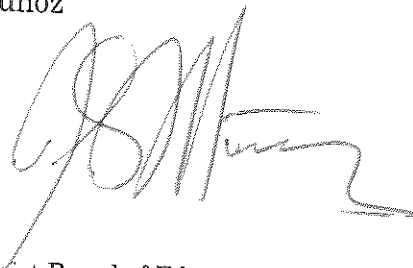


Edison High

10621661031897

Principal's Name: Joey Munoz

Principal's Signature:

A handwritten signature in black ink, appearing to read 'J. Munoz', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten 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					
2. Chairperson - Montserrat Llamas Ayala	X				
3. Michelle Maldonado					X
4. Samya Burney					X
5. Angelica Guzman				X	
6. Stefani Williams				X	
7. Chong Thao			X		
8. Duncan Wanless		X			
9. Christopher Dowdy		X			
10.				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

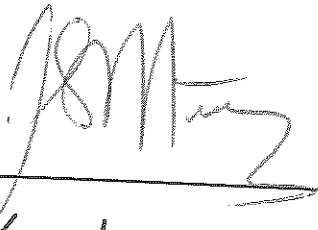
☒ ELAC reviewed the SPSA as a school advisory committee.

☐ ELAC voted to consolidate with the SSC. Date _____.

Edison High

Title I SWP

Required Signatures

School Name: Edison High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Joey Munoz		3/24/25
SSC Chairperson	Montserrat Llamas Ayala		3/24/25

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

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

FY 2025/26

Edison - 0145

ON-SITE ALLOCATION

3010	Title I	\$261,777 *
7090	LCFF Supplemental & Concentration	\$685,672
7091	LCFF for English Learners	\$155,664

TOTAL 2025/26 ON-SITE ALLOCATION	\$1,103,113
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$67,836
Program Budget	\$193,941
Total Title I Allocation	\$261,777

ESSA Assistance Status: Not Identified for Assistance

Edison High 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		50.5 %	2023-2024	51.6 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		47.8 %	2023-2024	48.9 %
Percentage of students who received at least a D/F at end of semester 1	✓		45.3 %	2024-2025	40.3 %
SBAC ELA - Average distance from standard	✓	52 pts	22.5 pts	2023-2024	37.5 pts
SBAC ELA - Average distance from standard (African American)	✓	-48.3 pts	-61.4 pts	2023-2024	-46.4 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓	-132.2 pts	-154.7 pts	2023-2024	-139.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	71.2 %	59.8 %	2023-2024	64.8 %
SBAC Math - Average distance from standard	✓	-46.5 pts	-65.1 pts	2023-2024	-50.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	39.9 %	33.4 %	2023-2024	38.4 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1-

- Based on the metrics of this Current Goal, overall students averaged 22.5 distance from standard in ELA. African American averaged -61.4 distance from standard and our Students with Disabilities group averaged 154.7 distance from standard.

Action 2

- Based on the metrics of this Current Goal, overall students are not performing within the average distance from standard in Math. Overall average of students in math was -65.1

Action 3

- Based on the metrics of this Current Goal, our ELPI growth was 50.5% which is an area Edison has shown growth.

Action 4

- Based on the metrics of this Current Goal, students receiving at least one D/F in the first semester was 45.3%

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1 (ELA)

- Students not mastering Reading Foundational Skills in earlier grades.
- The need for explicit literacy instruction.
- The need for schoolwide content literacy focus and implementation.

Action 2 (Math)

- Students not mastering foundational math skills.
- Inconsistent application of high leverage mathematical practices.
- Limited math tutoring options.

Action 3 (ELPI)

- Limited instructional supports for our ELL students within the classroom.
- Growth needed in EL Strategies centering on literacy, language acquisition and development.
- Limited Professional Learning on EL Strategies and Disposition to ELL strategies.

Action 4

- Inconsistent Grading Systems throughout the school.
- Instructional approaches within the classroom
- Student engagement.
- Technology is a barrier. Some students not having working laptops.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1 (ELA)

- We need Professional Learning around literacy instruction.
- We need additional books for ELA and Content Area Classes.

- We need planning days for each PLC to have a Literacy Planning Day.
- We need journals for all students to have for writing to learn prompts and learning to write prompts.

Action 2 (Math)

- We need supplemental sources to support math instruction which includes digital platforms such as Delta Math
- We need supplemental contracts to support math tutoring.
- We need planning days for math teachers to support researching high leverage math practices, in-class interventions, and CAASPP strategies.

Action 3 (ELPI)

- We need supplemental contracts for teacher planning, coaching, tutoring, and ELPAC assessment.
- We need pull out days for ELD teachers for planning, interventions and assessments.
- We need supplemental resources such independent reading books, digital platforms, and supplemental curriculum.
- We need additional financial resources for enrichment and academic field trips for our Multilingual Learners.
- We need additional financial resources for school supplies.
- We need tablets for translation.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

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

Partially Implemented

Literacy:

The action was partially implemented. The 2024-2025 literacy focus was on meta-cognition. In the Fall, we were able to implement a schoolwide literacy challenge around the meta-cognition. The strategies chosen for the literacy challenge were content area aligned. As an administrative staff, we provided feedback on meta-cognition in walkthroughs. In the late Fall, we had to pivot to work on culture building due staff needs.

Action 2: Math Action

Fully Implemented

Math:

This action was fully implemented. We were able to provide a common prep for Algebra I teachers. We provided planning days for math PLCs. We provided supplemental resources which included Delta Math. Algebra I attended a professional learning conference.

Action 3: Re-Designation Rate of English Learners

Partially Implemented

ELPI

Our EL Coordinator provides individual academic supports, classroom supports, and systemic supports. We provided students with an enrichment field trips to Monterey Bay Aquarium. We purchased curriculum (English 3D). We re-allocated PLUS teachers to support ELPAC testing and culture building. We utilized our district provided resources of a .2 FTE to provide additional supports to our ELD students. We provided supplemental contracts for a Gaston/Edison PLC in support of vertical articulation. In order to achieve full implementation, we need to provide teachers with professional learning on EL strategies and monitor implementation for further support.

Action 4: Reduction of Ds/Fs (WASC Critical Student Learner Need #3)

Partially Implemented

Although we are making progress in implementation of this action, we are at partial implementation. We have strengthened our 9th grade team's support and intervention systems in alignment of the reduction of Ds/Fs. Our 9th grade team consists of the Breakthrough Success Community, PLUS teachers, ninth grade teachers, and a Resource Counseling Assistant). We have allocated 8 hours of Professional Learning to improving student engagement throughout all grade levels. We have funded AP tutoring contracts. Counselors met with all students receiving a D/F. One of our PLUS teachers had to teach two classes this year, thereby reducing the frequency of student support meetings. As a school site, we need to have conversations around equitable grading practices.

Action 5: Academic Counseling

Fully Implemented

Counselors have caseloads under 275 and have goals and benchmarks to meet the guaranteed services for all students. These guaranteed services include: senior conferences, FAFSA applications, off-track conferences, junior conferences, sophomore conferences, and freshmen conferences.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

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

Partially Effective

The actions were partially effective. Our CAASPP ELA scores decreased overall. With all groups seeing a decrease. Literacy was seen as a gap and the need for increased focus on reading and writing in all ELA PLCs.

Action 2: Math Action

Partially Effective

The math action was partially effective because there was an increase in SBAC scores but we failed to meet the targeted growth. An attribution to this might be more time is needed for planned actions to take place.

Action 3: Re-Designation Rate of English Learners

Partially Effective

This action is partially effective as we have created robust support systems for our ELD students. However, we have need to strengthen our support systems for LTEL students.

Action 4: Reduction of Ds/Fs (WASC Critical Student Learner Need #3)

Partially Effective

We have seen a reduction in the number and percentage of students receiving a D/F due to increased 9th grade supports. 10th-12th grade supports included student engagement training and PLC collaboration around Common Challenges (PLC+).

Action 5: Academic Counseling

Partially Effective

We do have guaranteed services and more student contacts. However, we do need more PL For our counseling team which data collection, scheduling and transcript analysis.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Tiger Parent Instructional Walks will be held once a month with the intent to build parent capacity on instructional practices and to better support students. ILT will implement Literacy and Numeracy plans. We will have calendared out CCI around the different metrics. 9th Grade Mega PLC with focus on peer-to-peer observation and feedback. Strategic Master Scheduling with common preps for 9th Grade Improvement Team, Algebra I Team, English II (if possible). Teacher Academy students will work provide small group instruction to struggling ninth graders.

Section D: 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.

SSC:	ELAC:	Staff:
Action 1: Literature Action 1.1 Remodeling of the bookstore for the needs of the students of the 21st Century 1.1 Make connections with local community bookstores? 1.1 Increase student use by district libraries and reading shelves 1.1 Provide an engaging and supportive library that encourages students to continue using services (expand the area to include an area for students to "hang out" VS studying) 1.1 Improve the promotion of after-school program services Action 2: Math 1.2 Tutors that are not teachers (Higher Mathematics) 1.2 Students need different ways to interact with content 1.2 Concentration in AP Calculus, more tutors (# of Calculus Students Increase Year Over Year) 1.2 Community Connections (math with real-life examples, i.e. finance, cryptocurrency, investments) Action 3: Reclassified English Learners (RFEP) 1.3 Incentives: encourage them to do it faster; Certificates 1.3 Extra focus/preparation at ELPAC 1.3 Focus on helping students get reclassified first, before	Action 1: Literature Action 1.1 Have support groups for English learners and (RTI) (After School Program 1.1 Have books in your language to support learning in English (Spanish Texts) 1.1 Increase trained staff to support students 1.1 Make posters of the programs we offer to increase literature Action 2: Math 1.2 Recognize students with incentives so that other students put more effort into it 1.2 Non-Teacher Tutors (Higher Mathematics) Action 3: Reclassified English Learners (RFEP) 1.3 Talk to parents of students who are EL because there are parents who do not know that their children have not been reclassified 1.5 That the counselors are in communication with the students, because they do not give the information to the students. More advice is needed.??	Improve Academic Performance at Challenging Levels (Redesignation of EL Students)- There has been some confusion over the Redesignation of EL students through the IEP for students with disabilities who are also English Learners. I know the process has now changed again, so it would be very helpful to have a unified communication from EL Services and SPED to clarify the process as well as providing mandatory training for case managers, RIMS, VPs, etc. to understand the process. If there no longer a pathway for redesignation through the IEP, then this is a moot point. The reduction or elimination of Edgenuity would go a long way to improving academic performance. We all know that students who are failing need more structure, not less. The current credit recovery model is leaving students unprepared for the next level of work. Mandatory pull outs for after school tutorial for students that aren't finishing their work. Teacher submits missing work in folders those students are pulled out of 6th/7th period 10 mins early and go to cafeteria for 30min work time with supports from volunteers or paid position.

pressuring them to complete full English classes (they don't fully understand the English language)

Action 4: Reduction of D's/F's

1.4 Parental involvement

1.4 More interactive games implemented within WE ACT lessons

1.4 Increased mentoring among them

1.4 Intervention with 9th grade students

1.4 You need more money for incentives such as celebrations, field trips (colleges, to support students to see outside their world) and resources such as school supplies (backpacks, folders, pencils, etc.)

1.4 Ask what this demographic wants to learn/participate in

1.5 Have counselors talk to English learners about CTE courses

Action 1 :

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

Action Details:

As a WASC Critical Area of Need: Edison will continue to provide an MTSS three-tiered approach to literacy support for students. **Tier One** will include a focus on increasing common core disciplinary literacy skills in every classroom through professional learning and school-wide literacy initiatives. **Tier Two** will provide opportunities for strategic grouping, technology resources to support struggling students, PLUS, and co-teaching in the targeted core classes. **Tier Three** will include teacher tutoring services, access to technology resources for remediation, PLUS support in the targeted classrooms and student groups, and strategic deployment. Supports will center on good first (Tier 1) instruction, professional learning and collaboration, backwards mapping/planning with common formative assessments, grading practices, performance tasks, tutorials, and other strategic interventions.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 SDAE strategies
- Recognition and incentive programs for students who consistently attend tutorial and demonstrate academic success and improvement.

