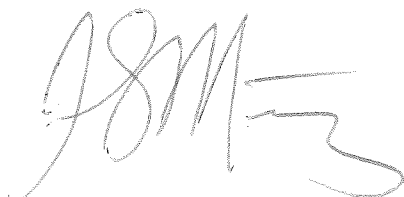


Edison High

10621666006068

Principal's Name: Joey Munoz

Principal's Signature:

A handwritten signature in black ink, appearing to read 'J. Munoz', with a stylized flourish at the end.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
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>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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.	
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

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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 student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
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.
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.
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.

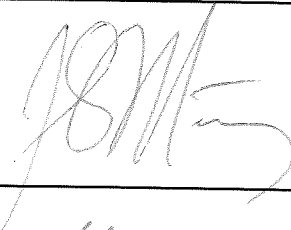

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Joey Munoz	X				
2. Chairperson – Ab Beltran Campos					X
3. Toua Vang					X
4. Daniel Moreno		X			
5. Christina Murrietta		X			
6. Chong Thao		X			
7. Stefani Williams			X		
8. Samya Burney				X	
9. Tamikio Simpson				X	
10. Maricruz Flores				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ 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		4/5/2024
SSC Chairperson	Ab Beltran Campos		4/5/2024

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Edison - 0145

ON-SITE ALLOCATION

3010	Title I	\$257,200 *
7090	LCFF Supplemental & Concentration	\$694,280
7091	LCFF for English Learners	\$138,242

TOTAL 2024/25 ON-SITE ALLOCATION

\$1,089,722

* 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	\$63,088
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Remaining Title I funds are at the discretion of the School Site Council	\$194,112
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Total Title I Allocation	\$257,200
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Edison High 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4		13.7 %	6.3 %	2023-2024	13.7 %
Passed all semester 1 courses with C- grade or better			49.2 %	2023-2024	55 %
SBAC ELA- Average distance from standard	✓	35 pts	36.7 pts	2023-2024	52 pts
SBAC ELA- Average distance from standard (African American)	✓		-63.3 pts	2023-2024	-48.3 pts
SBAC ELA- Average distance from standard (English Learner)	✓		-133.3 pts	2023-2024	-118.3 pts
SBAC ELA- Average distance from standard (Students w/ Disabilities)	✓		-147.2 pts	2023-2024	-132.2 pts
SBAC ELA- percentage of students met/exceeded standard	✓	71.2 %	66.2 %	2023-2024	71.2 %
SBAC Math - Average distance from standard	✓	-66 pts	-61.5 pts	2023-2024	-46.5 pts
SBAC Math - Average distance from standard (African American)	✓		-153 %	2023-2024	-148 %
SBAC Math - Average distance from standard (English Learner)	✓		-200.1 pts	2023-2024	-185.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	39.9 %	33 %	2023-2024	39.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

ELPAC:

- Edison's has a site funded EL Coordinator who works with ELD and teachers of English Learners to ensure proper placement and instruction of students.

2

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

EL-ELPAC

- Additional training/Professional Learning for all teachers on how to provide EL support and interventions within the classroom setting.
- Additional training/Professional Learning on high leverage EL Strategies for classroom teachers.

- Edison has site funded Bilingual Instructional Aide (BIA) who provides language supports for our Beginning ELD students in Content Area classes.
- Edison's BIA conducts monthly phone calls to parents of EL students who have one or more failing grade.
- English Learner Services delivered Professional Learning on the development of Language Objectives and Academic Discourse strategies to the entire staff in August of 2023.
- ELD Coordinator holds a Re-Classification Celebration in Spring of 2023 to honor those who have met the criteria for re-classification.
- EL Coordinator works closely with teachers on good first instruction strategies for EL students.
- EL Coordinator meets with the Counseling department to ensure students are properly placed.
- EL Coordinator monitors EL and RFEP students quarterly through ELLEVATION (Platform purchased by the district) to identify needs and necessary supports and interventions.
- We currently have one Fresno State Fellow from EL Services who works with our newcomer EL students in History, Science, and Math.
- Our Migrant program provides tutoring in English, science, and mathematics.
- Our EL Coordinator holds ELPAC and academic performance chats to build students' understanding of the ELPAC exam. These chats consist of discussions about scoring and past scores to encourage students to set goals for improvement and staying on track for graduation. These chats reveal the need for more academic conversations, reading, writing, listening, responding, and practicing English at a level to be successful on the ELPAC and in high school.

Literacy Action

- Edison's Instructional Focus for the 2023-2024 school year is Content Area Literacy.
- Edison held a Literacy Tic Tac Toe Challenge in the Fall of 2023 where departments competed to integrate designated content area literacy strategies. Literacy strategies included: The 4Cs, Collaborative Writing, Student Interviews, Text Rendering, Split Sheet Vocabulary, Bump it Up, Micro Lab Protocol, and Reciprocal Reading. The challenge included a teacher reflection in which teachers reflected what went well and what would they change.
- The Instructional Coach works with new teachers on literacy strategies.
- PLCs were allocated time to plan and further integrate literacy strategies in units and lessons.
- English PLC piloted two administrations of an Interim that were literacy-based.
- The English department has integrated independent reading to build stronger literacy skills and a joy of reading.
- English 9, English 10, English 11 have integrated IABs and FIABS to provide students exposure to the CAASPP structure and to identify areas of need students.
- Edison maintains one of the highest SORA (Online book platform) checkout amongst high schools in the district.

Math Action

- All Algebra I teachers were given a common prep period for further teacher collaboration.
- Math teachers were given at least one foundational math course to teach to strengthen PLC collaboration.
- Math Interactive notebooks were implemented at the Algebra level.
- Algebra II teachers were allocated four collaboration days.
- Math teachers integrated IABS and FIABS into their curriculum.
- All Algebra, Geometry, and Algebra II teachers attended customized on-site Professional Learning on CAASPP.
- Math teachers no longer have more than two preps.

- 3D ELD curriculum implementation occurred in 2nd semester. This should have been done in the first semester.
- More Spanish support for parents. Site currently has one BRCA

Math and ELA:

Students with Disabilities Student Group:

- Large Co-Teaching class size for Algebra I (29, 32 students) and one of the Geometry Co-Teaching classes (30 students)
- Change in Geometry teachers midway through the year. Due to a teacher's promotion within the department, Geometry Co-teacher was shifted out of the department.
- Large class size for English II Co-T.
- More training and professional learning is needed to further support students in COT in Math and ELA
- A Co-teaching class is needed at the Algebra II level.
- A common prep is needed for the General Ed teacher and Co-Teacher for planning in both ELA and Math.

African American Student Group:

- More Culturally Responsive Teaching Professional Learning is needed.
- A need for more attendance interventions as the Chronic Absenteeism percentage is at 29.2% which results in excessive missed instruction.
- More integrated literacy instruction is needed for all classroom teachers as 84.5% of students who tested for I-Ready tested below grade level in September of 2023.

Ds/Fs

Students with Disabilities Student Group

- Currently, the SPED PLUS teacher works with 9th and 10th grade students.
- Grading for Equity needs to be further explored amongst classroom teachers.
- More Professional Learning is needed how to differentiate within the classroom setting for all classroom teaching.
- Some COT SPED teachers have three different preps.

