

**Edison High**

10621661031897

Principal's Name: Joey Munoz

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Joey Munoz', written over a light gray background.

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

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

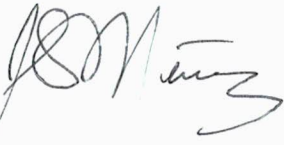

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Joey Munoz</b>	X				
2. <b>Chairperson - Natalie Driggers</b>		X			
3. <b>Cathy Hayes</b>		X			
4. <b>Yldelisa Morales</b>		X			
5. <b>Raquel Harris Lipscomb</b>		X			
6. <b>Socorro Villanueva</b>			X		
7. <b>Jocelyn Chrestien</b>				X	
8. <b>Zenaida Sarabia</b>				X	
9. <b>Monica Avila</b>				X	
10. <b>Sara Dubon</b>					X
11. <b>Vincent Vang</b>					X
12. <b>Joanna Ruiz</b>					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**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Joey Munoz		5/21/2020
<b>SSC Chairperson</b>	Natalie Driggers		5/21/2020

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Edison - 0145

**ON-SITE ALLOCATION**

3010	Title I	\$244,360 *
7090	LCFF Supplemental & Concentration	\$544,667
7091	LCFF for English Learners	\$102,489
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$891,516</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$61,312
Remaining Title I funds are at the discretion of the School Site Council	\$183,048
Total Title I Allocation	\$244,360

## Edison High 2020-2021 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
AP/IB Exams Passed (HS)	55.71 %	49.769 %	2018-2019	56.769 %
EL Reclassification Rate (All grade levels)	11.096 %	7.383 %	2018-2019	14.383 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	69.662 %	61.58 %	2018-2019	68.58 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	45.361 %	30.7 %	2018-2019	37.7 %
One D or F on Any Report Card (grades 2-12)	58.043 %	62.678 %	2018-2019	55.678 %

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

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

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

- Teachers meet in Professional Learning Teams to collaborate on assessment creation, best teaching practices, and alignment of reading and writing skills needed to meet or exceed the standards in ELA. Team members meet weekly to analyze data, make curricular decisions based on data collected, and adjust instructional units based on new data.
- Teachers are attending professional learning conferences to increase their pedagogy. Teachers in other disciplines need to be able to attend professional learning on literacy standards and effective implementation in their curricular units.
- Some teachers are using Turnitin.com to collect written assignments. The program allows for teachers to check students' work against plagiarism and gives access to an online forum to provide feedback.
- Professional Learning on how to analyze Smarter Balance Assessment data needs to be formalized and provided to ensure teachers are familiar with students' proficiency.

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

- Math Teachers meet regularly in Professional Learning Teams to collaborate on assessments, best

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

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

- English Learners are struggling to meet or exceed standards in CAASPP. Only 3.8% percent of EL students who took the SBAC in 2019 met or exceeded standards. This amounts to 2 of 38 EL students who took the SBAC. EL's have traditionally struggled in CAASPP, and the ELA department is reviewing how to increase performance through strategic instruction.
- African Americans are meeting or exceeding the standards in ELA at a lower rate than other ethnicities. In 2019, 45% met or exceeded the standards in ELA. However, the subgroup increased by 7% from 2018.
- Teachers are still learning and growing with the new ELD standards and how they translate to the Smarter Balance assessment requirements. Teachers are still adapting to the expected changes in rigor.
- Special Education students are meeting or exceeding the standards in ELA at a lower rate than General Education students. In 2019, only 7.4% of SPED students met or exceeded standards. Only 2 of 27 of SPED students who took the SBAC met or exceeded standards.

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

- African American and Hispanic subgroups are meeting or exceeding the standards in Math at a lower rate

teaching practices, and alignment of math skills needed to meet or exceed the standards in Math.

- The district's adopted Benchmark assessment process (I-ready) is has created confusion at the site level. The lack of proper training on the new assessment progress has contributed to this factor.
- Math Teacher utilized the district provided scope and sequence to plan their units of instruction to best meets the needs of their students. They are also working team members on how to implement Interim Assessment Blocks in their regular instruction. Interim Assessment Blocks are still relatively new to many teachers and not widely used. Teachers need more professional learning on how to implement IAB.
- Math teachers are utilizing Big Ideas' online component, to enhance instructional activities and expose students to various technology-enhanced questions.
- Math teachers are using Illuminate Education to produce SBAC style assessments to expose students to various question types. Teachers share results in their PLT, and reflect on instructional practices. Teachers are discussing various scenarios on how to provide intervention within the current instructional minutes' structure in place.

#### **AP/IB Exams Passed (HS)**

In 2018-19m the percentage of students receiving a qualifying score increased by 4%, to 46%. This is an overall increase of 6.2% over the past two years. Additionally, in 2019-2020, the number of students enrolled in at least one AP class has increased by 46 students. Edison currently has 1,336 enrolled in at least one AP class, an increase of just over 3% over the past two school years.

- AP training continues to be 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. Site funds will continue to be set aside to support this initiative.

#### **EL Reclassification Rate (All grade levels)**

- English Learners are failing to meet or exceed standards on the ELPAC, Interim Assessment, or Both. Additionally, the transition to ELPAC has created an urgency to adjust instruction in SDAIE, and ELD classes.
- 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. However, students are not qualifying for reclassification at the desired rate. Our ELD program and structures to support EL are currently being reevaluated to ensure students are having their needs met.
- The reclassification rate of English learners declined to by 3.6 percentage points from 7.4 in 2018/19 to 3.8 in 2019/20.

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

- Strategic systems of intervention still 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. This is an ongoing dialogue in our Instructional Leadership Team (ILT). Current time instructional minutes calendar is creating challenges to implement school-wide interventions. ILT is looking at making adjustments to better support struggling students.
- The After School Program support needs to be refined with targeted support in areas of needed growth.

than other ethnicities. In 2019, 12.3% of African Americans met or exceeded the standards in Math. 24.8% of Hispanic students met or exceeded standards in Math. Both subgroups showed a decline from 2018.

