


Edison High

10621661031897

Principal's Name: Joey Munoz

Principal's Signature:

A handwritten signature in blue ink, appearing to read "Joey S. Munoz", written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

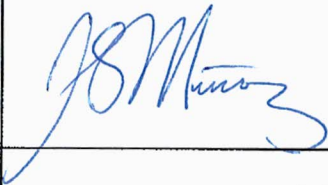
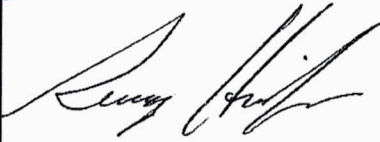
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Joey Munoz	X				
2. Chairperson -Rosemary Hoidalgo				X	
3. Ana Elias Morales		X			
4. Sara Meadows		X			
5. Cathy Haynes		X			
6. Carissa Aflague		X			
7. Noune Kachichyan					X
8. Michael Fung					X
9. Tricia Frausto					X
10. Tango Downs				X	
11. Socorro Villanueva			X		
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Edison High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Joey Munoz		5/14/2021
SSC Chairperson	Rosemary Hidalgo		5/14/2021

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 2021/22

Edison - 0145

ON-SITE ALLOCATION

3010	Title I	\$253,144 *
7090	LCFF Supplemental & Concentration	\$610,450
7091	LCFF for English Learners	\$84,900
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$42,100</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$990,594

* 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	\$61,192
Remaining Title I funds are at the discretion of the School Site Council	<u>\$191,952</u>
Total Title I Allocation	\$253,144

Edison High 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		3.82 %	2019-2020	10.82 %
One D or F on Any Report Card (Grades 02-12)		57.45 %	2020-2021	50.45 %
4 Year Cohort Graduation Rate		95.56 %	2019-2020	96.56 %
I-Ready ELAD1 On Level		34.12 %	2020-2021	41.12 %
I-Ready Math D1 On Level		32.98 %	2020-2021	39.98 %
I-Ready ELAD1 On Level (Students With Disabilities)		2.94 %	2020-2021	9.94 %
I-Ready Math D1 On Level (Students With Disabilities)		4.59 %	2020-2021	11.59 %
I-Ready ELAD1 On Level (Foster Youth)		11.11 %	2020-2021	18.11 %
I-Ready ELAD1 On Level (African American)		18.92 %	2020-2021	25.92 %
I-Ready Math D1 On Level (African American)		12.4 %	2020-2021	19.4 %
I-Ready ELAD1 On Level (English Learner)		1.18 %	2020-2021	8.18 %
I-Ready Math D1 On Level (English Learner)		2.04 %	2020-2021	9.04 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

4 Year Cohort Graduation Rate

We continued to increase the effectiveness of monitoring students' credit attainment and further develop our

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

4 Year Cohort Graduation Rate

- Our Students with Disabilities is currently at 67.6%, our Homeless and Foster Youth is at 69.2%. We have a designated SPED Plus teacher and a Project Access SSW and Counselor. We need need to

counseling program, we rose our graduation rate to 95.56%. We did so by doing the following:

- Individual Counseling Meetings to go over students' specific plan (all grade levels)
- Counselors held At Risk Meetings, meeting with students that are currently failing. Made parent contact.
- Counselors held grade level presentations utilizing the online platform of PowerPoint Live to go over counseling information.
- Counselors held Back to School Nights and Informational Nights for Parents.
- Counselors are present at IEPs to discuss progress towards graduation.
- Counselors facilitated SSTs and 504 in support of keeping students on track to graduate.
- Counseling website contains curated counseling resources.
- The Counseling Department contains a strong online presence through Teams/YouTube/Instagram/Twitter/Facebook.
- Counseling makes sure that students are enrolled in credit recovery to help improve graduation track.
- Counselors send regular emails to students.
- Counselors send home D/F letters for 11th and 12th grade students with their credit recovery plan.
- Students and parents are given their progress report cards.

I-Ready ELA D1 On Level

- Currently, all 9th and 10th grade ELA teachers are administering the Diagnostic a minimum of two times a year (Pre/Post).
- ELA teachers have incorporated independent reading on a consistent basis.
- ELA PLCs meet once a week to plan instructional sequences and implement the Common Formative Assessment Cycle where teachers engage in data analysis to determine next instructional steps and which students need further support or enrichment.
- There has been an increase in the amount of Sora checkouts.
- ELA Lead teachers have met a minimum of 1x a quarter to discuss vertical articulation.
- ELA Lead Teachers created an I-Ready PowerPoint that provided an I-Ready rationale and motivation for taking the I-Ready.
- ELA Lead Teachers created an I-Ready testing calendar for the Pre-Diagnostic that was student friendly.
- Professional Learning (Feb 2021) on utilizing literacy strategies to support EL students.
- Some teachers are using Turn-it-In.com to collect written assignments. The program allows for teachers to check student's work against plagiarism and an online forum to provide feedback.

I-Ready Math D1 On Level

- Currently, math teachers meet regularly in Professional Learning Community Teams to collaborate on assessments, best teaching practices, and alignment of math skills.
- Math teachers are using Illuminate Education to produce CFAs and SBAC-like assessment to provide familiarity with SBAC type questions in a digital format. Teachers share results in their PLT, and reflect in their PLT, and reflect on instructional practices. Teachers are discussing various scenarios on how to provide intervention within the instructional minutes' structure in place.
- Math Professional Learning Teams were given planning days to plan units and CFAs.
- Both ELA and Math are struggling with the amount of time it takes for students to complete the I-Ready, sometimes taking over a week of instruction time.

EL Reclassification Rate

continue to build academic supports that better support all students.

I-Ready ELA D1 On Level

- Students are struggling with meeting the criteria for I-Ready "On-Level", with the current on Level for the Fall 2020 administration at 34.12%.
- According to staff and SSC, students are rushing through the test because of it's length.
- Teachers need further training on data analysis and accessing the test.
- All 9th and 10th teachers need to develop a consistent system for student access of lessons.