African-American Student Group

- Grading for Equity needs to be further explored amongst all teachers.
- A need for more attendance interventions as the Chronic Absenteeism percentage is at 29.2% which results in excessive missed instruction.
- More integrated literacy instruction is needed for all classroom teachers as 84.5% of students who tested for I-Ready tested below grade level in September of 2023.

Ds/Fs

- Edison's Department Chairs are facilitating a Tiger Problem of Practice on how to reduce the amount of Ds and Fs within each department. The Tiger Problem of Practice began with departments establishing current reality, which segued into a fishbone analysis and a research inquiry phase. By the end of the fourth quarter, departments will create a Ds/Fs action plan that is department specific.
- Edison has a 9th Grade Success team consisting of one Biology teacher, two Math teachers, two English teachers, and one counselor. This team meets weekly to discuss and implement improvement science strategies.
- 9th grade teachers conducted Catch-up days for students.
- Three cohorts of ninth grade students were created with members of the 9th Grade Success team as teachers to create a pathway for intense collaboration and intervention for students.
- Edison Tiger Learning Center (TLC) was created with two 2 PLUS teachers and a Resource Counseling Assistant to focus on MTSS.
- A dedicated Special Education PLUS teacher for students who are receiving a D/F.
- Counselors conduct D/F conferences with students that are failing.
- The COST referral allows for students to get SEL supports so that they are more successful in high school.
- For our SPED Case Managers, they currently have a dedicated Case-Management period.
- Peer mentor support for first time 9th grade and African American students in Advanced Placement.
- Work on Gradebook Reviews continue to be implemented.
- Quarterly D/F data was shared through Principal Weekly Communication.
- New Teachers continue to be given supports for Academic and SEL instruction.
- The Climate and Culture Team has revised the Levels of Misbehavior.
- The Climate and Culture Team is working with CBEDS (The Center for Black Excellence) to create more cultural proficiency on campus.
- PLCs have been given time to collaborate and develop Common Formative Assessments so that students are supported throughout the instructional sequence.
- Edison's Advanced Courses Coordinator has developed a MTSS for students who are currently enrolled in AP courses.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Literacy and Math Actions

Although our focus for the 2023-2024 school year has been content area literacy, we have only had one all staff PL on literacy due to trying to balance the need for WASC all staff meetings as we have 8 PL hours this year.

EL-ELPAC

We were unable to complete ELPAC testing in a timely manner.

We had to purchase new ELD Curriculum mid-year.

Ds/Fs:

We were not able to utilize student incentives in the first semester.

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 2024/25 SPSA.

We need more dedicated Professional Learning on-site and professional conferences for teachers. Freshmen teachers need to meet quarterly so that the 9th grade success team.

9th grade teachers needed more time to collaborate collectively on freshmen success strategies.

More organizational tools for struggling students such as academic planners for students who are in need of them.

More planning time for teachers.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><ul style="list-style-type: none">• SEL Support• More support for students with high absenteeism• A couple of Sat out of the month host "Catch up" sessions – Mandatory for D/F's optional for C's• Make sure accommodation is met on 504's and IEPs so all students perform at high levels.• Some teachers did not participate in catch up day.• Independent reading initiative put thousands of high interest novels/books on site parlay our increased reading into the goal of recognizing students that participate in some after school tutorial to redeem incentives for reading.• No longer #1 SORA checkouts P.D. about "class sets" and digital annotation integration with one drive• D. Around district resources state resources oral resources to support content literacy and that support our subgroups: AA, SPED, ELD, Homeless• Use 5 START to:• Document interventions 9th grade success or any TSA meeting with students.• Create incentives for student participation/ rewards.• Recover document attendance late buses: student activities.• How do we track this progress• Battle of the Books was NOT on ASP need to back to this and expand recruit our AA, SPED, ELD• Smaller class sizes• More support for students with high absenteeism• Increase attention to IEP and %)\$ support to move all students to perform at high levels</div>	<div><div>2</div><div>ELAC:</div></div> <div><ul style="list-style-type: none">• More language support• More bilingual instructional support• More access tot he lessons in students' primary language• Training for teachers to better support students that are multilingual• Afterschool program and lunchtime support for students• Increase fieldtrips to support student learning</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><ul style="list-style-type: none">• Revisit and clarify staff-wide expectations regarding scheduling and conduct of the "make-up days"• Reduce student misuse of electronics to build more meaningful interaction during all manner of classroom activities.• PLC planning time and professional learning days were allotted to teachers.• Peer mentor support for African American (AA) students.• Equitable opportunity for students to take advanced courses and gain valuable skills in oral presentations and research.</div>
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- Provide high interest books to promote independent reading
- Provide PD about "class sets" and digital annotation integration
- Create incentives for student participation
- Quarterly student focus groups for 9th grade and SPED.

Action 1

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

Action Details:

As a WASC Critical Area of Need: Edison will continue to 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 Three** will include teacher tutoring services, access to technology resources for remediation, PLUS support in the targeted classrooms and student groups, and strategic deployment. Supports will center on good first (Tier 1) instruction, professional learning and collaboration, backwards mapping/planning with common formative assessments, grading practices, performance tasks, tutorials, and other strategic 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:

- District Quarterly Reports of Ds/Fs, EL Data as CCI'd by Edison Admin team.
- 2024 CAASSP scores
- 2024 ELPAC scores and redesignation rates, 2020-22 Diagnostic I-Ready Assessments
- 2024 ELPAC scores/Re-designation rates
- ELA and Math scores on the Interim for 9th and 10th grades.
- ELA teachers will utilize IABs 2-3 a year.
- D/F analysis by Department/PLC.
- 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
- Orders for materials, supplies, and technology placed to support literacy.
- Attendance at After School Tutorial
- Sora Check-outs
- 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

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
- Department Chairs.

Timeline:

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

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

Owner(s):

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.
- Additional books to supplement ELA and ELD classroom libraries
- ELA teachers attend quality professional learning at the local and/or state levels
- Collaboration with San Joaquin Valley Writing Project in support of Disciplinary Literacy
- Dedicated RCA for 9th and 10th grade students who are failing.
- Dedicated 9th and 10th grade counselor .
- The Ed Cite Assessment platform will be used to assess student achievement levels with
- Padlet Platform
- Tutor.com for essay/writing review support
- Ed Puzzle License
- Professional Learning Conferences that are literacy-based and mathematics based.
- Professional Learning Books on PLC development and Literacy development.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of

- ELA -133.3 from standard in CAASPP

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Staff support through Title 1 funded; Bilingual Instructional Aide, Bilingual Resource Counseling Assistant, Spanish, and Home School Liaison, Spanish
- Edgenuity License, Credit Recovery

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of

- ELA -63.3 from Standard in CAASPP

The Student with Disabilities population is performing at the lowest level in areas of

- ELA 147.2 from Standard in CAASPP

- *Parent Engagement Initiatives.*

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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.

