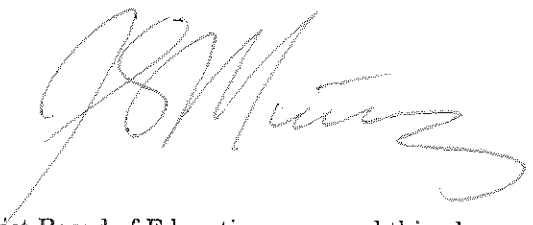
Edison High

10621661031897

Principal's Name: Joey Munoz

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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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 and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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	X				
2. Chairperson – Duncan Wanless		X			
3. Chris Dowdy				X	
4. Angelica Guzman				X	
5. Philip Krumpe		X			
6. Michael Stamps		X			
7. Madelyn Finister			X		
8. Brianna Thomas					X
9. Rheanna "Destinee" Rodriguez					X
10. Nahom Kebede					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 03/26/2026 .**

Required Signatures

School Name: Edison High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Joey Munoz**		4/16/26
SSC Chairperson	**Duncan Wanless**		4/16/26

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

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

FY 2026/27

Edison - 0145

ON-SITE ALLOCATION

3010	Title I	$278,772	*
7090	LCFF Supplemental & Concentration	$668,255	
7091	LCFF for English Learners	$134,322	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$1,081,349**	

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$68,496
Program Budget	$210,276
Total Title I Allocation	$278,772

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Edison High 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	CCI - percentage of students who are Prepared (ALL)	67.3 %	63.9 %	2024-2025	**67.4 %**
Goal 1	CCI - percentage of students who are Prepared (Students w/ Disabilities)		5 %	2024-2025	**8.5 %**
Goal 1	CCI - Percentage of students who completed A-G (ALL)		63.9 %	2024-2025	**65.9 %**
Goal 1	ELPAC - percentage of students who scored 4		9.6 %	2024-2025	**10.7 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	51.6 %	43 %	2024-2025	**44.1 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	48.9 %	47.4 %	2024-2025	**48.5 %**
Goal 1	Graduation Rate (ALL)	95.6 %	95 %	2024-2025	**96.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		50 %	2025-2026	**51.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		50 %	2025-2026	**51.1 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		52.8 %	2025-2026	**53.9 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	37.5 pts	45.5 pts	2024-2025	**60.5 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		66 %	2024-2025	**71 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-50.1 pts	-35.4 pts	2024-2025	**-20.4 pts**

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		38.1 %	2024-2025	**43.1 %** ↑
Goal 2	Chronic Absenteeism (ALL) Semester 1		17.2 %	2025-2026	**16.6 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	86.9 %	93 %	2025-2026	**94.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	84.3 %	87 %	2025-2026	**88.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		79 %	2025-2026	**81 %** ↑
Goal 2	Suspension Rate (ALL) Semester 1	4.7 %	2.4 %	2025-2026	**2.07 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Academic Growth and Achievement:

Action 1 (Literacy Action - WASC Critical Student Learner Need #1): Based on the metrics of this current goal, overall students averaged +45.5 distance from standard (DFS) in English/Language Arts (ELA). African American (AA) students averaged -17.5 DFS, Students with Disabilities (SWD) averaged -112.6 DFS, English Learners (EL) -83.4 DFS, and Long-Term English Learners (LTEL) -89.3 DFS.

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

Academic Growth and Achievement:

Action 2 (Mathematics Action): Based on the metrics of this current goal, overall students averaged -35.4 DFS in Math. AA students averaged -17.5 DFS, EL students averaged -149.8 DFS, LTEL students averaged -161.3 DFS, and SWD -180.8 DFS. There exists an ongoing need for progress monitoring on this metric.

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

Academic Growth and Achievement:

Action 3 (Reclassification of English Learners): Based on the metrics of this current goal, our English Learner Performance Indicator (ELPI) growth for EL averaged 43% declining 4.8% and LTEL averaged 47.4% declining 3.1%.

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

Academic Growth and Achievement:

Action 4 (Reduction of Ds/Fs - WASC CSLN #3): Based on the metrics of this current goal, students receiving one D or F in the first semester or 2025-2026 was -4.3% lower than first semester of 2024-2025. While these numbers reflect an improvement, the continues to be a problem when it comes to D/F grades earned by students. There exists an ongoing need for progress monitoring on this metric.

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

Academic Growth and Achievement:

Action 5 (College and Career Readiness): 1.) Based on the metrics for this current goal, current indicators for increasing College and Career Readiness (CCI) maintained from 2025 (63.9%) to 63.9% to stay on track to 75% by 2030. English Learner (EL) students increased by 11.4% and Long Term EL students increased by 7%. 2.) Based on 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. 3.) Based on current indicators 7 of our AP courses are performing far below the state average on AP exams as identified by College Board AP exam score reports.

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

Academic Growth and Achievement:

Action 6 (Increase Culturally Sustaining Practices): Based on 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 2025 administration to the Spring Administration. Edison would like to continue making strides in this domain.

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

The Whole Child (SEL & Student Engagement):

Action 1 (SEL & Student Engagement - WASC CSLN #2): Based on the metrics in this current goal, suspension rates averaged 4.5% at least 1 day and decreased 2.2%. Suspension rates decreased for Two or More Races by 6.3% to 4.8% and Asian student groups by 1.4% to 1.1%. There exists an ongoing need for progress monitoring on this metric.

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

The Whole Child (SEL & Student Engagement):

Action 2 (Decrease Chronic Absenteeism Rate): Chronic and severely chronic absenteeism rate is at 22% decreased by 6% from the prior year (2024-25).

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

The Whole Child (SEL & Student Engagement):

Action 3 (Student Engagement in Activities, Arts, and Athletics): To address athletic academic performance, athletes need a space to engage academics to put them on the path of being effective Student-Athletes.

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

The Whole Child (SEL & Student Engagement):

Action 4 (Visual and Performing Arts [Prop 28 funds]): There is a lack of opportunity for students entering high school to access the performing arts program due to inexperience at the middle school level.

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

Operational Excellence:

Action 1 (Building Teacher Agency - PL and Staff Culture): Based on the metrics for this current goal, staff reporting favorably in organizational culture domain is 6% below the Fresno Unified School Districts collective average. We have seen an **increase by 3%** in this domain from the Fall of 2025 to the Spring of 2026, however we are looking to increase in this domain.