I-Ready Math D1 On Level

- According to staff and SSC, students will rush through the test because of it's length.
- Teachers need further training on data analysis and accessing the lesson.
- As a site, we need to message the assessment so that students find more relevance.
- Math teachers are struggling with finding time within the pacing calendar to give the time needed for the assessment.

EL Reclassification Rate

- ELPAC testing during Distance Learning has been difficult. The logistics of testing digitally has made it difficult for all EL students test in a timely manner.
- Unreliable technology and/or the inability to access the ELPAC digitally is another obstacle that Edison has encountered this year.
- It has been difficult for the ELAC team to meet due to technology issues; thereby, there has been very little attendance at the scheduled ELAC meetings.

I-Ready ELA D1 On Level (African American)

- An area for focus is ensuring that all students who have taken the i-Ready are accessing the customized lessons and that students are able to reflect on their growth as it is a diagnostic assessment.

I-Ready ELA D1 On Level (English Learner)

- There is no EL translation for our EL students.
- Our EL students are struggling with reliable technology and the skills needed to access the I-Ready platform.

I-Ready ELA D1 On Level (Foster Youth)

- Although our Foster Youth students are in regularly communication with our on-site SSW and their dedicated counselor, students are struggling with accessing the on-site supports such as the After School Program.

I-Ready Math D1 On Level (African American)

- An area for focus is ensuring that all students who have taken the i-Ready are accessing the customized lessons and that students are able to reflect on their growth as it is a diagnostic assessment.

I-Ready ELA D1 On Level (Students With Disabilities)

- Although this year, we've had two diagnostics, students are struggling with routinely accessing the

- English Learner Response Team is a team of Teachers, EL Coordinator, and the EL VP that meets once a month to discuss instructional strategies, interventions, Social Emotional Strategies, Student Engagement, and to develop Professional Learning.
- EL Professional Learner was given 1x a quarter to all teachers.
- English Learners are provided additional support through Edison' after-school program. Teachers have been contracted to support Math and other Core subjects.
- EL Coordinator sends out a monthly newsletter, EL Tiger Sun's Newsletter
- Current ELPAC administration is proving to be difficult for student participation due to the digital format of the test.
- EL Coordinator meets regularly with EL students and their parents.
- ELAC is meeting 4x this year, participation has been low.

I-Ready ELAD1 On Level (African American)

- Currently at 18.92%, although more teachers are administering the I-Ready ELA assessment. An area of growth is ensuring that all students who have taken the I-Ready test are also accessing the lessons.

I-Ready ELAD1 On Level (English Learner)

- Currently, at 1.18%, One of the qualifying criteria points for EL-Redesignation. All EL students are given the test. An area of growth is ensuring that all students are given the diagnostic and have access to the lesson.

I-Ready ELAD1 On Level (Foster Youth)

- Currently at 11.1%, the school average is 34.12%. Foster Youth account for 15.69% of Chronic Absenteeism.

I-Ready Math D1 On Level (African American)

- Currently at 12.40% compared to the school average of 32.98%. An area of growth is ensuring that all students have the opportunity to analyze the I-Ready data, reflect on the different areas through goal setting and accessing the i-Ready lessons.

I-Ready ELAD1 On Level (Students With Disabilities)

- Currently at 2.94, compared to school average of 34.12%. As of Fall of 2019, there is a dedicated SPED Plus teacher who works with teachers and students. We have co-teachers in ELA classes who work on lesson planning and interventions.

I-Ready Math D1 On Level (English Learner)

- Currently at 2.04%, compared to school average of 32.98%. Edison has a designated EL math tutorial in the after school program.

I-Ready Math D1 On Level (Students With Disabilities)

- Currently at 4.59, compared to school average of 32.98. There are math tutorials that are available to students after school in the After School Program.

One D or F on Any Report Card (Grades 02-12)

A WASC recommendation is that Edison creates strategic systems of interventions that better support

lessons.

I-Ready Math D1 On Level (English Learner)

- There is no translation option for our EL students.
- Our EL students are struggling with reliable technology and the skills needed to access the I-Ready platform.

I-Ready Math D1 On Level (Students With Disabilities)

- SPED students are struggling. We have incorporated messaging on I-Ready into the IEP process, explaining to parents and students on how to access it.

One D or F on Any Report Card (Grades 02-12)

- A high percentage of English Language Learners (87.2), SPED students (80.5), and African Americans (76.8) are receiving at least one D or F.
- We do not have a strategic system of interventions for students who are not learning the student content during the initial phase of teaching and learning.
- We also need to focus engagement strategies for students.

students who are failing one or more classes during the initial phase of instruction. This is an on-going dialogue in our Instructional Leadership Team. This year, Edison struggled with implementing Common Formative Assessments. Realizing that there had been an unintentional pause on CFAs, Edison allocated time during January's Buyback to provide a reset on CFAs. As a result, most subject area Professional Learning Teams completed one cycle in the third quarter.

Additionally, Edison's Principal routinely conveys information on Edison's D/F rate along with providing some guidance on what can be done to decrease the rate.

The After School Program has seen a decrease in attendance since transitioning to a virtual model.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to a transition to a Distance Learning Model, changes in the budget allocations, in particular, the funds allocated to transportation were re-allocated through SSC to provide more funds for instructional materials and resources. Also, the SSC approved to change an open Computer Lab position to a Library Assistant position.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will provide more Professional Learning on disciplinary literacy. We will arrange the master schedule so that the ELAPLUS teacher and the EL Coordinator have no classes so that they can further support students all day.

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:

Teachers need more time with our E&A Team to discuss the leveling/algorithm.

Once we have more I-Ready data, it would be interesting to see the growth/decline data.

Do all teachers know that I-Ready helps with re-designation?

