized Equipment; Supporting ELs	17,000.00
G1A4	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		58,462.00
G1A5	Sup & Conc	Instruction	Off Eq Lease			Office Lease Equip.	15,000.00
G1A5	Sup & Conc	Instructional Supervision & Admir	Mat & Supp			Instructional Supervision & Administration	15,000.00

\$674,520.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	99.115	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> - Students are highly encouraged to engage and invest time in various school clubs, after school program activities, co-curricular competition teams, and athletic events. Students who have yet to invest time in any school-related activities are then identified and specifically targeted by various club sponsors and school leaders and invited to participate. - Various club sponsors encourage students to get involved in their respective clubs. - EHS' Leadership class hosts a yearly Club Rush event to expose students to the various clubs and activities hosted on campus. - EHS' Leadership class host various themed nights during sporting events to get students and community members excited to attend. - Teachers encourage students to attend Edison's After School Program to seek additional support. 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> - English Learners and Students with Disabilities have abnormally low rates of participation. They are being specifically targeted and encouraged to participate in various school activities. - Students with Disabilities and English Learners are lacking connections with adults and other students on campus. - Underexposed to the various opportunities to get involved - The parents lack of exposure to related Goal 2 activities.
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <ul style="list-style-type: none"> - Data shared with SSC, ELAC and Staff: Goal 2 participation rate: In 2017-2018, 68.3 percent of students are actively engaged in Goal 2 activities. Budget Priorities: Provide funding for Goal 2 team to attend CADA conference Provide funding to Goal 2 activities such as; School Rallies, Movie 	<p>2 ELAC:</p> <ul style="list-style-type: none"> -Budget Priorities: Provide support staff to ensure EL students have access to the library after school. Feedback provided by ELAC: ELAC committee is grateful to have a school site committed to giving all students an opportunity for inclusion. They recognize the efforts made by Administration and Staff to include all students in all 	<p>3 Staff:</p> <ul style="list-style-type: none"> -Budget Priorities: Provide funding for club sponsors to continue their community outreach and community service projects. - Provide funds for travel and conference to attend various field trips to expose students. Feedback provided by staff:
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Nights, March Madness, etc.

What measures have school officials taken to ensure all students are targeted and encouraged to participate?

school-related activities.

- Have more service learning projects to get students involved in the community.

- Limit class sizes like core classes

Action 1

Title: Increase Student Engaged in Goal 2 Activities

Action Details:

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)

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- District 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 to student surveys
- Link Crew training 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 Woods (ASP LEAD)
- After school Teacher Leads

Timeline:

- Quarterly review of student engagement data to recruit
- Two 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

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

- Incoming 9th grade visits in the spring and a middle school visit in the first semester to help the transition of 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 the 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

Specify enhanced services for EL students:

- A 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.

- Pathway courses and linked pathway (Biomed) and academy that incorporates industry experiences in and out of the classroom

Explain the 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

Describe Professional Learning related to this action:

- 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 constitutes 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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies in Support of Goal 2 Activities	25,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Academic Awards Banquet; Dining Hall, Awards, etc.	10,000.00
G2A1	Sup & Conc	Instruction	Travel			: Travel & Conference - Goal 2 conference	5,000.00

\$40,000.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
CTE Enrollment	51.347	58.347

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

CTE Enrollment

- The percentage of enrollment in CTE classes was based on the number of teachers on the Edison campus who have valid CTE credentials.
- Pathway Coordinator and CTE office working with the teachers to get them credentialed in various CTE Industry Sectors.
- Students are exposed to various course selection options through push-in counseling sessions during pre-registration.
- Counselors track demographic data to ensure all students are equal opportunities to participate.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

CTE Enrollment

- Data currently shows only 38% of the African American students and 13.3% of SPED students are enrolled in CTE courses.
- Required course selections based on IEP goals
- Required math skills to be successful in computer science and engineering courses.
- The individual interest was shown by students

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

-Data shared with SSC, ELAC, and Staff.