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

Operational Excellence:

Action 2 (Increase Parent Involvement and Engagement): Based on our meeting attendance records, Parent Engagement meeting attendance does not represent the diverse student groups on our campus. Average attendance rate for Coffee Hours (45) and ELAC (40).

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

Academic Growth and Achievement:

Action 1 Literacy Action - WASC Critical Student Learner Need #1): 1.) Students not mastering reading foundational skills in earlier grades. 2.) Students need explicit literacy instruction. 3.) Edison needs a schoolwide content literacy focus and implementation.

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

Academic Growth and Achievement:

Action 2 (Mathematics Action): 1.) Students not mastering foundational Mathematics skills. 2.) Inconsistent application of high leverage Mathematical practices. 3.) Limited Mathematics tutoring options.

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

Academic Growth and Achievement:

Action 3 (Reclassification of English Learners): 1.) Limited instructional supports for our EL students within the classroom. 2.) Growth needed in EL strategies centering on literacy, language acquisition and development. 3.) Need for increased professional learning on EL strategies and disposition to ELL strategies.

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

Academic Growth and Achievement:

Action 4 (Reduction of Ds/Fs - WASC CSLN #3): 1.) Inconsistent Grading Systems throughout the school. 2.) Instructional approaches within the classroom. 3.) Lack of student engagement and connection. 4.) Consistent availability of technology due to laptop not working, left at home, lost, or stolen.

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

Academic Growth and Achievement:

Action 5 (College and Career Readiness): 1.) EL strategies not current with language acquisition philosophy and needed supports are not current. Students prefer to write in Spanish, however, teachers prefer to write in English. 2.) Some students are graduating on waivers, excluding A-G requirements for newcomer EL students, other EL students, and SWD. 3.) The timing of students entering high school from other countries cause students to enter behind. 4.) Students must complete A-G requirements to be college and career ready graduates. 5.) Strategies for literacy improvement needed to support students to be college and career ready. 6.) No system of supports for intervention. 7.) English is linked to the CTE Pathway, ELD students are not allowed to participate in the Pathway program that supports CCR. 8.) Students are not mastery the skills they are tested on for AP courses affecting CCR. 9.) Teachers need more collaboration, training, analysis of instructional planning reports, vertical articulation, and course sequencing for successful AP course instruction and offerings affecting CCR.

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

Academic Growth and Achievement:

Action 6 (Increase Culturally Sustaining Practices): 1.) Limited time for staff meetings. 2.) Limited opportunities for recognition. 3.) Limited time for professional learning.

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

The Whole Child (**SEL & Student Engagement**):

Action 1 (SEL & Student Engagement - WASC CSLN #2): 1.) Several suspensions stem from access to social media and inconsistent enforcement of the school-wide cell phone policy (Bell-to-Bell No Cell). 2.) Need to reduce the number of attendees at Expectation Meetings with students to allow for more interaction and clarity. 3.) Need for accurate parent contact information and sharing information on school-wide expectations and what behaviors descend to a suspension.

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

The Whole Child (**SEL & Student Engagement**):

Action 2 (Decrease Chronic Absenteeism Rate): 1.) Family support needed with students refusing to come to school. 2.) Students coming to school but not attending classes. 3.) Students needing support through self-awareness and growth mindset guidance. 4.) Increased parent follow-up with chronically absent students.

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

The Whole Child (**SEL & Student Engagement**):

Action 3 (Student Engagement in Activities, Arts, and Athletics): 1.) Limited signage at games, both home and away. 2.) Limited materials to improve the experience of athletics and arts events. 3.) Outdated materials for art classes, both visual (fine) and performing. 4.) Limited promotion of school events.

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

The Whole Child (**SEL & Student Engagement**):

Action 4 (Visual and Performing Arts [Prop 28 funds]): 1.) There are no beginning classes for band/orchestra classes offered at the high school level. 2.) Students are expected to enter high school with musical experience if they are interested in becoming a part of the band/orchestra performance ready. 3.)

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

Operational Excellence:

Action 1 (Building Teacher Agency - PL and Staff Culture): 1.) Limited time for staff meetings. 2.) Limited opportunities to recognize staff. 3.) Limited time for professional learning.

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

Operational Excellence:

Action 2 (Increase Parent Involvement and Engagement): 1.) Communications for Parent Engagement events are sent out through ParentSquare requiring parents to have the capacity to engage using technology. 2.) There is a need to build stronger connections with parents to help them identify opportunities to provide support. 3.) Meeting times are not convenient for many parents to attend Coffee Hour and ELAC meetings.

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.

Academic Growth and Achievement:

Action 1 Literacy Action - WASC Critical Student Learner Need #1): To promote student mastery of literacy skills, we need professional learning around literacy instruction, additional books for ELA and content area classes, planning days for each English Professional Learning Community for literacy planning, and journals for all students to promote writing mastery through responses to and development of writing prompts.

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.

Academic Growth and Achievement:

Action 2 (Mathematics Action): To promote student mastery of Mathematics, we need professional learning around Mathematics instruction, access to digital platforms (i.e. Delta Math), and planning days for each Mathematics Professional Learning Community to support high leverage mathematics practices, in-class interventions, and CAASP strategies.

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.

Academic Growth and Achievement:

Action 3 (Reclassification of English Learners): Ti increase EL student performance and reclassification, we need supplemental resources (i.e. independent reading books, digital platforms, supplemental curriculum, school supplies, computer tablets for translation, and enrichment and academic field trips for our multilingual learners. For supports, we need supplemental contracts for planning, coaching, tutoring, and ELPAC assessments, and pull-out days for ELD teachers for planning interventions, and assessments.

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.

Academic Growth and Achievement:

Action 4 (Reduction of Ds/Fs - WASC CSLN #3): 1.) Professional learning to support grading practices. 2.) Parent support with technology to assist with real-time notification when students are starting to fail classes. 3.) Resources for students to access at home to support learning gaps that are user friendly. 4.) Attendance support as the first layer that starts the downward trend of failing grades. 5.) Supplemental contracts to provide opportunities to staff willing to make contact with parents after school hours about Attendance and Grades.

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.

Academic Growth and Achievement:

Action 5 (College and Career Readiness): 1.) Professional learning for counselors to support international students entering high school from other schools. 2.) Coordinate more parent engagement time that focuses on supporting EL students to increase awareness. 3.) Plan and schedule more field trips with curriculum to make real-world connections to learning. 4.) Continue regional recruitment events. 5.) Involve more parent groups. 6.) Increase outreach to parents about CTE opportunities within the school region. 7.) Site AP PLC time for teachers to analyze instructional planning reports. 8.) PLC vertical articulation to backwards plan what students need to learn in prerequisite AP courses for content and skill preparation.