I-Ready is designed for elementary and the students don't like the kiddie stuff.

I wonder if students are really taking the I-Ready seriously. I know classmates who don't seem to.

We are moving in the positive direction for graduation rate.

Consider Drop Everything and Read.

2 ELAC:

More tutors in addition what is received in class.

Pay teachers to stay after school to reduce the frustration of students who are struggling in English and Math.

Tutors in English, need ways to keep EL learners in 11th and 12th motivated in learning advanced English.

ELPAC is difficult for 11th and 12th graders

Focus on more Academic English.

3 Staff:

During PLT meetings all teachers will discuss English Learners in their grade level. They will identify areas of need for their team concerning instruction/delivery of content and create scaffolds for emerging bilinguals that offer equity and access in the classroom.

--Staff needs further exposure to the needs, state/district requirements for redesignation. Building on cultural awareness and bilingual background of EL students will be a focus of on-going professional development.

--Expand mentoring programs to support sub-groups that are struggling.

--Re-establish Spanish Regional Vertical Articulation between Edison and its feeder middle schools.

Read a novel in Chemistry.
Disciplinary Literacy
More Celebrations
Some students don't find Khan Academy engaging.

--Math deployment based on CFAs was paused during Distance Learning, would like to re-establish this intervention.
--Would like BIAs in the classroom.
-

Action 1

Title: Literacy Action: (WASC Critical Student Learner Need #1)

Action Details:

As a WASC Critical Area of Need: Edison will provide an MTSS three-tiered approach to literacy support for students. Tier One will include a focus on increasing common core disciplinary literacy skills in every classroom through professional learning and school-wide literacy initiatives. Tier Two will provide 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. Supports will center on good first instruction, professional learning, professional collaboration, backwards planning with common formative assessments, common grading practices, and performance tasks, tutorials, and other interventions.

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: 2021 CAASSP scores, 2021 EAP Results, 2021 ELPAC scores and redesignation rates, 2020-21 Diagnostic I-Ready Assessments
- ELPAC scores/Re-designation rates

ELA teachers will utilize IABs 2-3 a year.

9th and 10th grade teachers will conduct data analysis with i-Ready scores.

- 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
- Professional Learning Agendas and products (common lesson/assessments) created demonstrating attention to literacy, data analysis, and focus standards

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

Owner(s):

- Principal
- Teacher Librarian
- VP Supporting All Departments
- VP Supporting EL Team
-
- Assigned counselor for targeted groups
- Head Counselor
- PLT Leads, EL Support Team, and Plus Teachers
- BRCAs

Owner(s):

Timeline:

- Ongoing/Weekly
- Principal 3x a year
- Principal/Head Counselor June, August, December, April
- After each CFA cycle within a unit.

Timeline:

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

Owner(s):

Timeline:

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
- Customized I-Ready lessons based on the I-Ready Diagnostics.
- PLCs will utilize literacy supports such as Zinc and I-Ready lessons to support Tier 1 literacy initiatives include.
- Schoolwide literacy initiatives will include textual analysis strategies and academic discussion support.
- Update and refresh technology and software to increase technology literacy and exposure for students (navigating user interface)
- Create lessons that incorporate SDAIE strategies
- Recognition and incentive programs for students who consistently attend tutorial and demonstrate academic success and improvement.
- Disciplinary Literacy integrated into lessons.

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
- Digital Literacy skills embedded into ELD classrooms to support I-Ready
- Use Peer helpers strategically in courses where EL students are concentrated
- Team of EL teachers with a case management groups of EL learners to monitor academic progress and attendance in our after school tutorial
- After School Tutorial to support English Learners with bilingual support.

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.
- EL Coordinator to support EL students who are receiving D/Fs in their core classes.
- SPED case managers will provide support during the case management period.
- Additional PL for SPED teachers on how to further engage SPED students academically and social-emotionally.

Action 2

Title: Math Action

Action Details:

As a WASC Critical Area of Need: Edison will build a MTSS 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. **Supports will center on good first instruction, professional learning, professional collaboration, backwards planning with common formative assessments, common grading practices, and performance tasks, tutorials, and other interventions.**

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this ActionDetails: Explain the data which will specifically monitor progress toward each indicator targetDetails: Explain the data which will specifically monitor progress toward each indicator target

Data to be monitored:

- Various state and local assessments: 2020-21 CAASSP scores, 2020-21 EAP results, 2020-21 I-Ready Diagnostic
- Math teachers will continue to use IABs as an assessment tool.
- Instructional Practice Guide planning data
- Attendance at after school program tutorials
- Professional Learning calendar
- Monitoring D/Fs to support identified students needing additional support
- Professional Learning Teams and artifacts

Owner(s):Owner(s):

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

Timeline:Timeline:

- VPs, PLT 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
- Khan Academy/Edison Teaching Videos on Mathematic Topics (Create a Video Library)
- Tutor.com
- I-Ready Lessons that are based on I-Ready Diagnostic
- Collaboration Time for Physical Science and Math teachers.
- 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 after school program.

Specify enhanced services for low-performing student groups:

- Low Performing Subgroups: African American, Hispanic, Special Education will receive additional support through a Math PLUS person.
- 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.