- Disciplinary Literacy integrated into lessons.
- Additional books to supplement ELA and ELD classroom libraries
- ELA teachers attend quality professional learning at the local and/or state levels
- The Ed Cite Assessment platform will be used to assess student achievement levels with
- Padlet Platform
- Nearpod License
- Tutor.com for essay/writing review support
- Ed Puzzle License
- Professional Learning Conferences that are literacy-based and mathematics based.
- Professional Learning Books on PLC development and Literacy development.
- Composition books to support interactive journals
- Independent Reading books in classrooms to support content literacy
- Students with Disabilities Student Group:
 - More training and professional learning is needed to further support students in COT ELA
 - A Co-teaching class is needed and a common prep.
 - Co-Teacher for planning in ELA
- African American Student Group:
 - More Culturally Responsive Teaching Professional Learning is needed.
 - A need for more attendance interventions to address Chronic Absenteeism which results in excessive missed instruction.
 - More integrated literacy instruction is needed for all classroom teachers.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

- ELA -133.3 from standard in CAASPP

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.

Foster Youth (FY): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.

Long Term English Learner (LTE): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.

English Learner (EL): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.

African American (AA): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, purchasing of books, and in-class materials.

Homeless (HM): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.

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

Students with Disabilities (SWD): For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, paraprofessional support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support through our school nurses.

Homeless (HM): For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.

Foster Youth (FY): For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.

Long Term English Learner (LTE): For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.

English Learner (EL): For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.

African American (AA): For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, certificated and classified staff support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, health support, affinity space support through multicultural coalition.

As a site: What are the planned actions to support this student group?

Homeless (HM): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional services to support students' overall well-being, including resolving conflicts with peers through our restorative practice process.

Students with Disabilities (SWD): Provide additional learning supports and resources to address needs as indicated in student IEPs.

Foster Youth (FY): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional services to support students' overall well-being, including resolving conflicts with peers through our restorative practice process.

Long Term English Learner (LTE): Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

English Learner (EL): Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

African American (AA): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolving conflicts with peers through our restorative practice processes.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	☐ Moderate Evidence
		☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) and Edison Walkthrough form for teacher feedback. Outcomes measured by walkthroughs data focused on IPG and PL school focus areas. 70%of classroom observations will show implementation of focus areas and feedback. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes will be measured through I-Ready growth in between diagnostics, District Interims, and SBAC IAB and FIABs. Students reaching their stretch goal will increase by 15%. 9th, 10th and 11th Grade ELA Interims will increase by 5 percent from previous year's Interim A and Interim B. Outcomes measured by Principal, Vice Principals, and PLCs.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. SBAC Results for ELA: • Avg distance from standard from 22.5 to 37.5. • ELA Percentage of students meeting/exceeding 59.8%

Action 2 :

Math Action

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Math Planning days.
- Delta Math
- SBAC Math Field Day
- Common Prep for Algebra I
- I-Ready Lessons that are based on I-Ready Diagnostic
- Collaboration Time for Physical Science and Math teachers.
- Math Notebooks
- Materials/Supplies to support academics, engagement, involvement, supervision, attendance, and behavior

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

- *Math -200.1 from Standard in CAASPP*

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

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

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

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

- Provide English Learner Coordinator to strategically support EL students with academic supports to increase the reclassification rate.
- Provide BRCA(bilingual resource counseling assistance) to support parent education and translation

- A team of EL teachers with case management groups of EL learners to monitor academic progress and attendance in the after school program.

Student Groups

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

- Students with Disabilities (SWD):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- Homeless (HM):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- Foster Youth (FY):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- Long Term English Learner (LTEL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- English Learner (EL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- African American (AA):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, purchasing of books, and in-class materials.

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

- Students with Disabilities (SWD):** For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, paraprofessional support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support through our school nurses.
- Homeless (HM):** For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.
- Foster Youth (FY):** For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.
- Long Term English Learner (LTEL):** For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.
- English Learner (EL):** For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.
- African American (AA):** For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, certificated and classified staff support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, health support, affinity space support through multicultural coalition.

As a site: What are the planned actions to support this student group?

- Students with Disabilities (SWD):** Provide additional learning supports and resources to address needs as indicated in student IEPs.

Homeless (HM): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional services to support students' overall well-being, including resolving conflicts with peers through our restorative practice process.

Foster Youth (FY): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional services to support students' overall well-being, including resolving conflicts with peers through our restorative practice process.

Long Term English Learner (LTEL): Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

English Learner (EL): Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

African American (AA): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolving conflicts with peers through our restorative practice processes.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence		
☐ Moderate Evidence		
☐ Promising Evidence		
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Admin classroom walkthroughs to inform instructional practices using the IPG and Classroom Walkthroughs. Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 70%of classroom observations will show implementation of mathematical practices being implemented. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. District benchmark, iReadyDiagnostic math assessments, SBAC interim assessments: Outcomes measured by growth from assessment to assessment and through iReady, CFAs and District Interims. +15-point improvement in distance from standard on SBAC. (2024 at -50.1 DFS) Outcomes monitored by teachers, grade level PLCs, and admin	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. SBAC Results: Outcomes measured by decrease the distance from meeting standards in Mathematics from -66.1 to -50.1 as measured by the Smarter Balanced Summative Assessment (SBAC). Outcomes measured by the percentage of students meeting and exceeding standard 33.4 to 38.4; Outcomes monitored by Principal and teachers.

Action 3 :

Re-Classification Rate of English Learners

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- ELPAC Chats Teacher/Admin/Counselor/Support Staff - Goal setting with students
- Additional classroom materials to support EL students in classroom.
- Support the EL Response team through supplemental contracts. The focus of the EL Response Team will be provide student supports.
- Manageable Schedule for EL students who cannot take electives because they are in ELD courses (CTE).
- Frontload ELPAC expectations, questions, sections, scoring guide.
- Provide ELPAC prep for students.
- Training of SDAIE Strategies
- ELD training for teachers to support EL students
- ELPAC exam administration supports EL students will receive instruction that incorporates strategies that support academic language and cognitive content goals in every lesson
- English Learner Support Team – assigns a case manager for EL students that are struggling academically.-
- After school tutorials as well as tutorials for EL students that are struggling academically.
- Create a celebration activity to recognize students who have achieved re-classification to be held once in each semester.
- EL students will maintain a portfolio to demonstrate growth in each domain. EL Coordinators monitors activity and creates better methods to better serve EL students.
- Fund a Bilingual Resource Counseling Assistant (BRCA) to support students with social-emotional support and communicate with family members regarding academic and attendance issues.
- Fund an EL Coordinator (TSA) to support students with various activities focused on improving their overall academic successes; mentoring, monitoring, tutoring, assessment etc.
- Fund 3D Curriculum for ELD.
- Fund a Bilingual Instructional Aide (BIA) for our EL Beginners in core classes.
- Provide Transportation (and funds) for EL students to be exposed to various academic and cultural experiences.
- Provide additional bilingual reading materials in ELD classrooms and the library.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTE) students, and students who have been reclassified.

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

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

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

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

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

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

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

- ELPAC Chats Teacher/Admin/Counselor/Support Staff - Goal setting with students
- ELPAC Test administration
- EL students will receive instruction that incorporates strategies that support academic language and cognitive content goals in every lesson
- English Learner Support Team – assigns a case manager for EL students that are struggling academically.
- Progress monitor RFEP student on a quarterly schedule as according to district expectations
- After school tutorials as well as mandated tutorials for EL students that are struggling academically.
- Create a celebration activity to recognize students who have achieved re-designation
- Bilingual Instructional Aide (BIA) in to assist students in core classrooms.

Student Groups

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

- Students with Disabilities (SWD):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of HSL and BIA for attendance and academic supports, purchasing of books and in-class materials.
- English Learner (EL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of HSL and BIA for attendance and academic supports, purchasing of books and in-class materials.
- Long Term English Learner (LTEL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of HSL and BIA for attendance and academic supports, purchasing of books and in-class materials.

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

- Students with Disabilities (SWD):** For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, paraprofessional support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support through our school nurses.
- Long Term English Learner (LTEL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- English Learner (EL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.

As a site: What are the planned actions to support this student group?

- Students with Disabilities (SWD):** Provide additional learning supports and resources to address needs as indicated in student IEPs.
- English Learner (EL):** Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.
- Long Term English Learner (LTEL):** Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. Decrease in the amount of Ds/Fs EL students are receiving by quarter. Walkthrough data will monitor EL strategies. Monitor who is attending tutorials.	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. Increase in I-Ready Scores. Increase in District Interim from last year's Interim A and Interim B. Decrease in the amount of Ds/Fs by semester.	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. SBAC results:

Action 4 :

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 ore more courses to ensure that all students are college and career ready. Additionally, Edison High School will support students to earn passing grades through a system of monitoring, goal setting, recognizing achievement, in-classroom assistance in challenging courses, tutorial opportunities, guidance, classroom engagement, and response to intervention. Furthermore, a strategic Intervention team at the 9th grade level and the Breakthrough Success Community Team (BTSC), will focus on increasing the amount of 9th grade students on-track to graduate by examining grading, student relationships, adult teaming, 8th to 9th grade transition to high school, and master schedule practices.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- PLC Common Challenge Cycles
- 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.
- School focus on how to provide interventions within the classroom.
- 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 9th 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 (BTSC) Team will have common students and a common prep period for collaboration.
- A dedicated Intervention team for ninth graders.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTE) students, and students who have been reclassified.

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

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

- 124 Students (35%) have at least one or more D/F.
- 9th Grade Ds/Fs 36.6% of students have at least one D/F at Semester 1 in the 2023-2024 school year.
- 10th-12th Grade Ds/Fs 31.8% of students have at least one D/F at Semester 1 in the 2023-2024 school year.

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic

supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.

- Homeless (HM):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- Foster Youth (FY):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- Long Term English Learner (LTEL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- English Learner (EL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- African American (AA):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, purchasing of books, and in-class materials.

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

- Students with Disabilities (SWD):** For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, paraprofessional support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support through our school nurses.
- Homeless (HM):** For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.
- Foster Youth (FY):** For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.
- Long Term English Learner (LTEL):** For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.
- English Learner (EL):** For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.
- African American (AA):** For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, certificated and classified staff support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, health support, affinity space support through multicultural coalition.

As a site: What are the planned actions to support this student group?

- Students with Disabilities (SWD):** Provide additional learning supports and resources to address needs as indicated in student IEPs.
- Homeless (HM):** Provide supports though Project Access, meet with students for check-ins, address basic needs that impede educational opportunities, and provide other resources as deemed necessary.
- Foster Youth (FY):** Provide supports though Project Access, meet with students for check-ins, address basic needs that impede educational opportunities, and provide other resources as deemed necessary.
- Long Term English Learner (LTEL):** Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.
- English Learner (EL):** Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.
- African American (AA):** Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional supports through the African American Academic

Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolving conflicts with peers through our restorative practice processes.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Monitoring D/F rates through ATLAS with follow up by supervising VPs.

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) and Edison Walkthrough tool for teacher feedback.

Outcomes measured by reviewing changes in ATLAS data on D/F% and follow up on focus area improvements with teachers.

Outcomes monitored by Principal, VPs, and lead teachers. AP

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured through ATLAS, Power Bi and Quarterly D/F reports.

Counselor letters, meetings scheduled for targeted students, academic intervention plans

Supervisor Gradebook Chats with teachers and targeted PLCs to address Problems of Practice, Classroom Walkthroughs, providing Professional learning on best teaching practices and monitoring of master schedule to support identified student needs

Instructional Practice data provided to PLC agendas and created products demonstrating attention to intervention and support.

