


Edison High

10621661031897

Principal's Name: Joey Munoz

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

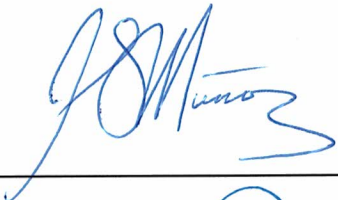

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 subgroups 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 (DAC and 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 -Eva Ruiz				X	
3. Rosemary Soto Hidalgo				X	
4. Tango Downs				X	
5. Sara Meadows		X			
6. Carissa Aflague		X			
7. Natalie Driggers		X			
8. Matthew Evans		X			
9. Daniel Hernandez			X		
10. Noune Kachichyan					X
11. Michael Fung					X
12. Yosef Aklilu					X
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Joey Munoz		4/28/2022
SSC Chairperson	Eva Ruiz		5/5/2022

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 2022/23

Edison - 0145

ON-SITE ALLOCATION

3010	Title I	\$251,748 *
7090	LCFF Supplemental & Concentration	\$614,142
7091	LCFF for English Learners	\$100,980
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$200,700</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$1,167,570

* 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	\$62,792
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$188,956</u>
	Total Title I Allocation	\$251,748

Edison High 2022-2023 - 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			8.61 %	2020-2021	9.71 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		27.55 %	2021-2022	28.65 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		27.56 %	2021-2022	28.66 %
Passed all semester 1 courses with C- grade or better			47.11 %	2021-2022	48.21 %

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.

EL/ELPAC:

- Edison's EL Coordinator works with ELD and SDAIE teachers to ensure proper placement and instructional of students.
- The EL Coordinator has delivered Professional Learning on Literacy supports for our EL students.
- Re-classification Celebration was held in Fall semester to honor those who met the criteria for to be re-classified.
- EL Coordinator works closely with ELD teacher in support of good first instruction for EL students.
- EL Coordinator works with Counseling Department to ensure students are properly placed. Circumstances surrounding the pandemic continue to affect our students, classrooms, families, and teachers. With this said, we have persisted in providing professional learning sessions focused on instructional strategies for English learners and increasing awareness of levels of language proficiency to better serve their needs in the classroom. We monitor EL and RFEP students quarterly through Elevation (platform purchased by FUSD) to identify needs and implement intervention. Currently, we have two Fresno State Fellows who work with our newcomer EL students in English,

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: Due to the pandemic, countless EL students and families did not have access to technology, language and internet services. Many families were displaced. Therefore, students were not attending school. Due to the language barrier, countless students and families did not get the mental health and financial resources, which impacted how we administer ELPAC. It was a challenge to get students to complete their ELPAC exams virtually. We had to utilize our site-based resources, i.e. BRCA, RCA, HSL, EL Program Coordinator, as well as five subs to assist with the ELPAC testing process in order to meet the state percentage guidelines of at least 95% complete rates. In spite of the financial stress and lack of resources, we managed to test over 90% of our EL students during the virtual learning environment challenges. We increased the number of students who scored 4 from 6 during the Cycle 1 to 20 during the Cycle 2.

EL/ELPAC: At the beginning of the 2021-2022 school year, we did not have enough office staff including our BRCA. We had five unfilled office staff positions. Our students and families did not have access to school information as readily since we did not have a BRCA. Therefore, we utilized our ASP Coordinator to translate the Summer Mailer materials and our EL Program Coordinator to assist with the communications to families

science, and math. They provide translation when needed and support students in making content comprehensible. This help is welcomed but would be more effective if it was daily. The two fellows also support our after-school mentoring program for EL students, both newcomer and long term groups. Our migrant program is another resource for students after school as well. Students can attend each day for tutoring in science, English, math, etc.

EL Program coordinator performs ELPAC chats, grade/credit chats to build students' understanding of the exam, what it includes, scoring, past scores, to encourage students to set a goal to improve from the last attempt. Grade and credit chats assist students in reflecting on their past performance and what they need to do to improve and keep on track for graduation. During these chats, it's clear that students need more exposure to academic talks to hear, practice, and write in English at a level that's needed for success in high school. They also need more time to review grades, understand grading/class policies, and how to form questions about credits and graduation requirements. This can also be said of parents of EL students. During ELAC meetings parents are unsure of requirements and how a long-term absence can derail a student from being successful each semester.

• **Literacy Action:**

- With a focus on Literacy during the 2021-2022 school year, teacher-driven Professional Learning on Literacy was delivered during the first semester (August & September 2021) where staff members engaged in foundational literacy. EL Coordinator has also delivered PL on literacy supports for EL students.
- Additionally, PLCs were allocated time to plan and further integrate literacy into units of study and daily lessons.
- PLCs were given time during buybacks to plan for Common Formative Assessments and formative assessments.
- After School Program conducts Battle of the Books.
- ELA PLUS teacher has a caseload of students who are ninth grade students who are in need of additional intervention.
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Math Action:

- Algebra PLC attended the Solution Tree conference in Summer of 2021.
- Math PLCs continued to meet regularly in the first semester to plan and implement Common Formative Assessments.
- Math PLUS teacher works with Algebra I PLC to implement Checking for Understandings exit slips that are used for progress monitoring.
- Math PLUS teacher works with caseload students who are ninth grade students who are in need of additional intervention.

Ds/Fs Action:

- Teachers engaged in MTSS Professional Learning during Buyback where they were exposed to the foundational learning of what MTSS is and what it looks like in operation.
- PLCs have been given time to collaborate and develop Common Formative Assessments so that students are supported throughout the instructional sequence.
- Edison's AP Coordinator has developed a MTSS for students who are currently enrolled in AP courses.
- Edison has a dedicated ELA and Math PLUS teacher to support teachers and students who are receiving a Ds and Fs.

and students.