- Students with disabilities are meeting or exceeding the standards in Math at a lower rate than other subgroups. In 2019, 1 of 28 students met or exceeded the standards in Math. Only two students have met or exceeded standards over the last two years.

#### **AP/IB Exams Passed (HS)**

- The percentage of African American students received a qualifying score increase by 12 percentage points from 18% in 2018 to 30% in 2019. However, 70 fewer African American students took the exam in 2019 compared to 2018.
- The 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. This practice continues to persuade interventions as opposed to dropping the AP course entirely. This forces students to remain in the class to make a genuine effort to complete coursework and to perform well on the assessment.

#### **EL Reclassification Rate (All grade levels)**

- The percentage of English Learners meeting the reclassification requirements has remained in the single-digit percentile over the past three years. It was 4% in 2017, 7% in 2018, and 3% in 2019.
- English Learners are failing to meet or exceed the minimum on the ELPAC Interim Assessment, or Both. Due to having a new assessment, the students have continued to struggle with the rigor.
- ELD teachers are receiving additional professional development as provided by the district. The newly adopted curriculum is taking ELD teachers some time to get familiar with.

#### **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. As of March 2020, 68.4% of African American students have a D/F on their report card. 55% of Hispanics are receiving a D/F on their report card. However, the data shows a 12% drop for Hispanics students (as of March 2020).
- 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. Our current structure is lacking a specific time for intervention during the school day.

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



After reviewing the current SPSA, Edison High School followed through with the approved written plan thoroughly. The listed items to be purchased were completed and utilized by instructors. However, there is still room for refinement and improvement of the written implementation practices. Professional Learning opportunities were provided, but follow up on the implementation of new practices needs strategic support and monitoring. Discussions have remained on how to support struggling students with strategic interventions, specific allotted time for intervention, and additional supports for EL students, students receiving D's and F's.

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

The current goals and metrics will remain the same for 2020-2021 SPSA. However, Edison will budget one full FTE to hire an English Learner Coordinator to support the overall growth of our EL students. Edison High School will also not fund one of the two Bilingual Resource Counseling Assistants (BRCA) currently funded in 2019-20.

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

**1** SSC:

- Professional Learning funds need to be allocated to ensure teachers have opportunities to attend content based PL to increase content-specific pedagogy.
- What is being done to reduce the percentage of D/F of our students? How we systemically support our efforts to decrease D/Fs? How can we hold students accountable in the process?
- School safety must continue to be a top priority for our school site.

**2** ELAC:

- What actions is the school site taking to increase the overall redesignation rate of EL Learners? This needs to be a focus for our site.
- What type of test prep is given to EL students as they prepare for the ELPAC?

**3** Staff:

- Site support of classroom libraries, and novels for students across the curriculum as well as digital resources; PD for staff to support digital literacy or content knowledge.
- Incorporate more collaboration with English teachers to assist in building literacy in the classroom.
- Many of our students are reading and writing at least 2 or more below-grade levels. We would need to explore different options to focus on literacy development school-wide such as interdisciplinary literacy projects and programs. We might consider the possibility of hiring a reading specialist for secondary students and writing classes as electives. How might we create a partnership with local agencies to encourage more reading and writing opportunities for all students?
- Continue emphasis on academic reading and writing across the curriculum

**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 increasing 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 to support struggling students, PLUS, and co-teaching in the targeted core classes. Tier 3 will include teacher tutoring services, access to technology resources for remediation, PLUS support in the targeted classroom and student groups, and strategic 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: 2020 CAASSP scores, 2020 EAP Results, 2020 ELPAC scores and redesignation rates, 2019-2020 Interim Assessment results via I-ready.
- 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, and technology placed to support literacy.
- Attendance at After School Tutorial
- 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):

- Principal
- Teacher Librarian
- VP Supporting ELA Department
- VP Supporting EL Team
- 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
- After Interim 1 & 2 testing

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 increasing 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 to support struggling students, PLUS, and co-teaching in the targeted core classes. Tier 3 will include teacher tutoring services, access to technology resources for remediation, PLUS support in the targeted classroom and student groups, and strategic deployment.

- Students in the class will receive instruction that is aligned to CCSS and access through our district adopted curriculum. Materials and supplies will support teacher implementation of CCSS, including library databases, office/classroom supplies, classroom technology (hardware/software), and subscriptions.
- Provide Turnitin.com site license for students and teachers.
- Master schedule developed strategically to maximize support to students in grades 9-11
- 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 academic success and improvement.

-Computer Lab assistant will support students during the school day. She is 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.

Specify enhanced services for EL students:

- Provide English Learner Coordinator to strategically support EL students with academic supports to increase reclassification rates.
- 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

Specify enhanced services for low-performing student groups:

- Low performing groups of students will be supported strategically through enhanced services through the use of After School Program tutorials which will target ELL, SPED, and our African American student population.
- Case Managers will work with students within our African-American sub-group who are not academically successful through the use of mentoring within the school day.

attendance in our afterschool tutorial

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

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

- Parent communication to inform parents the importance of CAASSP and EAP, and interim assessments.
- 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.

- EL Coordinator to support EL students who are receiving D/Fs in their core classes.

**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 a 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, The 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 all 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, utilizing technology resources for struggling students, PLUS teacher support, and co-teaching. Tier 3 will include teacher tutoring services, technology resources to support remediation, strategic PLUS teacher support for Tier 3 students, and deployment.