Attendance in after school programs and monitored by afterschool teacher teams supporting struggling students with D/F reports reviewed and analyzed bi-weekly

Outcomes measured by Principal, Vice Principals, and PLCs.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Semester ATLAS, Quarterly Reports, and Power Bi Data:

- Overall D/F improvement by 5%

2025-2026 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	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8000	Bilingual Instructional Aide - In-Class English Learner Support	64,654.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Website Licenses, Books and Supplemental Resources: including but not limited to 5-Star students, Nearpod, Gimkit (Language Learning), Digital Theatre (Language Learning), Grade Cam (AP Support), Quizziz (Progress Monitoring), and Gizmos (Life Science Learning).	25,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	English Learner and Redesignation Support - ELPAC Coordinator	87,140.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	English Learner and Redesignation Support - ELPAC Coordinator	87,140.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Certificated Substitute Salaries for EL Support	11,927.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental Contracts to Support English Learners	3,679.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies (English Learner Support)	17,847.00
G1A3	LCFF: EL	Instruction	Travel			Conferences for Professional Development (English Learner Support)	8,000.00
G1A3	LCFF: EL	Instruction	Direct Trans			Direct Transportation - English Learner Support	9,163.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental Contracts for EL Support	655.00
G1A4	Title 1 Basic	Instruction	Bks & Ref			Edgenuity and Site Licenses for Classroom Instruction	21,270.00
G1A4	Title 1 Basic	Instruction	Mat & Supp			Itemized Classroom Supplies: No food or incentives	5,473.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contracts	61,300.00
G1A4	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	124,530.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	17,000.00
G1A4	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease (Ricoh)	55,000.00
G1A4	Sup & Conc	Instruction	Direct Trans			Direct Transportation - Field Trips	20,000.00
G1A4	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	15,000.00
G1A4	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	5,000.00
G1A4	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified Overtime for Parent Engagement Support	10,350.00
G1A4	Sup & Conc	Ancillary Services	Direct-Food			Direct Nutritional Services	10,000.00

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

\$660,128.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared	✓	65.3 %	63.8 %	2023-2024	67.3 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	77 %	75 %	2024-2025	76.1 %
Graduation Rate	✓	96.9 %	94.5 %	2023-2024	95.6 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Action 1:** Based on current indicators for increasing enrollment in Career Technical Education (CTE) courses historically marginalized groups (ELs, SWDs, and AA students) are not successful completers of CTE courses.
- Action 2:** Based on the metrics of this Current Goal, based on current indicators for increasing College and Career Readiness increased by 3.5% to stay on track to 75% by 2030. However, EL students declined by 5.9%, and Long Term EL students declined by 7.2%.
- Action 3:** Based on the metrics in this current goal, students in seven of our AP courses are performing far below the state average on the AP exam as identified by College Board AP exam score reports, and Edison is not providing the highest level of access to AP courses as identified by College Board AP exam score reports.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Action 1- The following causes are:
- English is linked to the Pathway, and if you are an ELD student, you are not allowed to participate in the Pathway program.
- Action 2- The following causes are:
- Growth needed in EL strategies and professional learning. Not current with language acquisition philosophy and needed supports. Students want to write in Spanish to support their learning, however, teachers prefer students writing in English.
 - This may be the result of graduating on waivers, which excludes the A-G requirement for newcomer EL students, which is also true for students who are both SWD and EL.
 - No system of supports for intervention

- Students must complete A-G requirements to be college and career ready graduates.
- Strategies for literacy improvement needed to support students to be college and career ready.
- The timing of students entering high school from other countries students enter behind.

Action 3- The following causes are:

- Students are not mastering the skills they are tested on for these AP courses
- The need for teacher collaboration and training
- The need for analysis of the instructional planning reports for these courses
- The need for vertical articulation and course sequencing in courses students take prior to these AP courses
- Not enough FTE in math department to offer AP Computer Science Principles
- The need for a science teacher who can teach AP Physics 1
- The need for a music teacher who can teach AP Music Theory
- The need for FUSD to allow AP Seminar to count for English 2 graduation credit (the course is already A-G approved for English credit; many districts in our county allow the course to count for English graduation credits)
- Ineffective course sequences or counseling practices that place students in dual enrollment when they should be placed in AP
- The need for counseling support and master schedule support to offer AP Seminar during 2024-25 (which will now impact our ability to offer AP Research during the 2025-26 school year)

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1:

- Continue regional recruitment events from above
- Reach out to more parent groups to speak to
- Additional outreach to parents about CTE opportunities within the region
- Highlight new Building opening in the Fall

Action 2:

- Need professional learning for counselors to support students entering high school from other schools outside the country.
- Coordinate more parent engagement time that focuses on supporting EL students to increase awareness.
- Plan more field trips with curriculum to make real-world connections to learning.

Action 3:

- AP summer institute training and AP workshop training
- AP mentor program enrollment
- Opportunity for single teacher courses to observe and collaborate with master teachers from other school sites in the city
- PLC vertical articulation to backwards plan what students need to learn in their courses that come before these AP courses to be prepared to access the content and skills
- Site level AP PLC time for teachers to analyze instructional planning reports
- Teacher training – structure AP course to support student success on the exam (implement AP classroom resources and resources on AP central.
- More FTE in math to offer CSP
- Hire and train teachers to teach AP courses our school already has been approved to offer
- District support to allow AP Seminar to count for English 2 credit
- Counseling support to place students in AP rather than dual enrollment when AP is the appropriate course
- Counseling and master schedule support to enroll students in AP Seminar

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase enrollment in CTE courses

Fully Implemented

- Attend regional events to have a CTE presence; usually in the form of students, teachers, and coordinator
 - Information is in the form of informational and interactive
 - These are events that sites invite us too to support
 - Recruitment nights for Computech
 - Open House
- All Things CTE:
 - Visit Regional Middle schools and take student and teachers representing all of our CTE programs
 - Present to 8th grade students
- Follow Up with Student Panels:
 - Bring students representing all CTE pathways, AP, leadership, sports, to regional middle schools for follow-up Q & A with 8th grade students
- Move Up Day
 - All CTE programs are represented with interactive booths/tables
- Engineering Day:
 - All Regional 6th grade students are invited to a day with our Engineering programs. This expanded from 1 school to all regional 6th grade. Interactive
- Health Fair:
 - All Regional 6th grade students are invited to attend to see the 9th grade community health project presentations. I provide buses
 - Reserve bus for Gaston to attend.
- Tech Expo:
 - Both middle schools are invited to attend this event on our site
- Parent University Night:
 - Programs were represented at this event. Teachers had informational/interactive tables
- School of Choice:
 - CTE Coordinator, VP, and Head counselor attend. Event is open to all grade levels and an informational/interactive table is available.
- We invite our school to our Health Fair and Tech Expo to expose them to what we do and to generate interest
- Created posters advertising programs and gave to regional middle schools
- Professional videos of our programs, shared links with site and regional middle schools
- Billboard campaign out of the CTE office highlighting CTE program. This will run for the next year
- Invited to speak to parent groups about CTE programs
- Invited to attend district PBL training for middle school to support regional sites

Action 2: Increase College and Career Readiness

Fully Implemented

The CCI metric indicates 63.8% which is a 3.5% increase from the prior year. This improvement is the result of the consistent implementation of actions to meet this goal through individual counseling, parent trainings, Student At-Risk meetings, IEP attendance, SST and 504 facilitation, credit recovery support, D/F notification, and progress reports.

Action 3: Increase AP enrollment, Credits earned, and exams passed.

Fully Implemented

- To retain students in AP courses, we followed a clear protocol for processing AP drop requests during the first two weeks of the fall semester and during the first week of the spring semester (2023-24, and 2024-25). Students were required to reflect on their reasons for requesting a drop and what steps they had taken to get support for the course. Counselors met with all students the previous spring who were scheduled to take 4 or more AP classes to talk about the workload.
- Too many students were initially placed in the course when they hadn't taken an advanced science course prior to that school year or had limited to no AP experience.
- For the 2024-25 school year, we changed the master schedule for AP Biology, moving the course from 3 sections in 2023-24 to one section in 2024-25.
- Our AP Ambassadors and Edison Tiger Honor Society of Gaston Scholars student volunteers presented to students and families at Computech and Gaston, as well as to 150+ class periods at Edison. In their presentations, they promote AP courses and share their experiences they've had in the classes. Rise Up held Rise Up day to promote AP to African American students from Gaston and Computech.
- Maintained our total AP course offerings
- We were able to provide over 300 hours of tutorial support (paid hours for teachers) during 2023-24 due to FUSD funding. Teachers also provided tutorial support for which they were not compensated.
- Many peer support groups provided tutoring and study support: Rise Up, AP Ambassadors, Edison Tiger Honor Society of Gaston Scholars
- AP teachers are qualified to teach AP courses
- Not all AP teachers have another teacher on campus who teaches the same course. This makes collaboration and common formative assessments difficult for these courses.
- Not all AP teachers implement AP Classroom or use resources from AP Central to prepare their students for the AP exam.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase enrollment in CTE courses

Effective

- 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 an increase in CTE enrollment from **45%to 61%**. As a result, Edison has increased recruitment opportunities such as feeder school lunch recruitment and an on-site CTE.
- Students enrolled in CTE programs received workplace certifications based on their industry. For the 2023-2024 school year, Edison students completed **1,426** certifications.
- Edison has implemented the practice of holding a collaborative meeting with CTE teachers within the region during Buyback.
- Multiple teachers qualified for their CTE credential.
- Pathways held industry specific events such as CS-Con, Bio-med Kick-off, Fair.
- Engineering Showcase was held in February 2025 where sixth graders from Kirk, Lincoln, King, Sunset and Columbia Elementary visited Edison's Engineering program.
- Edison continues to provide Pathway teachers with common prep periods for cross-collaboration and student support.

Action 2: Increase College and Career Readiness

Effective

Continue to increase the effectiveness of monitoring students' credit attainment and further develop our counseling program. We rose our graduation rate to **94.5%**. We did so by doing the following:

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

Action 3: Increase AP enrollment, Credits earned, and exams passed.

Effective

- Edison. In their presentations, they promote AP courses and share their experiences they've had in the classes. Rise Up held Rise Up day to promote AP to African American students from Gaston and Computech.
 - Very effective - Increase in AP enrollment from 890 in 2023-24 to 954 in 2024-25
 - Partially effective – Increase in AP enrollment for EL students from 23 in 2023-24 to 46 in 2024-25
 - Ineffective – Decrease in AP enrollment for African American students from 51 in 2023-24 to 47 in 2024-25 (if we include “two or more races” in the data, we still decreased from 80 in 2023-24 to 76 in 2024-25)
- Maintained our total AP course offerings
 - Very effective - We were able to add two new AP courses for the 2023-24 school year (AP Precalculus and AP African American Studies).
 - Neither ineffective nor effective - We were not able to offer AP courses that we have offered in the past (and haven't offered for several years): CS Principles, Music Theory, and Physics 1).
 - Ineffective - Moving into the 2024-25 school year, we were not able to offer AP Seminar. We did not have master schedule or counseling support in getting students registered for this course. This is unfortunate because the decision will not mean that we cannot offer AP Research for 2025-26. We need to be able to offer Seminar if we hope to have students complete the AP Capstone Diploma program.
- We were able to provide over 300 hours of tutorial support (paid hours for teachers) during 2023-24 due to FUSD funding. Teachers also provided tutorial support for which they were not compensated.
 - Very ineffective - However, during 2024-25, we were only able to offer a fraction of these hours to students because FUSD cut funding. We had to rely on school site funds to give AP teachers tutorial contracts, but our site had not anticipated that cost. So, we were only able to offer 190 hours of tutorial support (paid hours for teachers). This puts us at a huge disadvantage as we go into our AP exams for 2025. We must be able to offer AP teachers contracts that allow for at least 6 hours of tutorials per class period they teach.
- Many peer support groups provided tutoring and study support: Rise Up, AP Ambassadors, Edison Tiger Honor Society of Gaston Scholars
 - Very effective – more students were able to receive support for their AP classes by providing options to work with peers
- AP teachers are qualified to teach AP courses
 - Effective - All AP teachers submitted course audits to the College Board which were approved. Several new AP teachers received summer institute training for their courses. Only one teacher was hired for the 2024-25 school year very late and she wasn't able to attend an APSI (but she worked with the other AP teachers from Edison who also teach the course).
- Not all AP teachers have another teacher on campus who teaches the same course. This makes collaboration and common formative assessments difficult for these courses.
 - Ineffective – the district did not provide opportunities this year for AP teachers to meet with others across the district who teach their course
- Not all AP teachers implement AP Classroom or use resources from AP Central to prepare their students for the AP exam.
 - Effective - This year, the AP teachers completed a reflection form (online) where they investigated their score report and instructional planning report. The AP teachers set goals for the 2024-25 school year.