CTE enrollment by year: 2015-2016 - 52.8% , 2016-2017 - 51.3%, 2017-2018 - 52%

2017-20-18 CTE EL enrollment data; 28.8%

2017-2018 CTE SPED enrollment data: 13.3%

Budget Priorities: Provide funds for materials and supplies to support their expanded course selections.

Provide funds for travel and conference

Feedback:

2 ELAC:

- Budget Priorities: None specified

Feedback:

-Question asked: Can 10th graders join a pathway after the 9th grade? What is the process to join a pathway?

3 Staff:

-Budget Priorities: Provide funds for travel and conference

Provide substitutes for planning days, and various competition events.

-Provide funding to purchase required materials and supplies.

Feedback:

- What other measures can be used to track grades?
- What other metrics demonstrates students learning?

How is CTE & VAPA support with monetary funds?
- How are students exposed to industry trade professionals?

Action 1

Title: Increase enrollment in CTE courses

Action Details:

Edison High School is committed to providing students with an increased number of Career Technical Education courses. Data shows that students fair better in post-secondary schooling if options are available to them that peak their interest. Edison High School is committed to recruiting and training teachers in high demand industry sectors such as Engineering and Design, Health Science and Medical Technology, Information Technology, Fashion and Interior Design, and Art Media and Entertainment.

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

Explain the Progress Monitoring and data used for this Action

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

- Enrollment in CTE Courses
- Number of sections offered in Master Schedule
- Number of Teachers with CTE credentials
- IPG Data in CTE courses
- Common Formative Assessments in CTE courses
- Internship opportunities to students who meet criteria
- Number of Industry professional guest speakers

Owner(s):

- Principal
- Vice Principals
- Pathways Coordinator
- CTE Teachers
- Head Counselor
- College and Career Readiness Coordinator

Timeline:

- 3x yearly - July, January, May
- Weekly monitoring of IPG data, focused on Tenet 1, 2 & 3.

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

- Tier 1 Students in the class will receive instruction that is aligned to CTE Standards. Materials and supplies, including classroom technology and required software, will support teacher implementation of CTE standards.
- Tier 2 students will receive instructional support through small group instruction, one on one support, and after-school tutoring.
- Tier 3 students will receive counseling support to plan additional academic intervention support. Pathways coordinator review students with failing grades and communicates with teachers to develop a plan for improvement. AC members discuss struggling students and develop intervention support.
- Pathways coordinator will support instructional services by working with industry leaders to get various industry professionals as guest speakers.
- Provide funds for teacher and students to attend travel and conference to attend various CTE related professional

Specify enhanced services for EL students:

- Counselors to identify EL students for various CTE offerings
- EL Support Team will share various options, and provide instructional support as necessary.
- Provide BRCA (bilingual resource counseling assistance) to support parent education and translation during CTE advisory nights.

development and related activities.

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

- Share fundamental purpose of CTE courses with parents during ELAC, SSC, Magnet Night, Back to School Night, and Open House.
- Provide parents with flyers and various media outlets to inform parents of CTE options.
- Showcase various Industry Sectors on Edison High School website.

Describe Professional Learning related to this action:

- College and Career Readiness will provide professional development to teachers in various sectors to ensure they are meeting CTE specific standards.
- Teachers will attend Educating for Careers Conference in March 2019 to learn strategies to support student achievement.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies; CTE	12,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies; in support of Visual and Performing Arts (VAPA)	12,500.00
G3A1	Sup & Conc	Instruction	Travel			: Travel & Conference; CTE/VAPA	5,000.00

\$30,000.00

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	9.925	7.925
Suspensions Per 100	8.17	7.17