Action 3

Title: Reduction of Ds/Fs (WASC Critical Student Learner Need #3)

Action Details:

As noted in Edison's WASC Visiting Committee Report, data from the College/Career Indicator report as well as site grade distribution, indicates a need for Edison staff to design and implement intentional and targeted strategies to support students who are in danger of failing one or more courses in order to ensure that all students are college and career ready. Additionally, Edison High School will support students to earn passing grades through a system of monitoring, goal setting, recognizing achievement, in-classroom assistance in challenging courses, tutorial opportunities, guidance, classroom engagement, and response to intervention.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- 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
- Professional Learning Teams agendas and created products demonstrating attention to intervention and support
- Attendance in after school programs and monitored by after school teacher teams supporting struggling students

Owner(s):

- Principal
- Vice Principals
- Head Counselor
- PLT 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 PLCs
- Weekly monitoring by counselor and after school leads
- Principal/Head Counselor June, August, December, April

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.
- Continued Principal Communication of site distribution of Ds and Fs.
- Support counselor targeting students high risk of failing
- Professional Learning Teams will conduct CCI through the CFA process.
- Professional Learning Community Teams will conduct Continuous Cycles of Improvement through the use of CFA and student work analysis to determine additional supports for students and high impact teaching strategies.
- Counselor communication, monitoring, and coordination of student and parent meetings
- PLUS Teachers, working with students to set goals and reflection.
- Winter Session will be used to recover credits.
- 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
- -Increased supplemental/overtime for classified staff to support MTSS. Tier 1 for MTSS will include CFA analysis and good first instruction. Tier 2 will include Re-teaching, Khan Academy, Tutor.com, and digital resources like College Board videos., and the ASP. Tier 3 will include targeted small group instruction with a PLUS teacher.

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.
- Provide EL supplemental materials to support struggling students.

Specify enhanced services for low-performing student groups:

- Targeted academic counseling for students with Ds/Fs
- NIC meetings to support SPED students.
- SPED Mentoring for Seniors in need.
- 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
-

Action 4

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 that 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.

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

- 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), SCCD Honors (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

Action 5

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. Professional Learning Teams 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.

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

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

- ELPAC Scores, performance levels on I-Ready.
- 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 3 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 / Professional Learning Community Team

Timeline:

- Spring 2021 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

--Manageable Schedule for EL students who cannot take electives because they are in ELD courses (CTE).

Frontload ELPAC expectations, questions, sections, scoring guide.

Provide ELPAC prep.

--Training of SDAIE Strategies

- 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

--EL students will maintain a portfolio to demonstrate growth in each domain. EL Coordinators monitors activity and creates better methods to better serve EL students.

-Fund a Bilingual 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

Specify enhanced services for low-performing student groups:

- After School priority enrollment for struggling subgroups

- Student Conferences

- Academic Counseling

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Bks & Ref			Books, Supplemental Programs: Turn It in (\$11,000), Pair Deck (\$3,500), Sora Digital Literacy Textbooks (\$4,000 +), illuminate (\$15,000) and any other site licenses needed. Also supports G1 A1 & 2	40,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract for EL Support	3,593.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,905.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **NO FOOD, FOOD RELATED ITEMS OR INCENTIVES**	15,000.00
G1A4	Title 1 Basic	Instruction	Bks & Ref			: Edgenuity	10,000.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			Technology to Support Classroom Instruction	15,000.00
G1A4	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	152,872.00
G1A4	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	20,000.00
G1A4	Sup & Conc	Other Pupil Services	Cls Sup-Sup			Classified Support: Overtime	6,342.00
G1A5	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		63,480.00
G1A5	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		63,479.00
G1A5	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors: Subs	5,387.00
G1A5	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental	2,536.00

\$404,594.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Enrollment in AP/IB		51.52 %	2020-2021	58.52 %
AP/IB Exams Passed		42.78 %	2019-2020	49.78 %
CTE Enrollment		51.85 %	2020-2021	58.85 %
College/Career Readiness		71.4 %	2019-2020	74.4 %
Student-centered real world learning experience - Site Defined		0 %	2020-2021	60 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

College/Career Readiness

Edison continues to show growth in the College and Career Indicator, up by 11.2% from 2018-2019. Our African-American, Asian, Hispanic, Students with Disabilities, Socioeconomically disadvantaged, English Learners, and our Homeless Youth student groups all saw an increase in this particular indicator. We have worked hard to create a robust Counseling program that offers multiple points of contact with students and parents. Additionally, based on student voice, we have added AP World History and discontinued AP European History. We have expanded the number of teachers teaching AP. Edison continues to provide Pathway teachers common planning time in support of cross-collaboration and student support.

Student-centered real world learning experience - Site Defined

This year, Edison's High School has struggled to provide students with real world learning experiences in distance learning format. Edison has provided some opportunities through guest speakers and job shadowing experiences.

AP/IB Exams Passed

The percentage of students passing an AP exam is at 42.8% for the 2019-2020 school year. It was challenging to move from a paper test to a digital format in the space of weeks due to technology and communication obstacles in the Spring 2020 AP administration. This resulted in a reduction of students taking the test. Our Hispanic student population increased by 3.2%.

CTE Enrollment

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

College/Career Readiness

Our African-American students averaged 62%, while the school average is 71.6%.

Our English Language Learners averaged 31.8%, with a gap of 39.4 to the school average.

Student-centered real world learning experience - Site Defined

Our EL and SPED population has been under-represented in our pathway enrollment which means that they don't have access to the robust student centered real life learning experiences.

AP/IB Exams Passed

Our African-American students average pass rate for AP is 27.4% for the 2019-2020 administration, down from 30.6%.

Our Asian sub-group averaged 38.8%, down from 42.8%;

CTE Enrollment

Current data shows our African-American CTE enrollment has stayed the same at 43%. Our EL students enrolled in CTE is at 29.9% and our SPED enrollment is at 26.1%. A barrier for EL students is that Edison's pathways are linked through English classes and Biology.

Distance Learning has affected our recruitment efforts. In previous years, CTE had a robust recruitment with close communications between counseling and middle schools. Additionally, the CTE/CCR department informational outreach with the feeder schools. In years past, we have also conducted student panels at regional middle schools and had 8th graders visit Edison and had Ticket to the Future and lunchtime activities. Since Distance Learning, our recruitment efforts have been virtual. Our school worked closely with our district's virtual School Choice Expo. CTE held the CS Con this year as well facilitating Job Shadow days. Our 9th grade Engineering team is also working with the CTE TSA on a book about the design process with the intent of sharing it with our regional sixth graders. Current CTE enrollment is at 52%, down from the 2018-2019's CTE enrollment from 56.5%.