2. Using Title I funds Only: What are the planned expenses to support this student group?

AA & SWD Student Groups

- *Site funded support staff which include Bilingual Resource Counseling Assistant, Home School Liaison.*
- *Edgenuity License*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

AA & SWD Student Groups

- *Engagement Field Trips for at-risk students.*
- *Classroom supplies to promote engagement and intervention.*
- *Educational licenses on digital platforms to support multi-faceted learning.*
- *Materials and supplies for Breakthrough Success Team*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.
- PLUS support.

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 and technology resources to support remediation, strategic PLUS teacher support for Tier 3 students, and strategic deployment. ***Supports will center on good first (Tier One) instruction, professional learning, professional collaboration, backwards mapping/planning with common formative assessments, grading practices, 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

Data to be monitored:

- District Quarterly Reports: with the following data points
-Interim Data for 9th and 10th grade students
- Various state and local assessments: 2023-24 CAASSP scores,
- Math Interims for 9th and 10th grade
- Math I-Ready
- 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):

- 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
- BRCAs
- ASP Teacher and Tutors

Timeline:

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

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 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
- Ed Puzzle
- Ed Cite License to assess student achievement levels.
- Padlet License
- Class Kick License
- I-Ready Lessons that are based on I-Ready Diagnostic
- Collaboration Time for Physical Science and Math teachers.
- Math Notebooks
- Materials/Supplies to support academics, engagement, involvement, supervision, attendance, and behavior

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

student group is identified in red according to the CA Dashboard).

- Math -200.1 from Standard in CAASPP

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Staff support through Title 1 funded; Bilingual Instructional Aide, Bilingual Resource Counseling Assistant, Spanish, and Home School Liaison, Spanish
- Edgenuity License, Credit Recovery
- Parent Engagement Initiatives.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of

- Math -153.from standard in CAASPP.

The Student with Disabilities student group population is performing at the lowest level in areas of

- Math -214.3 from standard in CAASPP.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Staff support through Title 1 funded; Bilingual Resource Counseling Assistant, Spanish, and Home School Liaison, Spanish
- Edgenuity License, Credit Recovery
- Parent Engagement Initiatives.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

AA & SWD Student Groups

- Engagement Field Trips for at-risk students.
- Classroom supplies to promote engagement and intervention.
- Educational licenses on digital platforms to support multi-faceted learning.
- Materials and supplies for Breakthrough Success Team

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Low Performing Subgroups: African American, Hispanic, Special Education will receive additional support through a PLUS person.
- Lunch tutorial contracts for Math support.
- Low performing groups of students will be supported through strategic interventions provided by PLUS teachers. This includes small group pull out, technology-enhanced interventions such as Khan Academy and Shmoop, and mandatory ASP tutoring.

Action 3

Title: Re-Designation Rate of English Learners

Action Details:

Edison will improve English Learner re-designation rates by providing a **Three-Tiered Supports** to English Learners that build literacy skills in alignment with the Common Core State Standards for ELD and ELA Literacy. **Tier 1** will include staff providing instruction in all curricular areas that require students to engage in complex text, writing on a regular basis, and engaging in Academic Discourse. Professional Learning Teams will incorporate unit plans that detail EL high leverage strategies. Staff will be able to identify EL students and will appropriately schedule and group to provide an optimum learning space for students. **Tier 2** supports will include reteaching strategies to target students who struggle on initial assessments. Additional supports include English Learner conferences for teacher professional learning and individual and group chats based on performance levels of the ELPAC exam, Interim exam, and D/F data from each grading period. **Tier 3** supports include an English Language Support team providing targeted academic assistance during the After School Program. Once a student has been re-designated, staff will provide appropriate monitoring of RFEP 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

- District Quarterly Report of EL Data including reclassification and i-Ready data.
- 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 2022 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):

- ELPAC Chats Teacher/Admin/Counselor/Support Staff - Goal setting with students
- Additional classroom materials to support EL students in classroom.
- Support the EL Response team through supplemental contracts. The focus of the EL Response Team will be provide student supports.
- 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 for students.
- Training of SDAIE Strategies
- ELD training for teachers to support EL students
- ELPAC exam administration supports 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 to be held once in each semester.
- 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 (BRCA) 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.
- Fund 3D Curriculum for ELD.
- Fund a Bilingual Instructional Aide (BIA) for our EL Beginners in core classes.
- Provide Transportation (and funds) for EL students to be exposed to various academic and cultural experiences.
- Provide additional bilingual reading materials in ELD classrooms and the library.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

- ELA -133.3 from standard in CAASPP
- I-Ready 96.8 not at grade level in September 2023 administration.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Staff support through Title 1 funded; Bilingual Instructional Aide, Bilingual Resource Counseling Assistant, Spanish, and Home School Liaison, Spanish
- Edgenuity License, Credit Recovery
- Parent Engagement Initiatives.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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
- Bilingual Instructional Aide (BIA) in to assist students in core classrooms.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

AA & SWD Student Groups

- Site funded support staff which include Bilingual Resource Counseling Assistant, Home School Liaison.
- Edgenuity License

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

AA & SWD Student Groups

- Engagement Field Trips for at-risk students.
- Classroom supplies to promote engagement and intervention.
- Educational licenses on digital platforms to support multi-faceted learning.
- Materials and supplies for Breakthrough Success Team

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

Action 4

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 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. Furthermore, a strategic Intervention team at the 9th grade level and the Breakthrough Success Community Team (BSCT), will focus on increasing the amount of 9th grade students on-track to graduate by examining grading, student relationships, adult teaming, 8th to 9th grade transition to high school, and master schedule practices.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- District Quarterly Report Analysis of 9th grade Ds/Fs, at Semester 1 it is 53.1%
- Distribution of Grades reports reviewed and analyzed at each progress report
- Supervisor Gradebook Chats with Teachers and targeted Accountable communities
- Tiger Problem of Practice Artifacts
- Classroom Walkthroughs
- 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
- AP D/F reports reviewed and analyzed bi-weekly

Owner(s):

- Principal
- Vice Principals
- Head Counselor
- PLT Leads
- After school teacher leads
- PLUS teachers
- Attendance specialist
- Advanced Courses Instructional Coordinator

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 at 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, intervention counselor and a dedicated RCA will form an intervention team to work with ninth graders who are struggling.
- 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
- Provide additional supports for classes who have a high D/F rate.
- 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.
- Breakthrough Success Community Team will have common students.
- A dedicated Intervention team for ninth graders.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of

- 124 Students (35%) have at least one or more D/F.
- 9th Grade Ds/Fs 36.6% of students have at least one D/F at Semester 1 in the 2023-2024 school year.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of

- 10th-12th Grade Ds/Fs 31.8% of students have at least one D/F at Semester 1 in the 2023-2024 school year.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Staff support through Title 1 funded; Bilingual Instructional Aide, Bilingual Resource Counseling Assistant, Spanish, and Home School Liaison, Spanish
- Edgenuity License, Credit Recovery
- Parent Engagement Initiatives.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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.

- 9th Grade Ds/Fs 31.8% of students have at least one D/F at Semester 1 in the 2023-2024 school year.
- 10th -12th grade Ds/Fs 28.44% of students have at least one D/F at Semester 1 in the 2023-2024 school year.