<b>Reasoning for using this action:</b>	<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

Data to be monitored:

- Various state and local assessments: 2019/20 CAASSP scores, 2019/20 EAP results, 2019/20 SAT results and 2019/20 Interim Assessment results via I-ready.
- 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

#### Owner(s):

- Principal
- Teacher Librarian
- VP supervising Math
- VP supervising SPED
- Assigned counselor for targeted groups
- 9th grade support counselor
- AC Leads, EL Support Team, and Plus Teachers
- BRCA's
- ASP Teacher and Tutors

#### Timeline:

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

#### 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 all 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, utilizing technology resources for struggling students, PLUS teacher support, and co-teaching. Tier 3 will include teacher tutoring services, technology resources to support remediation, strategic PLUS teacher support for Tier 3 students, 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.
- Master schedule developed strategically to maximize support to students in grades 9-11.
- Target and monitor after school tutorial for Tier 2/3 students
- Provide 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
- Provide qualified Math Tutors who are Bilingual
- Materials/Supplies to support academics, engagement, involvement, supervision, attendance, and behavior

#### Specify enhanced services for EL students:

- Provide English Learner Coordinator to strategically support EL students with academic supports to increase the reclassification rate.
- Provide BRCA (bilingual resource counseling assistance) to support parent education and translation
- A team of EL teachers with case management groups of EL learners to monitor academic progress and attendance in the afterschool program.

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

- Parent communication to inform parents of 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 families to resources that students many needs.

#### Specify enhanced services for low-performing student groups:

Low Performing Subgroups: African American, Hispanic, Special Education

- Low performing groups of students will be supported through strategic interventions provided by PLUS teachers in Math and ELA. This includes small group pull out, technology-enhanced interventions such as Khan Academy and Shmoop, and mandatory ASP tutoring.

#### Describe Professional Learning related to this action:

- Training for teachers using interim 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, 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.
- Provide professional development opportunities for core teachers to attend professional learning conferences.

### 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, writing on a regular basis, and engaging in academic discourse. Staff will be able to identify EL students and students will be appropriately scheduled and grouped. Accountable communities will incorporate unit plans that detail EL high leverage strategies. Tier 2 supports include reteaching strategies to target students who struggle in initial assessments. Additional supports include English Learner conferences for teacher PL, 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.

<b>Reasoning for using this action:</b>	<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
- Grades: Percentage of Ds/Fs
- 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
- Goal 2 Data: students engaged in activities, arts, and athletics
- Monitoring master schedule to support identified students needing additional support
- Ongoing data/monitoring of targeted EL students in Tier 3.

##### Owner(s):

- Vice Principal supporting EL program
- Vice Principal supporting ASP program
- EL Support Teacher Team
- Head Counselor
- Principal
- Teachers / Accountable Communities

##### Timeline:

- Spring 2020 and on-going throughout the year
- 4 cycles for re-designation
- VP & EL Support Team: Ongoing/Weekly
- Principal/Head Counselor June, August, October, December, April

##### 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. Accountable communities will incorporate unit plans that detail EL high leverage EL strategies. Tier 2 supports include reteaching strategies to target students who struggle in initial assessments. Additional supports include English Learner conferences for teacher PL, 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.
- Fund an EL Coordinator (TSA) to support students with various activities focused on improving their overall academic successes; mentoring, monitoring, tutoring, assessment etc.
- Provide Transportation (and funds) for EL students to be exposed to various academic and cultural experiences.

**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.
- Progress monitor RFEP student on a quarterly schedule as according to district expectations
- 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

**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.

**Specify enhanced services for low-performing student groups:**

- After School priority enrollment for struggling subgroups
- Student Conferences
- Academic Counseling

**Describe Professional Learning related to this action:**

- EL Coordinator to provide enhanced PL for teachers in the areas of literacy, vocabulary development, reading comprehension, and fluency.
- 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.
- On-site teacher collaboration (funds for subs for two) for EL site representative and EL support teachers
- Supplement Contracts for EL/PLC to analyze data and plan interventions

## Action 4

**Title:** Reduce percentage of students with D/Fs 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

<b>Reasoning for using this action:</b>	<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

- 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 1, 2A/B, & 3
- 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 reflection
- 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 Edgenuity within the school day and after school for credit recovery
- Support in the classroom and through pull out from PLUS teachers targeting 9 grade

#### 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.

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

- 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
- Outreach to parents of identified student subgroups with low academic performance. Build a partnership with

#### Owner(s):

- Vice Principals
- Head Counselor
- AC Leads
- After school teacher leads
- PLUS teachers
- Attendance specialist

#### Timeline:

- VPs--Weekly classroom learning walks, 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 low-performing student groups:

- Targeted academic counseling for students with Ds/Fs
- Targeted ASP enrollment for students with Ds/Fs.
- SST meetings held regularly for students with multiple Ds/Fs.
- Outreach to parents of students in danger of failing
- Process for celebrating academic progress for struggling students
- Targeted mentorships focused on academic and SEL development

#### 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 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.

families

-ELAC meeting scheduled four times a year

- Provide Child for families in need to attend various parent meetings.

- 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.

-Climate and Culture team; professional learning centered on SEL best practice and cultural proficiency

## 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):

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.

#### Specify enhanced services for EL students:

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- Instructional strategies 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 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

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

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- 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

#### Specify enhanced services for low-performing student groups:

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- After School tutorial attendance
- Khan Academy in Library during the After School Program
- AP Student academic conversations with students who are struggling academically

#### Describe Professional Learning related to this action:

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- 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

# 2020-2021 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	Bks & Ref			Books and Other Reference: TurnItIn.Com \$11,600 , NearPod \$4,300, Edgenuity \$10,000	26,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	136,624.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			Library, Media, & Technology Supplies	5,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	TSA	66,017.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	TSA	66,017.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract for EL services; Certificated Staff	3,661.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to Support ELs	10,052.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology to Support EL Classrooms	15,000.00
G1A3	LCFF: EL	Instruction	Direct Trans			Transportation for EL enrichment experience	3,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	1,600.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			: Technology	20,684.00
G1A4	Title 1 Basic	Parent Participation	Oth Cls-Supp			Child Care; Parent Participation	3,229.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			Technology	25,000.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Prof/Consulting	12,000.00
G1A4	Sup & Conc	Instructional Supervision & Adm	Mat & Supp			Instructional Supervision Materials and Supplies	8,014.00
G1A5	Sup & Conc	Instruction	Off Eq Lease			Office Lease Equipment Expenses	14,500.00

**\$416,398.00**

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

### Needs Assessment

#### School Quality Review

##### School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	80.38 %	61.853 %	2018-2019	69.853 %

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

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

#### Goal 2 Participation Rate

Goal 2 ParticipationRate:

- 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.
- Appropriate funding was allocated to our Goal 2 Team as described in the previous SPSA.
- 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. - As of March 2020, the current participation rate for 2019-20 is 72.2.
- There is a disconnect between Link Crew Team members and student club members.