This is data from our 2024 exam administration:

- Number of exams taken increased from 1519 in 2023 to 1591 in 2024
- Number of students enrolled in AP decreased from 912 in 2023 to 890 in 2024
- AP students with scores of 3 or higher increased from 510 in 2023 to 593 in 2024
- Percent of total AP students with scores of 3 or higher increased from 56% in 2023 to 67% in 2024

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1:

- Allowing senior students in linked pathway courses to choose peer mentoring and do that specifically in the 9th grade classes of their Pathway.
 - This would allow for mentoring options from students that have been through the program to directly impact 9th grade where we usually have the most issues with D/F's and dropping of the programs.
- Teacher training of MTSS protocol adapted with the 9th grade team
 - Pull out time for training
- Retention of more students would lead to more sections needed in programs in order to have more completers. Additional staff or sections from science in order to accommodate.

Action 2:

Action 3:

- School site AP PLC time – meet 4 times during the school year (up to 30 AP teachers x4 hours).
- Site funded teacher tutorial hours for AP – 6 hours per section (approximately 350 hours – not all AP teachers are able to provide tutorials outside of school hours)
- Stipends for 2 staff who run Rise Up (30 hours each)
- Stipend for 1 staff to support AP Instructional Coordinator (30 hours)
- Stipend for 1 staff to support Edison Tiger Honor Society of Gaston Scholars (30 hours)
- Work with EL Coordinator to support EL students in AP classes
- AP Environmental Science – purchase five devices + five phones (\$2,600) air pollution monitoring devices/equipment to monitor particulate matter pollution in different internal combustion vehicles (real world experiences)
- AP Human Geography – 200 notebooks (\$5,000) – interactive notebooks to support 9th graders in their first AP class. Provides needed organizational support, note taking skills, and study habits for success in all AP classes.
- AP field trip support – AP Art/Art History, AP Spanish Literature, AP Chemistry, AP Biology, AP Environmental Science (\$10,000)
- Sub days for AP teachers to observe master teachers and attend workshops (2 sub days each for 7 AP teachers)
- Sub days for AP Capstone teachers – complete required certification and score and upload AP presentations (2 sub days for one teacher)
- Recording equipment for AP Capstone program (\$5,000)

Section D: 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.

SSC:	ELAC:	Staff:
Action 1: Increase enrollment in CTE courses 2.1 Increasing CTE enrollment 2.1 Outreach to other middle schools, not just Computech and Gaston 2.1 Do outreach to surrounding primary schools 2.1 Give out spirit gear to the elementary outreach or Kona Ice (example: coupons) 2.1 How can we include SPED with this? Action 2: Increase college and career readiness 2.2 Support- rather than penalize- academic RIGOR and academically RIGOROUS teachers 2.2 Offer automotive, carpentry, and electrical classes 2.2 Bringing back the GATE classes 2.2 Improve coordination with Computech and Gaston Middle Schools.	Action 1: Increase enrollment in CTE courses?? 2.1 Exposing students to more trips to different universities.? 2.1 That counselors are communicating with students, guide them so that they know how important it is to continue studying and have a career?? 2.1 Increasing technical careers at Edison? 2.1 How can we include SPED with this? Action 2: Increase college and career readiness?? 2.2 Inform students about available technical careers (other schools or programs available)? 2.2 Have access to universities so that students have that experience of knowing and guiding themselves?? Action 3: Increase AP enrollment, credits earned, and exams passed. 2.3 Inform students about available technical careers (other schools or programs available)?	• Plan more field trips with curriculum to make connections with content to the real world. • Culinary classes would not only allow opportunities for students to learn a real-world skill, but also allow them to look at food through the lens of health and nutrition. Try cooking a meal for a group of hungry teenagers and you will see engagement. They could become food-safe certified while learning many industry standards like HACCP and safety. • When I worked at Washington Union High School as a new teacher opening up a County Program for students with disabilities, I always appreciated that they had electives that taught practical real world skills such as welding, carpentry, mechanics, and plumbing. These are not only practical skills, but they are highly marketable skills that offer high paying jobs that track with other post-secondary opportunities that require expensive degrees and training. These electives made it possible for me to place my students with disabilities into courses that were engaging, hands-on, and relevant to their futures, as not all students will go to college or university. We need to prepare offer students and offer them

2.2 Metalworking- Welding/fabrication

2.2 Best Science Labs

2.2 Bring Edison Alumni Business Owners (Show and Tell?) To contribute experience to the different subjects with links to alumni. Support, rather than penalize, the academic RIGOR and academic rigor of teachers

Action 3: Increase AP enrollment, credits earned, and exams passed.

2.3 Continue to offer a wide range of AP classes and further expand the AP program

2.3 Track student performance on AP annual tests in all subjects and strengthen student teaching and support for AP classes with poor AP test scores

2.3 Edison Needs MORE Library Space for Individual and Group Study

2.3 Edison Needs BETTER Science Labs for AP Science Classes

2.3 Edison Needs ADDITIONAL PA-Focused Tutors (Faculty and Students)

the full menu of options. The great thing about these options as well as the culinary option mentioned above by Mr. Mosqueda, is that they can all incorporate elements of literacy and STEM concepts and skills.

- Educate students and parents regarding CTE courses available for our district. Also maybe have a few classes where it gives them the experience of the real world. I agree with a culinary class. It can be so beneficial and engaging.

Action 1 :

Increase Enrollment and Retention of Students 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. Once in a CTE course, we want to increase the amount of students who stay in the pathway. Data shows that students fair better in post-secondary schooling if options are available to them that peak their interest. Edison High School is committed to recruiting and training teachers in high demand industry sectors such as Engineering and Design, Health Science and Medical Technology, Information Technology and Art Media and Education.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1 Students in the class will receive instruction that is aligned to CTE Standards. Materials and supplies, including classroom technology and required software, will support teacher implementation of CTE standards.
- Tier 2 students will receive instructional support through small group instruction, one on one support, and after-school tutoring.
- Tier 3 students will receive counseling support to plan additional academic intervention support. Pathways coordinator review students with failing grades and communicates with teachers to develop a plan for improvement. PLC members discuss struggling students and develop intervention support.
- Pathways coordinator will support instructional services by working with industry leaders to get various industry professionals as guest speakers.
- Provide funds for teachers and students to attend travel and conference to attend various CTE related professional development and related activities.
- Provide funding for maintenance and fuel of the CTE vehicle which provides transportations for students and teachers to attend various CTE events. This may include industry visits, higher ed visits, and internship opportunities.
- Increased Middle School recruitment and vertical collaboration between Edison and its feeder middle schools. \
- Continued support for CTE industry-related fairs on campus (ex. CS Con, Health Fair, etc.)
- Additional CTE course that is not linked to provide additional students more opportunities in CTE.

- Increased vertical collaboration with middle and elementary schools.
- Post Secondary Visits
- Industry Visits
- Job Shadowing experiences
- Industry certifications
- Industry partner coaching/evaluations, mentorships, mock interviews, virtual tours.
- Work Based Experiences
- Vertical regional collaboration with elementary and middle school students.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

- CTE Pathway Completion—0 Students for the 2023-2024 school year.

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

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

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

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

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

Student Groups

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

- Students with Disabilities (SWD):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of HSL and BIA for attendance and academic supports, purchasing of books and in-class materials.
- Foster Youth (FY):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of HSL and BIA for attendance and academic supports, purchasing of books and in-class materials.
- English Learner (EL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of HSL and BIA for attendance and academic supports, purchasing of books and in-class materials.
- African American (AA):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of HSL and BIA for attendance and academic supports, purchasing of books and in-class materials.

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

- Students with Disabilities (SWD):** For this group we will provide materials needed for learning, educational website licenses for learning applications (PLTW), certificated and classified staff support, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support through our school nurses.

- Homeless (HM):** For this group we will provide materials needed for learning, educational licenses website for learning applications (PLTW), certificated and classified staff support, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and heath support through our school nurses.
- Foster Youth (FY):** For this group we will provide materials needed for learning, educational website licenses for learning applications (PLTW), certificated and classified staff support, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and heath support through our school nurses.
- Long Term English Learner (LTEL):** For this group we will provide materials needed for learning, educational website licenses for learning applications (PLTW), certificated and classified staff support, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and heath support through our school nurses.
- English Learner (EL):** For this group we will provide materials needed for learning, educational website licenses for learning applications (PLTW), certificated and classified staff support, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and heath support through our school nurses.
- African American (AA):** For this group we will provide materials needed for learning, educational website licenses for learning applications (PLTW), certificated and classified staff support, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and heath support through our school nurses.

As a site: What are the planned actions to support this student group?

- Homeless (HM):** Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional services to support students' overall well-being, including resolving conflicts with peers through our restorative practice process.
- Students with Disabilities (SWD):** Provide additional learning supports and resources to address needs as indicated in student IEPs.
- Foster Youth (FY):** Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional services to support students' overall well-being, including resolving conflicts with peers through our restorative practice process.
- Long Term English Learner (LTEL):** Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.
- English Learner (EL):** Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.
- African American (AA):** Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolving conflicts with peers through our restorative practice processes.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Admin Walkthroughs with CTE Coordinator to monitor elements of PBL and in-class interventions. Walkthrough data will reveal 70% of class visits will reveal either elements of PBL or in-class interventions. Real World Experiences as monitored by the Job Developer. Monitoring will be conducted by CTE VP, Vice Principals, CTE Coordinator and CTE Leads.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Quarterly monitoring of D's/Fs by CTE Vice Principal, Principal, Vice Principals, Counseling Team, and teachers. Semester Student Voice Surveys where the following metrics: • Value of Real-World experiences in the classroom. • In-class supports • Student Engagement • Out of Class Supports. With 90% of students reporting favorably.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Increase recruitment by 5% for Engineering, Computer Science, and Green Energy. Percentage and Number of 9th grade students receiving a D/F in a pathways course will be 15%.

Action 2 :

Increase College and Career Readiness

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

- Supplemental Contract for Gaston Scholars and AP Rise Up.
- AP Rise-Up Day materials and Supplies.
- Quarterly Celebrations for Counseling
- Did you Submit (FAFSA) materials and supplies
- SAT and PSAT materials and supplies
- Materials and Supplies for Counseling.
- Senior Awards in May.
- AP Tutorial Contracts for AP Teachers.
- Senior Decision 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

- Quarterly monitoring of EL and RFEP students by EL TSA and EL VP and grade conferences of with those who are failing.
- EL TSA academic tutoring in A-G courses (Push-in support)
- English Learner Support Team – assigns a case manager for EL students that are struggling academically.
- BRCA in Spanish to support students in coordination of support services.
- CTE Coordinator Presentation at ELAC with topic of CTE Pathways options.
- BIA to provide support for Beginning EL students in core classes.

Student Groups

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

Students with Disabilities (SWD): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic

supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.

- Foster Youth (FY):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- Long Term English Learner (LTE):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- English Learner (EL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.
- African American (AA):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, purchasing of books, and in-class materials.
- Homeless (HM):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.

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

- Students with Disabilities (SWD):** For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, paraprofessional support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support through our school nurses.
- Homeless (HM):** For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.
- Foster Youth (FY):** For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.
- Long Term English Learner (LTE):** For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.
- English Learner (EL):** For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.
- African American (AA):** For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, certificated and classified staff support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, health support, affinity space support through multicultural coalition.

As a site: What are the planned actions to support this student group?