The Students with Disability student population is performing at the lowest level in areas of

- 9th Grade 45.2% of students have at least one D/F at Semester 1 in the 2023-2024 school year.
- 10th -12th Grades

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

AA & SWD Student Groups

- Site funded support staff which include Bilingual Resource Counseling Assistant, Home School Liaison.
- Edgenuity License

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

AA & SWD Student Groups

- Engagement Field Trips for at-risk students.
- Classroom supplies to promote engagement and intervention.
- Educational licenses on digital platforms to support multi-faceted learning.
- Materials and supplies for Breakthrough Success Team

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Targeted academic counseling for students with Ds/Fs.
- 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 5

Title: Academic Counseling

Action Details:

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

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 Grade reports reviewed and analyzed at each progress report
- Supervisor Gradebook Chats with Teachers and targeted Accountable Communities
- 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
- 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
- Documented ATLAS entries from Counseling of Guaranteed Services.

Owner(s):

- Principal
- Vice Principals (VPs)
- Head Counselor
- Counselors
- PLT Leads
- After School Teacher Leads
- PLUS Teachers

Timeline:

- VPs - Weekly Classroom Learning Walks
- Progress Grade Report Timelines (Ongoing)
- Communication with Teachers and PLCs
- Weekly Monitoring by Counselor and After School Teacher Leads
- Principal/Head Counselor Meetings (June, August, December, and 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 at high risk of failing
- Professional Learning Teams (PLTs) will conduct Cycle of Continuous Improvement (CCI) the the Common Formative Assessment (CFA) process.
- PLTs will conduct CCI through the use of CFAs and Student Work Analysis to determine additional supports for students and the implementation of high impact teaching strategies.
- Counselor communication, monitoring, and coordination of student and parent meetings
- PLUS Teachers, Intervention Counselor and a dedicated Resource Counseling Assistant (RCA) will form an intervention team to work with ninth graders who are struggling.
- Winter Session and Summer School will be used to recover credits.
- After School Lead Teachers will monitor caseload of students at the 9th and 10th grade levels.
- Increased exposure to effective teaching strategies in the classroom, including more types of Checks for Understanding (CFUs) that drive instruction and increase optimal use of cooperative group structures
- Tutoring and pull-out supports for students who are at-risk of failing
- Provide additional supports for classes who have high D/F rates.
- Access to technology in order to improve research and learning, as well as monitor student performance 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 9th grade students
- Increased supplemental/overtime for classified staff to support MTSS. **Tier One** for MTSS will include CFA analysis and good first instruction. **Tier Two** will include Re-Teaching, Khan Academy, Tutor.com, and other digital resources, such as College Board videos and After School Program. **Tier Three** will include targeted small group instruction with a PLUS teacher.
- Ninth Grade On-Track Team will have common students.
- A dedicated intervention team for 9th grade students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1

With Title I funds we plan to support (Specific student group) by...

- *Staff support through Title 1 funded; Bilingual Instructional Aide, Bilingual Resource Counseling Assistant, Spanish, and Home School Liaison, Spanish*
- *Edgenuity License, Credit Recovery*
- *Parent Engagement Initiatives.*

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Pull-out support for 9th and 10th grade students who qualify per grade report in ELA or Math
- English Learner (EL) team managing of EL students with Ds and Fs for mandatory after-school tutorials
- Scheduled ELD Course 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 students to expose them to technology-enhanced lessons.
- Provide EL supplemental materials to support struggling students.

that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

AA & SWD Student Groups

- *Site funded support staff which include Bilingual Resource Counseling Assistant, Home School Liaison.*
- *Edgenuity License*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

AA & SWD Student Groups

- *Engagement Field Trips for at-risk students.*
- *Classroom supplies to promote engagement and intervention.*
- *Educational licenses on digital platforms to support multi-faceted learning.*
- *Materials and supplies for Breakthrough Success Team*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Targeted academic counseling for students with Ds/Fs
- 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

2024-2025 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			Website Licenses, Books and Supplemental Resources: Including, but not limited to, 5 Star Students, Nearpod, Gimkit (Language Learning), Digital Theatre (Language Learning), Grade Cam (AP Support), Quizziz (Progress Monitoring), and Gizmos (Life Science Learning).	25,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		82,799.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		82,799.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Certificated Substitute Salaries	11,944.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental Contracts to Support English Learners	3,680.00
G1A3	LCFF: EL	Instruction	Mat & Supp			MATERIALS and SUPPLIES for English Learner Instruction	30,000.00
G1A3	LCFF: EL	Instruction	Direct Trans			Direct Transportation - Field Trips	9,163.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental Support for English Learners	656.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	1.0000		72,731.00
G1A4	Title 1 Basic	Instruction	Bks & Ref			Edgenuity and Site Licenses for Classroom Instruction	15,480.00
G1A4	Title 1 Basic	Instruction	Mat & Supp			Itemized Classroom Supplies - No food or incentives	7,000.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contracts	73,560.00
G1A4	Sup & Conc	Instruction	Mat & Supp			MATERIALS and SUPPLIES - General	199,270.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	17,000.00
G1A4	Sup & Conc	Instruction	Off Eq Lease			Equipment Lease Expenses	40,000.00
G1A4	Sup & Conc	Instruction	Direct Trans			Direct Transportation - Field Trips	25,000.00
G1A4	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	20,000.00
G1A4	Sup & Conc	Other Pupil Services	Cls Sup-Ovr			Classified Overtime Support for Other Student Services	4,140.00
G1A4	Sup & Conc	Ancillary Services	Direct-Food			Direct Nutritional Services	15,000.00

\$735,222.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared			60.3 %	2023-2024	65.3 %
CCI - percentage of students who are Prepared (Students w/ Disabilities)	✓		8 %	2023-2024	13 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	76.26 %	70.7 %	2023-2024	77 %
Graduation Rate	✓	98.14 %	95.8 %	2023-2024	96.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Graduation Rate/College and Career Readiness: We continued to increase the effectiveness of monitoring students' credit attainment and further develop our counseling program. We rose our graduation rate to 96.04%. 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, and 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.
- Credit Recovery for Students with Disabilities now exists in seventh period which a credential SPED teacher and a paraprofessional.

CTE:

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

Graduation Rate/College and Career Readiness

- Counseling Needs to Prioritize ATSI student groups when it comes to guaranteed services.
- We have a relatively new counseling team with 80% of the counseling team, including the Head Counselor has having less than 2 years experience at the site.
- Not all counselors has been trained in Restorative Practice, Crisis, or Cultural Proficiency within CTE courses.

CTE:

Although there has been some structural changes in CTE, disproportionality exists within the CTE program. There is an under-representation of African American students, EL learners and Students with Disabilities.

English Language Learners are not able to take CTE Linked courses due to English and the CTE course being linked. If a student is enrolled in an ELD course, then they are not able to take the CTE course. Our African-American student population is also under-enrolled within the CTE program, across the pathways. Currently, our SPED students have limited options in CTE. Most CTE courses are linked to an English class. If a student is in an RSP or in Co-Teaching English course, they do not have access to the linked CTE elective.

