


Edison High School

10621661031897

Principal's Name: Lindsay Sanders

Principal's Signature: 

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	9/9	51.08 %
<input checked="" type="checkbox"/>	High	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	9/9	36.89 %
<input checked="" type="checkbox"/>	High	Advanced Placement (AP)	4- Course Retention Exam Takers	5939	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria who were appropriately placed in AP course(s), complete the AP course(s) and take the corresponding AP exam(s), plus 9th grade students enrolled in AP Human Geography, complete the AP course, and take the corresponding AP exam	6/8	86.9 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of the spring semester of the previous academic year and are redesignated within 365 days	8/9	20.75 %
<input checked="" type="checkbox"/>	High	EL Redesignation	4- LTEL Redesignation Rate	4774	Number and percentage of Long Term English Learner students redesignated	6/10	12.82 %
<input checked="" type="checkbox"/>	High	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	6/9	26.17 %

<input checked="" type="checkbox"/>	High	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	5/9	28.97 %
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3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	College Enrollment	2- CSU SIR Rate	6289	Number and percentage of 12th grade students who submitted a Statement of Intent to Register (SIR) to the California State University (CSU)	8/9	72.88 %
<input type="checkbox"/>	High	Career Technical Education (CTE)	5- Post-CTE Careers	6359	Number and percentage of CTE graduates who pursued a postsecondary education or advanced training, or military service, or employment	7/9	82.34 %
<input type="checkbox"/>	High	College Enrollment	1- CCC Matriculation Rate	6288	Number and percentage of 12th grade students who are only eligible to apply to a community college, applied to State Center Community College District (SCCCD) and are fully matriculated	7/9	40.32 %
<input type="checkbox"/>	High	College-Going Culture	3- 4-Year Eligible but CCC only Applicants	6015	Number and percentage of 12th grade students who are eligible to apply to a 4-year university and only applied to a California Community College (CCC)	6/8	4.96 %
<input type="checkbox"/>	High	College Enrollment	4- Private SIR Rate	6291	Number and percentage of 12th grade students who submitted a Statement of Intent to Register (SIR) to a Private University	6/8	21.43 %
<input type="checkbox"/>	High	College-Going Culture	5- FAFSA Completion Rate	6332	Number and percentage of 12th grade students who are low-income, SIR'd or matriculated to any Institution of Higher Education and submitted the Free Application for Federal Student Aid (FAFSA) by March 2nd as verified by the California Student Aid Commission with GPA verification	6/9	93.56 %
<input type="checkbox"/>	High	College-Going Culture	4- Eligible Applicants to Two 4-year IHE Segments	6016	Number and percentage of on-track, 12th grade students with a GPA of 3.0 and above who applied to 2 out of 3 segments of higher education, excludes State Center Community College District	5/9	41.18 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	Chronic Absenteeism	2- Appropriate Attendance Intervention	6330	Number and percentage of 9-12th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	8/10	39.77 %
<input type="checkbox"/>	High	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	7/10	61.29 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	6/9	4.42 %
<input checked="" type="checkbox"/>	High	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	6/9	72.6 %
<input type="checkbox"/>	High	Student Engagement	4- Long Term Engagement	5948	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	5/9	32.14 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Due date has passed, no more changes.]

B. Action Plan

Domain	<input checked="" type="checkbox"/> I. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<p><i>Detail the action:</i> Edison will provide a three-tiered approach to literacy support for students. Tier One will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy initiatives. Tier Two will be opportunities for strategic grouping, technology resources, PLUS, and co-teaching. Tier 3 will include tutoring services, technology resources, PLUS, and deployment.</p>		
<i>SQII Element:</i> 5926 ELA SBAC, 6142 ELA SBAC	<i>SQII Sub-element(s):</i> <ul style="list-style-type: none"> 430, 431, 587, 3714, 4013, 4014 	<i>Site Growth Target:</i> 67% & 30%	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New	<input type="checkbox"/> Action On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/>	<i>Data</i> <input checked="" type="checkbox"/> <i>Research-</i> <input checked="" type="checkbox"/> <i>based Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i> By June 2017 the ELA CAASPP results will show a 5% improvement in students scoring Standard Met or Standard Exceeded level from 62.28% to 67%, and correlating EAP score of students scoring ready on the Early Assessment Program for college level English from a 25.67% to 30%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Student Results in the following: 2017 CAASSP scores, 2017 EAP Results, Fall/Spring DRP Scores, CELDT scores and re-designation rates, Interim Assessment results, CELDT scores/Re-designation rates Parent meeting sign-in lists, parent communication tools (website, school messenger, letters), master calendar of parent meetings Instructional Practice Guide data Orders for materials, supplies, technology placed Attendance at tutorial and students qualifying for incentives Staff Calendar including professional learning developed and shared with staff Monitoring master schedule to support identified students needing additional support 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> Librarian VP Aquino VP Munoz Assigned counselor for targeted groups Principal Head Counselor AC Leads, EL Team, and Plus Teachers 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> VP, AC Leads, Counselor, EL Team, and Plus Teachers Ongoing/Weekly Principal 3x a year Principal/Head Counselor June, August, December, April