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.

Academic Growth and Achievement:

Action 6 (Increase Culturally Sustaining Practices): 1.) Our site needs to be more strategic with staff meeting times. 2.) Our site needs more materials and supplies to create low-cost recognition opportunities.

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.

The Whole Child (**SEL & Student Engagement**):

Action 1 (SEL & Student Engagement - WASC CSLN #2): 1.) Consistent enforcement of schoolwide cell phone policy to reduce negative communications on social media and texting. 2.) Hold Expectation Meetings with pre-sectioned numbers of students to ensure clarity and understanding of actions that descend to a suspension. 3.) Schedule parent meetings to review schoolwide expectations and communicate what student actions descend to a suspension.

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.

The Whole Child (**SEL & Student Engagement**):

Action 2 (Decrease Chronic Absenteeism Rate): Additional follow-up with families (classified supplemental contracts/overtime). 2.) Increased SART monitoring and scheduling of meetings. 3.) Need for a streamlined process for updating attendance for fieldtrips and athletic events.

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.

The Whole Child (SEL & Student Engagement):

Action 3 (Student Engagement in Activities, Arts, and Athletics): 1.) Signage at games, both home and away. 2.) Materials to improve the experience of athletics and arts events. 3.) Updated materials for art classes, both visual (fine) and performing. 4.) Increased promotion of school events.

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.

The Whole Child (SEL & Student Engagement):

Action 4 (Visual and Performing Arts [Prop 28 funds]): Additional space to accommodate the growing program and preparation for performances. 2.) Branding of the building and promotion of the program. 3.) Field trips that allow students to observe and evaluate performance techniques, as well as be exposed to future opportunities.

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.

Operational Excellence:

Action 1 (Building Teacher Agency - PL and Staff Culture): 1.) Be strategic with staff meeting times and outcomes. 2.) Access materials and supplies to create low-cost recognition opportunities. 3.) Opportunities to celebrate site-wide achievements to bolster the Edison community with festive events and cost-efficient incentives.

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.

Operational Excellence:

Action 2 (Increase Parent Involvement and Engagement): 1.) Classified supplemental contracts to provide childcare support for parents to encourage meeting attendance. 2.) Incentives (shirts, sweaters, tumblers, etc.) to strengthen connection to the school and the parent engagement community. 3.) Classified overtime opportunities to have staff support after hour meetings for parents with challenging schedules.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

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

Fully Implemented

The action was fully implemented. The 2025-2026 literacy focus was on meta-cognition. In the Fall, we were able to implement a schoolwide literacy challenge around meta-cognition having lead teachers work with PLCs on literacy plans. The strategies chosen for the literacy challenge were content area aligned and the literacy plans were updated quarterly. As an administrative staff, we provided feedback on meta-cognition and academic discourse in walkthroughs. In addition, we continued to build on the work of fostering positive staff culture through our buyback, professional learning sessions and our Tiger Team challenges.

Math Action

Fully Implemented

This action was fully implemented. We were able to provide a common prep for Algebra I teachers. We provided a peer observation day for Mathematics PLCs. We provided supplemental resources which included Delta Math, and an Algebra I pilot initiative implementing strategies supporting the use of the Building Thinking Classrooms model. Our Mathematics team were also required to submit literacy plans quarterly and were given feedback based on attention to meta-cognition and academic discourse strategies to support student learning.

Re-Classification Rate of English Learners

Fully Implemented

Our EL Coordinator provides individual academic supports, classroom supports, and systemic supports. We provided students with enrichment field trips. We purchase curriculum (English 3D) and provide substitute coverage for 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. In order to continue to achieve full implementation, we need to provide teachers with professional learning on EL strategies and monitor implementation for further support.

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

Fully 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 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.

Increase Enrollment and Retention of Students in CTE Courses

Fully Implemented

Action merged with College and Career Readiness.

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. CTE attended regional events to have a CTE presence in form of students, teachers, and the coordinator. These events informational and interactive that sites invite us too to support (i.e. recruitment nights). CTE supported other events, such as: All Things CTE, Follow Up with Student Panels, Move Up Day, Engineering Day, Health Fair, Tech Expo, School of Choice. For AP retention, 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. 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. Our AP Ambassadors and Edison Tiger Honor Society of Gaston Scholars student volunteers presented to students and families at our regional middle schools, as well as to 150+ class periods at Edison. In their presentations, they promoted 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 our regional middle schools. Maintained our total AP course offerings. We were able to provide over 150 hours of tutorial support (paid hours for teachers) during 2025-26. 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.

Increase AP enrollment, Credits earned, and exams passed.

Fully Implemented

Action merged with College and Career Readiness.

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

Fully Implemented

We developed our 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 through our 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 received escalated and targeted interventions with an emphasis on mediating behavior and the restoration of the learning process and environment.

MTSS for behavior and social-emotional support is progressing with the aim of implementing as a schoolwide system of supports. Actions 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 focusing 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 (Campus Assistants and Noontime Assistants) supervising on campus.
- 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 grade 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 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 and 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.
- Redesigned 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, and Academic.
- Two or More Races Student group decreased suspension rates by 6.3%.
- Asian student group decreased suspension rate by 1.4%

Decrease Chronic Absenteeism Rate

Fully 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 (SART) meetings with parents, student, Home-School Liaison (HSL), Social Worker (CSSW), Psychologist (SPED), Child Welfare Attendance Specialist (CWAS) and Vice Principal to provide additional support and establish an Attendance Improvement Agreement signed by student, parent(s), and designated school administrator to bind additional support and opportunities for improvement.
- The goal is to avoid further action, however, non-compliance may result in parent(s) and child attending an Student Attendance Review Board meeting for continued accountability to support school attendance improvement.

Student Engagement in Activities, Athletics, and Arts

Fully 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

Increase Cultural Sustaining Practices

Fully Implemented

In 2024-2025, we 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. In 2025-2026 we are continuing to build on our cultural proficient learnings and experiences.

Building Teacher Agency (PL and Staff Culture)

Fully Implemented

We 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.

Increase Parent Involvement and Engagement

Fully Implemented

Implemented

- Edison continues to hold monthly Coffee Hours with parents for the 2025-2026 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, attending the Title I Parent Meeting, and 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 5000 parents, community members, and students.
- Counseling held several FAFSA workshops to support families. There was a ninth-grade parent meeting in August 2024.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

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.