CTE has limited interventions across the pathways.

- Edison's CTE Coordinator implemented bi-weekly CTE Lead teacher meetings at lunch with the intent of improving communication and collaboration amongst the different pathways.
- Edison has seen a decrease in CTE enrollment down from 52% to 45%. As a result, Edison has increased recruitment opportunities such as feeder school lunch recruitment and an on-site CTE.
- Students enrolled in CTE programs received workplace certifications based on their industry. For the 2022-2023 school year, Edison students completed 1,426 certifications.
- Edison has implemented the practice of holding a collaborative meeting with CTE teachers within the region during Buyback.
- Multiple teachers qualified for their CTE credential.
- Pathways held industry specific events such as CS-Con, Bio-med Kick-off, Fair.
- Engineering Showcase was held in February of 2024 where sixth graders from Columbia Elementary visited Edison's Engineering program.
- Edison continues to provide Pathway teachers with common prep periods for cross-collaboration and student support.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Although there has been conversations about making CTE reflect all of the student populations at Edison High School, the efforts to increase integration of a diverse population has been minimal and we have struggled at creating a structured MTSS. This is a result of limited use of collaboration time that has been set aside in a common prep. As a result, common practices of interventions and supports have not been universal within CTE.

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 2024/25 SPSA.

We need an MTSS of supports for students and we need a recruitment plan that will promote more inclusivity. We need planning time to collaboratively create systems. Currently, we have a limited interventions to support students that are struggling which makes it difficult retain students or to recruit students who may need additional supports such as English Learners and Students with Disabilities.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">• Evaluations of teachers who teach AP classes should include assessment of how many students pass the AP Exam and improvement of that figure year over year.• Include Dual Enrollment opportunities i.e. Green Academy, History and Environmental science courses.</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• Offer more classes that are workforce based.• Provide more information at parent meetings about college and career experiences/opportunities.• Promote self-advocacy and parent accountability.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">• AP PLC planning time and professional learning days were allotted to AP teachers.• Teachers received contracts for subject specific planning time, as well as a full day professional learning with district colleagues.</div>
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- Community project
- Consider expanding pathways for increased students' participation.
- Help students gain certain certifications.
- More field trips.
- It seems that our students or those who are in SPED.
- Strengthen EHS science / STEM AP, offerings so students can succeed in STEM majors in college.
- Consistently offer original credit art, classes in summer so students can fulfill "F" requirement as classes are limited in school year.
- \$15,000 is not enough to support this goal. With Academic Decathlon, field trips, and CIF trips they need more funds.
- Offer classes gear to trade AC's / mechanics construction / PG&E.
- Have more community professionals come visit the classrooms as guest speakers.
- Increase budget for goal #2 as \$15,000 is insufficient.
- Communication with certain groups.
- Explore Pathway opportunities to increase student participation.
- Promote Dual Enrollment opportunities i.e. Green Academy, History and Environmental Science courses.
- Increase opportunities for student fieldtrips.
- Increase community involvement by having professionals as guest speakers.

- Peer mentor support for African American (AA) students in Advanced Placement (AP) courses.
- Edison's Advanced Courses Instructional Coordinator has developed a MTSS for students who are currently enrolled in AP courses.
- AP Capstone program provides an equitable opportunity for students to take advanced courses and gain valuable skills in oral presentations and research skills.
- Promote AP and advanced courses to students and the community through regional nights at the middle schools.
- AP Ambassadors send teams to elementary schools to promote advanced courses, academic achievement, and literacy development.

Action 1

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 Education.

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

Explain the Progress Monitoring and data used for this Action

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

- Enrollment in CTE Courses
- Number of sections offered in Master Schedule
- Number of Teachers with CTE credentials
- Common Formative Assessments in CTE courses
- Internship opportunities for students who meet criteria
- Number of Industry professional guest speakers
- College & Career Readiness Dashboard indicator
- Number/Percentage of students receiving a C or higher in a CTE course.
- Number/Percentage of students enrolled in CTE Dual Enrollment
- Data tracking through Titan (Data platform for Work Based Experiences)

Owner(s):

Principal
Vice Principals
Pathways Coordinator
CTE Teachers
Head Counselor

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. PLC 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 funding 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.
- Increased Middle School recruitment and vertical collaboration between Edison and its feeder middle schools. \
- Continued support for CTE industry-related fairs on campus (ex. CS Con, Health Fair, etc.)
- Additional CTE course that is not linked to provide additional students more opportunities in CTE.
- Increased vertical collaboration with middle and elementary schools.
- Post Secondary Visits
- Industry Visits
- Jon Shadowing experiences
- Industry certifications
- Industry partner coaching/evaluations, mentorships, mock interviews, virtual tours.
- Work Based Experiences

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of

- CTE Pathway Completion--0 Students for the 2022-2023. school year.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Staff support through Title 1 funded; Bilingual Instructional Aide, Bilingual Resource Counseling Assistant, Spanish, and Home School Liaison, Spanish

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The Students with Disabilities student population is performing at the lowest level in areas of

- CTE Pathway Completion-- 1 Student for the 2022-2023 school year.

The African American student population is performing at the lowest level in the areas of:

- CTE Pathway Completion--7 Students for the 2022-2023 school year. .

2. Using Title I funds Only: What are the planned expenses to support this student group?

- *Edgenuity License, Credit Recovery*
- *Parent Engagement Initiatives.*

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.
- BIA to provide support for Beginning EL students in core classes.

With Title I funds we plan to support (Specific student group) by...

AA & SWD Student Groups

- *Site funded support staff which include Bilingual Resource Counseling Assistant, Home School Liaison.*
- *Edgenuity License*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

AA & SWD Student Groups

- *Engagement Field Trips for at-risk students.*
- *Classroom supplies to promote engagement and intervention.*
- *Educational licenses on digital platforms to support multi-faceted learning.*
- *Materials and supplies for Breakthrough Success Team*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.
- Common Prep for teachers to hold Kids Talk for students who are struggling.

Action 2

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 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,** and **students who have received a score of 3 or higher on two AP exams** (<https://www.cde.ca.gov/ta/ac/cm/documents/understandcciprepared.pdf>). 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
- Monitor AP enrollment at retention
- 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
Advanced Courses Instructional 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.
- Celebrate student success on AP exams
- Celebrate AP scholars, AP scholars with honors, and AP scholars with distinction
- 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.
- PLTW yearly fees for Engineering and Biomed
- Continued maintenance and fuel for CTE Van so that students have opportunities for real-world CTE experiences.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Staff support through Title 1 funded; Bilingual Instructional Aide, Bilingual Resource Counseling Assistant,

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The Students with Disabilities student population is performing at the lowest level in areas of

- College and Career Preparedness 8%

2. Using Title I funds Only: What are the planned expenses to support this student group?

Spanish, and Home School Liaison, Spanish

- Edgenuity License, Credit Recovery
- Parent Engagement Initiatives.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Quarterly monitoring of EL and RFEP students by EL TSA and EL VP and grade conferences of with those who are failing.
- EL 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.
- BRCA in Spanish to support students in coordination of support services.
- CTE Coordinator Presentation at ELAC with topic of CTE Pathways options.
- BIA to provide support for Beginning EL students in core classes.