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p>
<p>Chronic Absenteeism</p> <ul style="list-style-type: none"> - Goal 2 activities aimed at engaging students to ensure they are connected with a caring adult on campus. - Teachers providing rich and engaging lessons to ensure students make relevant real-life connections to school work. -Our Child Welfare and Attendance personnel is working closely with families to keep students in school daily. <p>Suspensions Per 100</p> <ul style="list-style-type: none"> - Restorative Practices aimed at restoring relationships after conflict have are having a positive impact on teacher/student relationships. - Clearly identified behavioral expectations for all students have been reviewed with staff members. Staff members then reteach important rules and regulations to follow during We Act class meetings. -Teacher and Administration remaining flexible and creative when working with students and families. 	<p>Chronic Absenteeism</p> <ul style="list-style-type: none"> - Data shows English Learners are chronically absent a higher rate than other subgroups. Data also show EL students have the least participation in Goal 2 activities. -Students are not engaged in Goal 2 activities -Students are actively involved in any athletic competition. <p>Suspensions Per 100</p> <ul style="list-style-type: none"> - Data shows there has been a large decline in suspensions in significant subgroups, however, students with disabilities are still at 22%. We are still lacking specific interventions and support for our special education students in the measure of social-emotional learning in the classrooms. The preventative measures to de-escalate situations before they become a violation of Ed Code are not occurring. -Students are not taught expected behaviors in each classroom, rather they are just expected to know them. -Students must learn 6 or 7 different behavior expectations in their classrooms. -Students are struggling to remain engaged to content that may be difficult.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p>	<p>2 ELAC:</p>	<p>3 Staff:</p>
<p>Data Shared with SSC, ELAC, and Staff:</p> <p>Suspension data by year: 2015-2016 - 8.8%, 2016-2017 - 9.9%,</p>	<p>Budget Priorities:</p> <p>-Provide behavior interventions systems to supports students who</p>	<p>Budget Priorities:</p> <p>-Provide funding for Support staff to make home visits</p>

2017-2018 - 11.1%

Chronically absent data by year: 2015-2016 - 10.23%, 2016-2017 - 8.17%, 2017-2018 - 5.68%

Budget Priorities:

-Continue funding personnel to support Child Welfare and Attendance

-Provide funds for enrichment activities to get students connected to adults

Feedback:

-What system is in place to help remediate the number of chronically absent students at Edison High School?

- What options do students have to make up assignments if they miss school for excused and unexcused reasons?

are struggling with their behavior.

-Funds support staff to support Counselors

Feedback:

-How can we prevent suspensions? Are there any programs that would require students to be held responsible for their negative behavior on campus (ex. homework center)?

-Provide funding for Bilingual Support staff.

Feedback:

-Tardy sweeps are not being held daily or even weekly.

-To implement an RTI model where T1, T2, & T3 interventions are identified and in place to support students and to keep students from escalating so quickly to suspendable offense.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Classified Support to decrease chronic absenteeism (Child, Welfare, and Attendance) - Classified employee tracks students who are chronically absent from school. She makes regular contact with parents and meets with families to develop an action plan to increase daily attendance.

- Funds to pay for a classified employee to provide daycare during parent involvement meetings, such as ELAC, SSC, and SARB meetings.

- Funds to pay for services related to directly to parent participation

- There are no anticipated changes to the use of funds in support of goal 4.

Action 1

Title: Decrease Student Suspension Rate

Action Details:

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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Climate and Culture We Act lessons, all staff PL products, agendas, and minutes
- Calendar and logs of Child Welfare Specialist, BRCA's, 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

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, social worker 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
- Men's and Women's Alliance program for at-risk 10-12 grade and expanding to 9
- We Act Schedule and school activities
- Support school nurse with funds to purchase supplies as needed.

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

- 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, Academic counselors, and Social Worker 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

Owner(s):

- VP Aquino
- Restorative Practice Team (TSA, RCA, and RP Counselor)
- Principal
- Climate and Culture Team
- Social Worker

Timeline:

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

Specify enhanced services for EL 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, social worker and vice principals to support students and change behavior
- Conflict resolution and restorative circles to facilitate positive student relationships
- Opportunity to complete a student survey to provide valuable information about school culture and climate
- Men's and Women's Alliance program for at risk 10-12 grade and expanding to 9
- We Act Schedule and school activities like rallies, Link Crew, Club Rush, and assemblies/conferences to connect students to the school

Describe Professional Learning related to this action:

- 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 incorporates 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 assignments 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
- A safety plan to include protocols for student activities during and after school

Action 2

Title: Decrease Chronic Absenteeism Rate

Action Details:

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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- 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 number of students with a reason code (3803)
- Edu-Text sign-ups percentage
- Agendas and sign-ins from SARB meetings
- ATLAS daily attendance data
- Principal Dashboard

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
- Frequent 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 9 grade ELA and Algebra classes to develop relationships and additional support
- Co-Teachers in the classroom to develop relationships and additional support

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

- Bilingual Resource Counseling Assistant, 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 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

Owner(s):

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

Timeline:

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

Specify enhanced services for EL students:

- EL Support Team meet with targeted students and communicates with parents the effects of student absenteeism on student performance
- BRCA will communicate with parents of EL students the importance of daily attendance during parent meetings.