EL/ELPAC: As a site, we decided to administer the i-Ready Diagnostic Assessments to all 9th and 10th grade students only, all SPED and EL students regardless of grade levels. Therefore, the percentages for the ELAD2 and Math D2 might not be entirely accurate.

- Counselors are holding D and F chats with 9th and 10th grade students.
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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 we started the year out with Professional Learning on Literacy, we were unable to continue this focus in the second semester due honoring the need for teachers to have more time for planning. We have not been able to send teachers to professional conferences due to the limited availability of substitute teachers. Due to this limited availability of substitute teachers, we have not been able to have PLC planning days that we have previously done in the past.

EL/ELPAC: Due to shifts in VP duties and district staff shortage, the processing of supplemental contracts has been delayed. Before the pandemic, we had a moment in establishing and directing our EL Program by hiring an EL Program Coordinator and creating an EL Response Team to initially advocate and serve as a liaison between our site and EL Services Department. Currently, our ELRT consists of new members with a different goal and purpose based on ongoing student data. Edison High's EL Program mission is to provide systems of support, identify targeted needs based on data, i.e. assessment results (ELPAC, iReady, ELAC minutes, and student and parent survey) and determine resources (site, district, and community services) to better serve emerging bilingual students. We pledge to improve educational and social outcomes, and increase the number of multilingual students who are college and career ready graduates. Our revised mission is based on the following guiding principles for equity:

Guiding Principles of EL/ML (Multilingual Learners) Equity:

1. Promote an assets-based approach for instruction
 2. Simultaneously support and challenge students
 3. Place students at the center of learning
 4. Leverage students' linguistic and cultural backgrounds
 5. Unite students' schools, teachers, families, and communities
- from *Culturally Responsive Teaching for Multilingual Learners, Tools for Equity* by Sydney Snyder & Diane Staehr Fenner, 2021.

There were Professional Learning opportunities based on a progressive Action Plan specifically tailored to assess our needs and provide the support necessary. As a result, our staff has become more familiar with EL students, language levels of proficiency, and needs. They are aware of steps needed to take to improve instruction and student outcomes. However, as these new processes take place, new challenges arise. Moving our staff passed a stage of awareness that leads to implementations and interventions, or innovations in teaching emerging bilingual students requires more collaboration and professional learning, which currently is restricted by our union agreement. For the time being, we do have a routine for monitoring progress that's completed by teachers but it's clear from their feedback that they may not fully understand what it means to monitor or implement interventions on our students' behalf.

Ds and Fs: Due to the circumstances surrounding Covid-19, we had to deploy our TSAs to account for the substitute shortage from August 2021 to February 2022. This created a gap in interventions for our EL, SPED, and ninth grade students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Literacy and Math Actions: Edison would like to provide increased dedicated Professional Learning, planning days for PLCs, and varied texts to our students.

EL/ELPAC: In addition to i-Ready, we need more professional learning opportunities on formal assessments and equity grading practices. We need more bilingual literature and materials in the library. We need more technology for our students. In addition to the academic support, i.e. ASP Tutorials and enrichment activities, Tutor.com, we need quarterly field trips to build and expand our EL students' cultural knowledge and literacy skills development. We also need our guidance counselors to be a part of the EL Progress Monitoring system in collaboration with our ELRT. In regards to the in classroom support, the goal is to hire one or two Bilingual Instructional Aids. Currently, we are using our EL Ambassadors to support our EL students in the classroom. The data has been inconsistent in terms of the impact of our EL Ambassadors. Time constraints did not allow for training or skill development of our EL Ambassadors/senior students to properly assist teachers and EL students.

Ds/Fs: We will have a dedicated RCA for 9th grade interventions and an additional BRCA to support students and parents.

We will be hiring a Bilingual Instructional Aid to support our ELD student in content areas.

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

1 SSC:

Strong Interventions needed
Keep goals minimal
Look at intrinsic value of education
Many students fail to understand the why behind why we do this?
Identify the value of why to me as a kid?
Progress Checks
Student said creating the connection between students and teachers is important
Self-pride and school pride are important
Add more SEL to support our students
Next Year have quarterly student focus groups to give opinions and feedback on.
Students can also share about school safety plan.

2 ELAC:

Helping our children to read.
Taken them on fieldtrips to motivate them so they can learn about nature.
More motivation to increase their self-esteem.
More communication with counselors, teachers and parents, do not wait until our children grades get lower.
Read together parents and students.
Have them show us their assignments and homework.
Learn due dates for exams and homework.

3 Staff:

More conversations around SDAIE strategies
EL PLC
Know enough about EL Literacy Tech, need instruction on EL Strategies
Peer helpers make a huge difference.
More Accessibility to Spanish Interpretation.
Hard to get students to work
How do we get students to attend lunch/tutoring
Continue with Ed Puzzle
We need to be pulling in the same direction, such as what does claim look like in each discipline.
More shared language for literacy.
Extra Supports for Freshmen are needed.
After School Tutorial for Athletes
Makes sense to have a BIA
Have Peer Mentors with classes that do not have a BIA but have ELD students (Electives)
Grading Practices Training/PL needed.

Action 1

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

Action Details:

As a WASC Critical Area of Need: Edison will provide an MTSS three-tiered approach to literacy support for students. Tier One will include a focus on increasing common core disciplinary literacy skills in every classroom through professional learning and school-wide literacy initiatives. Tier Two will provide opportunities for strategic grouping, technology resources to support struggling students, PLUS, and co-teaching in the targeted core classes. Tier 3 will include teacher tutoring services, access to technology resources for remediation, PLUS support in the targeted classroom and student groups, and strategic deployment. Supports will center on good first instruction, professional learning, professional collaboration, backwards planning with common formative assessments, common grading practices, and performance tasks, tutorials, and other interventions.