<ul style="list-style-type: none"> AC agendas and products (common lesson/assessments) created demonstrating attention to literacy, data analysis, and focus standards 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Parent communication to inform parents the importance of CAASSP and EAP Parent communication and meetings including back to school night and showcase to provide parents with tools to help their student achieve academic success An annual calendar listing parent meetings will be distributed at the beginning of the school year and will be posted in school messengers and on the school website presenting information about students. performance (CAASPP, EAP, CELDT, DRP, Interim Assessments, grades) as well as upcoming events Parent education offered through Parent University classes provided by the district office. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Common school-wide professional read that incorporate topics that address best instructional practices centered on student literacy CCI with all staff and ACs including training on how to analyze CAASPP, EAP, CELDT, DRP, and interim assessment results ILT Professional Learning regarding Literacy Development. Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and inquiry questions. Sessions will primarily be focused on instructional strategies and taught by site colleagues Vertical collaboration with secondary regional team focused on literacy Staff collaboration and planning for literacy in all subject areas in accountable communities by adopting literacy standards based on identified common student needs in their specific content area. Opportunities for continued on and off-site learning for representatives from departments 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Students in class will receive instruction that is aligned to CCSS. Materials and supplies will support teacher implementation of CCSS, including library databases, classroom technology (hardware/software), and subscriptions. . Master schedule developed strategically to maximize support to students in grades 9-11th and provided additional peer support in 9th and 10th grade classes from 12th grade students who can take peer helpers Target and monitor afterschool tutorial for Tier 2/3 students Update and refresh technology and software to increase technology literacy and exposure for students (i.e. navigating user interface) Recognition and incentive programs for students who consistently attend tutorial and demonstrate academic success and improvement 		
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> Provide BRCA (bilingual resource counseling assistance) to support parent education and translation Use Peer helpers strategically in courses where EL students are concentrated Team of EL teachers with a case management groups of EL learners to monitor academic progress and attendance in afterschool tutorial 		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	0.5000		Asst, Resrce Cnslg Span	24,778
1	3	EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	0.5000		Asst, Resrce Cnslg Span	24,778
1	1	Title 1 Basic	Instructional Library, Media & Technology	Classified Support-Regular	Paraprof, Computer Lab Asst II	1.0000		Para, Computer Lab Asst II	56,839
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				School Wide Write Team Supplemental Contracts	5,813
1	3	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting for Parent Meetings	3,000
1	3	EL	Parent Participation	Materials & Supplies				Materials and Supplies: Parent Involvement.	8,848
Total									\$124,056

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2		<p><i>Detail the action:</i> Edison will provide a three-tiered approach to math support for students. Tier One will include a focus on common core math skills in every math classroom through professional learning and collaboration. Tier Two will be opportunities for strategic grouping, technology resources, PLUS, and co-teaching. Tier 3 will include tutoring services, technology resources, PLUS, and deployment.</p>				
<i>SQII Element: #6169 math SBAC, 6130</i>		<i>SQII Sub-element(s):</i>		<i>Site Growth Target: 38% & 16%</i>	<i>Vendor (contracted services) Khan Academy, Illuminate, Newly Adopted Math Text Resources (company to be determined)</i>	
		<ul style="list-style-type: none"> • 2048 scoring 'Ready' on the EAP • 2049 scoring 'conditionally ready' on the EAP 				

	<ul style="list-style-type: none"> 5876 scoring 'not ready' on the EAP 					
<input checked="" type="checkbox"/> <i>New</i>	<input type="checkbox"/> <i>Action On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/>	<i>Data</i> <input checked="" type="checkbox"/>	<i>Research-</i> <input checked="" type="checkbox"/>	<i>based</i> <input checked="" type="checkbox"/>	<i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i> By June 2017 the Math CAASPP results will show a 3% improvement in students scoring Standard Met or Standard Exceeded level from 34.67% to 38%, and correlating EAP score of students scoring ready on the Early Assessment Program for college level math from a 12.63% to 16%.</p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Student Results in the following: 2017 CAASSP scores, 2017 EAP results, and Interim Assessment results Parent meeting sign-in lists, parent communication tools (website, school messenger, letters), master calendar of parent meetings Orders for materials, supplies, technology placed Instructional Practice Guide data Attendance at tutorial and students qualifying for incentives Staff Calendar including professional learning developed and shared with staff Monitoring master schedule to support identified students needing additional support AC agendas and products (common lesson/assessments) created demonstrating attention to literacy, data analysis, and focus standards 				<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> Librarian VP Berrett VP Munoz Assigned counselor for targeted groups Principal Head Counselor AC Leads, EL Team, and Plus Teachers 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> VP, AC Leads, Counselor, EL Team, and Plus Teachers Ongoing/Weekly Principal 3x a year Principal/Head Counselor June, August, December, April 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Parent communication to inform parents the importance of CAASSP and EAP Parent communication and meetings including back to school night and showcase to provide parents with tools to help their student achieve academic success An annual calendar listing parent meetings will be distributed at the beginning of the school year and will be posted in school messengers and on the school website presenting information about students. performance (CAASPP, EAP, CELDT, DRP, Interim Assessments, grades) as well as upcoming events Parent education offered through Parent University classes provided by the district office and biweekly coffee hour facilitated by BRCAs to connect family to resources that students many needs 						
<p><i>Describe related professional learning:</i></p>						

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

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

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

Specify additional targeted actions for EL students:

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

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Math Sub Days for planning/collaboration	4,570
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Contracts for planning meetings	4,069
2	1	Sup & Conc	Instructional Library, Media & Technology	Materials & Supplies				Library Instructional Media and Technology - Materials and Supplies	15,000
								Total	\$23,639