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.

Re-Classification 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.

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+) and teacher clarity.

Increase Enrollment and Retention of Students in CTE Courses

Effective

Effectiveness of this action is aligned with College and Career Readiness effectiveness.

Increase College and Career Readiness

Effective

Continue to increase the effectiveness of monitoring students' credit attainment and further develop our counseling program. Our graduation rate increased to 95% and A-G is at 63.6%

We did so by doing the following:

- Caseload monitoring of all students. Transcript review, graduation and A-G progress reviewed. Class schedules were built, reviewed and finalized by the counseling team.
- Individual student meetings with assigned counselors to review students' specific plan (all grade levels). Counselors also held at-risk meetings for students that were off-track for graduation or meeting A-G and had D/F grades.
- Counselors use email, Teams, and Parent Square to communicate with students and parents. Phone calls are also made home as needed. Counseling information is also updated on our school counseling website.
- Fall and Spring classroom presentations to review graduation and A-G requirements and to encourage students to do their best and understand that grades and earning credits matter.

- Counselors held parent meetings with Freshman and Seniors and were present at Parent Engagement meetings and other school events for parents such at Back to School and Extravaganza.
- Counselors are present at IEPs to discuss progress towards graduation, grades and schedule for coming school year.
- Counselors facilitated SSTs and 504 in support of keeping students on track to graduate.
- Counselors ensure that students are enrolled in credit recovery to help recover lost credits.
- Counselors send regular emails to students.
- Counselors mail a Graduation and A-G status letter to the parents of 11th and 12th grade students.
- Students and parents are given their progress report cards and have Atlas access to monitor grades, attendance and overall progress.
- Credit Recovery for Students with Disabilities is available during the regular school day with a credential SPED teacher and a paraprofessional.

- 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.
- 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 one new AP courses for the 2025-26 school year (AP Computer Science Principles).
    - 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): Music Theory, Physics 1, Research). Though we will offer Research again next year.
    - Very effective - We were able to add AP Seminar back to the schedule this year 2025-26. Adding this course allows several students who took AP Research last year to complete their AP Capstone Diploma. The students in AP Seminar this year will be able to take AP Research next year to earn their Capstone Diploma.

  ◦ 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 and 2025-26, 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 (and into our AP exams for 2026). 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
    - Very effective - we also added AP Student Union this year where students can go two to three times per week to get support with homework and studying from AP Ambassadors. One of our math teachers hosts the AP Student Union in his classroom. He is paid through after school program funding.
  ◦ 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.
  ◦ 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 2025-26 school year.

This is data from our 2025 exam administration:

- Number of exams taken increased from 1591 in 2024 to 1673 in 2025
- Number of students enrolled in AP increased from 893 in 2024 to 926 in 2025
- AP students with scores of 3 or higher increased from 593 in 2024 to 612 in 2025
- Percent of total AP students with scores of 3 or higher stayed the same from 67% in 2024 to 67% in 2025

Increase AP enrollment, Credits earned, and exams passed. Effective

Effectiveness of this action is aligned with College and Career Readiness effectiveness.

MTSS: Behavior and Social Emotional (WASC CSLN #2) 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 - declined 1.5%
- AA - declined 2.1%
- EL - declined 1.9%
- LTEL - declined 2.3%
- Hispanic - declined 1.9%
- White - declined 2.9%
- Students with Disabilities - declined 4.2%
- Socioeconomically Disadvantaged - declined 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.

Decrease Chronic Absenteeism Rate

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.

Student Engagement in Activities, Athletics, and Arts

Effective

Through the use of Prop 28 funding, we are able to...

- provide some upgrades with our visual and performing arts programs.
- provide supplemental contracts for performance support.
- lease equipment needed to supply students with needed materials.
- replenish old instruments.
- make upgrades to staging.
- build a stronger music and theater programs
- provide new opportunities in visual arts. (ceramics, pottery, digital photography)

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.

Building Teacher Agency (PL and Staff Culture)

Effective

Edison has seen an increase by 3%i 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.

Increase Parent Involvement and Engagement

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.

Academic Growth and Achievement:

Action 1 Literacy Action - WASC Critical Student Learner Need #1): 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 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.

Action 2 (Mathematics Action): 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 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.

Action 3 (Reclassification of English Learners):

Action 4 (Reduction of Ds/Fs - WASC CSLN #3): We will provide parent support with technology to assist with real-time notification when students are starting to fail classes. Resources for students to access at home to support learning gaps that are user friendly. Attendance support as the first layer that starts the downward trend of failing grades. Supplemental contracts to provide opportunities to staff willing to make contact with parents after school hours about Attendance and Grades and look for opportunities to provide professional learning to support grading practices.

Action 5 (College and Career Readiness):

Counseling will have...

- Intentional watch over attendance. Have meetings with parents and conduct home visits as needed.
- Quarterly reviews of grades and A-G progress with intentional focus on our CCI.
- Increase usage of California Colleges to assist students with Career Exploration and using the Assessments available such as Interest Profiler, Work Values, Intelligences, Personality and Skills assessments.
- Increase usage of California Colleges for College Search Tools. When students have a plan, focus and understanding of their future, they will be more focused on doing better in school and their academics.
- We will continue to follow our Counseling Baseline Services that are provided by our central office College Career & Readiness (CCR).

- 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.

- School site AP PLC time – meet 4 times during the school year (up to 30 AP teachers x 4 hours).
- Site funded teacher tutorial hours for AP – varied hours per section (approximately 150 hours – not all AP teachers are able to provide tutorials outside of school hours)
- Stipend for 1 staff who run Rise Up
- Stipend for 1 staff to support AP Instructional Coordinator
- Stipend for 1 staff to support Edison Tiger Honor Society of Gaston Scholars

- Work with EL Coordinator to support EL students in AP classes
- AP Environmental Science – purchase three devices + three phones air pollution monitoring devices/equipment to monitor particulate matter pollution in different internal combustion vehicles (real world experiences)
- AP Human Geography – 160 notebooks – 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
- Sub days for AP teachers to observe master teachers and attend workshops (1 sub day each for 7 AP teachers)
- Sub days for AP Capstone teachers – complete required certification and score and upload AP presentations (1 sub day for one teacher)
- Recording equipment for AP Capstone program

Action 6 (Building Teacher Agency - PL and Staff Culture):

Action 7 (Increase Culturally Sustaining Practices):

- Culture Consultancy will monitor the foundation set in Year 1 and Year 2 will focus on the implementation, progress monitoring, and modification/adaptation of change ideas within the school's cultural 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 with minimal support from the Cultural Consultant.
- **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.