Reasoning for using this action:	<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

- Student Results in the following: 2022 CAASSP scores, 2022 EAP Results, 2022 ELPAC scores and redesignation rates, 2020-22 Diagnostic I-Ready Assessments
- ELPAC scores/Re-designation rates

ELA teachers will utilize IABs 2-3 a year.

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

- Parent meeting sign-in lists, parent communication tools (website, school messenger, letters), master calendar of parent meetings
- Instructional Practice Guide data Tenets 2A/2B
- Orders for materials, supplies, and technology placed to support literacy.
- Attendance at After School Tutorial
- Staff Calendar including professional learning developed and shared with staff
- Monitoring master schedule to support identified students needing additional support
- Professional Learning Agendas and products (common lesson/assessments) created demonstrating attention to literacy, data analysis, and focus standards

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

Timeline:

- 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
- 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
- Ed Puzzle License
- Professional Learning Conferences that are literacy-based.
- Professional Learning Books on PLC development and Literacy development.

Specify enhanced services for EL students:

- Provide English Learner Coordinator to strategically support EL students with academic supports to increase reclassification rates.
- Provide BRCA (bilingual resource counseling assistance) to support parent education and translation
- Digital Literacy skills embedded into ELD classrooms to support I-Ready
- Use Peer helpers strategically in courses where EL students are concentrated
- Team of EL teachers with a case management groups of EL learners to monitor academic progress and attendance in our after school tutorial
- After School Tutorial to support English Learners with bilingual support.

Specify enhanced services for low-performing student groups:

- Low performing groups of students will be supported strategically through enhanced services through the use of After School Program tutorials which will target ELL, SPED, and our African American student population.
- Case Managers will work with students within our African-American sub-group who are not academically successful through the use of mentoring within the school day.
- EL Coordinator to support EL students who are receiving D/Fs in their core classes.
- SPED case managers will provide support during the case management period.
- Additional PL for SPED teachers on how to further engage SPED students academically and social-emotionally.

Action 2

Title: Math Action

Action Details:

As a WASC Critical Area of Need: Edison will build a MTSS three-tiered approach to math support for all students. Tier One will include a focus on common core math skills in every math classroom through professional learning and collaboration. Tier Two will incorporate opportunities for strategic grouping, reteaching, utilizing technology resources for struggling students, PLUS teacher support, and co-teaching. Tier 3 will include teacher tutoring services, technology resources to support remediation, strategic PLUS teacher support for Tier 3 students, and deployment. **Supports will center on good first instruction, professional learning, professional collaboration, backwards planning with common formative assessments, common grading practices, and performance tasks, tutorials, and other interventions.**

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action**Details: Explain the data which will specifically monitor progress toward each indicator target**

Data to be monitored:

- Various state and local assessments: 2020-22 CAASSP scores, 2020-22 EAP results, 2020-22 I-Ready Diagnostic
- Math teachers will continue to use IABs as an assessment tool.
- Instructional Practice Guide planning data
- Attendance at after school program tutorials
- Professional Learning calendar
- Monitoring D/Fs to support identified students needing additional support
- Professional Learning Teams and artifacts

Owner(s):

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

Timeline:

- 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.
- Materials/Supplies to support academics, engagement, involvement, supervision, attendance, and behavior

Specify enhanced services for EL students:

Provide English Learner Coordinator to strategically support EL students with academic supports to increase the reclassification rate.

Specify enhanced services for low-performing student groups:

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

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.

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

Action 3

Title: Re-Designation Rate of English Learners

Action Details:

Edison will improve English Learner re-designation rates by providing a three-tiered supports to English Learners that build literacy skills in alignment with the Common Core State Standards for ELD and ELA Literacy. Tier 1 will include staff providing instruction in all curricular areas that require students to engage in complex text, writing on a regular basis, and engaging in academic discourse. Staff will be able to identify EL students and students will be appropriately scheduled and grouped. Professional Learning Teams will incorporate unit plans that detail EL high leverage strategies. Tier 2 supports include reteaching strategies to target students who struggle in initial assessments. Additional supports include English Learner conferences for teacher PL, and individual and group chats based on performance levels of the ELPAC exam, Interim exam, and the number of D/Fs at all grading periods. Tier 3 supports include an English Language Support team providing targeted academic assistance during the After School Program. 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

- 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
- 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 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:

- 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.

Specify enhanced services for low-performing student groups:

- 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 in order to ensure that all students are college and career ready. Additionally, Edison High School will support students to earn passing grades through a system of monitoring, goal setting, recognizing achievement, in-classroom assistance in challenging courses, tutorial opportunities, guidance, classroom engagement, and response to intervention. These supports include a dedicated Intervention team at the 9th grade level and the Breakthrough Success Community Team which is focused on increasing the amount of 9th grade students who are on-track by examining grading, student relationships, adult teaming, the 8th to 9th grade transition, 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

- Distribution of Grades reports reviewed and analyzed at each progress report
- Supervisor Gradebook Chats with Teachers and targeted Accountable communities
- Classroom Walkthroughs
- IPG data in tenets 1, 2A/B, & 3
- Professional learning on best teaching practices
- Monitoring of master schedule to support identified student needs
- Counselor letters, meetings scheduled for targeted students, academic intervention plans
- Instructional Practice Guide data
- Professional Learning Teams agendas and created products demonstrating attention to intervention and support
- Attendance in after school programs and monitored by after school teacher teams supporting struggling students

Owner(s):

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

Timeline:

- VPs--Weekly classroom learning walks,
- progress grade report timelines, on-going
- communication with teachers and PLCs
- Weekly monitoring by counselor and after school leads
- Principal/Head Counselor June, August, December, April

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

- All students will meet with counselors to discuss and/or update their four-year graduation plan.
- Continued Principal Communication of site distribution of Ds and Fs.
- Support counselor targeting students 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:

- Pull out support for students who qualify per grade report in ELA or math for 9-10 grade
- EL team managing caseload of EL students with Ds & Fs for mandatory after-school tutorials
- Scheduled ELD Courses placement for students who have yet to take and pass the courses.
- Provide teachers with supplemental contracts to provide additional support to EL students during after school hours.
- Provide technology devices to EL student to expose them to technology-enhanced lessons.
- Provide EL supplemental materials to support struggling students.