Domain	<input type="checkbox"/> <i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/> <i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input checked="" type="checkbox"/> <i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
Action # 3	Detail the action: Edison will improve English Learner re-designation rates by providing a three tiered supports for English Learners that build literacy skills in alignment to the Common Core State Standards for ELD and ELA/Literacy. Tier 1 will include staff providing instruction in all curricular areas that require students to engage in complex text, write regularly, and academic discourse. Staff will be able to identify EL students and students will be appropriately scheduled and grouped. Tier 2 supports include English Learner conferences, and individual and group chats based on performance levels of the CELDT and DRP results. Tier 3 supports include a creation of an English Learner support team that have responsibilities for targeted English Learner students that are struggling academically.		
<i>SQII Element: #5968</i>	<i>SQII Sub-element(s):</i> • #4020, 6017, 5990, 4774 , 3714	<i>Site Growth Target: 17.41%</i>	<i>Vendor (contracted services) Researching software to support literacy development for EL students</i>
<input checked="" type="checkbox"/> <i>New</i> <input type="checkbox"/> <i>Action On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> In 2016-2017, the percentage of students that are identified as borderline criteria for re-designation that are re-designated within 365 days will increase 10% for an overall 17.41% rate.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> • CELDT Score and performance levels and DRP scores • Re-designation Rates • Classroom walk-throughs and observations • Orders for materials, supplies, technology placed • Attendance at tutorial and students qualifying for incentives • Staff Calendar including professional learning developed and shared with staff with an emphasis on EL support • Monitoring master schedule to support identified students needing additional support • Ongoing data/monitoring of targeted EL students in Tier 3. 		<i>Owner(s)</i> <ul style="list-style-type: none"> • VP Munoz • VP Aquino • EL Teacher Team • Head Counselor • Principal 	<i>Timeline</i> <ul style="list-style-type: none"> • VP October 2016 and on-going throughout the year 4 cycles for re-designation • VP, EL Team, and Plus Teachers Ongoing/Weekly • Principal/Head Counselor June, August, December, April

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

- Biweekly coffee hours and ELAC to inform parents of CELDT and re-designation rates and criteria.
- An annual calendar listing parent meetings will be distributed at the beginning of the school year and will be posted in school messengers and on the school website presenting information about students. performance (CAASPP, EAP, CELDT, DRP, Interim Assessments, grades) as well as upcoming events
- Parent education offered through Parent University classes provided by the district office and biweekly coffee hour facilitated by BRCAs to connect family to resources that students many needs and strategies to support student learning

Describe related professional learning:

- ELD teachers will participate in a site sponsored ELD PL focusing on curriculum and instruction.
- Menu of professional learning includes targets and scaffolds for EL learners
- Provide PL for teachers for EL awareness and ATLAS access to EL data and use EL Goal Setting Report to identify and target students and understand all EL students’ instructional needs
- Professional Learning on how to conduct CELDT Chats.
- Teachers will attend training to administer the CELDT/ or parts of the CELDT.
- In-services for EL site representative

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

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

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Guidance & Counseling Services	Classified Support-Regular	Assistant, Resrce Cnslg Hmong	0.5000		Asst, Resrce Cnslg Hmong	25,702

3	2	EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Hmng	0.5000		Asst, Resrce Cnslg Hmong	25,702
3	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Overtime				Overtime for 2210 3130 positions	6,264
3	3	EL	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for EL Teams	2,905
3	3	EL	Pupil Testing Services	Direct-Other (Dr)				REA Charges for CELDT Assessors	2,000
3	3	EL	Instruction	Non Capitalized Equipment				Technology: Software and Hardware	33,684
3	3	EL	Parent Participation	Materials & Supplies				EL Coffee Hours/ELAC/Similar Parent Meetings	6,000
Total									\$102,257

Domain	X	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
Action # 4	<i>Detail the action:</i> 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.					
<i>SQII Element:</i> WASC Critical Area for Follow-up #2, 3 and 5. Static Report “2014-15 Semester 2 Ds and Fs Report”	<i>SQII Sub-element(s):</i>			<i>Site Growth Target:</i> 40%	<i>Vendor (contracted services)</i>	
	<ul style="list-style-type: none"> • 4008 students with a D/F in semester • 3740 students with a D or lower • 3960 10th-12th grade Expanded Learning Summer Program participants • 3964 10th-12th grade Expanded Learning Summer Program 					

	<p>participants who received a C or higher.</p> <ul style="list-style-type: none"> • 4762 students with a D/F in semester 2 • 3743 students with a D or F in their current math class 				
<input type="checkbox"/> <i>New</i>	<input checked="" type="checkbox"/> <i>Action On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By 2016-2017 2nd semester there will be a 5% reduction in the number of students with at least one or more Ds and Fs from 44.5% to 40% with the greatest declines in grades 9-10, EL (from 65% to 60%), and SPED (68.8% to 65%) populations.</i></p>					
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • ATLAS—Distribution of Grades reports reviewed and analyzed at each progress report • SQII Beta Tool analyzed at end of each term • Supervisor Gradebook Chats with Teachers and targeted Accountable communities • Classroom Walkthroughs • Orders for materials, supplies, technology placed • Staff calendar including professional learning developed and shared with staff • Monitoring of master schedule to support identified student needs • Counselor letters, meetings scheduled for targeted students • Instructional Practice Guide data • Accountable Community agendas and created products demonstrating attention to intervention and support • Attendance in afterschool programs and monitored by after school teacher teams supporting struggling students • WASC Critical Area for Follow-up #2 Explore, Identify, and formalize a school-wide system of checking for understanding of non-volunteers. #3 Continue to identify, formalize and embed within the instructional day effective interventions for academically at risk. #5 Utilization by all teachers of a variety of effective 			<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Vice Principals • Head Counselor • AC Leads • After school teacher leads 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • VPs--Weekly classroom walk-throughs, progress grade report timelines, on-going communication with teachers and ACs • Weekly monitoring by counselor and after school leads • Principal/Head Counselor June, August, December, April 	