Enrollment in AP/IB

Edison's AP enrollment has been consistent, averaging about 51% of the student enrollment. This year, we were unable to hold an in-person AP Rush, instead opting for a video option. Edison's Rise-Up Mentoring program offered weekly AP tutoring for students for our African- Americans in our AP classes. Our African-American 9th and 10th grade AP students have

Enrollment in AP/IB

Our school average is 51.4 percent; however, our African American students who are enrolled in at least one AP course is 25.8%. Rise-up Mentoring has taken the initiative to actively recruit into AP Hug by having a Rise-Up Move-Up day where 8th African American students get to experience an AP Hug class and get their questions answered by Edison Counselors, teachers, and students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to Distance Learning, Edison had to pivot from what we have traditionally done in the past such as CTE events, counseling sessions, real-world hands on learning experiences, to adapted virtual events.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on the data, Edison will continue to developing their CTE recruitment efforts at the middle schools, and be innovative in how they offer real-world learning experiences while providing expanded mentoring to our student populations that are struggling.

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:

Students with disabilities tend to be back and forth
The general trend for CCR for our homeless is positive.
How are they determining prepared?
Where are we breaking down?
Students are dropping out of Biomed

2 ELAC:

Have Diagnostic tests to see areas that students are struggling with.
Involve parents with the support offerings.
Ask the quiet students who are struggling. Sometimes EL students tend to not know how to ask for help.
Have the EL Coordinator work with EL students on how to ask for help.

3 Staff:

Would like to have EL students enter the Biomed pathway through Biology.
Schools used to have PIQUE where parents would receive information about A-G. I was linked to with University.
Smaller caseloads for counselors would help with supporting students.

Need more internships for students
Increase real world guest speakers who are actually in the field.
Use Edison Alumni as guest speakers.

EL students have gotten better with computers.

Action 1

Title: Increase College and Career Readiness

Action Details:

Edison High School will engage in career and workplace preparation that includes increasing the amount of students 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.
- Continued maintenance for CTE Van so that students have opportunities for real-world CTE experiences.

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

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.

Action 2

Title: Increase enrollment in CTE courses

Action Details:

Edison High School is committed to increasing CTE enrollment by 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:	<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

- 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.
- Continued Maintenance of CTE Van so that students have opportunities for real world CTE experiences.
- Increased Middle School recruitment and vertical collaboration between Edison and its feeder middle schools.

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 and Pathway Coordinator 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.

Action 3

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 World 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 World 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. field trips, guest speakers, etc.)
- Rise-Up Mentoring will continue to build it's Mentoring program.
- AP Rush (club rush approach of recruiting students)
- AP tutoring provided to students in AP courses.
- 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:

- 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.
- 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
- Inform EL parents through ELAC, coffee hours, district communications, and social media.

Specify enhanced services for low-performing student groups:

- After School tutorial attendance
- Khan Academy in Library during the After School Program
- Rise-Up Mentoring of first time 9th and 10th grade African American Students.
- AP Student academic conversations with students who are struggling academically.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000		60,460.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Certificated Staff	131,692.00
G2A1	LCFF: EL	Instruction	Direct Trans			Transportation	3,000.00
G2A3	Sup & Conc	Instruction	Nc-Equipment			Technology	25,000.00
G2A3	Sup & Conc	Instruction	Off Eq Lease			Office Lease Equipment Expenses	14,500.00
G2A3	Sup & Conc	Instructional Supervision & Admin	Mat & Supp			Instructional Supervision; Materials and Supplies	15,000.00

\$249,652.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		8.74 %	2020-2021	6.74 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Distance Learning resulted in Edison further developing their attendance systems. Teachers called home on those who had not attended class and entered this information in ATLAS and for students requiring a follow up, teachers entered their names into Microsoft Form that was monitored by the attendance team. Edison admin, the SEL team, and the HSL and BRCA conducted numerous visits this year for students who were not attending class. Teachers also had time provided in their duty day to make connections with parents.

Suspensions students with 1 or more

Although Edison High School has not had a suspension as of March 2021, we have worked to further develop our Social Emotional Supports for students. Our Restorative Practices Teacher on Special Assignments, carries a caseload of students that he supports through one on one check ins and in-class support. Edison's RP TSA also works with 9th and 10th grade teachers to deliver lessons that develop student agency. Our RP Counselors works with students and provides SEL counseling. Our SEL team has consolidated their referral system into a single electronic referral that is submitted. They meet once a week to discuss services that they are providing once a week and how best to help students that have been referred.

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

Chronic Absenteeism

Homeless and Foster Youth may, at times, have issues with transiency and insecurity in placement which contributes to the disproportional rates of chronic absenteeism.

Our African-American student population is disproportionately represented at 24%, this is a significant increase from 13.9% in 2019-2020. A possible contributing factor to this disproportionality are the obstacles associated with Distance Learning.

Suspensions students with 1 or more

There were no suspensions this year.

Step 2: For the current year, 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Edison High School will continue with best practices and conducting Cycles of Continuous Improvement with an equity lens so that chronic absenteeism and suspensions decrease and all of our students are engaged in school activities, athletics, or the arts.

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:

I-Mentoring works with middle school on providing mentors and provides critical information on high school such as A-G.
Foster Youth and Homeless have high rates of Chronic Absenteeism.
African-American and SPED students have rates of Chronic Absenteeism.
Are we calling home consistently on students who are absent?
We need more home visits.
9th graders are also struggling with attendance.
Can we create a video on how use Messenger?

2 ELAC:

Get our EI students more involved in clubs.
Develop an EL club for students
Have a Coffee Chat/ELAC where they go over all of the club offerings so that parents know what each club is about.