Specify enhanced services for low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Supplemental Resources/Programs	7,851.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitute Teachers Certificated for EL Support	5,546.00
G1A1	One-time School	Instruction	Bks & Ref			: Books and Supplemental Resources/Programs	32,149.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,428.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	8,033.00
G1A3	LCFF: EL	Instruction	Direct Trans			Direct Transportation	8,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental	2,616.00
G1A4	Title 1 Basic	Instruction	Bks & Ref			Edgenuity	10,000.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			Non-Capitalized Equipment	20,995.00
G1A4	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	1.0000	This position also supports Goal 1/Action 3 (Re-Designation Rate of English Learners).	63,200.00
G1A4	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	111,633.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	125,000.00
G1A4	Sup & Conc	Instruction	Off Eq Lease			Leased Equipment Expenses	24,500.00
G1A4	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	20,000.00
G1A4	Sup & Conc	Other Pupil Services	Cls Sup-Ovr			Classified Support - Overtime	2,618.00
G1A4	Sup & Conc	Ancillary Services	Direct-Food			Direct Food Services	12,000.00
G1A4	One-time School	Instruction	Bks & Ref			: Books and Reference	15,000.00

\$476,569.00

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
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		67.16 %	2021-2022	72.26 %
Graduation Rate	✓		96.04 %	2020-2021	97.14 %

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/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

CTE:

- 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 fair

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

- Access to Credit Recovery for SPED
- Access to a safe space and paras for students in SPED and potentially ED students to access therapists and adults on campus as needed.
- It seems that our students of color or those who are in SPED do not have access to the same tutoring opportunities or relationships with adults to aid them in accessing our ELA or STEM curriculum. This prevents all students from having the same opportunities to attend the Senior Award Banquet, wear medals at graduation, or become valedictorians.
- Extensive training of all staff on how their practices or beliefs may be holding students back. Not all staff has been trained in Restorative Practice, Crisis, or Cultural Proficiency. This includes counselors. Counselors honestly do not have the ability to attend trainings together, or to even have professional development on new opportunities for our students

CTE:

- Disproportionality exists within the CTE program.
- 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.

- Students enrolled in CTE programs received workplace certifications based on the their industry. For the 2020-2021, students received 1,683 certifications.
- Edison is holding a Regional CTE event for parents and families (April 2022).
- 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, Health Fair.
- 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).

Midway through the school year, we were able to add a dedicated intervention counselor.

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 2022-23 SPSA.

In response to the limited amount of CTE courses offered to our SPED and English classes, we will be adding a CTE Digital Photography course which will be open to all students.

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

1 SSC:

Great grad rate
How much was Covid related?
What happens to the other 4%?
How close were they to graduating? How many end up as Summer Grads?
Does it include summer grads?
Opportunities for Credit Recovery needed
More Summer Outreach
Short-term positive reinforcements/incentives

2 ELAC:

Motivate them and talk to them.
That teachers and counselors inform them of this classes and the importance of it.
Let them know about this classes and take them in consideration.
Motivate them to expand their academic possibilities.
Teach them what options they have for different programs.
Make a video to teach them about the different subjects to explaining about the subjects and importance.

3 Staff:

Talking to students about this
Dow do we get more parents
Getting parents involved in instruction
Get Fresno Unified Media to produce instructional videos
Conversations around grades w/ 9th and 10th grade
Quarterly conferences around grades
Parent Portal usage is down--Is something going with the teach side?
Supplemental Contracts for Planning

Inform students of status ASAP
Financial Workshops
Relationships with teacher
Adjustments to Master Schedule
How do we increase teacher participation—7th period and within the school day (credit recovery)?
Flexible Edgenuity timing
Can teachers come in later and stay later?
Summer school doesn't have a bus?
Zero period—can this work?
Can students attend 1-2x a week and do the rest online at home, Independent Study
Motivation.

Subs for Work-Place Learning Experiences and PL
Budget for CTE Materials and Incentives
Budget for Transportation
Planning prior to the school year for the school
Extra Support/Tutors for CTE Specific Classes
Edgenuity is a struggle for some students in summer school.

Action 1

Title: Increase College and Career Readiness

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Progress monitoring will include:

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

Owner(s):

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

Timeline:

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

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

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

- 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.

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Increase enrollment in CTE courses

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Enrollment in CTE Courses
- Number of sections offered in Master Schedule
- Number of Teachers with CTE credentials
- IPG Data in CTE courses
- Common Formative Assessments in CTE courses
- Internship opportunities for students who meet criteria
- Number of Industry professional guest speakers
- College & Career Readiness Dashboard indicator
- Number/Percentage of students receiving a C or higher in a CTE course.

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. AC members discuss struggling students and develop intervention support.
- Pathways coordinator will support instructional services by working with industry leaders to get various industry professionals as guest speakers.
- Provide funds for teachers and students to attend travel and conference to attend various CTE related professional development and related activities.
- Provide 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.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Counselors and Pathway Coordinator identify subgroups who are underrepresented in enrollment and target students specifically during conferencing.
- After school tutorials for CTE students who are not meeting CTE standards.
- Common Prep for teachers to hold Kids Talk for students who are struggling.