<p>researched based instructional strategies to ensure engagement of all students in the learning process</p>		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Communication and meetings for parents of students who are struggling academically with a three tiered response for counseling intervention that includes school messenger and letter home, counseling meeting with student, and SST with student and teachers • Provide a Back to School Night and Spring Showcase for parents to review teachers ‘classroom academic and behavior expectations, increase awareness and participation in EduText. • By weekly parent meetings Block E/Hmong addressing topics like ATLAS A-G requirements & services provided by the school. • Regular ELAC meeting 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • **ILT Professional Learning regarding Literacy Development. Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and inquiry questions. Sessions will primarily be focused on instructional strategies and taught by site colleagues. PL Workshops will incorporate literacy/EL strategies, engagement strategies (Climate and Culture), system and strategies for CFU, and assessment development tools • ACs will develop frequent common formative assessments, evaluate student performance, and share instructional practices • 9th grade team including PLUS and 9th grade counselors will meet regularly to monitor student progress, develop common strategies, and review effects of implementation. • Opportunities for continued on and off-site learning for representatives from departments, including restorative practices, CHAMPS, co-teaching, CCSS, text adoption, and conferences. • Staff will be provided with grade data about students at regular intervals, with process for determining action steps. <p>** Focused PL with staff</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Support counselor targeting students high risk of failing • Counselor communication, monitoring, and coordination of student and parent meetings • PLUS teachers working with students to set goals and reflections • After School Lead Teachers will monitor a caseload of students at the 9th and 10th grade • Increased exposure to effective teaching strategies in the classroom including more types of checks for understanding that drive instruction and increased effective use of cooperative group structures. • Tutoring and pullout support for students who are at risk of failing • Access to technology in order to improve research and learning as well as to monitor student performance and grades. • Attendance Specialist chats with students exhibiting poor attendance and grades • Recognition and incentive programs for students who do well and/or show improvement • ACCESS and APEX within the school day and after school for credit recovery 		

- Support in the classroom and through pull out from PLUS teachers targeting 9th grade
- Specify additional targeted actions 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 mandatory after school tutorials

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Certificated Sub Request	22,850
4	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certified Supplemental Contracts	17,644
4	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental Contract	46,547
4	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies for Students	90,000
4	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentive/no Certificate	14,721
4	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology: Hardware and Software.	27,135
Total									\$218,897

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p><i>Detail the action:</i> Edison High School will provide a response to intervention approach for student support in AP courses. Tier 1 services will include a curriculum designed and focused on the AP course and exam. The course syllabus will be approved by the College Board. In all AP courses students will learn strategies for approaching the AP test and teachers will develop common frequent assessments aligned to the test. Tier 2 students will be provided with afterschool, lunch time tutorial, and study sessions to prep for the exam. Tier 3 students will include opportunities for deployment particularly in AP Human Geography and AP European History, tutorial, and technology resources with an emphasis on EL students.</p>					
<i>SQII Element:</i> 5940	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • 5936, 10th-12th grade students who meet the AP Eligibility Pool Criteria • 5937 10th-12th grade students who meet the AP Eligibility Pool Criteria • 5938 10th-12th grade students who meet the AP Eligibility Pool Criteria • 5939 10th-12th grade students who meet the AP Eligibility Pool Criteria 			<p><i>Site Growth</i> Target: 39.13%</p>	<p><i>Vendor (contracted services)</i> Schmoop, Khan Academy</p>	
<input checked="" type="checkbox"/> <i>New</i>	<input type="checkbox"/> <i>Action On-going</i>		<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i>	<input checked="" type="checkbox"/> <i>Research-</i>	<input type="checkbox"/> <i>based Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i> By June 2017 there will be a 5% increase in the number of students who receive a 3 or higher on an AP exam from 34.13% to 39.13%.</p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Annual review of AP Pass rates • Appropriate student selection and placement • Annual review of AP course completion rates (Semester 1 and 2) • Evaluation of the number of students participating in AP exams annually • Common Formative Assessments generated • Instructional Practice Guide data • Data on software usage • Afterschool and lunch tutorial schedule and attendance 				<p><i>Owner(s)</i> Principal Vice Principals AP Teachers AP Teacher Leads Head Counselor Counselors</p>	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • VPs--Weekly classroom walk-throughs, on-going communication with AP teachers • Weekly monitoring by counselor and after school leads 	

	<ul style="list-style-type: none"> Principal/Head Counselor June, August, December, April
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Back to School Night information delivered to parents regarding expectations for AP courses Coffee hour conversations with parents including chats regarding AP courses Communication via letters and school messenger for parents of students enrolled in AP courses 	
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> **ILT Professional Learning regarding Literacy Development. Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and inquiry questions. Sessions will primarily be focused on instructional strategies and taught by site colleagues. PL Workshops will incorporate literacy/EL strategies, engagement strategies (Climate and Culture), system and strategies for CFU, and assessment development tools Accountable community meets weekly to collaborate and design common assessments and lessons to improve critical thinking among students to prepare them for AP exams. Counselor(s) attends AP training to prepare for exam administration District trainings for counselors in AP eligibility criteria and placement (master scheduling). Opportunities for continued off-site learning for representatives from departments. <p>** Focused PL with staff</p>	
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Students in class will receive instruction that is aligned to AP Course and Exam. Materials and supplies will support teacher implementation of AP curriculum, including library databases, classroom technology (hardware/software), and subscriptions. AP study sessions are offered to students in order to improve successful pass rates and testing strategies Extended learning opportunities to expose students to related skills and concepts to their AP course (i.e. fieldtrips, guest speakers, etc.) Subsidize AP exams for students in order to make them financially accessible Counselors work with students to identify selection for AP courses based on AP eligibility criteria for placement. Master schedule developed strategically to maximize student enrollment based on AP eligibility criteria for placement Target and monitor afterschool tutorial for Tier 2/3 students Update and refresh technology and software to increase technology literacy and exposure for students (i.e. navigating user interface) Recognition and incentive programs for students who consistently attend tutorial and demonstrate academic success and improvement 	
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> Deployment support for students who qualify based on Borderline qualifications AP Lead Teacher team managing caseload of EL students attendance in afterschool and lunch tutorial, and study sessions 	