- Homeless (HM):** Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional services to support students' overall well-being, including resolving conflicts with peers through our restorative practice process.
- Students with Disabilities (SWD):** Provide additional learning supports and resources to address needs as indicated in student IEPs.
- Foster Youth (FY):** Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional services to support students' overall well-being, including resolving conflicts with peers through our restorative practice process.
- Long Term English Learner (LTE):** Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.
- English Learner (EL):** Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

African American (AA): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolving conflicts with peers through our restorative practice processes.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Admin Walkthroughs Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) and Edison Walkthrough form for teacher feedback. Outcomes measured by walkthroughs data focused on IPG and PL school focus areas. 70%of classroom observations will show implementation of focus areas and feedback. Monitoring of Students requesting to drop an AP course by AP Vice Principal, AP Coordinator, Head Counselor, AP Teachers. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Monthly monitoring of Counseling Guaranteed Services for Students by Head Counselor, Quarterly monitoring of students receiving a D and/or an F in AP by AP Vice Principal, AP Coordinator, and AP Teachers. Quarterly monitoring of students enrolled in an A-G course by Principal, Vice Principals, Counselors, and teachers. Semester Student Survey on the following metrics: - Value of Strategies - In class supports and out of class supports. - feedback. With 85% of students reported favorably.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. 95% of students will successfully complete A-G coursework. 99% of students will receive counseling's guaranteed services. Graduation Rate from 94.5 to 95.6% Fall Climate and Culture Survey: Percentage of students responding favorably from 75 to 80% CCI percentage that are prepared from 65.8% to 68.8%.

Action 3 :

Increase AP enrollment, Credits earned, and exams passed.

Action Details:

Edison High School will provide a response to intervention approach for student support in order to retain students in AP courses. Tier 1 services will include curriculum that is designed to focus on the AP course and exam. All AP course syllabi will be approved by the College Board. In all AP courses, students will learn skills and content specific to the course to help them access the AP exam, and teachers will collaboratively develop common formative assessments aligned to the exam. Tier 2 services will include after-school tutorials, peer mentoring supports, lunchtime tutorials, and study sessions provided to students to prepare for and to practice skills needed to be successful on the exam. Tier 3 services include the AP Coordinator meeting with students receiving a D or F, individualized academic plans, weekly check-ins with teachers and required tutorial attendance. Edison will also continue to build the AP program by adding new courses to engage students.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Edison High School will provide a response to intervention approach for student support in order to retain students in AP courses. Tier 1 services will include curriculum that is designed to focus on the AP course and exam. All AP course syllabi will be approved by the College Board. In all AP courses, students will learn skills and content specific to the course to help them access the AP exam, and teachers will collaboratively develop common frequent assessments aligned to the exam. Tier 2 services will include after-school tutorials, peer mentoring supports, lunchtime tutorials, and study sessions provided to students to prepare for and to practice skills needed to be successful on the exam. Tier 3 services include opportunities for deployment, particularly in AP Human Geography and AP World History, tutorials, and technology resources with an emphasis on supporting EL and African American students.
- Students in the classes will receive instruction that is aligned to AP course syllabus and exam. Materials and supplies will support teacher implementation of AP curriculum, including library databases, classroom technology (hardware/software), and subscriptions
- AP targeted skills and test prep tutorials are offered to students in order to improve student access to material on AP exams and number of students earning a qualifying score
- Extended learning opportunities to expose students to related skills and concepts to their AP course (i.e. field trips, guest speakers, etc.)
- Rise-Up Mentoring and iMentors will continue to build its Mentoring program.
- AP recruiting presentations and information
- Continue to support Gaston Honor's Society.
- AP tutoring provided to students in AP courses.
- Counselors work with students to identify selection for AP courses based on AP Potential and teacher recommendation
- Master schedule will be developed strategically to maximize student enrollment based on AP Potential and teacher recommendation
- Target and monitor after school tutorial for Tier 2/3 students
- Update and refresh technology and software to increase technology literacy and exposure for students (i.e. navigating user interface) - Recognition and incentive programs for students
- Provide teachers with funds to purchase material and supplies
- Provide funds for to pay for lease agreements for copiers/fax machines.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

Student Groups

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

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English Learner (EL): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports, our Bilingual Instructional Aide (BIA) for academic supports, purchasing of books, and in-class materials.

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

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English Learner (EL): For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.

African American (AA): For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, certificated and classified staff support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, health support, affinity space support through multicultural coalition.

As a site: What are the planned actions to support this student group?

Homeless (HM): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional services to support students' overall well-being, including resolving conflicts with peers through our restorative practice process.

Students with Disabilities (SWD): Provide additional learning supports and resources to address needs as indicated in student IEPs.

Foster Youth (FY): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional services to support students' overall well-being, including resolving conflicts with peers through our restorative practice process.

Long Term English Learner (LTEL): Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend

learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

- English Learner (EL):** Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.
- African American (AA):** Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolving conflicts with peers through our restorative practice processes.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence		
☐ Moderate Evidence		
☐ Promising Evidence		
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Admin Walkthroughs Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) and Edison Walkthrough form for teacher feedback. Outcomes measured by walkthroughs data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of focus areas and feedback. Monitoring of Students requesting to drop an AP course by AP Vice Principal, AP Coordinator, Head Counselor, AP Teachers. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Monthly monitoring of Counseling Guaranteed Services for Students by Head Counselor, Quarterly monitoring of students receiving a D and/or an F in AP by AP Vice Principal, AP Coordinator, and AP Teachers. Quarterly monitoring of students enrolled in an A-G course by Principal, Vice Principals, Counselors, and teachers. Semester Student Survey on the following metrics: - Value of Strategies - In class supports and out of class supports. - feedback. With 85% of students reported favorably. Outcomes will be measured by Monitoring of Students requesting to drop an AP course by AP Vice Principal, AP Coordinator, Head Counselor, AP Teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Number and percentage of passed AP exams increases from 67% to 72%. Current enrollment of AP students increases from 954 (1642 total exams) (approximately 3%) Historically Marginalized Student Group Enrollment increases by 25% (AA, SWD, EL) This will be monitored by Principal, AP VP, VP Team, Counseling and AP Coordinator.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instructional Supervision & Admin	Mat & Supp			Materials & Supplies: Instructional Supervision	10,000.00

\$10,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Suspension Rate	✓	2.37 %	6.7 %	2023-2024	4.7 %
Suspension Rate - (Two or More Races)	✓		11.1 %	2023-2024	9.1 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- **Action 1:** Based on the metrics in this goal, suspension rates decreased over the last year. Suspension rates for "Two or More Races" and "Asian" increased. Identified student groups are AA, Latino, SWD, EL, Two or More Races, and Asian
- **Action 2:** Reduce number of students with chronic absenteeism
- **Action 3:** Lack of branding for and improvement of sports and arts programs

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Action 1:**
- Implemented a new cellphone policy
 - The utilization of a schoolwide student engagement App that provides data about student attendance and extracurricular involvement
 - Weekly Coordination Of Support Team (COST) meeting
 - Improve data collection tool for student discipline – Student Discipline Matrix to track Tier 1, 2, and 3 supports. Professional learning for teachers regarding ATLAS documentation of student discipline and teacher actions
 - Professional learning for teachers centered on levels of behavior; teacher-driven review and revision of the levels of behavior including a process for referring students for behavioral issues
 - RP team conducting consistent re-entry meetings and restorative circles
 - Discipline Matrix Training for admin team
 - Implementation of mentorship support from the district and community organizations.
 - Discipline meetings are held by grade level to inform students about school rules, policies, and opportunities. Students consistently have communication opportunities to receive information about school rules and policies. Edison implements and uses student assemblies, a student/family information app, a control period, and an advisory-like time called WE ACT lessons that afford teachers, students, and families multiple means to stay informed.

Action 2:

- Need for family support with students refusing to come to school.
- Students coming to school but not attending class.
- Students needing support through self-awareness and grow mindset guidance
- Increased parent follow-up with chronically absent students.

Action 3:

- Limited signage at games, both home and away
- Limited materials to provide a more structured athletic experience
- Outdated materials for arts classes (visual and performing)
- Limited promotion of activities

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1:

- Consistent schoolwide enforcement of cell phone policy
- maintain technology and teacher training for student engagement App
- Maintain weekly COST meetings with intentional actions and supports
- Maintain RP re-entry guidelines for all students and ongoing implementation of restorative circles
- Continue to review student behavior data. Continue the collaboration efforts between the Admin, Safety, and Restorative Practice teams in student discipline data analysis
- Quarterly review of mentorship program data to determine effectiveness and impact on students

Action 2:

- Additional follow-up with families (classified supplemental contracts/overtime)
- Increased SART monitoring and scheduling of meetings
- Streamlined process for updating attendance for fieldtrips and athletic events.

Action 3:

- Signage at games, both home and away
- Materials to improve the experience of athletics and arts events.
- Updated materials for arts classes (visual and performing) Prop 28
- Increased promotion of school events

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: MTSS: Behavior and Social Emotional (WASC CSLN #2) Partially Implemented

Edison High School will develop its multi-tiered system of escalated behavioral and social-emotional support 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 WEACTLessons. Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with an 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.

MTSS for behavior and social-emotional support is progressing but hasn't been implemented as a schoolwide system yet. The bullets below were implemented in support of developing a multi-tiered system of escalated behavioral and social-emotional support for students

- BTSC 9th Grade On-Track Breakthrough Success Community focuses on improving the rates of students on track for postsecondary success. BTSC teachers learn evidence-based change ideas including tier 1 and 2 strategies for 9th graders. 9th graders improved on-track grad rates. Administered a ninth-grade survey about student-to-teacher and student-to-student relationships. 83% of the ninth graders said they had an adult on campus they could go to for support, help, or guidance.
- PLC teams collaborate to create Tier 1 best practices for addressing behavioral and social-emotional behaviors.
- Increased the number of adults supervising on campus. Added three campus safety assistance. Support from Street Saints diminished due to the reorganization
- The Levels of discipline for student behavior and the process for referring students for behavioral issues were reviewed and revised by the teachers on the climate and culture team
- Multiple opportunities for students to get involved in athletics, clubs, and after-school programs.
- Student conferences and counseling services with teachers, social workers, and Vice-principals to support students and change behavior
- implemented 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
- Implement 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. Attended District facilitated professional learning on the new and revised Discipline Matrix
- SEL Counseling for students who receive a Level 3 misbehavior.
- Students with a minimum of 3, Level 3, misbehaviors will be monitored by the RPTSA and RCA in the Re-Engagement Center. Created a custom spreadsheet to track student behaviors and the tiered supports that were provided
- Expand mentoring platforms.
- The new learning on PLC+ for PLCs has been the focus of the PLC team's learning impacts on the implementation of a schoolwide MTSS for behavior and social-emotional supports
- Redisigned Re-Engagement Center space so that it is more conducive to Social Emotional Learning through the use of additional learning resources and classroom furniture.
- Implementation of the multicultural student coalition, Quarterly student-led focus group.
- Implemented Re-Entry Circles for students who have returned to school after being suspended.
- Incentives for students who show improvement in behavior.
- Efforts to Increase school-wide understanding of the multi-tiered system of support, beginning with good first instruction continue to be the work of ILT and through the admin supervision and evaluation work.
- Dedicated time for teacher professional learning on the topic of Tier 1 social-emotional strategies during teacher buyback
- Maintain weekly Coordination of Services Team COST meetings. The following Tier 2 & 3 supports are provided by the COST team

Emotional
Behavioral
Attendance
Housing/Clothing/Personal Needs
Social
Community Violence
Academic

- Two or More Races Student group increased suspension rates by 5.0%
- Asian student group increased suspension rate by 1.1%

Through our **Culture Consultancy**, we focused on building foundational relationships with administration and staff through coaching, office hours, professional development (PD) sessions, and PLC learnings. Data collection was a critical component, utilizing surveys, classroom walkthroughs, interviews, and focus groups to gain insights into the school's cultural landscape and the experiences of administrators, staff, students, and families within the school community.

Using the data and insights gathered in Year 1, we focused on the following key areas to strengthen and enhance the school's overall culture:

- Developing a Theory of Change: Establishing a clear framework to guide cultural improvements and strategic interventions.
- Identifying Primary & Secondary Drivers: Pinpointing the key factors influencing school culture to direct our efforts effectively.
- Defining Change Ideas: Creating targeted initiatives that address the identified drivers and contribute to a positive cultural shift.