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

Action 3

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

[Action Details:](#)

Edison High School will provide a response to intervention approach for student support in order to retain students in AP courses. Tier 1 services will include curriculum that is designed to focus on the AP course and exam. All AP course syllabi will be approved by the College Board. In all AP courses, students will learn skills and content specific to the course to help them access the AP exam, and teachers will collaboratively develop common frequent assessments aligned to the exam. Tier 2 services will include after-school tutorials, lunchtime tutorials, and study sessions provided to students to prepare for and to practice skills needed to be successful on the exam. Tier 3 services include 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
- Appropriate student selection and placement based on AP Potential and teacher recommendation
- Bi-annual review of AP course completion rates (retention – students who successfully complete the AP class with a C or higher) at the end of both semesters
- Annual evaluation of the percentage of students enrolled in an AP class who participate in an AP exam
- 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
- AP Coordinator
- AP Testing Coordinator
- AP Teachers
- Head Counselor
- Counselors
- District AP Manager
- Teacher Librarian

Timeline:

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

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

- Edison High School will provide a response to intervention approach for student support in order to retain students in AP courses. Tier 1 services will include curriculum that is designed to focus on the AP course and exam. All AP course syllabi will be approved by the College Board. In all AP courses, students will learn skills and content specific to the course to help them access the AP exam, and teachers will collaboratively develop common frequent

assessments aligned to the exam. Tier 2 services will include after-school tutorials, lunchtime tutorials, and study sessions provided to students to prepare for and to practice skills needed to be successful on the exam. Tier 3 services include opportunities for deployment, particularly in AP Human Geography and AP World History, tutorials, and technology resources with an emphasis on supporting EL and African American students.

- Students in the classes will receive instruction that is aligned to AP course syllabus and exam. Materials and supplies will support teacher implementation of AP curriculum, including library databases, classroom technology (hardware/software), and subscriptions
- AP targeted skills and test prep tutorials are offered to students in order to improve student access to material on AP exams and number of students earning a qualifying score
- Extended learning opportunities to expose students to related skills and concepts to their AP course (i.e. field trips, guest speakers, etc.)
- Rise-Up Mentoring will continue to build it's Mentoring program.
- AP Rush (club rush approach of recruiting students)
- AP tutoring provided to students in AP courses.
- Counselors work with students to identify selection for AP courses based on AP Potential and teacher recommendation
- Master schedule will be developed strategically to maximize student enrollment based on AP Potential and teacher recommendation
- Target and monitor after school tutorial for Tier 2/3 students
- Update and refresh technology and software to increase technology literacy and exposure for students (i.e. navigating user interface) - Recognition and incentive programs for students
- Provide teacher with funds to purchase material and supplies
- Provide funds for to pay for lease agreements for copiers/fax machines.

Specify enhanced services for EL students:

- Instructional strategies taught by site colleagues – PL Workshops will incorporate literacy/EL strategies, engagement strategies (Climate and Culture), system and strategies for CFU, and assessment development tools.
- Counselor(s) attends AP training to prepare for exam administration
- District training for counselors in AP Potential and placement (master scheduling).
- Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning
- Inform EL parents through ELAC, coffee hours, district communications, and social media.

Specify enhanced services for low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instructional Supervision & Admin	Mat & Supp			Instructional Supervision; Materials and Supplies	15,000.00
G2A1	One-time School	Instruction	Nc-Equipment			Non-Capitalized Equipment	25,700.00

\$40,700.00

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	✓		25.89 %	2021-2022	23.29 %
Section Attendance - Semester 1 - percentage of students with 90% and above			53.39 %	2021-2022	60.99 %
Suspension Rate - Semester 1	✓		4.07 %	2021-2022	2.74 %

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. We have seen an improvement since its implementation.

Chronic Absenteeism: Our Child Welfare Specialist works with teachers to address chronic absenteeism through meeting with parents and students. Our Child Welfare Specialist also sends notices home regarding attendance concerns. She also coordinates supports for students who are struggling with attendance.

Our Home School Liaison and our Bilingual Resource Counseling Assistant make weekly home visits.

Suspension Rate: Edison has have worked to further develop our Social Emotional Supports for students. Our Restorative Practices Teacher on Special Assignments, carries a caseload of students that he supports through one on one check ins and in-class support. Edison's RPTSA also works with 9th and 10th grade teachers to deliver lessons that develop student agency. Our RP Counselor works with students and provides SEL counseling. Our SEL team has consolidated their referral system into a single electronic referral that is submitted. They meet once a week to discuss services that they are providing once a week and how best to help students that have been referred. Our RP Counselor has developed a system of re-entry from suspension circles which consists of the RP Counselor, a VP, support staff, the parent, and the student developing a plan of support.

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

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

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 began the year without an Resource Counseling Assistant. This position is critical as it supports our student re-engagement efforts.

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 2022-23 SPSA.

We would like to add a problem of practice for attendance and suspension metrics that the staff will engage in.

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

1 SSC:

How do tardies contribute to absenteeism?
There's overlap between off track students and absenteeism?
How does Covid play into this data?
Suspension Rate is impressive.
What are we suspending for?

2 ELAC:

That all students have the same opportunity.
That when a student asks to be in some sport it can be hear and given the opportunity to show its talent.
Practicing a sport with them to motivate them and arise the interest for sports.

3 Staff:

Continue w/tardy sweeps
Consistency w/ Tardy Initiatives
Reduction in tardies since lunch detention
More calm voice for tardy sweeps
A warning bell or music for passing periods
A clear flow chart for attendance--when to call parent
Classes feel like they've settled down since first semester
Students are getting use to being in school.
Support staff for monitoring of Athletes
Professional Learning for Coaches
Budget for Signage
Charter Busses for Away Games

Action 1

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

Action Details:

WASC Critical Area of Need: Data from Climate and Culture Surveys, CA Dashboard, and school site data of suspensions and misbehaviors, indicate a need for Edison Staff to design and implement a schoolwide, structured multi-tiered system of support (MTSS) for the academic, behavioral and emotional needs of all students in order to create the best possible school environment for academic achievement and a strong sense of community for all students. Edison High School will develop its multi-tiered system of escalated behavioral and social-emotional supports for students as a way of improving overall suspension rates and for those who are disproportionately suspended. Tier 1 services will focus on the school-wide implementation of Tiered Behaviors and classroom behavior supports as well as the continued development and implementation of social-emotional initiatives developed through EHS' Climate and Culture team along with the curriculum developed for Class Meetings known as WE ACT lessons. Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with the emphasis on mediating behavior and the restoration of the learning process and environment. Edison is also committed to expanding its mentoring platforms to include more students.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Climate and Culture We Act lessons, all staff PL products, agendas, and minutes
- Calendar and logs of Child Welfare Specialist, BRCAs, and RCA
- SEL Survey results
- Suspension results
- Staff/Student survey results
- Daily discipline referrals/Re-engagement student logs
- Classroom walkthroughs and CSTP 1 and 2 observations
- 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:

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

Specify enhanced services for low-performing student groups:

- Levels of discipline for student behavior and process for referring students for behavioral issues
- Discipline meeting by grade level to inform students
- Opportunities for students to get involved in athletics, clubs and after-school program.
- Student conferences and counseling services with teachers, social worker and vice principals to support students and change behavior
- Conflict resolution and restorative circles to facilitate positive student relationships
- Opportunity to complete a student survey to provide valuable information about school culture and climate
- Mentor support for at risk African American students

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: <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

- 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:

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

Specify enhanced services for low-performing student groups:

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

Action 3

Title: Student Engagement in Activities, Athletics, and Arts

Action Details:

Edison High School is committed to providing all students with a multitude of opportunities to engage in arts, activities, and athletics. Edison High School will work to implement a comprehensive program to increase the number of students participating in after school and extra-curricular activities such as: athletics, clubs, academic competitions, intra-murals activities, theater, Link Crew, music/band, leadership, service projects, field trips, and other school-wide activities (i.e. homecoming, dances, rallies, assemblies)

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

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

- Number of new engagement activities
- Rosters for Clubs and Athletics updated in ATLAS
- After School Program (ASP/ASSETs) sign-in sheets and uploaded in Atlas Engagements
- Link Crew training and calendar of events
- School Calendar of Goal #3 activities
- School Culture and Climate Survey (staff, students, and parents)
- State CIF participation data report (Title IX equity report)

Owner(s):

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

Timeline:

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

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

-New engagement activities:

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

-Move-Up Days/Showcase for Incoming 9th graders, visits in the spring and a middle school visit in the first semester to help the transition of incoming 9th graders

- Assemblies and rallies to foster school participation, interest, and connection to the school.

- Purposeful implementation of an outreach targeting 9th graders (Link Crew activities), Back to School Night, AP Rush, and Showcase

- Provide materials/supplies and resources such as technology, and transportation to encourage and support Goal 3 participation.

- Work-based Learning: Pathway/academies (Biomed/Green/Engineering/Computer Science/Technical Theatre/Multi-media/Teacher Academy) that incorporate industry experiences in and out of the classroom i.e. Ticket to the Future, USDA, and Job Shadow

-Establish lunchtime Intra-Murals through the PE Department.

- A multicultural component will be included in assemblies and rallies to involve students of various cultures and languages (Mexican Independence Day, Black History Month Staff decorated doors and hallways, Multicultural Rally

-Continue to support E-Sports.

-Club Rush (online/in-person)

-VAPA-R.E.AL Collaborative Gallery Show

-Youth Art Month

-Big Fresno Fair, Junior Art Show

-HeART Beat (Fresno County Collaboration)

Congressional Art Show with Congress Member, Jim Costa

- Provide students access to BFS - Bigger, Faster, Stronger curriculum to encourage positive changes in their lives through fitness training. BFS is a three-tier system approach, geared at supporting students with character education, fitness training, and seminars.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Lunchtime activities will target the students who are under-represented in Goal 3 Engagement (SPED and ELL).
- Recruitment of SPED and ELL students into Leadership classes.
- Kindness Club (SPED/Inclusion Club) will expand to year 3.
- Unified Sports Team Continue in 2021-2022

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Yasmin Haynes (#1037167) changing her job to School Days Only.	63,072.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		69,357.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Support: MTSS	13,080.00
G3A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		69,357.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	1.0000	**Cannot use for SARB/office attendance work**	80,054.00
G3A2	Sup & Conc	Health Services	Medical Supp			Medical Supplies for Health Office	2,000.00
G3A2	One-time School	Instruction	Medical Supp			: Medical Supplies for Health Office	5,000.00
G3A3	Sup & Conc	Pupil Transportation	Fuel			Fuel and Maintenance	10,000.00
G3A3	One-time School	Instruction	Cons Svc/Oth			To Be Determined : School signage to promote a more positive and engaging climate on campus.	30,000.00

\$341,920.00

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	✓		73.87 %	2021-2022	80.97 %

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 on CP. This PL has been facilitated by Edison's Climate and Culture team through the use of the district's Equity and Access modules. A total of 4 dedicated PLs have been scheduled for the 2021-2022 school year.

With the exception of the Culturally Proficient PL, all PL has been led by teachers.

We have not been able to institute the Virtual Socials that were done last year.

Edison's Instructional Coach has been working with new teachers to support their first years.

In the first semester, PLCs met regularly.

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

Staff

- Edison has struggled with recruiting different teachers into leadership positions, often times, resulting in the same people participating in different groups. This year, Edison continues to work to diversify teacher leadership groups.
- Disaggregated staff data would help to surface inequities
- Counselors are not all able to attend Professional Learning Sessions on Cultural Proficiency and Crisis

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).

Due to limited time for Professional Learning, we had to prioritize our PL needs, choosing to focus on Cultural Proficiency as it what our school sites feels is most important for staff and students. We were unable to secure a Cultural Proficiency consultant. Additionally, we were unable to send teachers to professional conferences due to sub availability,

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 2022-23 SPSA.

We would like to invest in develop systemic teacher leadership initiatives and teacher appreciation.