With Title I funds we plan to support (Specific student group) by...

AA & SWD Student Groups

- Site funded support staff which include Bilingual Resource Counseling Assistant, Home School Liaison.
- Edgenuity License

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

AA & SWD Student Groups

- Engagement Field Trips for at-risk students.
- Classroom supplies to promote engagement and intervention.
- Educational licenses on digital platforms to support multi-faceted learning.
- Materials and supplies for Breakthrough Success Team

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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 3

Title: Increase AP enrollment, Credits earned, and exams passed.

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 formative assessments aligned to the exam. Tier 2 services will include after-school tutorials, peer mentoring supports, 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 the AP Coordinator meeting with students receiving a D or F, individualized academic plans, weekly check-ins with teachers and required tutorial attendance. Edison will also continue to build the AP program by adding new courses to engage 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
- 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
- AP Teacher Tutorial Plans
- AP Classroom Plans
- AP Teacher Smart Goals
- 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
- Advanced Courses 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 PLC collaboration time – two to six times per school year
- District will support AP training for new and future AP teachers.
- District developed professional learning (College Board training in Fresno) – ten AP courses will receive training during the spring semester
- Advanced Courses Instructional Coordinator – bi-monthly data report of D/F grades of all 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 – Fall 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, peer mentoring supports, 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 and iMentors will continue to build its Mentoring program.
- AP recruiting presentations and information
- Continue to support Gaston Honor's Society.
- 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 teachers 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of

- According CA Dashboard, 2 EL students passed two or more AP exams.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Staff support through Title 1 funded; Bilingual Instructional Aide, Bilingual Resource Counseling Assistant, Spanish, and Home School Liaison, Spanish
- Edgenuity License, Credit Recovery
- Parent Engagement Initiatives.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The Students with Disabilities student population is performing at the lowest level in areas of

- According to CA Dashboard, 1 SWD student passed two or more AP exams.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

AA & SWD Student Groups

- Site funded support staff which include Bilingual Resource Counseling Assistant, Home School Liaison.
- Edgenuity License

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

AA & SWD Student Groups

- Engagement Field Trips for at-risk students.
- Classroom supplies to promote engagement and intervention.
- Educational licenses on digital platforms to support multi-faceted learning.
- Materials and supplies for Breakthrough Success Team

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- After School tutorial attendance

- Khan Academy in Library during the After School Program
- Rise-Up Mentoring, Gaston Scholars Society Ambassadors, and EL Ambassadors of first time 9th and 10th grade African American Students, EL Students
- AP Student academic conversations with students who are struggling academically.
- Edison Tiger Honor Program - cohort for students coming from Gaston Middle School who leave Gaston with a 3.6-4.0 GPA providing extra support and family engagement with a goal for student to be at the top of their class when they graduate from Edison.

2024-2025 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
G2A2	Sup & Conc	Instructional Supervision & Admii	Mat & Supp			MATERIALS and SUPPLIES - Instructional Supervision	20,000.00

\$20,000.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		22.1 %	2023-2024	17.1 %
Suspension Rate - Semester 1	✓	2 %	3.7 %	2023-2024	2.37 %
Suspension Rate - Semester 1 (African American)	✓		10.9 %	2023-2024	7.9 %
Suspension Rate - Semester 1 (English Learner)	✓		4.9 %	2023-2024	1.9 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		4.3 %	2023-2024	1.3 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		11.6 %	2023-2024	8.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Section Attendance:

Teachers verify section attendance.

Edison has also created a tardy system to help minimize tardies and missed section attendance. Our attendance specialist makes daily calls to parents of students that are marked absent. They submit referrals to COST for students that are chronically absent. Attendance VP meets with the attendance team regularly to refine processes and progress monitor attendance rates.

Edison has allocated funds for lunchtime detention for students who are tardy.

Chronic Absenteeism:

Attendance specialists submit COST Referrals for students who have chronic absenteeism.

As of February of 2024, COST team members are also checking in on students who attendance rate is between 70-79%.

Suspension Rate:

Edison has restructured the COST team. It is now led by a Vice Principal. The COST Team consists of

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

Attendance:

Our African-American and Hispanic student populations have lower than the school average ADA.

- School site ADA average is 91.3%. The AA student group ADA is 90.1%.
- School site Chronic Absenteeism rate is 32.8%. AA student group is 46.7%.

Not having a Home/School Liaison impacts our ability to make family contacts to provide support for chronically absent students.

The number of Campus Safety Assistants in comparison to the size of our campus makes it challenging to monitor all areas consistently to identify students needing attendance accountability.

The reduction of professional learning hours reduced opportunities for trainings on cultural proficiency to better equip staff to engage our African American, Hispanic, and SPED populations.

Suspension Data: We are still suspending our African American and SPED populations disproportionately.

- School site suspension rate for the 2023-2024, Semester 1 is 3.7%.
- AA student group suspension rate is 10.9%.
- SWD student group suspension rate is 11.6%.

school social workers, counselors, school psychologists, and other support staff. Teachers, staff, and parents are able to submit a COST referral for extra support. Each referral is assigned to a staff member for extra support.

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.

RP Counselor and staff meet with students that have been suspended and create a plan of support.

Behavior agreements are being put into place by VPs and staff.

Our RP Counselor works with students and provides SEL counseling.

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 (Intended actions for the current school year vs. Actual actions that occurred).

We had an unfilled Bilingual Counseling Assistant.

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 2024/25 SPSA.

We would like add more student voice into how we approach this attendance and suspensions as they are critical educational partners. We would also like to collapse the unfilled Bilingual Counseling Assistant and open a Home School Liaison position

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Align community events to school recruitment. i.e. PE = connect to elementary/middle
- Am Govt – volunteer hours to local agency.
- Community town halls etc.
- Why do certain groups have lower school averages (maybe mention the reasons why)
- More extravaganzas.
- How can we help leadership.
- Quarterly student led focus groups 9th & SPED.
- Restorative Circles.

2 ELAC:

- Encourage parent shadowing students during the day to promote accountability.
- Motivate student to participate in more than one sport or activity.
- Organize intermural sports during the day (lunch activities).
- Provide more opportunities for conditioning for sports; year-round training
- Offer more support for students to do community service hours.

3 Staff - (Credentialled Staff, Classified Staff, and Administrators):

- Employ strategies to engage students to participate in athletics and activities.
- Provide more CSA coverage for attendance accountability.
- Edison Tiger Honor Society - celebrating academic achievement and develop student leadership, involvement with peer mentoring, and engagement with families/community.

- Are we doing them? Want to see more.
- Bring back academic student clubs, like academic decathlon and math club.
- SEL counseling
- Should include climate survey data.
- Engagement should include social-emotional data.
- Support music programming at the school.
- Support the library so students have a good space to study after school.

Action 1

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

Action Details:

WASC Critical Area of Need: Data from Climate and Culture Surveys, CADashboard, 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

- District Quarterly Report of Suspension data, suspensions, and expulsions.
- 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
- Staff/Student survey results
- Daily discipline referrals/Re-engagement student logs
- Classroom walkthroughs and CSTP 1 and 2 observations
- Data from 9th grade BTSC SEL survey that is administered in the Fall and Spring.