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts for AP Preparation	11,624
								Total	\$11,624

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<p><i>Detail the action:</i> Edison High School is committed to using assessments to inform instruction. Accountable Communities meet weekly using assessments results to analyze student progress, develop common lessons/assessments, adjust instruction and compare results of common lessons/assessments. Edison High School lead efforts to develop a regional approach to improving literacy by implementing a regional formative assessment.</p>		
<i>SQII Element:</i> WASC Critical Area for Follow-up #2 and #5		<i>SQII Sub-element(s):</i> • 5926, 6142	<i>Site Growth Target:</i> <i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New	<input type="checkbox"/> Action On-going	Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based	<input checked="" type="checkbox"/> Local Knowledge/Context
<p><i>Write a SMART Goal to address each data point:</i> In the Spring of 2014, the Western Association of Schools and Colleges form the California State Department of Education conducted a Focus on Learning Evaluation. It identified school-wide critical areas for improvement indicating that Edison High School explore, identify and formalize a school-wide system of checking for understanding of non-volunteers. In the Spring of 2017, our goal is to have in place a school-wide system of checking for understanding (CFU) that includes a summative assessment per unit, frequent number of formative assessments for a unit, and CFU embedded in daily instruction that inform instructional decisions.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Classroom walk-throughs and observations ILT and AC Teacher Lead collaboration and samples of AC development of common formative and summative assessments ILT and AC agenda and minutes Instructional Practice Guide data Staff calendar that includes ILT meeting dates and regional collaboration dates Quarterly data communication and analysis with faculty 		<p><i>Owner(s)</i> Principal Vice Principals ILT (AC Leads)</p>	<p><i>Timeline</i></p> <ul style="list-style-type: none"> Weekly on-going AC Collaboration Biweekly ILT meetings Post conferences with teachers Weekly walk-through Quarterly data communication

<ul style="list-style-type: none"> WASC Critical Area for Follow-up #2 Explore, Identify, and formalize a school-wide system of checking for understanding of non-volunteers. #5 Utilization by all teachers of a variety of effective researched based instructional strategies to ensure engagement of all students in the learning process 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Communication to parents about student progress and performance on common assessments Back to School and Spring Showcase to inform parents of student progress Coffee Hour for parents to show them how to use EduText and ATLAS parent portal to monitor student progress 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Instructional Leadership Team creates and documents a system of checking for understanding and organizes professional learning to address strategies related to formative assessments and CFUs **Instructional Leadership Team organizes professional learning centered on how Accountable Communities examine what students should learn, how they learn it and how to respond when student’s didn’t learn. Common school-wide professional read that incorporate topics that address best instructional practices centered on assessing student understanding Professional learning focused on instructional planning that incorporates assessment tools to address essential standards within content specific areas. <p>** Focused PL with staff</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Frequent CFU checking for understanding strategies Varied CFU strategies that assess student learning, on the spot instructional adjustments and lesson planning. Intentional student discourse focused on student processing of learning outcomes Communicate timely feedback of student’s progress toward essential learning Smooth transitions between lesson activities that connect learning to lesson objectives Involving students in self-assessment, goal setting and monitoring progress toward learning outcomes Modeling thinking skills of expected learning results <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> 10/2 principal strategy to facilitate student processing Peer learning Cooperative heterogeneous grouping Incorporating ELD standards 		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Instructional Leadership Team Leads Contracts for leading assessments, workshops, etc.	5,813
Total									\$5,813

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 7	<p><i>Detail the action:</i> Edison High School is committed to improving the average daily attendance of students. Research data indicates a direct correlation between attendance rates and students performance. Edison High School will implement a comprehensive attendance management program to improve student attendance and increase student achievement. Administrators, teachers, counselors, resource counseling assistants, attendance clerks and Child Welfare & Attendance Specialist work collaboratively to support the improvement of student attendance.</p>		
<i>SQII Element: 5942</i>	<i>SQII Sub-element(s):</i>		<i>Site Growth Target: 6.04%</i>
	<ul style="list-style-type: none"> • 3803 • 6330 • 2726 • WASC Critical Area for Follow-up #5. 		<i>Vendor (contracted services)</i>
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Action On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June of 2017 there will be a 1% decrease of students will falling into the “chronically absent” category from 7.04% to 6.04%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Weekly logs of attendance monitoring and intervention and ATLAS log entry updated with appropriate attendance intervention (6330) • Attendance reason code will be updated daily to increase the present of students with a reason code (3803) 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • VP Aquino • Resource Counseling Assistants 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Daily attendance reason code updated • Quarterly & Annual attendance rates and grade reports