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

1 SSC:

How do we get staff to engage beyond the school day?
Some don't have energy to do extra
Covid put an extra layer
30 minutes added up quick
Student versus staff perceptions
Student/Staff Intramurals
How do we get teachers and staff to interact with each other?

2 ELAC:

No feedback given, yet

3 Staff:

An administrator checking in with people helps with morale
Little things on a consistent basis
A change to talk to colleagues, not forced
Other schools do BBQs
Time for people to talk and check-in
Scheduling in a mandatory don't talk data meeting
Personalized/Individual ways to invite staff to events.
Counselors are not able to attend all PLs

Action 1

Title: Increase Cultural Sustaining Practices

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

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

Progress Monitoring:

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

Owner(s):

Principal
VP of C&C
Climate and Culture Team

Timeline:

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

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

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

Specify Professional Development or Staff Services to support EL students:

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

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

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

Action 2

Title: Building Teacher Agency (PL and Staff Culture)

Action Details:

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

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

On-site Teacher Needs Assessment

Attendance of PL

Monitoring of PL artifacts

Monitoring of PLC artifacts (Agendas/Minutes/CFA Data Analysis)

Classroom Walkthrough Data (Walkthrough Trends)

Percentage of Students Receiving a D/F

Owner(s):

Principal

VPs

PLC Leads

Timeline:

On-Site needs Assessment, conducted quarterly.

Monitoring of PL, as given (Monthly)

Classroom Walkthrough Data Analysis

2x a Month review of D/F grade.

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

Professional Learning on Culturally Responsive Strategies

Professional Learning on PLC Development

Professional Learning on Multi-Tiered Systems of Support

Professional Learning on Social-Emotional Strategies

Monthly Staff Socials

If CDC and FUSD permitted, quarterly staff celebrations at lunch.

Monthly recognition of staff members

Birthday celebrations/staff spirit items

Professional Learning books on Literacy, Assessment, EL Strategies, Cultural Proficiency, and PLCs.

Involve parents in staff celebrations.

Specify Professional Development or Staff Services to support EL students:

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

Continued support for the EL Response Team (ELERT)

EL Coordinator will work with teachers on how best to support EL students

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

Professional Development on Multi-Tiered Systems of Support

Professional Development with ILT on implementing high impact strategies.

Professional Development on CFA analysis.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Professional Services and Consulting	10,000.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers for Certificated Staff	24,108.00
G4A2	Sup & Conc	Instruction	Travel			Travel and Conferences	25,000.00
G4A2	Sup & Conc	Instruction	Direct Trans			Transportation	10,000.00
G4A2	One-time School	Instruction	Teacher-Supp			Supplemental Contracts for Certificated Staff	92,851.00

\$161,959.00

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	✓		80.39 %	2021-2022	85.49 %

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 brought back Coffee Hours for the 2021-2022 school year. Topics covered included the SPSA, College FAFSA, and EL Supports.
- Edison held its first parent meeting at a community venue.
- There was an improvement in attendance for ELAC this year with meetings going to in-person.
- Back to School Night and Title 1 meetings were held virtually.
- Edison Regional Extravaganza will be held in April 2022 with schools and programs represented from various feeder schools.

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 began the year without a BRCA which made it difficult for parent meetings and translation. Many of our families still struggle with the negative impact of the pandemic. As a system, we can always improve our means of communication with our families. Even though we did not have a BRCA for the first part of Semester 1, we were able to pay our ASP Coordinator and Financial Tech to translate the important information for our parents and guardians. Both our BRCA and Financial Tech have access to the School Messenger so our Hmong- and Spanish-speaking families can access the key information. However, not all phone numbers are current. Also, our school number has been blocked. Our Home School Liaison has been a great support in conducting home visits when we cannot reach our parents and guardians.

Virtual meetings were not as impactful due to glitches in technology, language barriers, and other aspects of human connections. During the pandemic, school closure, we had an average of 4-9 parents joining our ELAC meetings via Teams. Currently, we have between 15-30 parents showing up to our live in-person ELAC meetings and Coffee Hours. There has been a discussion about starting a PTSSO; however, we have not been able to identify the key parents and guardians to take the lead on establishing this critical organization to support our student engagement.

IEP meetings have also been a challenge. Some parents have had to reschedule IEP meetings due to their work schedule or childcare needs. At times, parents and guardians waived their presence in order for their child's IEP meeting to be completed. We have several IEPs that we are working on to bring them up to date.

Teacher-parent-counselor-admin parent conferences are not happening readily unless it has to do with suspensions or other behavior issues. Although the meetings are scheduled for 30 minutes, the language and cultural barriers can extend the re-entry meetings to an hour or more.

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 initially had a goal of 36 parent meetings for the year. Due to Covid restrictions and unfilled positions, we struggled to meet this goal. Other than our ELAC meetings, Coffee Hours, and Back-to-School events, parents and other visitors/volunteers were not allowed to be on campus for other social events. We were able to hold our first EL Student Celebrations with two parents present. Our two parents were very pleased of the recognition of their student and welcomed future events for parent involvement.
- Although the Climate and Culture Survey has over 70% responses from families, we can speculate that our neighborhood families, including our SPED and EL students did not complete the survey. Therefore, the results might not reflect all families.

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 2022-23 SPSA.

- Reserve time during the ELAC meeting or schedule a meeting for parents to review tools to monitor their students' grades, verify contact information, and how to contact teachers, counselors, and utilize translation tools when necessary.
- Invite Edison staff members and EL/AP ambassadors to meet parents and establish relationships with community members.
- Create a system for teachers to utilize when they do not speak the language of parent(s)/guardian(s).
- We need to establish a protocol and time for proactive intervention to help our students take more accountability for their academic and social success. Currently, we have implemented the Re-entry meetings that requires our Restorative Practice Counselor, parents, students, admins, and guidance counselors to address the behavior/attendance needs. However, we need to mirror these types of conferences for academic interventions or create more social events for families to develop a better understanding of how the resources available to support their children.
- We need to identify the key parents to lead our PTSO. More parent ownership of the process will hopefully increase more inclusive opportunities to engage in their students' education.
- An additional BRCA to support with parent communication will be added.