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

#### Goal 2 Participation Rate

Goal 2 ParticipationRate - English Learners and Students with Disabilities have abnormally low rates of participation. There are a few reasons for this:

- The parents' lack of exposure to related goal 2 activities
- Students are lacking connections with adults and other students on campus.
- Climate and Culture Team needs additional time to identify barriers affecting Low Performing Subgroups

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

As a site, we feel we have followed through on the expected outcomes and expenditures as it relates to Goal 2 activities. The funding allocated for Goal 2 activities were utilized to support athletics and activities.

Edison will continue providing funding for the following: Supplemental Contracts for Teachers on the Climate and Culture Team, Supplemental Contracts for LinkCrewTeachers and Link Crew Coordinator and budget an estimated \$25k for materials and supplies for rallies and related Goal 2 activities. In addition, funding will be allocated for incentives in support of increased participation levels, and PL for Goal 2 certificated staff leaders.

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

Additional funding will need to be allocated to the Climate and Culture team members to provide additional time to support the overall Climate and Culture of the Edison High School. The current time allocated was insufficient to make a positive impact.

Edison will provide funding for extra pay contracts to have certificated staff member(s) (Goal 2 Lead Teachers) to monitor and support Goal 2 teachers.

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

**1** SSC:

- How does funding support student body clubs?
- What is being done to attract students from subgroups who are not participating in any Goal 2 type activities?

**2** ELAC:

-Parents can support their own students if they were given regular announcements about the various opportunities to participate. Possibly sending communication home in Spanish would help so that parents can stay on top of their kids to encourage them to participate.

**3** Staff:

- Provide rewards (a certificate of some sort, or recognition) for those who are involved in an extracurricular activity.
- A targeted approach to fixing GPA to then be eligible to play sports.
- Overall, the school offers lots of opportunities to engage students in extracurricular activities. However, there is a need for more involvement in these activities for EL students. I recently recruited EL students to get involved in more sports and was pleasantly surprised that students would join only if I as an adult support walked them over or connected them with the athletic coach personally (not in a public setting).
- It would appear that more and more of my seniors are not engaged in goal 2.
- Give student participants to extra-curricular activities some kind of "rewards"
- Additional funding for calendars/folders for students. Rewards for attending workshops, food for families and parents who are present. More money put into our Tiger Celebrations to honor ALL students.

**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 students 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 (i.e. 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 (ASP/ASSETs) sign-in sheets and uploaded in Atlas Engagements
- Link Crew training and calendar of events
- School Calendar of Goal #2 activities
- School Culture and Climate Survey (staff, students, and parents)
- State CIF participation data report (Title IX equity report)

**Owner(s):**

- Vice Principal supervising Climate & Culture
- Vice Principal supervising Athletics
- Campus Culture Director and assistant
- Link Crew Teachers
- Class Sponsors
- Athletic Director and assistant
- ASP Coordinator
- After School Program Teachers

**Timeline:**

- Quarterly review of student engagement data to recruit
- Club Rush activities semester student
- Engagement Reports for Club Sponsors
- Weekly Class Sponsors Meetings
- Fall, Winter & Spring Athletic rosters
- Weekly management meetings to review events and student participation

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

-New engagement activities:

- ASP/ASSETs:
  - new: garage band, gaming, weightlifting, tutoring for various subjects,

- Move-Up Days/Showcase for Incoming 9th graders, visits in the spring and a middle school visit in the first semester to help the transition of incoming 9th graders
- Assemblies and rallies to foster school participation, interest, and connection to the school.
- Purposeful implementation of an outreach targeting 9th graders (Link Crew activities), Back to School Night, AP Rush, and Showcase
- Provide materials/supplies and resources such as technology, and transportation to encourage and Goal 2 support and participation
- Pathway/academies (Biomed/Green/Engineering/Computer Science/Interior Design) that incorporate industry experiences in and out of the classroom i.e. Ticket to the Future, USDA, and Job Shadow
- A multicultural component will be included in assemblies and rallies to involve students of various cultures and languages (Mexican Independence Day, Black History Month Staff decorated doors and hallways, Multicultural Rally
- Provide students access to BFS - Bigger, Faster, Stronger curriculum to encourage positive changes in their lives through fitness training. BFS is a three-tier system approach, geared at supporting students with character education, fitness training, and seminars.

**Specify enhanced services for EL students:**

- Active recruitment to encourage EL students to get involved through presentations to Mgrant and EL Mentoring Programs
- Communication with EL students for feedback of the type of activities they would like to have at school

**Specify enhanced services for low-performing student groups:**

- Lunchtime activities will target the students who are under-represented in Goal 2 Engagement (SPED and ELL).
- Recruitment of SPED and ELL students into Leadership classes.
- Kindness Club (SPED/Inclusion Club) will expand to year 3.
- Unified Sports Team Continue in 2020-21

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

- Communication to parents at Back to School Night, Showcase and Parents Night
- Weekly communication of opportunities for students to get involved in student activities, arts, and athletics.

**Describe Professional Learning related to this action:**

- Additional staff will be trained as Link Crew Advisors as well as additional staff attending

- Invitations to sporting events, club activities, concerts and theater performances to showcase and encourage student involvement

- CADA- California Activities Directors Conference

-CSADA- California State Athletic Director Conference

- Teachers will receive updates and information regarding opportunities for students to participate in activities.

- Teachers will receive PL on how to sponsor clubs and log data into Atlas

- 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.

- Pathway teachers and coordinators will collaborate to develop interdisciplinary relevant activities that are showcased to various stakeholders; these teachers will also create opportunities outside the classroom to explore industry, guest speakers, and related competitions.