Action 2: Decrease Chronic Absenteeism Rate

Partially Implemented

- Daily calls by office staff to address chronic absenteeism.
- Scheduling and holding Attendance Meetings with parents and students with chronic attendance to review district process to address chronic absenteeism and signing of compact for improvement.
- Scheduling and holding Student Attendance Review Team meetings with parents, student, Home-School Liaison, Social Worker, Psychologist (SPED), and Vice Principal to provide additional support and establish an Attendance Contract with agreements to bind additional support and opportunities for improvement.
- Attend and provide support at Student Attendance Review Board meetings to provide accountability to support school attendance improvement.
- Initiated Tigers on Time initiative for supporting improvement of class attendance, having students in seats from bell to bell.

Action 3: Student Engagement in Activities, Athletics, and Arts

Partially Implemented

Arts:

- Performance at Choir Festivals
- Accepted to perform at Disneyland in May 2025
- Performance in Musical Festivals
- Participation in Art Showcase
- Theater

*We used funding from Prop 28 funding to support improvement in these areas for staffing and materials.

Activities:

- Rallies
- Move-Up Days (Gaston and Computech)
- Freshmen Orientation
- Link Crew
- Staff Appreciation
- Senior Sunrise/Sunset
- Multicultural Events
- Leadership Activities
- Winter Formal/Prom
- Yearbook

Athletics:

- Athletic P.E.
- Sports Events
- MLK Showcase (Basketball Tournament)
- Senior Nights
- E-Sports

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: MTSS: Behavior and Social Emotional (WASC CSLN #2)

Partially Effective

We developed its multi-tiered system of escalated behavioral and social-emotional support for students as a way of improving overall suspension rates and for those who are disproportionately suspended. Tier 1 services focused 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 an emphasis on mediating behavior and the restoration of the learning process and environment. We also committed to expanding its mentoring platforms to include more students.

A decline in suspension rates for all students and the selected student groups

- All students - 1.5%
- AA - declined 2.1%
- EL - 1.9%
- LTEL - 2.3%
- Hispanic - 1.9%
- White - 2.9%
- Students with Disabilities - 4.2%
- Socioeconomically Disadvantaged - 1.6%

Utilizing frequent opportunities to monitor data is impactful and has informed decision-making. Below are the data sets we monitor:

- District Quarterly Report of suspension and expulsions data.
- Climate and Culture We Act lessons
- All staff PL products, agendas, and minutes Calendar and logs of child Welfare Specialist, BRCAs, and RCA
- SEL Survey results Staff/Student survey results
- Daily discipline referrals/Re-engagement student logs
- Classroom walkthroughs and CSTP1 and 2 observational data
- Data from the 9th-grade BTSC SEL survey that is administered in the Fall and Spring.

Established protocols are in place to address student behaviors

- The Levels of discipline for student behavior and the process for referring students for behavioral issues were reviewed and revised by the teachers on the climate and culture team
- Student conferences and counseling services with teachers, social workers, and Vice-principals to support students and change behavior
- implemented 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
- SEL Counseling for students who receive a Level 3 misbehavior.
- Students with a minimum of 3, Level 3, misbehaviors will be monitored by the RPTSA and RCA in the Re-Engagement Center. Created a custom spreadsheet to track student behaviors and the tiered supports that were provided
- Admin calibration and alignment of administrative responses to discipline. Attended District facilitated professional learning on the new and revised Discipline Matrix
- Implemented Re-Entry Circles for students who have returned to school after being suspended.

Student Multicultural Coalition

- Facilitated and supported the Student Multicultural Coalition at Edison High School, a diverse group of student leaders dedicated to fostering an inclusive and culturally responsive school environment. This work included creating safe spaces for dialogue, guiding students in co-leading decision-making processes with school leadership, and developing initiatives that address cultural and social issues impacting the student body.
- Additionally, provided training and mentorship to build students' cultural proficiency, social-emotional skills, and leadership capacity, empowering them to lead equity and inclusion efforts among their peers. The work

also included connecting the Student Multicultural Coalition with the Staff Climate and Culture Team to bridge student and staff experiences, ensuring a cohesive approach to fostering a positive, inclusive school community.

Action 2: Decrease Chronic Absenteeism Rate

Partially Effective

Through the implementation of actions and initiatives, we were able to provide needed support to families to either get students in school or provide resources to families that needed next steps to address the chronic absenteeism for their student. We were able to provide social emotional support for students in crisis and processes for next steps. SART meetings established agreements for student accountability and guidance for improvement. Tigers on Time initiative began a process of accountability for being in class on time and supporting improvement of class attendance, having students in seats from bell to bell.

Action 3: Student Engagement in Activities, Athletics, and Arts

Partially Effective

- Through the use of Prop 28 funding, we were able to provide some upgrades with our visual and performing arts programs.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1

- **Student Multicultural Coalition** Facilitate and support the Student Multicultural Coalition at Edison High School, a diverse group of student leaders dedicated to fostering an inclusive and culturally responsive school environment. This work includes creating safe spaces for dialogue, guiding students in co-leading decision-making processes with school leadership, and developing initiatives that address cultural and social issues impacting the student body. Additionally, provide training and mentorship to build students' cultural proficiency, social-emotional skills, and leadership capacity, empowering them to lead equity and inclusion efforts among their peers. The work also includes connecting the Student Multicultural Coalition with the Staff Climate and Culture Team to bridge student and staff experiences, ensuring a cohesive approach to fostering a positive, inclusive school community.

Action 2

- Weekly Attendance meetings to address attendance concerns
- Continue Tigers on Time Initiative

Action 3

- Provide fingerprinting for parents to chaperone and support students for field trips, athletics, and arts events.
- Athletic Director will work closely with counseling to improve the effectiveness of athletic PE classes. We will improve banners for on-site spaces and to transport to away games. Promotion of engagements and diverse scheduling for out-of-state competitions. Afterschool tutoring for athletes to maintain grade averages and keep students eligible to participate. Additional transportation through the purchase of a van to transport teams to events. Coach stipends to work with feeder schools to align athletic programs and retain athletes from elementary to high school. A counselor funded specifically for Athletics. Initiate a junior league, Benet-Berth, and update banners.

Section D: 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.

SSC:

Action 1: Behavioral and social-emotional?

3.1 Bring yoga to school

3.1 MH Support

3.1 Activities that are consistent: Mindfulness class, making connections about how it helps you physically and mentally

3.1 Monthly rage rooms (piñatas, screams, etc.)

3.1 WE ACTS ARE NOT VERY EFFECTIVE, WE NEED WAYS TO EXPRESS OUR ANGER WITHOUT IT SEEMING LIKE A BAD THING

3.1 Make public (cafeteria/library) conscious spaces: bathroom games, coloring pages, etc.

3.1 Use of Online Platforms

Action 2: Decrease the rate of chronic absenteeism??

3.2 Parental support/hold accountability

3.2 Possibly prizes and/or enrichment for good attendance (movie tickets, certificates such as elementary school)

3.2 Provide student-friendly spaces and facilities (better bathrooms/remodel library)

3.2 Parent groups/trying to understand why

3.2 Bringing back school on Saturdays

Action 3: Student participation in activities, athletics, and the arts??

3.3 Offer jazz band and improve and expand the musical offer (provide more instruments)

3.3 Develop a systematic plan for spending VAPA funds/Proposition 28/timely request necessary waivers

3.3 Make the VAPA funding plan public before the school year

3.3 Increase transparency around the recruitment of sports coaches, providing more space for activities.

3.3 Support the new sports director and art and music teachers

3.3 Bring back the arcade decathlon

ELAC:

Action 1: Behavioral and social-emotional?

3.1 Have more activities where students can participate in or be members of the same club??

Action 2: Decrease the rate of chronic absenteeism??

3.2 Try to make medical appointments after school??

3.2 Parental support/accountability

3.2 Prizes and/or enrichment for good attendance (movie tickets, certificates such as elementary school)

Action 3: Student participation in activities, athletics, and the arts??

3.3 Increase Parental Involvement?

3.3 Motivate parents to get involved in meetings??

3.3 That teachers who teach sports also speak Spanish??

Staff:

- We need to take a harder look as a school and as a district at the impact of what true "Schoolwide" PBIS looks like in relation to MTSS. If the district isn't able to invest in true districtwide PBIS, I think Edison could really benefit from conducting a deep dive into PBIS strategies and systems and capturing student, family, and staff voice to create supports that are uniquely appropriate for the Edison community. In doing so, we can create a model of excellence that other schools in the district will want to emulate.
- Having fun days rewards for students to increase the students' interest to learn.
- Make school a fun place for them to look forward. Radio stations to come to school? Listening to music is a great go to relaxer and peace. A lot of students identify with music and enjoy it.

Action 1 :**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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- Culture Consultant support through the Multicultural Student Coalition, a diverse group of student leaders dedicated to fostering an inclusive and culturally responsive school environment. This work includes creating safe spaces for dialogue, guiding students in co-leading decision-making processes with school leadership, and developing initiatives that address cultural and social issues impacting the student body. Additionally, provide training and mentorship to build students' cultural proficiency, social-emotional skills, and leadership capacity, empowering them to lead equity and inclusion efforts among their peers. The work also includes connecting the Student Multicultural Coalition with the Staff Climate and Culture Team to bridge student and staff experiences, ensuring a cohesive approach to fostering a positive, inclusive school community. (Taylor'd Consulting)
- 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.
- Materials and Supplies for School Connectedness activities.
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

- *Suspensions 4.9%*

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.

Foster Youth (FY): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.

Long Term English Learner (LTEL): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.

English Learner (EL): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.

African American (AA): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.

Homeless (HM): For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.

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

Students with Disabilities (SWD): For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, paraprofessional support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support through our school nurses.

Homeless (HM): For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health

support through our school nurses.

Foster Youth (FY): For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.

Long Term English Learner (LTEL): For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.

English Learner (EL): For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.

African American (AA): For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, certificated and classified staff support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, health support, affinity space support through multicultural coalition.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Provide additional learning supports and resources to address needs as indicated in student IEPs and social emotional supports.

Homeless (HM): Provide supports through Project Access, meet with students for check-ins, address basic needs that impede educational opportunities, and provide other resources as deemed necessary.

Foster Youth (FY): Provide supports through Project Access, meet with students for check-ins, address basic needs that impede educational opportunities, and provide other resources as deemed necessary.

Long Term English Learner (LTEL): Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

English Learner (EL): Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

African American (AA): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolving conflicts with peers through our restorative practice processes.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Bi-Weekly monitoring of Suspension data by Tiger Discipline Team. We will use the weekly metric of suspensions to monitor. Weekly monitoring of Re-Engagement Data by Tiger Discipline Team and Vice Principal.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Quarterly monitoring of Suspension Data by Principal, Vice Principals and Tiger Discipline Team. Quarterly monitoring of misbehavior data by Principal, Vice Principals, and Tiger Discipline Team. 5% target decrease in suspensions (6.7% decrease for 2024-2025 mid-year report).	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Suspension rate will decrease from 6.7% to 4.7%. Suspension rate for two students who are two or more races will decrease from 11.1% to 9.1%.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- Tigers on Time (formerly known as Tardy Sweeps) and after-school detention and lunch detention for students with habitual daily tardiness
- After school tutorial services to improve Ds & Fs
- Daily phone calls home made by attendance.
- Home visits conducted by Home School Liaison.
- 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

- Campus Safety Assistant

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

- Chronic Absenteeism 26.6%

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

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

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

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

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

Student Groups

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

- Students with Disabilities (SWD):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.
- Foster Youth (FY):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.
- Long Term English Learner (LTEL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.
- English Learner (EL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.
- African American (AA):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.
- Homeless (HM):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.

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

- Students with Disabilities (SWD):** For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, paraprofessional support, field trips, incentives for

engagement, safety support, building maintenance to make spaces conducive for learning, and health support through our school nurses.

Homeless (HM): For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.

Foster Youth (FY): For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.

Long Term English Learner (LTEL): For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.

English Learner (EL): For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.

African American (AA): For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, certificated and classified staff support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, health support, affinity space support through multicultural coalition.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Provide additional learning supports and resources to address needs as indicated in student IEPs and social emotional supports.