Owner(s):

- VPs supporting Attendance Personnel
- Restorative Practice Team (TSA, RCA, and RP Counselor)
- Principal and Vice Principals
- Climate and Culture Team
- Social Worker
- School Psychologist

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 that promote school connectedness.
- 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.
- Quarterly student led student focus groups.
- Re-Entry Circles for students who have been suspended.
- Incentives for students who show an improvement in behavior.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of

- Suspensions 4.9%

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Staff support through Title 1 funded; Bilingual Instructional Aide, Bilingual Resource Counseling Assistant, Spanish, and Home School Liaison, Spanish
- Edgenuity License, Credit Recovery
- Parent Engagement Initiatives.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The Student with Disabilities student population is performing at the lowest level in areas of

- Suspensions 11.6%

The African American Student Population is performing at the lowest level in the areas of

- Suspensions 10.9%

The Socioeconomically Disadvantaged student population is performing at the lowest level in the areas of

- Suspensions 4.3%

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

AA & SWD Student Groups

- Site funded support staff which include Bilingual Resource Counseling Assistant, Home School Liaison.
- Edgenuity License

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

AA & SWD Student Groups

- Engagement Field Trips for at-risk students.
- Classroom supplies to promote engagement and intervention.
- Educational licenses on digital platforms to support multi-faceted learning.
- Materials and supplies for Breakthrough Success Team

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done

connect students to the school

by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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

Action 2

Title: Decrease Chronic Absenteeism Rate

Action Details:

Edison High School recognizes that attendance is a critical component of student success. In the 2022-2023 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

- District Quarterly Report of attendance data.
- 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

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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

- Chronic Absenteeism 26.6%

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Staff support through Title 1 funded; Bilingual Instructional Aide, Bilingual Resource Counseling Assistant, Spanish, and Home School Liaison, Spanish
- Edgenuity License, Credit Recovery
- Parent Engagement Initiatives.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The Student with Disabilities student population is performing at the lowest level in areas of

- Chronic Absenteeism 30.1%

The African American student population is performing at the lowest levels in the areas of

- Chronic Absenteeism 29.4%

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

AA & SWD Student Groups

- Site funded support staff which include Bilingual Resource Counseling Assistant, Home School Liaison.
- Edgenuity License

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

AA & SWD Student Groups

- Engagement Field Trips for at-risk students.
- Classroom supplies to promote engagement and intervention.
- Educational licenses on digital platforms to support multi-faceted learning.
- Materials and supplies for Breakthrough Success Team

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Intensive attendance monitoring by case manager responsible for checking daily attendance, goal setting, and grade checks.

ATSI for Attendance for SWD/AA/EL.

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: ☒ 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

- 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.A.L 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Staff support through Title 1 funded; Bilingual Instructional Aide, Bilingual Resource Counseling Assistant, Spanish, and Home School Liaison, Spanish
- Edgenuity License, Credit Recovery
- Parent Engagement Initiatives.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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

2024-2025 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	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	3,941.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		74,358.00
G3A2	Sup & Conc	Health Services	Medical Supp			Health Services - Supplies	2,000.00
G3A3	Sup & Conc	Instruction	Cons Svc/Oth			Fresno PD : Safety, and other services to school	10,000.00
G3A3	Sup & Conc	Pupil Transportation	Fuel			Fuel and Maintenance (Transportation)	10,000.00

\$100,299.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	76.58 %	76.7 %	2023-2024	81.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

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 CP.

In 2023-2024, CBEDs worked with the Climate and Culture team on Cultural Proficiency practices with the intent of Climate and Culture Team sustaining this work with the rest of the staff.

CBEDS has also worked with staff and students in participating on a Multicultural Summit.

CBEDS facilitators have worked with Principal and Vice Principals.

Some teachers attended Equity conference in January.

Teachers have been working on equity training through district released modules.

Approximately 30 teachers have received RP training.

October 2023 Buyback was centered on morale building of staff.

December Staff Breakfast for all staff

Principal's Open Mcs with faculty.

Staff Literacy Challenge.

Intentionality of including teacher voice around instructional and logistics planning (ILT, Department Chairs, Climate and Culture)

Edison Tiger of Practice around Ds/Fs.

Training on new district platforms on Five Star and Parent Messenger.

Teachers worked on creating levels of discipline and the creation of a flow chart.

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

Although we have previously had professional learning on Cultural Proficiency as a staff, we pivoted to focus on Cultural Proficiency with our students through the creation of a Multi-Coalition of student facilitators and the first ever district-wide Multi-Cultural Summit.

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 (Intended actions for the current school year vs. Actual actions that occurred).

On-site professional learning was not as extensive as we would like for it to have been due to competing priorities and limited time.

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 2024/25 SPSA.

We will include more differentiated professional learning that focuses on our site goals and critical learner needs. We will need added materials and supplies for Climate and Culture Team's for printing of flow charts and posters. We will also need added supplemental contracts for the Climate and Culture Team and supplemental contracts for the ninth grade team. We will also need to fund a buyout period for our ninth grade success team coordinator.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, , and Secondary Students).</div> <div><ul style="list-style-type: none">Acquire more peer helpers to assist teachers in class.Offer incentives bonuses.Time offCreate a supportive environment for teachers; support their agency.Provide teacher incentives.Provide a supportive environment for teachers/staff.Support teacher agency.</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">Have better communication with staff to know what their needs are to have balance with their workload.Provide more staff celebrations and recognition for fulfilling their roles.Provide customer service training.Provide more language support. (Spanish for teachers, students, and parents)</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">Provide more training in culturally proficient instruction.More staff/department events to build stronger professional connections.Continue providing new teacher support.SEL for teachers</div>
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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 Instructional Services to students, including materials and supplies required (curriculum and instruction):

- 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.
- CCIs done by staff with the lens of equity.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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	Owner(s):	Timeline:
On-site Teacher Needs Assessment	Principal	On-Site needs Assessment, conducted quarterly.
Attendance of PL	VPs	Monitoring of PL, as given (Monthly)
Monitoring of PL artifacts	PLC Leads	Classroom Walkthrough Data Analysis
Monitoring of PLC artifacts (Agendas/Minutes/CFA Data Analysis)		2x a Month review of D/F grade.
Classroom Walkthrough Data (Walkthrough Trends)		
Percentage of Students Receiving a D/F		

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

Students will receive instructional strategies that are equitable and are tailored to their social-emotional and academic needs.

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.

Involve parents in staff celebrations.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Continued Professional Learning on EL instructional strategies (4x a year, All Staff and optional workshops)

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Professional Development on Multi-Tiered Systems of Support

Professional Development with ILT on implementing high impact strategies.

Continued support for the EL Response Team (ELERT)
EL Coordinator will work with teachers on how best to support EL students

Professional Development on CFA analysis.