- Bigger, Faster, Stronger in-service certification training for teachers and coaches.

- Various Professional Learning Conference for Athletic Coaches

# 2020-2021 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	Direct Trans			Transportation	17,000.00

**\$17,000.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
CTE Enrollment	59.082 %	56.513 %	2018-2019	63.513 %
College/Career Readiness	70.631 %	56.397 %	2018-2019	59.397 %

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

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

**College/Career Readiness**

Edison has worked tremendously hard to ensure students meet the College/Career indicator requirements. In 2018-2019, only 38.6 met the indicator requirements. However, Edison has increased the percentage of students passing the AP exam by 7%. Additionally, Edison is working with the division of CCR to increase Dual Enrollment offerings on campus. Edison is still working to improve all area indicators to ensure students meet CCR requirements.

**CTE Enrollment**

- The percentage of enrollment in CTE classes decreased from 56% in 18/19 to 53% in 19/20.
- The Pathway Coordinator and CTE office are working with the teachers to get them credentialed in various CTE Industry Sectors to be able to increase our offerings in CTE related courses.
- Students are exposed to various course selection options through push-in counseling sessions during preregistration.
- Edison participates in Ticket to the Future is recruiting fair hosted by College and Career Readiness office.
- Students panels are forms and 8th-grade students are exposed to various pathways during presentations.
- In addition, Middle School feeder programs are invited to the CTE Expo to build awareness of current programs.
- Counselors track demographic data to ensure all students are equal opportunities to participate.

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

**College/Career Readiness**

- In 2018-19, the number of EL students who met the CCR indicators was only 15.1 percent. This is a concern, therefore, we are making changes on supports and who monitors their success. An EL coordinator is being hired to further support ELs.
- In 2018-19, only 11.4% of SPED students met the CCR indicator. Therefore, the district developed a NIC (Network Improvement Community) Team to find solutions to ongoing issues affecting SPED students. Additionally, 1 FTE was allocated to support SPED teachers and students.

**CTE Enrollment**

- Current data shows African American students enrolled in CTE increased from 37% 2017/18 to 51% 2018/19, however, it decreased back to 43% in 2019/20. In addition, SPED students enrolled in CTE courses did not have any changes, as the percentage of SPED students taking a CTE course remained at 30%. For students with IEPs, required course selections based on IEP goals limit courses that could be taken.
- EL students enrolled in CTE classes increased from 26% in 2017/18 to 29% in 2019/20. EL students are required to take additional courses based on their English proficiency levels which take up space in their schedule and limits access to CTE offerings.

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

Edison did a great job of providing material, resources, and professional development to CTE teachers. However, the number of students taking CTE courses declined slightly due to the number of CTE course offerings. The number of CTE teachers at Edison declined by 1 FTE. Edison was unable to find a replacement CTE, therefore a teacher without a CTE was hired.

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

Edison is looking working to increasing enrollment in underrepresented groups such as EL, SPED, and African Americans. The evidence clearly indicates that attention is required and a more focused effort will help increase percentages. Funding will also be allocated to more outreach activities to promote CTE and Pathway courses.

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

**1** SSC:

How can we promote the Engineering and Computer Science Pathways to females? These pathways are generally being dominated by males.

-What is being done to increase the number of teachers who possess and CTE Credential?

**2** ELAC:

There was no feedback provide provided pertaining to Goal 3. The ELAC members did not have any questions.

**3** Staff:

- Combining the curriculum with a career based lens that makes the content relevant has increases interest and engagement levels from students.
- If there were more classes that gave students a certification that they could take to businesses that will let them start on a skilled career, not necessarily a four-year degree path.
- Encourage pathways to incorporate an advocacy piece or community engagement piece.
- Build a strong community on campus. Allocate funds for community building (ie. pathway kickoff, CTE fundraising events, etc.) Recruitment at the junior high level.
- Communicate choices regarding Pathways and how each prepares for a trade school, community college and/or four-year college experience

## 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 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 for students who meet criteria
- Number of Industry professional guest speakers
- College & Career Readiness Dashboard indicator

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 teachers and students to attend travel and conference to attend various CTE related professional development and related activities.
- Provide fundings for maintenance and fuel of the CTE vehicle which provides transportations for students and teachers to attend various CTE events. This may include industry visits, higher ed visits, and internship opportunities.

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.

Specify enhanced services for low-performing student groups:

- Counselors identify subgroups who are underrepresented in enrollment and target students specifically during conferencing.
- After school tutorials for CTE students who are not meeting CTE standards.

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 2020 to learn strategies to support student achievement.

## Action 2

**Title:** College and Career Readiness

### Action Details:

Edison High School will engage in career and workplace preparation that includes increasing the amount of students who who have met the following criteria: successful completion of A-G courses, completion of Pathway coursework, increased number of students who have met the criteria for the Seal of Biliteracy, students who have received a score of 3 or higher on two AP exams. College and Career Readiness will be evidenced by the number and percentage of students who are identified as prepared on the California School Dashboard; thereby, expanding the amount of post-secondary options upon graduation.

**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

Progress monitoring will include:

- Tracking the number of students receiving a "C" or higher in A-G courses.
- Monitoring the number and percentage of students receiving Ds and Fs disaggregated by sub-groups, pathways, A-G courses, etc.
- Students who have met Seal of Bi-Literacy Criteria and those who are close to meeting the designation
- AP Course Completion and Exam pass rate.
- Tracking of student performance on Internal Assessments in AP courses.
- Monitoring of student attendance of AP tutorials.
- Internal Monitoring of the amount of completed Scholarship Applications.
- Data collection of College Applications through the California Colleges Portal.
- Data collection of those who have submitted a FAFSA application.