Homeless (HM): Provide supports through Project Access, meet with students for check-ins, address basic needs that impede educational opportunities, and provide other resources as deemed necessary.

Foster Youth (FY): Provide supports through Project Access, meet with students for check-ins, address basic needs that impede educational opportunities, and provide other resources as deemed necessary.

Long Term English Learner (LTEL): Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

English Learner (EL): Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

African American (AA): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolving conflicts with peers through our restorative practice processes.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Weekly attendance teams meetings to be held on Tuesday, early dismissal days to identify students in need of attendance support such home visits, COST referral, SART follow-ups. Measurement of outcomes will be based on the number of students who receive an intervention. Outcomes will be monitored by VP of Attendance, Attendance Team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Monthly attendance rates. Number and Percentage of students who are moving from Manageable to Good, Chronic to Manageable, Severely Chronic to Chronic. -5% target decrease in Chronic Absenteeism Outcomes will be measured by Principal, VP of Attendance, Vice Principals, and Attendance Team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Overall positive change: • Manageable to Good, from 24.5% to 20.5% • Chronic to Manageable, from 18.0% to 14.0% Outcomes will be measured by Principal, VP of Attendance, Vice Principals, and Attendance Team.

Action 3 :

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)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Amulticultural 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

VAPA–R.E.AL Collaborative Gallery Show

Youth Art Month

Big Fresno Fair, Junior Art Show

HeART Beat (Fresno County Collaboration)

Lunch time activity participation

Club Participation and recruitment.

Training for staff on student engagement inputting into ATLAS.

Summer Bridge implementation

Enrichment field trips for students

Materials and Supplies for outdoor activities.

Materials and Supplies for ET Extravaganza

Implement a House of Representatives

CCD will lead House of Representatives for the POP (Problem of Practice around Engaging the Unengaged)

Club Senate

Congressional Art Show with Congress Member, Jim Costa

CADA/CASL to train students on strengthening their own leadership skills to help them connect with unengaged students: combination of leadership students, club members, unique students o

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

Student Groups

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

- Students with Disabilities (SWD):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.
- Foster Youth (FY):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.
- Long Term English Learner (LTEL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.
- English Learner (EL):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.
- African American (AA):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.
- Homeless (HM):** For this group, we will use Title I funds to provide an Edgenuity license for credit recovery, funding of our Home-School Liaison (HSL) for parent engagement for attendance and academic supports.

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

- Students with Disabilities (SWD):** For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, paraprofessional support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support through our school nurses.
- Homeless (HM):** For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.
- Foster Youth (FY):** For this group we will provide supports through our Project Access social workers, materials needed for social emotional support, approval of field trips, incentives for engagement, and safety and health support through our school nurses.
- Long Term English Learner (LTEL):** For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.
- English Learner (EL):** For this group we will provide an EL Coordinator, learning curriculum and applicational licenses for instruction, bilingual instructional aide support, field trips organized by EL Coordinator, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, and health support.
- African American (AA):** For this group we will provide materials needed for learning, use of projection/Promethean technology, licenses for learning applications, certificated and classified staff support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, health support, affinity space support through multicultural coalition.

As a site: What are the planned actions to support this student group?

- Students with Disabilities (SWD):** Provide additional learning supports and resources to address needs as indicated in student IEPs and social emotional supports.
- Homeless (HM):** Provide supports though Project Access, meet with students for check-ins, address basic needs that impede educational opportunities, and provide other resources as deemed necessary.
- Foster Youth (FY):** Provide supports though Project Access, meet with students for check-ins, address basic needs that impede educational opportunities, and provide other resources as deemed necessary.
- Long Term English Learner (LTEL):** Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.
- English Learner (EL):** Provide additional learning supports and resources to promote language learning and address content learning needs. Utilize the support of BIA to make learning meaningful. Extend learning opportunities by planning off-campus opportunities to build connections and reinforce language acquisition.

African American (AA): Provide Tier I-III academic supports, including tutoring through afterschool program and online supports. Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolving conflicts with peers through our restorative practice processes.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Bi-Weekly Monitoring of 5 Star Student Engagement by CCD. CCD will report back to admin team at Management Meetings.

Bi-Weekly uploading of 5 Star

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

CCD will measure new attendees to student engagement opportunities (unique/not duplicated)

+5% target increase in student engagements.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Increased participation in Athletics, Arts, and Activities as measured by increased student engagement and student attendance at school events.

Positive increase in school connection and campus culture as measured by positive responses on Student Climate and Culture Survey.

2025-2026 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	Resource Counseling Assistant - Academic and Social Emotional Support	76,538.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	3,928.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Extra funds for CSA Open Position to be moved once filled.	9,955.00
G3A2	Sup & Conc	Health Services	Medical Supp			Health Service Materials & Supplies	2,000.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000		75,271.00
G3A3	Sup & Conc	Pupil Transportation	Fuel			Fuel and Maintenance (Transportation)	8,482.00

\$176,174.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	81.7 %	78.3 %	2024-2025	84.3 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The problem of practice is that staff reporting favorably in organizational culture domain is 6% below the Fresno Unified School District's collective average. Edison has seen an increase by 3% in this domain from the Fall 2024 administration to the Spring Administration. Edison would like to continue making strides in this domain.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Causes for the Gap:
- Limited time for staff meetings and PL.
 - Limited opportunities for recognition.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Edison needs to be strategic with staff meeting times.
- Edison needs materials and supplies to create low-cost recognition opportunities.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Cultural Sustaining Practices

Fully Implemented

Edison worked closely with a Cultural Consultant all year which included whole staff, ILT, CCT consultation. African-American affinity spaces were held throughout the year with the support of Edison's Culture Consultant and one staff meeting was dedicated to address cultural concerns and staff were given the opportunity to voice their concerns. Cultural Consultant has been working with Admin to build and support culture.

Action 2: Building Teacher Agency (PL and Staff Culture)

Partially Implemented

Edison began implementation of PLC+ with ILT, PLCs, and through Regional ILT. SEL Professional Learning was conducted by Coach Rudy totaling 5 hours. SEL Professional Learning was conducted at August Buy Back totaling 2.5 hours. Climate and Culture Team provided professional learning for two hours on SEL elements and Tiger Packs. Operational training on Buyback was held for 1 hour. One hour of Discipline Supports, and 1 hour of literacy.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Cultural Sustaining Practices

Effective

Staff responding favorably that the school embraces, values, and understands different races, ethnicities, and cultures increased by 1%. We felt this action was effective as the work that was done this year was foundational.

Action 2: Building Teacher Agency (PL and Staff Culture)

Effective

Edison has seen an increase by 3% in this domain from the Fall 2024 administration to the Spring Administration. Edison would like to continue making strides in this domain. This was effective as it has shown an increase through SEL strategies and collective teacher efficacy.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Culture Consultancy will build upon the foundation set in Year 1, our work in Year 2 will focus on the implementation, progress monitoring, and modification/adaptation of change ideas within the school's ecosystem. This iterative process ensures that our strategies remain relevant and effective in fostering a positive and inclusive school culture. We will focus on the key pillars of:

- Culture of Achievement
- Culture with Students
- Culture with Families
- Culture with Staff

- Culture with Administration

Admin Leadership Development & Coaching Provide individualized coaching and strategic support to Edison High School's administrative team to enhance their leadership capacity in fostering an inclusive, culturally responsive, and supportive school environment. This service includes one-on-one and team coaching sessions focused on developing skills in equity-centered leadership, effective communication, staff and student engagement, and data-informed decision-making. The coaching will support administrators in addressing complex school culture and climate challenges, implementing sustainable practices, and leading with cultural proficiency to improve outcomes for both staff and students.

Staff Affinity Spaces Maintain and expand staff affinity spaces at Edison High School to foster inclusion, belonging, and support among staff through the lens of their cultural identities. This work includes facilitating the development and sustainability of culturally responsive affinity groups that provide safe spaces for staff to connect, reflect, and engage in meaningful dialogue. Support the growth of these spaces by providing guidance, resources, and professional learning opportunities that promote cultural proficiency, wellness, and collaboration. The goal is to strengthen relationships, build community, and enhance the overall staff experience, contributing to a more inclusive and affirming school culture.

Climate and Culture Team Provide support to Edison High School's Staff Climate and Culture Team in their development and leadership capacity. This includes facilitating professional learning, coaching, and collaborative planning sessions to strengthen the team's ability to analyze school climate data, identify key areas for growth, and develop actionable steps that foster a more inclusive, supportive, and positive ecosystem for both students and staff. The work focuses on equipping the team with the tools and strategies necessary to implement sustainable initiatives that enhance school culture, promote belonging, and bridge the student and staff experience at Edison.

Overall Implementation & Support To achieve these goals, professional development, coaching, and continuous support will be provided throughout the year. Our approach will remain dynamic, data-informed, and responsive to the evolving needs of the school community. By aligning our efforts with these strategic pillars, we aim to create a more inclusive, supportive, and high-achieving school culture for all stakeholders.

Section D: 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.

SSC:

- Action 1:** Increasing cultural sustainment practices
- 4.1 Equality= Equity. Any teacher must be mindful of the needs of students who require additional resources (e.g., EL students, SPED students, students with mental disabilities)
- 4.1 Recognize differences in GATE, AP, Honors, Advanced/Accelerated, Regular (teachers with a variety of these classes should be aware of the difference in pace)
- Action 2:** Building the teaching agency (PL and staff culture)
- 4.2 More respect for teachers by the administration
- 4.2 The administrator must consider the teacher's opinion when doing the teacher's tasks
- 4.2 Improve and make more OBJECTIVE and TRANSPARENT the process by which the administration evaluates teachers
- 4.2 Resurrect the PTA so parents can raise funds for more support and resources for teachers

ELAC:

- Action 1:** Increasing cultural sustainment practices
- 4.1 Hold more meetings or give teachers information about the cultures represented in their school
- Action 2:** Building the teaching agency (PL and staff culture)
- 4.2 That there are opportunities for teachers to participate in cultural events or that diverse groups themselves make presentations for teachers. (Young people teach teachers)

Staff:

- The additional asks of teachers, especially new teachers is leading to burn out. Virtually every teacher I talk with has one too many programs that they are a part of or leading. All of the work is good work but we are being stretched too thin. Doing an authentic audit of our programs could help us to work harder without the burnout that we are struggling with.
- Bringing back student aids for teachers would go a long way to help. There is a lot of work that goes into supporting and modifying our curriculum for our diverse population.
- I agree with both posts. Our district said we can't give students a grade for being a TA. That's fine! Clovis Unified still allows TAs. The kids just don't get a grade for the class. Surprisingly (or perhaps not), students STILL sign up to be TAs because they enjoy helping teachers.
- 1. I love the above ideas shared regarding student TAs. We have so many students that have more than the credits necessary to graduate and would love to have a period their senior year that only requires them to show up and be helpful and responsible, while simultaneously learning the crucial soft skills they will need to succeed in the real world. Additionally, there are students that have enough credits their senior year to graduate on time and even with honors,

but instead of listening to student voice and needs, we require them to take an additional math course, and many end up failing because they don't need it, don't want it, and they end up with a lower GPA and extra stress they don't need.

- We need to continue looking for more ways to celebrate, as admin and staff, to celebrate the good things each other is doing. Yes, we need to celebrate the good things that are going on in the classroom, but we need to practice more celebrating of our maintenance, cafeteria, and other classified staff, and we also need to celebrate and appreciate our admin and counselors when they shine. One thing that would help this effort is to figure out a way for our Climate and Culture team to collaborate regularly with our Sunshine Club and create channels of communication with the various departments and staff that support adults and students, so we know who and what to celebrate. One great example of celebration is the work that our instructional coach, Marisol Sevel, is doing to celebrate good instruction through her interactions and with her newsletter. Let's figure out how to get better and do more of this.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Continued Professional Learning on EL instructional strategies. (4x, including all staff and optional workshops)

Professional Development Conferences.

Continued support for the EL Response Team (ELERT)

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

Student Groups

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

We will use Title I funds to provide books and in-class materials to support AA, SWD, Foster, Homeless, and EL students.