2024-2025 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
G4A2	Sup & Conc	Instruction	Teacher-Subs			Certificated: Substitute Salaries	29,862.00
G4A2	Sup & Conc	Instruction	Travel			Travel/Conferences for Professional Development	25,000.00

\$54,862.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	89 %	82.8 %	2023-2024	89 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Edison continues to hold monthly Coffee Hours with parents for the 2023-2024 school year. Topics covered included the SPSA, College FAFSA, and EL Supports.

ParentSquare has increased our ability to reach out to parents with important information.

Back to School Night resulted in hundreds of parents attending.

Dual Enrollment Parent meeting had 220 parents in attendance.

The ET Extravaganza had an attendance of approximately 5000 parents, community members, and students.

Counseling will hold several FAFSA workshops to support families.

There was a ninth grade parent meeting in August 2023.

2

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

Edison did not have a Home School Liaison for the 2023-2024 school year.

Parents have requested for varied topics that are school related to be covered in the Parent University Curriculum. They feel that has contributed to declining numbers for Parent Engagement.

ELAC was moved to the evening due to parent interest in holding meetings at a different time period. This has resulted in reduced attendance.

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 (Intended actions for the current school year vs. Actual actions that occurred).

We have an open Bilingual Resource Counseling Assistant. The Home School Liaison position was cut from our site leaving us without one for the 2023-2024 school year.

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 2024/25 SPSA.

We would like to collapse the open Bilingual Resource Counseling Assistant, and open a Home School Liaison position.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div><ul style="list-style-type: none">• Why aren't parents participating already.• We need more stronger communication around Back to School Night and Open House• Increase parent attendance at functions like "Parent Engagement" "ELAC mts"• Help to create a PTA organization for our school.• Increase promotion of Back to School Night and ET Extravaganza (Open House)• Increase parent participation/engagement.</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• Offer more incentives and giveaways for parent attending meetings.• Resurrect "Block 'E'"• Offer more education on community topics (social-emotional learning, SRO information, leadership, and new Parent University curriculum.• Provide morning meetings for parents.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">• Increase parent participation.• Provide opportunities for parents to learn how to connect with the school to communicate student progress.• Language translation support• Increase opportunities to engage and communicate with families at school-community events.</div>
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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 two Bilingual Resource Counseling Assistants will support this action.

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	Owner(s):	Timeline:
Attendance Monitoring for Parent Meetings.	Principal	
Coffee Chat Artifacts	Parent Engagement Model VP	Parent Engagement VP will monitor Coffee Chat Meetings Monthly
ELAC Meetings Artifacts	Home School Liaison	
Parent Meetings Parent University Workshops	BRCA	
Responses on the Parent Survey in the Fall 2022 and Spring of 2023 be will be used as interim evidence.	School Child and Welfare Assistant	HSL VP will monitor Parent attendance of Parent Classes on a bi-weekly basis.
8th Grade Parent Night Artifacts	Head Counselor	
Title 1 Meeting Artifacts		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 Instructional Services to students, including materials and supplies required (curriculum and instruction):
<ul style="list-style-type: none">• 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)• Parent Council held in the evening• 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 Fall January of 2023• 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.• ET Extravaganza/Regional Night for Parents• CTE Ticket to the Future (Parent Night)• Parent Conferences with parents of identified students who are struggling.• Restorative Practice Parent Night• Video of how to access and use ATLAS from phone.• Parent Square Platform to better communicate with our parents.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- ELAC Meetings
- EL Coordinator working with EL Families
- BRCA working with parents of EL students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Parent Engagement meetings that provide access to supports so that parents are better able to participate in their child's academic success.
- Provide multiple avenues for parent communication.
- Education on Parent Portal.
- Formation of Tiger Parent Council.

2024-2025 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 for Parent Engagement Support	3,107.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified Supplemental: Childcare for Parent Engagement	2,626.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000		76,706.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Cannot use for translation of mandatory items (ELAC, IEPs, etc.)	76,914.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			Classified Support - Substitute	2,136.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage	500.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified Overtime for Parent Engagement Support	10,350.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			MATERIALS and SUPPLIES for Parent Engagement	7,000.00

\$179,339.00

2024-2025 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			Website Licenses, Books and Supplemental Resources: Including, but not limited to, 5 Star Students, Nearpod, Gimkit (Language Learning), Digital Theatre (Language Learning), Grade Cam (AP Support), Quizziz (Progress Monitoring), and Gizmos (Life Science Learning).	25,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		82,799.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		82,799.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Certificated Substitute Salaries	11,944.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental Contracts to Support English Learners	3,680.00
G1A3	LCFF: EL	Instruction	Mat & Supp			MATERIALS and SUPPLIES for English Learner Instruction	30,000.00
G1A3	LCFF: EL	Instruction	Direct Trans			Direct Transportation - Field Trips	9,163.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental Support for English Learners	656.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	1.0000		72,731.00
G1A4	Title 1 Basic	Instruction	Bks & Ref			Edgenuity and Site Licenses for Classroom Instruction	15,480.00
G1A4	Title 1 Basic	Instruction	Mat & Supp			Itemized Classroom Supplies - No food or incentives	7,000.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contracts	73,560.00
G1A4	Sup & Conc	Instruction	Mat & Supp			MATERIALS and SUPPLIES - General	199,270.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	17,000.00
G1A4	Sup & Conc	Instruction	Off Eq Lease			Equipment Lease Expenses	40,000.00
G1A4	Sup & Conc	Instruction	Direct Trans			Direct Transportation - Field Trips	25,000.00
G1A4	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	20,000.00
G1A4	Sup & Conc	Other Pupil Services	Cls Sup-Ovr			Classified Overtime Support for Other Student Services	4,140.00
G1A4	Sup & Conc	Ancillary Services	Direct-Food			Direct Nutritional Services	15,000.00
G2A2	Sup & Conc	Instructional Supervision & Admin	Mat & Supp			MATERIALS and SUPPLIES - Instructional Supervision	20,000.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	3,941.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		74,358.00
G3A2	Sup & Conc	Health Services	Medical Supp			Health Services - Supplies	2,000.00
G3A3	Sup & Conc	Instruction	Cons Svc/Oth			Fresno PD : Safety, and other services to school	10,000.00
G3A3	Sup & Conc	Pupil Transportation	Fuel			Fuel and Maintenance (Transportation)	10,000.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Certificated: Substitute Salaries	29,862.00
G4A2	Sup & Conc	Instruction	Travel			Travel/Conferences for Professional Development	25,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified Overtime for Parent Engagement Support	3,107.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified Supplemental: Childcare for Parent Engagement	2,626.00

G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000		76,706.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Cannot use for translation of mandatory items (ELAC, IEPs, etc.)	76,914.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			Classified Support - Substitute	2,136.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Local Mileage	500.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified Overtime for Parent Engagement Support	10,350.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			MATERIALS and SUPPLIES for Parent Engagement	7,000.00
							\$1,089,722.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$257,200.00
Sup & Conc	7090	\$694,280.00
LCFF: EL	7091	\$138,242.00
Grand Total		\$1,089,722.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$735,222.00
G2 - Expand student-centered and real-world learning experiences	\$20,000.00
G3 - Increase student engagement in their school and community	\$100,299.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$54,862.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$179,339.00
Grand Total	\$1,089,722.00