#### Owner(s):

Principal  
Head Counselor and Counseling Team  
Vice Principals  
CTE Coordinator  
AP Coordinator

#### Timeline:

Monitoring of Grades Progress Report, Quarterly, and at the Semester.  
PDSA Cycles for PLCs.  
Monthly monitoring of tutorial attendance  
On-going Counseling Monitoring of College Applications, Scholarship Applications, and FAFSA Applications (October-May)

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

- Access of all students to a rigorous curriculum framework and student-centered classrooms.
- Students will utilize grade level appropriate supplies and materials that will serve as academic tools for students to process their learning.
- Tutoring as part of the After School Program.
- Continuation and expansion of the Khan Academy Learning Lab.
- Increased usage of Khan Academy within A-G classrooms.
- Academic Counselors will meet with targeted student groups (Students enrolling in AP for the first time, students with 3 or more AP courses)
- Students will have access to PSAT supports such as optimal testing conditions and the un-packing of PSAT scores.
- Students will receive Academic Counseling supports such as extended FAFSA workshops, GPA conferences, and post-secondary workshops to promote academic success.
- Increased technology for students to access online academic supports such as digital GVC (Math, English and History), Khan Academy, Turn-it.com, Cal State Apply, and FAFSA
- Students at Computech and Gaston Middle Schools will receive AP out-reach through enrichment experiences, demo-lessons, and extended recruitment with the emphasis on targeting under-represented sub-groups.
- College Signing Day for Seniors who have signed their student intent to register.
- Students receive support from counselors in ensuring they have the accurate emails, family information and student portal creation.
- Ensuring that ALL students have linked College Board and Khan Academy accounts.

#### Specify enhanced services for EL students:

- Quarterly monitoring of ELL and RFEP students by ELL TSA and ELL VP and grade conferences of with those who are failing.
- ELL TSA academic tutoring in A-G courses (Push-in support)
- English Learner Support Team – assigns a case manager for EL students that are struggling academically.
- ELL TSA After School Tutoring
- BRCA in Spanish and Hmong to support students in coordination of support services.
- CTE Coordinator Presentation at ELAC with topic of CTE Pathways options.
- Computer Lab Assistant/Support

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

- Parent Coffee Chats with the following topics: Seal of Bi-Literacy, California Dashboard, AP Recruitment and Supports, A-G Course Completion, FAFSA Workshops, Edison CTE, and the College Application Process
- BRCA facilitated Parent Conferences
- CTE Parent Night (November)
- Parent Showcase with student presentations and artifacts from A-G courses, AP courses and AP courses (May)
- CTE Coordinator Presentation at ELAC.

#### Specify enhanced services for low-performing student groups:

- Upon enrollment and review of prior academic achievement, all Foster Youth and responsible guardians will receive information to site academic supports (Tutorials and Learning Lab)
- SPED, Foster Youth, and our African-American sub-groups will be monitored and those receiving multiple Ds/Fs will be enrolled in tutorials and receive additional academic counseling.
- Intervention and Enrichment activities for students who are traditionally low-performing.
- To address disproportionality in student achievement for identified ethnic groups, every management team meeting will include data on 1 or more elements of student achievement disaggregated by ethnicity.
- Management team will identify specific actions each individual will own to address the disproportionality.

#### Describe Professional Learning related to this action:

- Professional Learning for Lead Teachers focused on building their PLC Foundations knowledge.
- Professional Learning for PLCs for the unpacking of the rigor of standards, CFA creation and analysis and RTI within the instructional sequence.
- Continued Professional Learning on College and Career skills such as Academic Discourse and the utilization of strategies to access Challenging Content.
- Professional Learning at Management Meetings on the California Dashboard.
- Professional Learning for PSAT data analysis and its instructional implications at staff workshops and Management meetings.

## 2020-2021 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
G3A2	Sup & Conc	Instruction	Travel			Travel and Conference for Professional Development	25,000.00
G3A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	1.0000		59,414.00

**\$84,414.00**

**Goal 4 - All Students will stay in school on target to graduate****Needs Assessment****School Quality Review**

## School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	11.211 %	12.411 %	2018-2019	10.411 %
Suspensions Per 100	5.046 %	8.905 %	2018-2019	4.905 %
Graduation Rate	94.852 %	93.502 %	2018-2019	94.502 %

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

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

**Chronic Absenteeism**

- Edison is attacking absenteeism through a team approach. Our Child Welfare and Attendance Personnel is working closely with families to keep students in school daily. Teachers are providing rich and engaging lessons to ensure students make relevant real-life connections to school work. -Goal 2 team activities are aimed at engaging students to ensure they are connected with a caring adult on campus. In 2018-2019, the percentage of students who are chronically absent has dropped 3 percentage points to 10%.

**Graduation Rate**

The graduation rate at Edison High School Continues to hover around 94%. As we continue to increase our effectiveness at monitoring students' credit attainment, we expect to increase a few percentage points. The opportunities to earn credits continues to be a common conversation amongst counselors and CCR district officials. Currently, students receive the following

- Fall and Spring Classroom Presentations
- Individual Academic Counseling for all students
- Counseling support via walk-in hours at various times throughout the school day

**Suspensions Per 100**

- Clearly identified behavioral expectations for all students have been reviewed with staff members. Staff members then reteach important rules and regulations to follow during the We Act class meetings. Edison is also a Restorative Practices school, aimed at restoring relationships after conflict have are having a positive impact on teacher/student relationships. This helped decrease the suspension rate slightly from 6.59% to 6.05%

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

**Chronic Absenteeism**

- Data shows English Learners are chronically absent at a higher rate than other subgroups, current at 22% for 2019/20. Data also show EL students have the least participation in Goal 2 activities. Our EL students are not engaged in Goal 2 activities thus reducing their enthusiasm for school.

-The African American subgroup's percentage dropped dramatically from 22% in 2018 to 14% in 2019/20 (as of March 2020).

**Graduation Rate**

According to the California Dashboard, Student with Disabilities is the only subgroup below average (orange or red color) as it relates to graduation Rate. Students with Disabilities continues to be a focus for Edison High School's administration and staff as only 65% percent of SWD graduated on time during the 2018-2019 school year. Edison is working on providing Special Education Resource teachers with supports to increase overall student achievement as they may lack specific supports to increase overall student academic engagement.