The Whole Child (**SEL & Student Engagement**):

Action 1 (SEL & Student Engagement - WASC CSLN #2):

- **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 (Decrease Chronic Absenteeism Rate):

- Weekly Attendance meetings to address attendance concerns. Additional follow-up with families (classified supplemental contracts/overtime). Increased SART monitoring and scheduling of meetings. Need for a streamlined process for updating attendance for fieldtrips and athletic events.

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

- 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 for 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.

Action 4 (Visual and Performing Arts [Prop 28 funds]): Additional space to accommodate the growing program and preparation for performances. Branding of the building and promotion of the program. Field trips that allow students to observe and evaluate performance techniques, as well as be exposed to future opportunities.

Operational Excellence:

Action 1 (Building Teacher Agency - PL and Staff Culture): Be strategic with staff meeting times and outcomes. Access materials and supplies to create low-cost recognition opportunities. Opportunities to celebrate site-wide achievements to bolster the Edison community with festive events and cost-efficient incentives.

Action 2 (Increase Parent Involvement and Engagement): 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:

Academic Growth and Achievement:

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

- SBAC Field Day
- Literacy Plans
- Parent Walks
- CCI - Cycle of Continuous Improvement
- Coom prep - Cross Curricular
- Professional Learning Rotations
- Class time for independent reading

Action 2 (Mathematics Action):

- More EL Student Support for Mathematics
- Numeracy Plans
- SBAC Field Day

ELAC:

Academic Growth and Achievement:

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

- Increased academic and emotional support for students, especially English Learners.
- Certified tutoring and staff with experience supporting multilingual students.
- More instructional support in the language students are learning.

Action 2 (Mathematics Action):

- Textbooks and instructional materials in Spanish and students' home languages.
- Tutoring support, including external tutors and advanced math assistance.

Staff:

Academic Growth and Achievement:

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

- Let's campaign to emphasize time on task (NO electronics and minimize screen time and use of AI during class). The trend I have witnessed is that fewer students begin and complete homework. Maximizing enriching literacy/processing tasks during class time is ever more important -- I have now had to budget two reading and note-taking workdays in my four AP U.S. classes as a necessity.

- Building Thinking Classrooms (BTC)
- Math Placements
- Mastery Checks
- Specialty Teaching Fellows
- Advanced Course Support (Tutors)

Action 3 (Reclassification of English Learners):

- EL Student Science Support
- EL Student Math Support
- Use for 7091 funds to provide supports
- Cohorting/Pathway for Newcomers
- Common Scheduling to support Newcomer
- Off-site Professional Learning
- Process for Reclassification of Students with IEPs
- EL Ambassadors for EL Support
- Crosscurricular Team of Teachers to Support EL Students
- LTEL Interventions
- Schoolwide Systemic Support of Interventions
- Continue Building Schoolwide MTSS System

Action 4 (Reduction of Ds/Fs - WASC CSLN #3):

Action 5 (College and Career Readiness):

- Additional Support for Life Science with a Sense of Urgency in Submitting Orders (by September)
- Consider adding an Asian Ethnic Studies class for equal representation. Comprehensive Ethnic Studies classes minimally touch on Asian Culture.
- Continue Rise Up Mentoring

Action 6 (Building Teacher Agency - PL and Staff Culture):

Action 7 (Increase Culturally Sustaining Practices):

The Whole Child (SEL & Student Engagement):

Action 1 (SEL & Student Engagement - WASC CSLN #2):

- Consider unequal representation for student groups impact on suspension rates.

Action 2 (Decrease Chronic Absenteeism Rate):

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

Action 4 (Visual and Performing Arts [Prop 28 funds]):

- Use of technology and supplemental materials to strengthen math learning.

Action 3 (Reclassification of English Learners):

- More trained and culturally competent staff to support English Learners.
- Tutoring, small-group instruction, and bilingual instructional assistants.
- Improved communication with families about the reclassification process and its importance.
- Ensure students are placed appropriately based on proficiency, without restarting from the beginning.

Action 4 (Reduction of Ds/Fs - WASC CSLN #3):

- Increased access to certified tutors, classroom assistants (TSA), and small-group support.
- Early academic interventions and continuous monitoring to prevent students from falling behind.

Action 5 (College and Career Readiness):

- Workshops and informational meetings provided in Spanish.
- Increased college visits and campus tours.
- Clear guidance for students and families on college requirements and career pathways.

Action 6 (Building Teacher Agency - PL and Staff Culture):

- Appropriate counseling services and access to classes aligned to students' academic levels.
- More qualified staff and fewer substitute teachers.
- Classroom assistants to support teachers.
- Clubs and enrichment classes to develop additional skills (arts, cooking, dance, music).

Action 7 (Increase Culturally Sustaining Practices):

- More cultural programs that represent students' countries of origin and backgrounds.
- Classes and groups such as folklórico, mariachi, dance, theater, music, and piano.
- Integration of multicultural practices that affirm and value student identity.

The Whole Child (SEL & Student Engagement):

- On our 2024 WASC mid-term, we said this "ILT created a literacy survey for all PLCs to discuss – focuses on three considerations: how is literacy embedded in standards/curriculum; what gets in the way of teaching literacy; and what literacy capacities do students have that may not be considered academic literacy." I think we should incorporate more of what we were doing in 2023-24.
- Speech and Debate support schoolwide literacy goals by providing students with authentic opportunities to develop research, argumentative writing, and evidence-based speaking skills. Students engage in reading complex informational texts, analyzing multiple perspectives, and constructing structured arguments supported by credible sources. These activities reinforce critical literacy skills aligned with English Language Arts standards and strengthen students' ability to communicate ideas clearly and persuasively. Performance-based presentations also promote confidence and fluency in academic discourse.

Action 2 (Mathematics Action):

- Mathematics computations and problem-solving UNTIL mastery is evident. Then, perhaps, model AI as a performance-enhancing productivity tool.
- Speech and Debate support mathematical reasoning by developing students' ability to construct logical arguments, evaluate evidence, and articulate structured explanations. Debate formats require students to analyze claims, identify logical fallacies, and apply structured reasoning—skills that parallel mathematical problem solving and justification of solutions. Through argumentation and rebuttal, students practice organizing complex information and defending conclusions with clarity. These transferable reasoning skills support analytical thinking across disciplines, including mathematics.