<ul style="list-style-type: none"> • EduText sign-ups • Agendas and sign-ins from parent meetings • ATLAS daily attendance data • Principal Dash board • PLUS Teacher schedule • WASC Critical Area for Follow-up #5 Utilization by all teachers of a variety of effective researched based instructional strategies to ensure engagement of all students in the learning process. 	<ul style="list-style-type: none"> • Child Welfare & Attendance Specialist • Attendance Clerks 	<ul style="list-style-type: none"> • Monthly Attendance meetings (truancy letters)
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Resource Counseling Assistants, Child Welfare & Attendance Specialist and Attendance Clerks will make phone calls home, send out attendance letters, and hold attendance meetings and home visitations with parents of students who have unsatisfactory attendance rate. • Parent communication during parent meetings regarding the importance of daily attendance • Automated notification of student absences by period (EduText and School messenger) • District attendance notifications and meetings • Co-Teachers in the classroom to develop relationships and additional support 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Professional learning for clerical personnel to increase accurate attendance taking and parent notification and tiered response to intervention • All staff will understand the importance of accurate and timely attendance recording and will develop a classroom process and policy to communicate excessive tardiness and attendance concerns with parents • Attendance Clerks send out daily reminders to teachers to take attendance • **All staff will engage in professional learning and AC inquiry to increase engagement lessons and build relationships with students; Professional learning centered on “growth mindset” and restorative practices to support and engage struggling students • PLUS teacher collaboration and planning to encourage and increase 9th grade student relationships <p>** Focused PL with staff</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Support Counselor will provide attendance and academic counseling services for targeted students • Child Welfare and Attendance Specialist meet with students and families to monitor attendance and align necessary resources • Daily tardy sweeps and after school detention for students with habitual daily tardiness • Afterschool tutorial services to improve Ds & Fs • Phone calls made by teachers to communicate habitual student absences and tardiness • PLUS teachers in the 9th grade ELA and Algebra classes to develop relationships and additional support • Co-Teachers in the classroom to develop relationships and additional support 		

Specify additional targeted actions for EL students:

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Sup & Conc	Instructional Administration of Special Projects	Other Classified-Supplemental				Classified Supplemental Contracts	9,395
7	3	EL	Parent Participation	Classified Support-Supplemental				Classified Supplemental Contracts for parent involvement - babysitting/translation	3,525
7	2	Sup & Conc	Parent Participation	Materials & Supplies				Materials and Supplies for Parent Participation	2,000
7	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Local Mileage	1,500
Total									\$16,420

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 8	<p><i>Detail the action:</i> Edison High School will work to improve overall suspension rates as well as decrease the number of suspension rates for students who are disproportionately suspended at greater numbers than other students. Edison High School is one of three schools piloting a Restorative Practice approach to student discipline. This opportunity to implement Restorative Practice allows for additional supports for students. The Climate & Culture Team is leading the work in building systems and processes to address student discipline.</p>		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>		<i>Site Growth Target:</i>
<ul style="list-style-type: none"> • 851 	<ul style="list-style-type: none"> • 4081, 3686 		Overall: 6.94% AA: 10% FY: 12.65%
			<i>Vendor (contracted services)</i>

<input checked="" type="checkbox"/>	<i>New</i>	<input type="checkbox"/>	<i>Action On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/>	<i>Data</i>	<input type="checkbox"/>	<i>Research-based</i>	<input type="checkbox"/>	<i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017 the disproportionality ratio in suspensions for the following groups will decrease:</p> <ul style="list-style-type: none"> • Overall: there will be a decrease of 2% from 8.94% to 6.94% • African-American: there will be a decrease of 4% from 14.90% to 10% • Foster Youth: there will be a decrease of 5% from 17.65% to 12.65% 										
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • 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 • WASC Critical Area for Follow-up #3 Explore, Identify, And formalize a school-wide system of checking for understanding of non-volunteers, #4 Develop consistency among all staff of enforcement of established policies as they related to dress code violations, personal technology usage within the educational setting, etc., and • #5 Utilization by all teachers of a variety of effective researched based instructional strategies to ensure engagement of all students in the learning process. • Social Emotional Student Survey #41; I feel safe in my school, 42; This school clearly informs students what would happen if they break school rules, 43; Rules in this school are made clear to students, 44; Students know how they are expected to act, 45; Students know what the rules are., 46; This school makes it clear how students are expected to act, 49; The school rules are fair, 50; All students are treated fairly when they break school rules 						<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • VP Berrett • Restorative Practice Team (TSA, RCA, and RP Counselor) • Principal • Climate and Culture Team 		<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Quarterly review of suspension data • On-going throughout the school year • Daily reengagement center attendance • Weekly VP review on chronic REC attendance 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parent information provided at ELAC and Coffee hour meetings to address the levels of discipline process, information about support services for students and provide additional information on how parents can help support their student at home. 										

- Parent conferences with parents of identified students struggling with misbehaviors at school via SAP, Restorative Practice Counselor, and Academic counselors to refer to local agencies and coordinate family educational opportunities
- Back to School night to communicate teacher classroom expectations, and teacher communication for at risk students' progress & behaviors
- Resources such as a Parent Handbook and student handbook which includes policies for student behavior including district suspension and expulsion process

Describe related professional learning:

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

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

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Specialist, Chd Wel & Attnd I	1.0000		Child Welfare & Attendance Specialist	61,953
8	3	Sup & Conc	Instructional Supervision & Administration	Materials & Supplies				Reengagement Center and Tiger Den Supplies and Materials	4,000
Total									\$65,953