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

We will provide materials needed for learning, educational licenses for learning applications, certificated and classified staff support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, conferences, supplemental contracts, coverage for activities with students.

As a site: What are the planned actions to support this student group?

We will provide materials needed for learning, educational licenses for learning applications, certificated and classified staff support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, conferences, supplemental contracts, coverage for activities with students.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Edison High School will utilize classroom walkthroughs to inform the level of integration of Cultural Responsive Practices and provide feedback.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Monitoring of self-reported data on Culture and Climate Survey (Fall and Spring). This is monitored by Climate Survey.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We should see an increase in the number of staff members (5%) reporting favorably on the Culture Survey conducted by Edison's Equity Consultant. We should increase in the monitoring of self-reported data on Culture Survey from Fall-to-Fall administration.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

Professional Learning on Culturally Responsive Strategies

Professional Learning on PLC Development

Professional Learning on Multi-Tiered Systems of Support

Professional Learning on Social-Emotional Strategies

Monthly Staff Socials

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

Monthly recognition of staff members

Birthday celebrations/staff spirit items

Tiger Pack activities

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

Involve parents in staff celebrations.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Continued Professional Learning on EL instructional strategies (2x a year, All Staff workshops)
EL Coordinator will work with teachers/PLCs on how best to support EL students

Student Groups

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

We will use Title I funds to provide books and in-class materials to support AA, SWD, Foster, Homeless, and EL students.

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

We will provide materials needed for learning, educational licenses for learning applications, certificated and classified staff support, field trips, incentives for engagement, safety support, building maintenance to make spaces conducive for learning, conferences, supplemental contracts, coverage for activities with students.

As a site: What are the planned actions to support this student group?

We will continue providing professional learning opportunities, planning days, supplemental contracts for additional student support, coverage for field trips and student events, supplies to support instruction,

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Weekly Monitoring of PLC+ Collective Efficacy Cycles by Principal and Vice Principals.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Quarterly monitoring PLC Collective Efficacy Cycles.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

A decrease in Ds/Fs by 5% from 45.3% to 40.3%.

An increase of Scale Score for ELA and Math CAASPP by 15 points.

2025-2026 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			TBD : Cultural Consultant, Fresno PD, Other Consulting and Operating Services	30,000.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Certificated: Substitute Salaries	29,818.00
G4A2	Sup & Conc	Instruction	Travel			Travel/Conferences for Professional Development	25,000.00

\$84,818.00

Current Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	89 %	85.8 %	2024-2025	86.9 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Based on parent feedback, Parent Engagement and ELAC meetings are only made available at times when many parents are working and unable to attend.
- Based on parent feedback, more opportunities to increase the amount of family engagement touchpoints throughout the year are needed to increase community voice.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited opportunities for parent feedback due to scheduling of meetings and/or limited abilities to access platforms for communication.
- Limited options for translation to allow more direct communication from non-English speaking parents to communicate with the school.
- Limited advertisement and promotion of events outside of the posting of fliers and communicating through ParentSquare.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Calendaring afternoon/evening meetings to accommodate parent schedules to increase attendance at parent engagement and ELAC meetings.
- Identify and plan opportunities to increase parent involvement and community voice.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Parent Involvement and Engagement

Fully Implemented

- Edison continues to hold monthly Coffee Hours with parents for the 2024-2025 school year. Topics covered included the SPSA, College FAFSA, and EL Supports.
- ParentSquare continues to increase our ability to reach out to parents with important information. However, there is a need to build tech capacity for parents to navigate the platform.
- Parents were provided with weekly ParentSquare notifications to
- Back to School Night resulted in hundreds of parents attending and connecting with staff, as well as, learning about opportunities to support their students educational and extra-curricular needs.
- Dual Enrollment Parent meeting had 200+ parents in attendance.
- The ET Extravaganza had an attendance of approximately 3000-5000 parents, community members, and students.
- Counseling held several FAFSA workshops to support families. There was a ninth-grade parent meeting in August 2024.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Parent Involvement and Engagement

Partially Effective

- Parent Engagement Coffee hours were held monthly throughout the school year with an average attendance of 25-30 parents (+10 increase from 2023-2024).
- ParentSquare was used as a communication platform for weekly, and emergency, communications to families. Parent accessing of the ParentSquare platform is partially effective due to tech accessing challenges. There are 2,184 contactable parents, 69 non-contactable parents, 28 no contact available; 96% of parents are contactable, however, only 419 parents returned contact.
- Back to School Night is effectively planned and attended.
- ET Extravaganza is effectively planned and attended. (3000-5000 participants)

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next year, we will increase touchpoints with parents through the expansion of Parent Instructional Walks which will occur once a month and parents will receive learning around instruction and then walk classrooms. We will also conduct two parent field trips to colleges (UC school and State College). We will expand our incentivized parent engagement model where parents receive incentives based on how many parent engagement events they attend. Home School Liaison will hold bi-weekly parent trainings around topics such as Parent Square, ATLAS, etc.

Section D: 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.

SSC:

5.1 Being advised/called to participate

ELAC:

5.1 Engaging multilingual families

Staff:

- Having more family friendly events like an award ceremony or

5.1 Parent workshops explaining the core curriculum and rules and goals

5.1 Create incentives for parents to come

5.1 Send Brochures Home (ADD COLOR PRINTERS)

5.1 Parent Groups/Workshops- Vent/info on Student Disability Information:

*How to help them

*Strategies

*Copying mechanisms

*Feeling seen/heard

5.1 Invite ALL parents, not just those who have attended previous meetings. Encourage more parent involvement "OUT REACH"

5.1 Administrative Support to Revive PTA to Raise Funds for School

5.1 Mail Brochures Home

5.1 Train parents to be able to conduct an ELAC or SSC board.

5.1 Promote more boards (perhaps personalized calls to the parents of English learners)

5.1 Helping Parents Use the Parent Square App

better promotion of the events we do have.

- We should fund a parent trip to a university such as UC Merced. Sunnyside does this with great success. For many of our students, their parents did not attend college. Many have not visited a college campus or had a tour. This would be a great opportunity for parents to learn more about a university setting and feel more comfortable with sending their children to college.
- Let's figure out ways to increase communication and solicitation of parent involvement and attendance on field trips as well as on campus events. When I was doing my student teaching at the elementary level, it was common to have parent helpers in the classroom. What is preventing us from figuring out ways to involve key parents in our classrooms at the high school level? Let's brainstorm how we can invite, develop and create additional parent advisory groups to not only collect parent voice but also their buy in for what their student is learning and experiencing at Edison. These types of efforts will open our eyes to the resources hidden amongst the families of our students and inspire collaborations that we don't even know are currently possible.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- Tiger Instructional Walks for Parents

- Parent Square Platform to better communicate with our parents.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

We will use Title I funds for Home-School Liaison (HSL) supports for parent engagement and attendance, Bilingual Resource Counseling Assistant (BRCA) for student academic and social emotional support and parent communication/translation. mileage for home visits, and classified overtime and supplemental contracts for additional support.

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

We will provide Resource Counseling Assistant for student social emotional and academic support, EL coordinator to support with newcomer needs and EL resources for families, supplies and resources for meetings, and classified overtime and supplemental contracts for additional support.

As a site: What are the planned actions to support this student group?

We will continue holding parent engagement meetings through coffee hours and ELAC meetings, scheduling both morning and afternoon/evening meetings to increase attendance and participation. We will provide food items at these meetings and purchase incentives to increase engagement.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will monitor attendance of parent engagement meetings once a month. Principal, Vice Principals and Home School Laision will monitor.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Quarterly monitoring of parent engagement attendance. Fall to Spring monitoring of parent voice in the Climate and Culture Survey. Principal, Vice Principals and Home School Laision will monitor.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Increased attendance of new attendees for Parent Engagement. Increased number and percentage by 5% of parents reporting favorably on Climate and Culture in Spring Principal, Vice Principals and Home School Laision will monitor.

2025-2026 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	Oth Cls-Supp			Classified Supplemental: Childcare for Parent Engagement	2,618.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Home-School Liaison - Attendance Support (Includes Home Visits and Follow-up) **HSL cannot be used for translation of mandatory items (i.e., ELAC & IEPs)**	85,499.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			Classified Support - Substitute	2,119.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ovr			Classified Overtime for Parent Engagement Support	3,106.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage	500.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified Overtime for Parent Engagement Support	4,140.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies - Parent Engagement/ELAC	5,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Bilingual Resource Counseling Assistant - Academic, Social Emotional, and Translation Support	51,758.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.2500	Bilingual Resource Counseling Assistant - Academic, Social Emotional, and Translation Support	17,253.00

\$171,993.00

2025-2026 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	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8000	Bilingual Instructional Aide - In-Class English Learner Support	64,654.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Website Licenses, Books and Supplemental Resources: including but not limited to 5-Star students, Nearpod, Gimkit (Language Learning), Digital Theatre (Language Learning), Grade Cam (AP Support), Quizziz (Progress Monitoring), and Gizmos (Life Science Learning).	25,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	English Learner and Redesignation Support - ELPAC Coordinator	87,140.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	English Learner and Redesignation Support - ELPAC Coordinator	87,140.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Certificated Substitute Salaries for EL Support	11,927.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental Contracts to Support English Learners	3,679.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies (English Learner Support)	17,847.00
G1A3	LCFF: EL	Instruction	Travel			Conferences for Professional Development (English Learner Support)	8,000.00
G1A3	LCFF: EL	Instruction	Direct Trans			Direct Transportation - English Learner Support	9,163.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental Contracts for EL Support	655.00
G1A4	Title 1 Basic	Instruction	Bks & Ref			Edgenuity and Site Licenses for Classroom Instruction	21,270.00
G1A4	Title 1 Basic	Instruction	Mat & Supp			Itemized Classroom Supplies: No food or incentives	5,473.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contracts	61,300.00
G1A4	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	124,530.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	17,000.00
G1A4	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease (Ricoh)	55,000.00
G1A4	Sup & Conc	Instruction	Direct Trans			Direct Transportation - Field Trips	20,000.00
G1A4	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	15,000.00
G1A4	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	5,000.00
G1A4	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified Overtime for Parent Engagement Support	10,350.00
G1A4	Sup & Conc	Ancillary Services	Direct-Food			Direct Nutritional Services	10,000.00
G2A2	Sup & Conc	Instructional Supervision & Admi	Mat & Supp			Materials & Supplies: Instructional Supervision	10,000.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Resource Counseling Assistant - Academic and Social Emotional Support	76,538.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	3,928.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Extra funds for CSA Open Position to be moved once filled.	9,955.00
G3A2	Sup & Conc	Health Services	Medical Supp			Health Service Materials & Supplies	2,000.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000		75,271.00
G3A3		Pupil Transportation	Fuel				8,482.00

G3A3	Sup & Conc	Pupil Transportation	Fuel			Fuel and Maintenance (Transportation)	8,487.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Cultural Consultant, Fresno PD, Other Consulting and Operating Services	30,000.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Certificated: Substitute Salaries	29,818.00
G4A2	Sup & Conc	Instruction	Travel			Travel/Conferences for Professional Development	25,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified Supplemental: Childcare for Parent Engagement	2,618.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Home-School Liaison - Attendance Support (Includes Home Visits and Follow-up) **HSL cannot be used for translation of mandatory items (i.e., ELAC & IEPs)**	85,499.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			Classified Support - Substitute	2,119.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ovr			Classified Overtime for Parent Engagement Support	3,106.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Local Mileage	500.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified Overtime for Parent Engagement Support	4,140.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies - Parent Engagement/ELAC	5,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Bilingual Resource Counseling Assistant - Academic, Social Emotional, and Translation Support	51,758.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.2500	Bilingual Resource Counseling Assistant - Academic, Social Emotional, and Translation Support	17,253.00
							\$1,103,113.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$261,777.00
Sup & Conc	7090	\$685,672.00
LCFF: EL	7091	\$155,664.00
Grand Total		\$1,103,113.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$660,128.00
G2 - Expand student-centered and real-world learning experiences	\$10,000.00
G3 - Increase student engagement in their school and community	\$176,174.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$84,818.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$171,993.00
Grand Total	\$1,103,113.00