Action 3 (Reclassification of English Learners):

- Provide more clarity on expectations for support each August. Perhaps provide guidance to each department based on "The typical EL 1, El 2, etc. will likely need..." so we have a baseline to begin our own in-class observations and assessments once coursework is begun and work products are being collected.

Operational Excellence:

Action 1 (Building Teacher Agency - PL and Staff Culture):

Action 2 (Increase Parent Involvement and Engagement):

Action 1 (SEL & Student Engagement - WASC CSLN #2):

- Additional bilingual and well-trained staff to support students' social-emotional needs.
- Individualized emotional support and increased access to counselors.

Action 2 (Decrease Chronic Absenteeism Rate):

- Improved communication with parents through calls, messages, and early alerts.
- Additional support to identify root causes of absenteeism and create attendance action plans.
- Collaboration between school and families to promote shared responsibility.

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

- Expanded opportunities so more students can participate, not only those in competitive programs.
- Reduction of financial barriers to extracurricular participation.
- Clear communication (flyers and information in Spanish) on how students can get involved.

Action 4 (Visual and Performing Arts [Prop 28 funds]):

- Increased staffing and support for visual arts, music, theater, and dance programs.
- Clear information in Spanish and welcoming environments where students feel safe and included.

Operational Excellence:

Action 1 (Building Teacher Agency - PL and Staff Culture):

- Professional development for teachers focused on English Learners and culturally responsive practices.
- Greater staff presence and support in classrooms and school events.
- Fostering respect for and learning about diverse cultures within the school community.

Action 2 (Increase Parent Involvement and Engagement):

- More frequent and effective communication in families' home languages.
- Speech and Debate support English Learner development by providing structured opportunities for academic language practice in speaking, listening, reading, and writing. Through guided research and presentation, students develop vocabulary, fluency, and confidence in academic communication. Participation in speeches and debates allows English Learners to engage in authentic language use while receiving feedback in a supportive environment. These experiences contribute to language development that supports progress toward English proficiency and reclassification.

Action 4 (Reduction of Ds/Fs - WASC CSLN #3):

- Develop a department-wide / PLC-based policy on "accepting late work, by when, with what penalty?" Similarly, a policy on retakes -- by when, raise grade by "how much maximum" and with how much open-resource (NO electronics) and/or teacher assistance.
- Speech and Debate support academic success by promoting active participation, skill development, and student ownership of learning. The course emphasizes project-based and performance-based learning, which can increase motivation and engagement for students who benefit from interactive instructional approaches. By providing opportunities for students to research topics of personal interest and present their ideas, the course helps build confidence and persistence in academic tasks. Increased engagement and skill development can support improved academic performance across subject areas.

Action 5 (College and Career Readiness):

- For buyback and/or upcoming PLs, round-robin and/or workshop strategies by department on what we currently do and how we could borrow best-practices from others.

- Personalized calls and reminders for meetings and school events.
- Office support for parents, especially during meetings and major school events.

- Speech and Debate directly support college and career readiness by developing communication, research, collaboration, and critical thinking skills valued across postsecondary pathways. Students participate in academic competitions and may earn recognition through programs affiliated with the National Speech & Debate Association, including opportunities to qualify for the National Speech & Debate Honor Society. These experiences strengthen college applications, scholarship opportunities, and leadership development. Participation also builds the professional communication skills necessary for success in college and future careers.
- I would ask that the department budgets be distributed through an equity lens, rather than equality. Sciences need a lot more consumables than the other departments. We are considered "experimental lab" classes for A-G requirements, but if we don't have the department funds to buy lab supplies, we won't be able to fully teach our requirements and give our students access to experiments to prepare them for careers and colleges. William's Act only covers the basics, like microscopes and rulers, but not the consumable lab supplies like petri dishes, gloves, dissection materials, etc. I estimate with the costs rising, we need around $8000 for the life science department next year (biology, zoology, AP and regular enviro sci, physiology). I am not sure the cost for physical science. I believe CTE has their own separate funding, but I am not sure.

Action 6 (Building Teacher Agency - PL and Staff Culture):

- Build maximum communication between department chair meetings and ILT meetings and "what PLCs are doing and should be doing...." Designate the ILT and PLC Lead people in late May/June so we can make more immediate progress at the beginning of each school year.
- It would be great if we could get sub coverage provided by the school for field trips in the future, instead of paying for our own subs.

Action 7 (Increase Culturally Sustaining Practices):

- Survey the staff on the effectiveness of recent PLs, We Acts, buyback activities, etc. Something basic: "We'd like more of...less of...how about this for a NEW idea...."

- Prioritize sending teachers to conferences that have high quality professional learning. There is virtually no high-quality PL district-wide at the moment. We need to encourage teachers to attend conferences out of the area where they can get training.
- Speech and Debate encourage culturally sustaining practices by giving students opportunities to research, discuss, and present perspectives that reflect diverse cultural experiences and viewpoints. Students select topics that connect to current issues and community concerns, promoting meaningful dialogue and critical reflection. The course fosters respectful discourse and encourages students to engage with multiple perspectives in a structured academic environment. These practices support inclusive learning spaces where students' voices and identities are valued.

The Whole Child (SEL & Student Engagement):

Action 1 (SEL & Student Engagement - WASC CSLN #2):

- ...emphasis on the applicable SEL staff and Climate and Culture Committee.
-

Action 2 (Decrease Chronic Absenteeism Rate):

- ..emphasis on the applicable SEL staff and Climate and Culture Committee.
- Attendance is linked to how connected students feel to the school. Do they feel like they have a sense of purpose at Edison? What do students have to look forward to when they come to school? If attendance increases, so will academic performance.

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

- ...emphasis on the applicable SEL staff and Climate and Culture Committee.