3 Staff:

How many of our student sub groups have targeted plans based on data?
Lunch Intra-Murals
Have events like teachers vs. students
Student Engagement Recruitment at Gason
Continue to support ESports
Incentives for students

Action 1

Title: MTSS: Behavior and Social Emotional (WASC CSLN #2)

Action Details:

WASC Critical Area of Need: Data from Climate and Culture Surveys, CA Dashboard, and school site data of suspensions and misbehaviors, indicate a need for Edison Staff to design and implement a schoolwide, structured multi-tiered system of support (MTSS) for the academic, behavioral and emotional needs of all students in order to create the best possible school environment for academic achievement and a strong sense of community for all students. Edison High School will 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. Edison is also committed to expanding it's mentoring platforms to include more 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**

- 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
- Increase classified supplemental/overtime contracts to support MTSS.
- Admin calibration and alignment of administrative responses to discipline.
- SEL Counseling for students who receive a Level 3 misbehavior.
- Students who have a minimum of 3 Level 3 misbehaviors will be monitored by the RP TSA and RCA in the Re-Engagement Center.
- Expand mentoring platforms.
- Update Re-Engagement Center so that it is more conducive to Social Emotional Learning through the use of additional learning resources and classroom furniture.
- Support the school nurse with funds to purchase supplies as needed.

Specify enhanced services for EL students:

- 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

Specify enhanced services for low-performing student groups:

- 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

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

Action 2

Title: Decrease Chronic Absenteeism Rate

Action Details:

Edison High School recognizes that attendance is a critical component of student success. In the 2021-2022 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
- Climate and Culture team will review school wide data on chronic absenteeism and student perception data to inform site based decisions.
- 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
- Additional resources for students in need (backpacks, school supplies, etc.)

–Increased supplemental/overtime classified contracts for MTSS support.

–Student incentives for attendance

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

Action 3

Title: Student Engagement in Activities, Athletics, and Arts

Action Details:

Edison High School is committed to providing all students with a multitude of opportunities to 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, intra-murals activities, 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:	<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

- 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 #3 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 support Goal 3 participation.
- Work-based Learning: Pathway/academies (Biomed/Green/Engineering/Computer Science/Technical Theatre/Multi-media/Teacher Academy) that incorporate industry experiences in and out of the classroom i.e. Ticket to the Future, USDA, and Job Shadow
- Establish lunchtime Intra-Murals through the PE Department.
- 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
- Continue to support E-Sports.
- Club Rush (online/in-person)
- VAPA-R.E.AL Collaborative Gallery Show
- Youth Art Month
- Big Fresno Fair, Junior Art Show
- HeART Beat (Fresno County Collaboration)
- Congressional Art Show with Congress Member, Jim Costa

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 Migrant 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 3 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 2021-2022

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		66,042.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Support: MTSS	25,360.00
G3A1	One-Time School	Instruction	Mat & Supp			: One time funds to support the opening of school	42,100.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	1.0000		75,898.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			To be determined : Prof/Consulting for MTSS	20,000.00
G3A2	Sup & Conc	Health Services	Medical Supp			Medical Supplies for the School Nurse	2,000.00
G3A2	Sup & Conc	Ancillary Services	Direct-Food			Direct Food Services	4,000.00
G3A3	Sup & Conc	Pupil Transportation	Fuel			: Fuel and Maintenance	10,000.00

\$245,400.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Included		44.89 %	2019-2020	51.89 %
Staff Survey – Overall Positive in Belonging Domain		72.28 %	2019-2020	72.28 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Understanding the need and importance of having meaningful conversations and learning on Culturally Proficient and Culturally Sustaining practices amongst the staff, Edison High School committed to Professional Learning on CP. This PL has been facilitated by Edison's Climate and Culture team through the use of the district's Equity and Access modules. A total of 5 dedicated PLs have scheduled for the 2020-2021 school year.

Edison also formed a staff Equity Team that meets regularly to surface inequities and provide solutions so that all students are successful.

As a result of staff voicing the need for staff culture building, Edison instituted a virtual social, where staff participated in relationship building activities.

In the fall semester, Edison held a drive through teacher appreciation, where teachers receive motivational gifts.

Edison has created more opportunities for teacher leadership. Tiger Tech, Professional Learning Team, and EL Rapid Response Team were added this year based on need.

Staff Survey – Overall Positive in Belonging Domain

This metric for the school is at 72.98. A struggle has been to maintain and build staff morale in a distance learning setting. In the Spring of 2021, we instituted staff socials as a way of rebuilding staff morale and relationships.

Student Survey - Included

Student perception data is down 4.4% which is currently at 44.9%. Our African American student data shows

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

Staff Goal - Site Defined

Edison has struggled with recruiting different teachers into leadership positions, often times, resulting in the same people participating in different groups. This year, Edison has worked to diversify teacher leadership groups.

Staff Survey – Overall Positive in Belonging Domain

Disaggregated staff data would help to surface inequities.

Student Survey - Included

Based on the perception data, our African American students do not feel included. We have a robust BSU and we are building mentoring platforms, there is a need for more inclusive and engaging classroom and extra-curricular activities.

a significant drop of 30% from 2018-2019 data to 2019-2020 data.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

As this is a new 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Edison will work to ensure that we deepen our understanding of Cultural Proficiency and Cultural Sustaining practices, through continued professional learning. We work to strengthen staff culture and agency and distributive leadership.

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:

Ensure that we maintain a culture that we listen to students and staff.
More activities on getting to know you.
Have more knowledge about our students.
Shout-outs for Birthdays
Holiday Breakfasts
Celebrate the wins
Cultural Inclusivity
Teacher Dress up days
More teacher socials.
Staff TShirts

2 ELAC:

Edison currently has a diverse school staff more so than other schools.
Edison celebrates different cultures.

3 Staff:

Need for a Cultural Sustaining Consultant to support the CP work at Edison.
We need Zaretta Hammond's book for the staff.
Gaston needs an RP Counselor
Edison needs an equity team that includes students.
Need an Anti-Racist Council
Build an adult culture that is Culturally Sustaining.
Pair newer teachers with a veteran mentor.