**Suspensions Per 100**

- Data shows there has been a large decline in suspensions in significant subgroups, however, students with disabilities are still at 16% as of March 2020. Factors include; Edison is still lacking specific interventions and support for our special education students in the measure of social-emotional learning in the classrooms. Students must also learn 6 or 7 different behavior expectations in their classrooms. Students are struggling to remain engaged in the content that may be difficult for them.

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

There were no major differences between the intended and actual implementation of the action or expenditures. However, Edison is continuing to evaluate current practices to ensure services provided are optimal for the success of all students.

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

Edison High School will continue with current best practices to increase the graduation rate, and decrease the suspensions and absenteeism. As of March 2020, Edison is currently meeting the metrics as written in 2018/19. Current expenditures will continue for 2019/20.

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

**1** SSC:

- What types of services are available to students who need to make up credits?
- Can we fund another home school liaison to support our need to decrease absenteeism?

**2** ELAC:

- What is being done to help with the large percentage of EL students who are absent?

**3** Staff:

- In addition to our Link Crew, Peer Helper Elective to support our ELLs, we might consider having Peer-mentorship between Seniors and Freshmen to help them acclimate to the high school culture and expectations.
- Our graduation rate is satisfactory. I am happy that we have a variety of credit recovery systems to help students who have fallen off track to still get a degree. This needs to be a focus for the counseling staff to track and contact students who are starting to fall behind.
- Our graduation rate is great! I would love to focus on the seniors' success rates by providing them with panels of professionals in the community to reach out to upon graduation. I have spoken with some of our seniors and many have shared that they were afraid of leaving high school...unsure of who they can reach out to for work.
- Find a way to increase Saturday Academy participation; provide afterschool section or absent makeup or before school section makeup.
- Consider staffing increase for at-home visits and/or other forms of contact with parents/guardians
- I know that great work has been done in the RC and with the restorative practice team. All members are working with all students to prevent out of school suspensions and to find alternative consequences for students negative behavior. Incentive plans have been implemented for students to help support better behavior. The



only out of school suspensions are for fighting and drug offenses.

## Action 1

**Title:** Decrease Student Suspension Rate

### Action Details:

Edison High School will further develop its multi-tiered system of escalated behavioral and social-emotional supports for students as a way of improving overall suspension rates and for those who are disproportionately suspended. Tier 1 services will focus on the school-wide implementation of Tiered Behaviors and classroom behavior supports as well as the continued development and implementation of social-emotional initiatives developed through EHS' Climate and Culture team along with the curriculum developed for Class Meetings known as WE ACT lessons. Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with the emphasis on mediating behavior and the restoration of the learning process and environment.

**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, 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 supporting Attendance Personnel
- Restorative Practice Team (TSA, RCA, and RP Counselor)
- Principal
- Climate and Culture Team
- Social Worker
- Administrators

#### Timeline:

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

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

- Increase the number of adults supervising on campus (Street Saints, Noontime 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 the school nurse with funds to purchase supplies as needed.

#### Specify enhanced services for EL students:

#### Specify enhanced services for low-performing student groups:

- Increase the number of adults supervising on campus (Street Saints, Noontime 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

#### 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

- 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
- Mentor support for at risk African American students

#### 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 recognizes that attendance is a critical component of student success. In the 2020-2021 academic school year, Edison High will continue to develop a unified multi-tiered system of interventions for attendance. These tiered systems of support for attendance will include Tier 1 ensuring that all teachers are taking accurate attendance. Tier 2 and Tier 3 supports include providing a full-time school Child Welfare Attendance Specialist who will extend targeted interventions for those who are identified as chronically absent. Additionally, the school will continue to fund key attendance programs and activities such as after school attendance meetings that provide parents with pivotal information regarding attendance and strategies to support the improvement of 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

Owner(s):

- VP
- 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)

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
  - After school 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

Strategic tardy sweeps

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.

Specify enhanced services for low-performing student groups:

- Intensive attendance monitoring by case manager responsible for checking daily attendance, goal setting, and grade checks.
- Quarterly Attendance meeting with parents of students

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

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

### Action 3

**Title:** Increase Graduation Rate

Action Details:

Edison High School is committed to providing 100% of its students an opportunity to graduate on time while meeting A-G requirements. Edison High School will work to implement a comprehensive program to increase the number of contacts counselors have with students, to ensure they are well informed of graduation requirements, A-G requirements, and all post-secondary options. Tier 1 will include all students having access to A-G courses and counselor oversight. Tier 2 will include increased counselor sessions and tutorials for those who are struggling in A-G courses. Tier 3 will include intensive counseling sessions that are one-on-one.

<b>Reasoning for using this action:</b>	<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

- Graduation Tracking Report
- At Risk Guidance Report
- PSAT/SAT/AP reports
- FAFSA Completion Rates
- CCGI-California Colleges-College and career platform, allows counselors to track College application completion

Owner(s):

- Principal
- VP supervising Counseling
- Head Counselor
- Counselors (RCA)
- College & Career Coordinator

Timeline:

- Monitoring of Grades Progress Report, Quarterly, and at the Semester.
- Regularly scheduled Individual Conferences
- On-going monitoring of College Applications, Scholarship Applications, and FAFSA Applications (October-May)

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

Counselors make Fall Classroom Presentations to all students that cover the following; Graduation Requirements, A-G Requirements, Post-Secondary Options, College explorations, Californiacolleges.edu, College matriculation information (Grade 12), PSAT/Khan Academy Review, Campus Support Services, FAFSA/Dream Act/Scholarships (Grade 10-12), Workshops (Grade 12), Webgrant registration (Grade 12), College Admission Requirements (Grade 12), UC Personal Insight Questions, CSU EOP Application, SCCC Honor, Private University-Personal Essay, Important Senior Dates, After school tutorial schedule, SAT/ACT Information (Grade 11)