- Speech and Debate will continue to be supported as part of the school's Visual and Performing Arts offerings as a strategy to increase student engagement, strengthen student voice, and provide meaningful opportunities for active learning. As a performance-based academic course, Speech and Debate encourages students to take ownership of their learning through research, writing, public speaking, and structured debate on topics that reflect their interests and perspectives. Participation in Speech and Debate promotes high levels of student engagement by requiring students to actively present, defend ideas, and collaborate with peers in authentic performance settings. This type of learning environment supports the development of confidence, communication skills, and critical thinking while fostering a sense of belonging for students whose strengths lie in expression, leadership, and civic dialogue. Speech and Debate also connect students to opportunities beyond the classroom through participation in competitive events and academic recognition programs associated with the National Speech & Debate Association. Through these opportunities, students may earn distinction and membership in the National Speech & Debate Honor Society, providing additional motivation for academic achievement and leadership development. As an engaging, student-centered course that fulfills Visual and Performing Arts requirements, Speech and Debate expands access to performance-based learning and provides an important pathway for students to develop confidence, voice, and active participation in their education. Maintaining this program supports the school's efforts to increase student engagement, promote positive school culture, and ensure that students have access to a wide range of opportunities to succeed both academically and personally.

Action 4 (Visual and Performing Arts [Prop 28 funds]):

- Speech and Debate will continue to be supported as an instructional component of the school's Visual and Performing Arts offerings in order to expand access to diverse performance-based learning opportunities and strengthen college and career readiness skills. As a rigorous academic course grounded in performance and presentation, Speech and Debate develop competencies in public speaking, research, critical thinking, and evidence-based argumentation. These skills support literacy development and academic success across disciplines, particularly in English Language Arts, Social Science, and Advanced Placement coursework. Speech and Debate also provide students with opportunities to demonstrate learning and achievement through authentic performance and competition. Students regularly participate in regional, state, and national tournaments and have achieved nationally recognized distinctions. Participation in competitive speech and debate also allows students to earn recognition through the National Speech & Debate Association, including membership in the National Speech & Debate Honor Society, which supports college and scholarship opportunities while promoting academic excellence and leadership. As a performance-based VAPA course, Speech and Debate expands pathways for students whose strengths and interests lie in communication, civic engagement, and leadership. The program complements other academic and extracurricular opportunities on campus by helping develop student voice, collaboration, and civic discourse skills that contribute to a positive school climate and increased student engagement. Maintaining access to Speech and Debate supports the school's commitment to providing a well-rounded educational experience and ensuring that students have access to varied pathways for developing creativity, communication, and leadership. As a low-cost, high-impact instructional program that fulfills Visual and Performing Arts requirements while promoting college readiness and student achievement, Speech and Debate contribute meaningfully to the school's broader goals of equity, engagement, and academic success.

Operational Excellence:

Action 1 (Building Teacher Agency - PL and Staff Culture):

- Ask and designate members during the May/June of this school year.
- Maintaining programs such as Speech and Debate supports a culture of innovation and instructional leadership among staff. Teachers who facilitate performance-based learning opportunities contribute strategies that emphasize student voice, inquiry, and critical thinking. These approaches can be shared through professional collaboration and contribute to schoolwide instructional improvement. Supporting diverse instructional programs helps strengthen professional learning and a positive staff culture.
- We don't need Edison T-shirts every year. If that money can be spent to buy school supplies for new teachers who start with nothing, that would be awesome!

Action 2 (Increase Parent Involvement and Engagement):

- A round-robin among ALL staff re: success, failures, wonders....
- By taking parents to a college such as UC Merced or CSU Monterey Bay, they can see that 1) it's not really that far away! 2) perhaps more/different opportunities for their children than what we have in Fresno.
- Speech and Debate provide opportunities for families to engage with student learning through tournaments, performances, and public speaking events. Parents and guardians are able to observe and celebrate student growth in communication, confidence, and leadership. Participation in academic competitions and recognition programs also creates opportunities for family involvement in supporting student achievement. These experiences strengthen school–family partnerships and promote a positive connection between families and the school community.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

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

Action Details

College & Career Readiness

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, co-teaching in the targeted core classes. 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.

Direct Instructional Services

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 and co-teaching in the targeted core classes. Tier 3 will include teacher tutoring services, access to technology resources for remediation in the targeted classroom and student groups, and strategic deployment.
- Students in the class will receive instruction that is aligned to California Common Core State Standards (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.
- Possibly utilize 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 Specially Designed Academic Instruction in English (SDAIE) strategies
- Recognition and incentive programs for students who consistently attend tutorial and demonstrate academic success and improvement.
- Disciplinary Literacy integrated into lessons.
- Additional books to supplement English Language Arts (ELA) and English Language Development (ELD) classroom libraries

- ELA teachers attend quality professional learning at the local and/or state levels (as funding is available)
- The Ed Cite Assessment platform will be used to assess student achievement levels on Interim A and B
- Nearpod License
- Tutor.com for essay/writing review support
- Professional Learning Conferences that are literacy-based and mathematics based. (as funding is available)
- Professional Learning Books on PLC development and Literacy development.
- Composition books to support interactive journals by department (department funds)
- Independent Reading books in classrooms to support content literacy (department funds)
- 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 42 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 support 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 group 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, materials for paraprofessional support, field trips, incentives for engagement, materials for safety support, building maintenance to make spaces conducive for learning, and heath 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 materials for 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 materials for safety and health support through our school nurses.

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

English Learner (EL): For this group we will provide an materials for EL Coordinator support, learning curriculum and applicational licenses for instruction, materials for bilingual instructional aide support, field trips organized by EL Coordinator and teachers, incentives for engagement, materials for safety support, building maintenance to make spaces conducive for learning, and heath 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, materials for heath 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 needed learning supports and resources to accomplish goals and address needs as indicated in students' 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), Step Up, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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.

Professional Learning

Describe Professional Learning related to this action.

Describe Professional Learning related to this action:

- Institute and Buyback trainings
- Professional Learning and alignment through a Culturally Proficient lens that lends to an equitable approach to instruction.

- Implementation of Regional Plan
- Application of the Instructional Practice Guide in Instructional Practice Walks (IPW)
- Application of Common Core State Standards (CCSS) through the provision of bite-sized and actionable feedback to support instruction,
- Increase recruitment and retention of staff reflecting the diversity of the school community.
- Promote a positive climate, culture and adult SEL practices.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Classroom walkthroughs utilizing the FUSD Instructional Practice Guide (IPG) and Edison Walkthrough tool 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.

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 I-Ready growth in between diagnostics, District Interims, Smarter Balanced Assessment Consortium (SBAC), Interim Assessment Blocks (IAB), Focused Interim Assessment Blocks (FIAB), and Interim Comprehensive Assessment (ICA)

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.

ICAs will prepare students and provide data to support improved student outcomes.

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.