Describe Professional Learning related to this action:

- 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 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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	2,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		56,680.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	1.0000	This position will spend 50% or more of time working with Parents/Families.	69,786.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage; HSL	1,500.00
G4A2	Sup & Conc	Instructional Administration of Sp	Oth Cls-Supp			Classified Support: Special Projects	9,780.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Classified Support - Overtime	6,250.00
G4A2	Sup & Conc	Health Services	Medical Supp			: Nurse's (Medical) Office Supplies; to support students in need of treatment	1,000.00

\$146,996.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0145 Edison High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries	21,084.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Salaries; Focus Lead, ILT, Department, Chairs, Link Crew, Arts & Activities	83,412.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	123,747.00
G1A1	Sup & Conc	Instruction	Travel			Travel & Conference	24,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000		64,009.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			Instructional Library Materials & Suplies	20,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries for Core Instructors	23,994.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies to Support Core Classrooms **NO FOOD NO INCENTIVES**	35,279.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Turn It In -Site License	11,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Math supplemental resources; calculators, algebra tiles,	5,102.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	10,080.00
G1A3	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	This position will spend 50% or more of time working with Parents/Families.	55,782.00
G1A3	LCFF: EL	Instruction	Direct Trans			: Direct Transportation	3,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessor Charge	2,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Support; Parent Participation	3,669.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies for Parent Participation	19,557.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			: Technology	8,227.00
G1A4	Title 1 Basic	Parent Participation	Oth Cls-Sup			Classified Employee: Daycare during Parent Participation Meetings	3,124.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			Technology to Support Instruction	35,000.00
G1A4	Sup & Conc	Instruction	Direct Trans			Direct Transportation	10,000.00
G1A4	Sup & Conc	Instruction	Direct-Graph			: Direction Graphics; Parent Communication	4,000.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental Salaries; Supporting English Learners	2,992.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			Non Capitalized Equipment; Supporting ELs	17,000.00
G1A4	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		58,462.00
G1A5	Sup & Conc	Instruction	Off Eq Lease			Office Lease Equip.	15,000.00
G1A5	Sup & Conc	Instructional Supervision & Admir	Mat & Supp			Instructional Supervision & Administration	15,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies in Support of Goal 2 Activities	25,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Academic Awards Banquet; Dining Hall, Awards, etc.	10,000.00
G2A1	Sup & Conc	Instruction	Travel			: Travel & Conference - Goal 2 conference	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies; CTE	12,500.00

G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies; in support of Visual and Performing Arts (VAPA)	12,500.00
G3A1	Sup & Conc	Instruction	Travel			: Travel & Conference; CTE/VAPA	5,000.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	2,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		56,680.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	1.0000	This position will spend 50% or more of time working with Parents/Families.	69,786.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage; HSL	1,500.00
G4A2	Sup & Conc	Instructional Administration of Sp	Oth Cls-Supp			Classified Support; Special Projects	9,780.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Classified Support - Overtime	6,250.00
G4A2	Sup & Conc	Health Services	Medical Supp			: Nurse's (Medical) Office Supplies; to support students in need of treatment	1,000.00

\$891,516.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$197,692.00
Sup & Conc	7090	\$587,144.00
LCFF: EL	7091	\$106,680.00
Grand Total		\$891,516.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$674,520.00
G2 - All students will engage in arts, activities, and athletics	\$40,000.00
G3 - All students will demonstrate the character and competencies for workplace success	\$30,000.00
G4 - All students will stay in school on target to graduate	\$146,996.00
Grand Total	\$891,516.00