Action 1

Title: Increase Cultural Sustaining Practices

Action Details:

Edison High School recognizes the importance of recruiting and retaining staff members that reflect the diversity of our community. As such, Edison is committed to continuing professional learning centered on Cultural Proficiency and Cultural Responsive teaching practices. Edison also understands the critical role our community plays in shaping our school and will provide more inclusive opportunities for community members through school outreach experiences.

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:

- Monitoring of Attendance
- PL Artifacts
- Exit Ticket Information
- Staff Survey Information
- Student Survey Information

Owner(s):

Principal
VP of C&C
Climate and Culture Team

Timeline:

Quarterly monitoring of PL Attendance
Collection of PL Artifacts after each PL (Quarterly)
Monthly Monitoring of Exit Ticket Information

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Continued Professional Learning on Cultural Sustaining Practices through Climate and Culture Team
- Professional Learning supported by Equity Consultant
- Cultural Proficiency Books
- Utilize We Act to Promote Cultural Sustaining Practices
- Have PLTs integrate Cultural Responsiveness Teaching Strategies.
- Continue to support Edison's Equity Team.
- Continue to support Climate and Cultures' work on CP.
- Management Meeting to continue to focus on Cultural Proficiency.
- CCLs done by staff with the lens of equity.

Specify Professional Development or Staff Services to support EL students:

Continued Professional Learning on EL instructional strategies. (4x, including all staff and optional workshops)
Continued support for the EL Response Team (ELERT)
EL Coordinator will work with teachers on how best to support EL students.

Specify Professional Development or Staff Services to support low-performing student groups:

Professional Learning on Cultural Proficiency/Sustaining Practices (Climate and Culture)
CP consultant to support Cultural Proficiency Learning.
Cultural Proficiency books

Action 2

Title: Building Teacher Agency (PL and Staff Culture)

Action Details:

Edison High School understands the value of engaging teachers with high quality professional learning that contributes to teacher development. Teachers will be provided opportunities to attend content area professional conferences, Advanced Placement workshops, ELL professional learning and PLC workshops. On-site Professional Learning Teams will also be supported through planning days and additional professional learning. There will be an emphasis on New Teacher support by providing monthly professional learning and regular meetings with Edison's Instructional Coach. Edison also recognizes that a strong staff culture is critical for teacher recruitment and retention and as such will routinize staff culture building activities such as celebrations, opportunities for teacher voice, and staff SEL opportunities.

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

On-site Teacher Needs Assessment
Attendance of PL
Monitoring of PL artifacts
Monitoring of PLC artifacts (Agendas/Minutes/CFA Data Analysis)
Classroom Walkthrough Data (Walkthrough Trends)
Percentage of Students Receiving a D/F

Owner(s):

Principal
VPs
PLC Leads

Timeline:

On-Site needs Assessment, conducted quarterly.
Monitoring of PL, as given (Monthly)
Classroom Walkthrough Data Analysis
2x a Month review of D/F grade.

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Professional Learning on Culturally Responsive Strategies
Professional Learning on PLC Development
Professional Learning on Multi-Tiered Systems of Support
Professional Learning on Social-Emotional Strategies
Monthly Staff Socials
If CDC and FUSD permitted, quarterly staff celebrations at lunch.
Monthly recognition of staff members
Birthday celebrations/staff spirit items
Professional Learning books on Literacy, Assessment, EL Strategies, Cultural Proficiency, and PLCs.

Specify Professional Development or Staff Services to support EL students:

Continued Professional Learning on EL instructional strategies (4x a year, All Staff and optional workshops)
Continued support for the EL Response Team (ELERT)
EL Coordinator will work with teachers on how best to support EL students

Specify Professional Development or Staff Services to support low-performing student groups:

Professional Development on Multi-Tiered Systems of Support
Professional Development with ILT on implementing high impact strategies.
Professional Development on CFA analysis.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct Trans			: Transportation	10,000.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers for Certificated Staff	35,128.00
G4A2	Sup & Conc	Instruction	Travel			: Travel and Conference	30,000.00

\$75,128.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		93.66 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	36 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

The Family Goal that we would like to include in this SPSA is to increase the number of Parent and Community Events to 36, averaging one a week.

Parent Survey - Respected and welcomed

Edison has worked to ensure that parents have multiple access points to the school. In September, through the use of PowerPoint Live, parents were presented with pertinent information from our counseling, EL, activities, CTE, and admin departments. PowerPoint Live was also utilized for 8th grade parent night in March 2021. Edison underwent a WASC accreditation this year with the help of a WASC parent group who met multiple times this year. Edison received positive feedback from the WASC visit for its Coffee Chats.

All office staff attended a training on best practices for engaging with parents and community members

With Distance Learning, Edison struggled to sustain its Coffee Chats and parent participation for its virtual events is significantly down.

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

Family Goal - Site Defined

We will need to make sure that we are keeping clear and accurate records so that we can identify inequities.

Parent Survey - Respected and welcomed

Edison would like to see greater involvement from more parents.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to Distance Learning, some of the expenditures associated with on-site parent meetings did not occur.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Edison will work to ensure that we increase parent engagement in the 2021-2022 school year by revising the current engagement model to be more inclusive and instructional.

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:

Incentives for Parents such t-shirts ("Tiger Mom, Tiger Grandmother" because parents have a lot of pride in the neighborhood and its school.

Continue Coffee Chat

Edison presentations at Coffee Chats in the Middle Schools

Teach Parents how to use Zoom and Teams

Have elective rankings at Middle Schools at a parent night.

2 ELAC:

Have parent meetings in the evenings as well as mornings.

Parents are being supported.

Coffee Chats are informational.

School Messengers are good

Socorro is supportive.