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

1 SSC:

Low attendance for parent meetings
Going to change venues—Go to the families
Parent Meetings can be skills-based (CPR, Resources)
During the pandemic, parents had the opportunity to submerge them
Parents are learning about ATLAS
Incentives for Parents
Remind or some other platform

2 ELAC:

Invite and share meetings.
Share office numbers and information of meetings
Share our experience with other parents.
Have two schedules available morning and afternoon.
Babysitting.

3 Staff:

Parent Portal
Involving parents with instruction
Parent Expectations
Remind is only effective
A lot of this is similar
We need to use fully utilize ATLAS Connect—training for staff and parents
It would be nice if ATLAS can talk to TEAMS
More parent initiatives that show parent staff

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

Attendance Monitoring for Parent Meetings.
Coffee Chat Artifacts
ELAC Meetings Artifacts
Parent Meetings Parent University Workshops
Responses on the Parent Survey in the Fall 2022 and Spring of 2023 be will be used as interim evidence.
8th Grade Parent Night Artifacts
Title 1 Meeting Artifacts

Owner(s):

Principal
Parent Engagement Model VP
Home School Liaison
BRCA
School Child and Welfare Assistant
Head Counselor

Timeline:

Parent Engagement VP will monitor Coffee Chat Meetings Monthly

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

VP will monitor attendance of monthly meetings.

ELAC VP will monitor quarterly meetings.

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

Head Counselor will collect attendance data after each Parent Outreach Meeting

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

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

- Tiger Instructional Walks where parents learn about the types of instructional strategies and standards that are found in CCSS classroom and then visit a few classrooms and debrief about what they saw. (Held Monthly)
- 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 Direct Service and Opportunities for parents and families to support EL students:

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

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

- Professional Learning on Instructional

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified Overtime Parent Participation	3,142.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare Parent Participation	3,342.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Direct Graphics	5,049.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	No ELAC/SSC/IEP translation	65,094.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage	1,000.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified Overtime - Parent Participation	2,094.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation; Incentives	3,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	This action also supports Goal 3 Action 2 (Decrease Chronic Absenteeism Rate).	63,701.00

\$146,422.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0145 Edison High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Supplemental Resources/Programs	7,851.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitute Teachers Certificated for EL Support	5,546.00
G1A1	One-time School	Instruction	Bks & Ref			: Books and Supplemental Resources/Programs	32,149.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,428.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	8,033.00
G1A3	LCFF: EL	Instruction	Direct Trans			Direct Transportation	8,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental	2,616.00
G1A4	Title 1 Basic	Instruction	Bks & Ref			Edgenuity	10,000.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			Non-Capitalized Equipment	20,995.00
G1A4	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	1.0000	This position also supports Goal 1/Action 3 (Re-Designation Rate of English Learners).	63,200.00
G1A4	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	111,633.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	125,000.00
G1A4	Sup & Conc	Instruction	Off Eq Lease			Leased Equipment Expenses	24,500.00
G1A4	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	20,000.00
G1A4	Sup & Conc	Other Pupil Services	Cls Sup-Ovr			Classified Support - Overtime	2,618.00
G1A4	Sup & Conc	Ancillary Services	Direct-Food			Direct Food Services	12,000.00
G1A4	One-time School	Instruction	Bks & Ref			: Books and Reference	15,000.00
G2A1	Sup & Conc	Instructional Supervision & Adm	Mat & Supp			Instructional Supervision; Materials and Supplies	15,000.00
G2A1	One-time School	Instruction	Nc-Equipment			Non-Capitalized Equipment	25,700.00
G3A1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Yasmin Haynes (#1037167) changing her job to School Days Only.	63,072.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		69,357.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Support: MTSS	13,080.00
G3A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000		69,357.00
G3A2	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	1.0000	**Cannot use for SARB/office attendance work**	80,054.00
G3A2	Sup & Conc	Health Services	Medical Supp			Medical Supplies for Health Office	2,000.00
G3A2	One-time School	Instruction	Medical Supp			: Medical Supplies for Health Office	5,000.00
G3A3	Sup & Conc	Pupil Transportation	Fuel			Fuel and Maintenance	10,000.00
G3A3	One-time School	Instruction	Cons Svc/Oth			To Be Determined : School signage to promote a more positive and engaging climate on campus.	30,000.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Professional Services and Consulting	10,000.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers for Certificated Staff	24,108.00
G4A2	Sup & Conc	Instruction	Travel			Travel and Conferences	25,000.00
G4A2	Sup & Conc	Instruction	Direct Trans			Transportation	10,000.00

G4A2	One-time School	Instruction	Teacher-Supp			Supplemental Contracts for Certificated Staff	92,851.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Classified Overtime Parent Participation	3,142.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare Parent Participation	3,342.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Direct Graphics	5,049.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	No ELAC/SSC/IEP translation	65,094.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Local Mileage	1,000.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified Overtime - Parent Participation	2,094.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation; Incentives	3,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	This action also supports Goal 3 Action 2 (Decrease Chronic Absenteeism Rate).	63,701.00

\$1,167,570.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$251,748.00
Sup & Conc	7090	\$614,142.00
LCFF: EL	7091	\$100,980.00
One-time School	7099	\$200,700.00
Grand Total		\$1,167,570.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$476,569.00
G2 - Expand student-centered and real-world learning experiences	\$40,700.00
G3 - Increase student engagement in their school and community	\$341,920.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$161,959.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$146,422.00
Grand Total	\$1,167,570.00