Spring Classroom Presentation covers the following; Pre-Registration, Promote electives and pathway options to increase A-G completion, Targeted counseling for specific groups (3 or more AP, off track for grad), Transcript Review, Credit Recovery options (Online/Summer school), Review PSAT scores, AP testing, CART Program Discussion (Grade 10/11), SAT/ACT (Grade 11), SAT School Day, Khan Academy, How to send scores, FAFSA/Dream Act/Scholarship information, Financial Aid Information (Grade 12), Create Webgrants account (Cal Grant Awards and other State awards), How to Read award letter, Student Intent to Register (SIR), Create student portals for colleges

Counselors meet regularly with an individual student one on one. During these sessions, they cover the following: Develop a 4-year academic plan, Explore colleges and college interests, "Fit" College and Career discussion (Grade 11/12), UC Personal Insight Questions (Grade 11/12), CSU EOP application (Grade 12), SCCC Honor (Grade 12), Transcript review

Specify enhanced services for EL students:

- At-risk EL Students are monitored by the Counselor and EL Team (RCA support) to ensure they keep up with their grades, and on track for graduation. Edison provides specific tutoring services for EL students, with available tutors to support them in their first language if necessary.

Specify enhanced services for low-performing student groups:

- Credit Recovery opportunities (online, direct instruction, summer school)
- Individual counseling
- Fresno Adult School Referrals for credit recovery/A-G completion
- Edgenuity
- Utilize data to identify students groups in most need: EL, African American, Hispanic

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

- School Messengers for important events on campus (translated in Spanish and Hmong)

Describe Professional Learning related to this action:

Counselors attend the following conferences to remain informed of current counseling practices and college

- Application workshops (College and Financial Aid) for parents and students, day and evening. (translation services provided)
- Back to School Night (translation services provided)
- 8th Grade Parent Night (translation services provided)
- Coffee hour drop-ins

- admission requirements.
- ASCA conferences
- WACAC attendance
- Ed Trust-West attendance
- Linked Learning Conferences
- CSU/UC Conferences
- FAFSA Dream Act Conferences

## 2020-2021 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	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	No translation of mandatory items such as ELAC and IEP from Title I	64,721.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnnd I	1.0000	No translation of mandatory items such as ELAC and IEP from Title I	74,354.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage	1,000.00
G4A2	Sup & Conc	Health Services	Medical Supp			Medical Supplies for School Nurse	1,000.00
G4A3	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified; Overtime (Parent Participation)	3,109.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation; Materials and Supplies **NO FOOD NO INCENTIVES**	15,000.00
G4A3	Title 1 Basic	Parent Participation	Direct-Graph			: Direct Graphics	3,000.00
G4A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	No translation of mandatory items such as ELAC and IEP from Title I	59,263.00
G4A3	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers for Certificated Staff	23,766.00
G4A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Certificated Staff	97,584.00
G4A3	Sup & Conc	Instruction	Oth Cls-Supp			Supplement; Classified Staff	3,159.00
G4A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	15,000.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation	3,000.00
G4A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Classified Staff; Overtime	2,589.00
G4A3	Sup & Conc	Ancillary Services	Direct-Food			: Direct-Food Services	4,000.00
G4A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified; Supplemental	3,159.00

**\$373,704.00**

## 2020-2021 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	Bks & Ref			Books and Other Reference: TurnItIn.Com \$11,600 , NearPod \$4,300, Edgenuity \$10,000	26,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	136,624.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			Library, Media, & Technology Supplies	5,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	TSA	66,017.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	TSA	66,017.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract for EL services; Certificated Staff	3,661.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to Support ELs	10,052.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology to Support EL Classrooms	15,000.00
G1A3	LCFF: EL	Instruction	Direct Trans			Transportation for EL enrichment experience	3,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	1,600.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			: Technology	20,684.00
G1A4	Title 1 Basic	Parent Participation	Oth Cls-Supp			Child Care; Parent Participation	3,229.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			Technology	25,000.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Prof/Consulting	12,000.00
G1A4	Sup & Conc	Instructional Supervision & Adm	Mat & Supp			Instructional Supervision Materials and Supplies	8,014.00
G1A5	Sup & Conc	Instruction	Off Eq Lease			Office Lease Equipment Expenses	14,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation	17,000.00
G3A2	Sup & Conc	Instruction	Travel			Travel and Conference for Professional Development	25,000.00
G3A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	1.0000		59,414.00
G4A1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	No translation of mandatory items such as ELAC and IEP from Title I	64,721.00
G4A2	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	1.0000	No translation of mandatory items such as ELAC and IEP from Title I	74,354.00
G4A2	Title 1 Basic	Attendance & Social Work Servic	Local Mileag			Local Mileage	1,000.00
G4A2	Sup & Conc	Health Services	Medical Supp			Medical Supplies for School Nurse	1,000.00
G4A3	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified; Overtime (Parent Participation)	3,109.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation; Materials and Supplies **NO FOOD NO INCENTIVES**	15,000.00
G4A3	Title 1 Basic	Parent Participation	Direct-Graph			: Direct Graphics	3,000.00
G4A3	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	No translation of mandatory items such as ELAC and IEP from Title I	59,263.00
G4A3	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers for Certificated Staff	23,766.00
G4A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Certificated Staff	97,584.00
G4A3	Sup & Conc	Instruction	Oth Cls-Supp			Supplement; Classified Staff	3,159.00
G4A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	15,000.00

G4A3	Sup & Conc	Parent Participation	Mat & Supp	: Parent Participation	3,000.00
G4A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr	Classified Staff; Overtime	2,589.00
G4A3	Sup & Conc	Ancillary Services	Direct-Food	: Direct-Food Services	4,000.00
G4A3	LCFF: EL	Parent Participation	Oth Cls-Supp	Classified; Supplemental	3,159.00
					<b>\$891,516.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$244,360.00
Sup & Conc	7090	\$544,667.00
LCFF: EL	7091	\$102,489.00
<b>Grand Total</b>		<b>\$891,516.00</b>

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$416,398.00	
G2 - All students will engage in arts, activities, and athletics	\$17,000.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$84,414.00	
G4 - All students will stay in school on target to graduate	\$373,704.00	
<b>Grand Total</b>		<b>\$891,516.00</b>