Use Remind for parents

3 Staff:

Create a Parent Tiger Council that meets once a month that is reflective of school demographics.

Have parent instructional walks.

Create a way to have updated phone numbers

Action 1

Title: Increase Parent Involvement and Engagement

[Action Details:](#)

Understanding that parents and guardians are important partners in the education of all children, Edison High School will further develop its parent engagement model so that there is an increase in the amount of parent involvement at school; thereby, increasing the graduation rate. This model will ensure that parents and guardians are equipped with strategies to better support the academic and social-emotional needs of their students while providing valuable input through feedback loops and decision-making processes for the betterment of all students. Edison High School will also implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement. A Home School Liaison, School Child and Welfare Assistant, and a Bilingual Resource Counseling Assistant will support this action.

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

Attendance Monitoring of Each of the following Parent Initiatives:

Coffee Chat

ELAC Meetings

Parent Meetings Parent University Workshops

Responses on the Parent Survey in the Spring of 2021 be will be used as interim evidence.

8th Grade Parent Night

Owner(s):

Principal

Parent Engagement Model VP

Home School Liaison

BRCA

School Child and Welfare Assistant

Head Counselor

Timeline:

Parent Engagement VP will monitor Coffee Chat Meetings Monthly

HSL VP will monitor Parent attendance of Parent Classes on a bi-weekly basis.

VP will monitor attendance of monthly meetings.

ELAC VP will monitor quarterly meetings.

HSL VP will measure Regional Parent Meetings attendance, 1x each semester.

Head Counselor will collect attendance data after each Parent Outreach Meeting

HSL will measure CSL and HSL parent outreach data on a weekly basis.

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Tiger Instructional Walks where parents learn about the types of instructional strategies and standards that are found in CCSS classroom and then visit a few classrooms and debrief about what they saw. (Held Monthly)
- Coffee Chats held 1-2 times a month on instructional, SEL, and school logistics
- ELAC Parent Meetings (Held 4x a year)
- WASC Parent Meeting to be held in November of 2021
- 8th Grade Parent Night to be held in the Spring of 2022
- Tiger Parent Council--Parent Meeting in the evening held once a month.
- Parent Senior Night held by Counseling
- Back to School Night to communicate school expectations with parents.
- SHOWCASE Night for Parents
- CTE Ticket to the Future (Parent Night)
- Parent Conferences with parents of identified students who are struggling.
- Restorative Practice Parent Night (2x a Year).
- **Student Engagement:**

Specify Direct Service and Opportunities for parents and families to support EL students:

- ELAC Meetings
- EL Coordinator working with EL Families

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Professional Learning on Instructional

- BRCA working with parents of EL students

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified Overtime Parent Participation	3,116.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Child Care; Parent Participation	3,239.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Direct Graphics for Parent Communications / Parent Involvement	3,389.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage	1,000.00
G5A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ovr			Classified Support Overtime	2,076.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation; Incentives	3,000.00

\$15,820.00

2021-2022 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, Supplemental Programs: Turn It in (\$11,000), Pair Deck (\$3,500), Sora Digital Literacy Textbooks (\$4,000 +), illuminate (\$15,000) and any other site licenses needed. Also supports G1 A1 & 2	40,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract for EL Support	3,593.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,905.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **NO FOOD, FOOD RELATED ITEMS OR INCENTIVES**	15,000.00
G1A4	Title 1 Basic	Instruction	Bks & Ref			: Edgenuity	10,000.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			Technology to Support Classroom Instruction	15,000.00
G1A4	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	152,872.00
G1A4	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	20,000.00
G1A4	Sup & Conc	Other Pupil Services	Cls Sup-Sup			Classified Support: Overtime	6,342.00
G1A5	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		63,480.00
G1A5	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		63,479.00
G1A5	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors: Subs	5,387.00
G1A5	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental	2,536.00
G2A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000		60,460.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Certificated Staff	131,692.00
G2A1	LCFF: EL	Instruction	Direct Trans			Transportation	3,000.00
G2A3	Sup & Conc	Instruction	Nc-Equipment			Technology	25,000.00
G2A3	Sup & Conc	Instruction	Off Eq Lease			Office Lease Equipment Expenses	14,500.00
G2A3	Sup & Conc	Instructional Supervision & Admin	Mat & Supp			Instructional Supervision; Materials and Supplies	15,000.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		66,042.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Support: MTSS	25,360.00
G3A1	One-Time School	Instruction	Mat & Supp			: One time funds to support the opening of school	42,100.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	1.0000		75,898.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			To be determined : Prof/Consulting for MTSS	20,000.00
G3A2	Sup & Conc	Health Services	Medical Supp			Medical Supplies for the School Nurse	2,000.00
G3A2	Sup & Conc	Ancillary Services	Direct-Food			Direct Food Services	4,000.00
G3A3	Sup & Conc	Pupil Transportation	Fuel			: Fuel and Maintenance	10,000.00
G4A1	Sup & Conc	Instruction	Direct Trans			: Transportation	10,000.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers for Certificated Staff	35,128.00
G4A2	Sup & Conc	Instruction	Travel			: Travel and Conference	30,000.00

G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr	Classified Overtime Parent Participation	3,116.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp	Child Care; Parent Participation	3,239.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph	Direct Graphics for Parent Communications / Parent Involvement	3,389.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Local Mileage	Local Mileage	1,000.00
G5A1	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Ovr	Classified Support Overtime	2,076.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent Participation; Incentives	3,000.00
					\$990,594.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$253,144.00
Sup & Conc	7090	\$610,450.00
LCFF: EL	7091	\$84,900.00
One-Time School	7099	\$42,100.00
Grand Total		\$990,594.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$404,594.00
G2 - Expand student-centered and real-world learning experiences	\$249,652.00
G3 - Increase student engagement in their school and community	\$245,400.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$75,128.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$15,820.00
Grand Total	\$990,594.00