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 9	<p><i>Detail the action:</i> Edison High School is committed to aligning efforts to District Goal 2: All students will engage in arts, activities, and athletics. Edison High School will work to implement a comprehensive program to increase the number of student participating in afterschool and extra-curricular activities such as athletics, clubs, academic competitions, theater, Link Crew, music/band, leadership, service projects, field trips, and other school-wide activities (homecoming, dances, rallies, assemblies)</p>		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> Goal 2 2080 		<p><i>SQII Sub-element(s):</i></p> <p>Site Growth Target: 79.63% and 8.27%</p> <p>Vendor (contracted services)</p>	
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Action On-going	<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> In the Winter of 2016-17, there will be an 5% increase of students who are engaged in any Goal 2 activities from 74.63% to 79.63% and a 2% increase of Goal 2 opportunities offered to students from 6.27% to 8.27%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> District Goal 2 report Number of new engagement activities Rosters for Clubs and Athletics updated in ATLAS After school Program sign in Responses on student surveys Link Crew trainings and calendar of events 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> VP Berrett Campus Culture Director and assistant Class Sponsors, 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> Quarterly review of student engagement data to recruit 2 Club Rush activities semester student engagement reports

<ul style="list-style-type: none"> • School Calendar of Goal #2 activities • Goal 2 Team meetings calendar and minutes • School Culture and Climate Survey • Climate and Culture Agendas and minutes • WASC Critical Area for Follow-up #1, • Social Emotional Student Survey #34; This school is a supportive and inviting place for students to learn, 36; I feel close to people at this school., 37; I am happy to be at this school., 38; I feel like I am part of this school. 	<ul style="list-style-type: none"> • Athletic Director and assistant • VP Aquino • After school Teacher Leads 	<ul style="list-style-type: none"> • Fall, Winter & Spring Athletic rosters • Once a month in weekly management meetings to review events and student participation • Monthly review of student afterschool participation/sign-ups
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Communication to parents at Back to School Night, Showcase and Incoming Freshmen Parents Night • Weekly communication of opportunities for students to get involved in student activities, arts and athletics. • Invitations to sporting events, club activities, concerts and theater performances to showcase and encourage student involvement 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Additional staff will be trained as Link Crew Advisors as well as additional staff attending CADA • Teachers will receive updates and information regarding opportunities for students to participate in activities. • Teachers will receive guidance and procedures for becoming sponsor clubs. • Teachers encouraged to develop more clubs and activities for students. • Teacher training regarding what constitute as a student engagement activity and how to document the activity in ATLAS. • Goal 2 data will be shared school-wide in order to generate staff awareness of students who are uninvolved • Pathway teachers and coordinator will collaborate to develop interdisciplinary relevant activities that are showcases to various stakeholders; these teachers will also create opportunities outside the classroom to explore industry, guest speakers, and related competitions 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Incoming 9th grade visits in the spring and a middle school visit in the first semester to help transition incoming 9th graders • Awards and incentives to encourage participation and foster school spirit and student participation in activities • Assemblies and rallies to foster school participation, interest and connection to school. • A purposeful implementation of an outreach program targeting 9th graders to include, but not limited to building out link crew. Incoming freshmen parent night, Back to School Night and Showcase • Provide resources like materials, supplies, technology, and transportation to encourage and support participation • Pathway courses and linked pathway (Biomed) and academy that incorporates industry experiences in and out of the classroom 		

Specify additional targeted actions for EL students:

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

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
9	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	1.0000		Asst, Resrce Cnslg	59,752
9	3	Sup & Conc	Instruction	Materials & Supplies				Student Engagement - Link Crew and student engagement activities materials.	20,000
9	3	Sup & Conc	Instruction	Travel				Conferences and Academic Competitions (Registration and Travel Expenses).	38,000
9	3	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance/Technology Repairs	12,000
9	3	Sup & Conc	Ancillary Services	Direct-Food Services (Dr)				Food to order from Food Services	6,000
Total									\$135,752

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 10	<i>Detail the action:</i> Edison High School will build community and relational capacity in all teachers and staff in order to promote student-teacher relationships, student-to-student relationships, and staff to staff relationships through professional learning, 9 th grade activities like Link Crew and transitional events, and school wide recognition like student of the month, academic all-stars, academic growth, etc.		
<i>SQII Element:</i> <ul style="list-style-type: none"> 379 and Social Emotional Student Survey #40; There is an adult at my school who really cares about me. 	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> 61.7%	<i>Vendor (contracted services)</i>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Action On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context		
<i>Write a SMART Goal to address each data point:</i> In June 2017, there will be a 5% increase of students who agree or strongly agree that there is an adult at my school who really cares about me from 56.68% to 61.7%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> Link Crew trainings and calendar of events Teacher attendance in Restorative Practices training and classroom walkthroughs Restorative circles School Culture and Climate Survey Climate and Culture Agendas and minutes Link Crew Calendar and lessons Student of the Month Rosters Academic Celebration lists Staff Calendar of events and staff recognition of tiger of the month WASC Critical Area for Follow-up #1 and 5 Social Emotional Student Survey #30; Adults at school encourage me to work hard so I can be successful in college or at the job I choose., 32; Teachers give students a chance to take part in classroom discussions or activities., 33; This school promotes academic success for all students., 35; Teachers go out of their way to help students., 39; The teachers at this school treat students fairly. 		<i>Owner(s)</i> <ul style="list-style-type: none"> VP Berrett Head Counselor Campus Culture Director and Assistant Teachers 	<i>Timeline</i> <ul style="list-style-type: none"> Monthly review of student of the month Monthly Link crew activities Annual review of survey data Monthly data of restorative circles Daily classroom walkthroughs

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

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

Describe related professional learning:

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

**** Focused PL with staff***Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

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

Specify additional targeted actions for EL students:

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
10	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Culture and Climate Team Supplemental Contracts	13,948
10	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Consult/Services	15,000
								Total	\$28,948

C.1. Budget – Allocations and Planned Expenditures

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Edison - 0145

ON-SITE ALLOCATION

3010	Title I	\$182,359 *
7090	LCFF Supplemental & Concentration	\$443,558
7091	LCFF for English Learners	\$107,442
		\$733,359
TOTAL 2016/17 ON-SITE ALLOCATION		\$733,359

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$58,599
Remaining Title I funds are at the discretion of the School Site Council	\$123,760
Total Title I Allocation	\$182,359

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

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0145 Edison High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.000	Para, Computer Lab Asst II	56,839.00
1	3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings	3,000.00
1	1	Sup & Conc	Instruction	Teacher-Supp			School Wide Write Team Supplemental Contracts	5,813.00
1	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.500	Asst, Resrce Cnslg Span	24,778.00
1	3	EL	Parent Participation	Mat & Supp			Materials and Supplies: Parent Involvement.	8,848.00
1	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.500	Asst, Resrce Cnslg Span	24,778.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Math Sub Days for planning/collaboration	4,570.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Contracts for planning meetings	4,069.00
2	1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Library Instructional Media and Technology - Materials and Supplies	15,000.00
3	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Overtime for 2210 3130 positions	6,264.00
3	2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.500	Asst, Resrce Cnslg Hmong	25,702.00
3	3	EL	Instruction	Teacher-Supp			Supplemental Contracts for EL Teams	2,905.00
3	3	EL	Instruction	Nc-Equipment			Technology: Software and Hardware	33,684.00
3	3	EL	Parent Participation	Mat & Supp			: EL Coffee Hours/ELAC/Similar Parent Meetings	6,000.00
3	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.500	Asst, Resrce Cnslg Hmong	25,702.00
3	3	EL	Pupil Testing Services	Direct-Other			REA Charges for CELDT Assessors	2,000.00
4	1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contract	46,547.00
4	1	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies-no Food/no Incentive/no Certificate	14,721.00
4	1	Sup & Conc	Instruction	Teacher-Subs			Certificated Sub Request	22,850.00
4	1	Sup & Conc	Instruction	Teacher-Supp			Certified Supplemental Contracts	17,644.00
4	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies for Students	90,000.00
4	1	Sup & Conc	Instruction	Nc-Equipment			Technology: Hardware and Software.	27,135.00
5	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts for AP Preparation	11,624.00
6	1	Sup & Conc	Instruction	Teacher-Supp			Instructional Leadership Team Leads Contracts for leading assessments, workshops, etc.	5,813.00
7	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage	1,500.00
7	2	Sup & Conc	Instructional Administration of Sp	Oth Cls-Supp			Classified Supplemental Contracts	9,395.00
7	2	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation	2,000.00
7	3	EL	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts for parent involvement - babysitting/translation	3,525.00
8	3	Sup & Conc	Instructional Supervision & Admir	Mat & Supp			: Reengagement Center and Tiger Den Supplies and Materials	4,000.00
8	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	1.000	Child Welfare & Attendance Specialist	61,953.00
9	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.000	Asst, Resrce Cnslg	59,752.00
9	3	Sup & Conc	Instruction	Mat & Supp			: Student Engagement - Link Crew and student engagement	20,000.00

	3		Instruction	Mat & Supp	activities materials.	20,000.00
9	3	Sup & Conc	Instruction	Travel	Conferences and Academic Competitions (Registration and Travel Expenses).	38,000.00
9	3	Sup & Conc	Instruction	Direct-Maint	Maintenance/Technology Repairs	12,000.00
9	3	Sup & Conc	Ancillary Services	Direct-Food	Food to order from Food Services	6,000.00
10	3	Sup & Conc	Instruction	Teacher-Supp	Culture and Climate Team Supplemental Contracts	13,948.00
10	3	Sup & Conc	Instruction	Cons Svc/Oth	Other* : Consult/Services	15,000.00
						\$733,359.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$182,359.00
Sup & Conc	7090	\$443,558.00
EL	7091	\$107,442.00
Grand Total		\$733,359.00

Domain Totals	Budget Totals
Academic	\$322,625.00
Culture & Climate	\$224,730.00
Social/Emotional	\$186,004.00
Grand Total	\$733,359.00

E.1. Assurances

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

E.2. School Site Council

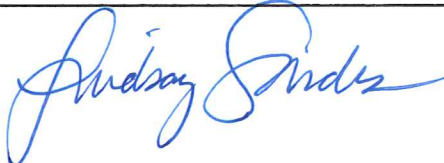
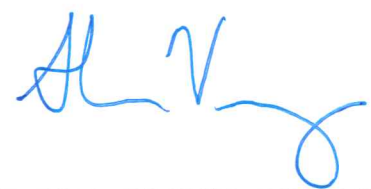
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lindsay Sanders	X				
2. Chairperson - Shue Vang		X			
3. Kristie Leyba		X			
4. Patricia Renfro		X			
5. Erica Jimenez		X			
6. Socorro Villanueva			X		
7. Irma Garcia				X	
8. Rosa Martinez				X	
9. Zachary Shaath					X
10. Rachel Mrkaich					X
11. Kristine Fagundes					X
12.					
13.					
14.					
15.					
X ELAC operated as a school advisory committee.	X ELAC voted to fold into the SSC - Date: <u>April 6, 2016</u>				

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Edison High School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Lindsay Sanders		4/7/16
SSC Chairperson	Shue Vang		4/7/16

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