SBAC Results for ELA:

- Avg distance from standard from 37.5 to 42.
- ELA Percentage of students meeting/exceeding 66%

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math Action

Action Details

College & Career Readiness

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 and Co-teaching. **Tier 3** will include teacher tutoring services and technology resources to support remediation, strategic 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.***

Direct Instructional Services

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 and co-teaching. Tier 3 will include teacher tutoring services, technology resources to support remediation, strategic 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
- Possibly provide qualified bilingual Math Tutors
- Khan Academy/Edison Teaching Videos on Mathematic Topics (Create a Video Library)
- Tutor.com
- Ed Cite License to assess student achievement levels.
- Math Planning
- Delta Math (department)
- 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 (department)
- 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 -37 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, attendance monitoring, academic supports, Bilingual Instructional Aide (BIA), purchasing of learning resources, 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, materials for paraprofessional support, field trips, incentives for engagement, materials for safety support, building maintenance to make spaces conducive for learning, and heath 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 materials for 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 materials for safety and health support through our school nurses.

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

English Learner (EL): For this group we will provide an materials for EL Coordinator support, learning curriculum and applicational licenses for instruction, materials for bilingual instructional aide support, field trips organized by EL Coordinator and teachers, incentives for engagement, materials for safety support, building maintenance to make spaces conducive for learning, and heath 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, materials for heath 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 needed learning supports and resources to accomplish goals and address needs as indicated in students' 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), Step Up, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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.

Professional Learning

Describe Professional Learning related to this action.

Describe Professional Learning related to this action:

- Align all professional learning through a Cultural Proficiency lens needs to:
- Regional Plan
- Instructional Practice Guide
- State Standards
- Include Travel in your budget to match your professional learning needs

- How are actions increasing recruitment and retention of staff reflecting the diversity of our community?
- How are actions promoting positive culture and adult SEL practices?

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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.

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 I-Ready growth in between diagnostics, District Interims, Smarter Balanced Assessment Consortium (SBAC), Interim Assessment Blocks (IAB), Focused Interim Assessment Blocks (FIAB), and Interim Comprehensive Assessment (ICA)

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.

ICAs will prepare students and provide data to support improved student outcomes.

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.

SBAC Results:

Outcomes measured by decrease the distance from meeting standards in Mathematics from -68 to –37 as measured by the Smarter Balanced Summative Assessment (SBAC).

Outcomes measured by the percentage of students meeting and exceeding standard 36.1%

Outcomes monitored by Principal and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Re-Classification Rate of English Learners

Action Details

Literacy Intervention

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.

Direct Instructional Services

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 support monitors activity and creates better methods to better serve EL students.
- Bilingual Resource Counseling Assistant (BRCA) support students with social-emotional support and communicate with family members regarding academic and attendance issues.
- Provide EL support for students with various activities focused on improving their overall academic successes; mentoring, monitoring, tutoring, assessment etc.

- Fund 3D Curriculum for ELD.
- 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 (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).

- *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 heath 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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.

Professional Learning

Describe Professional Learning related to this action.

Describe Professional Learning related to this action:

- Align all professional learning through a Cultural Proficiency lens needs to:
- Regional Plan
- Instructional Practice Guide
- State Standards
- Include Travel in your budget to match your professional learning needs

- How are actions increasing recruitment and retention of staff reflecting the diversity of our community?
- How are actions promoting positive culture and adult SEL practices?

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Decrease in the amount of Ds/Fs EL students are receiving by quarter.

Walkthrough data will monitor EL strategies.

Monitor who is attending tutorials.

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.

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.

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.

SBAC results:

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Increase College and Career Readiness

Action Details

College & Career Readiness

Edison High School will engage in career and workplace preparation that includes increasing the amount of students who have met the following criteria: **successful completion of A-G courses**, **completion of Pathway coursework**, **increased number of students who have met the criteria for the Seal of Biliteracy**, 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.

We are 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 number of students who stay in the pathway. Data shows that students fare better in post-secondary schooling if options are available to them that pique 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.

We 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.

Direct Instructional Services

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.

- 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.

- 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 (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

CTE -

AP -

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.
- 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 (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.

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 heath 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 heath 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 heath 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, heath 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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.

Professional Learning

Describe Professional Learning related to this action.

Describe Professional Learning related to this action:

- Align all professional learning through a Cultural Proficiency lens needs to:
- Regional Plan
- Instructional Practice Guide
- State Standards
- Include Travel in your budget to match your professional learning needs

- How are actions increasing recruitment and retention of staff reflecting the diversity of our community?
- How are actions promoting positive culture and adult SEL practices?

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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.

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.

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.

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.

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%**

Fall Climate and Culture Survey: Percentage of students responding favorably from 88% to 78%

CCI percentage that are prepared from 63.8% to **63.9%.**

CTE -

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%.

AP -

Number and percentage of passed AP exams increases from 72%.

Current enrollment of AP students increases from 954 to 990 (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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

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

Action Details

College & Career Readiness

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.

Direct Instructional Services

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
- 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 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 supports.
- 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 (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

- *336 Students (42%) have at least one or more D/F.*
- *9th Grade Ds/Fs 40% of students have at least one D/F at Semester 1 in the 2025-2026 school year.*
- *10th-12th Grade Ds/Fs 43% of students have at least one D/F at Semester 1 in the 2025-2026 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 afterschool 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 heath 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 heath 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 heath 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, heath 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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.

Professional Learning

Describe Professional Learning related to this action.

Describe Professional Learning related to this action:

- Align all professional learning through a Cultural Proficiency lens needs to:
- Regional Plan
- Instructional Practice Guide
- State Standards
- Include Travel in your budget to match your professional learning needs

- How are actions increasing recruitment and retention of staff reflecting the diversity of our community?
- How are actions promoting positive culture and adult SEL practices?

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 4.3% from 1st Semester 2024-2025 to 1st Semester 2025-2026.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Increase Cultural Sustaining Practices

Action Details

Effective Staff

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.

Direct Instructional Services

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.
- CCIs 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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.

Professional Learning

Describe Professional Learning related to this action.

Describe Professional Learning related to this action:

- Align all professional learning through a Cultural Proficiency lens needs to:
- Regional Plan
- Instructional Practice Guide
- State Standards
- Include Travel in your budget to match your professional learning needs

- How are actions increasing recruitment and retention of staff reflecting the diversity of our community?
- How are actions promoting positive culture and adult SEL practices?

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Edison High School will utilize classroom walkthroughs to inform the level of integration of Cultural Responsive Practices and provide feedback.

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.

Monitoring of self-reported data on Culture and Climate Survey (Fall and Spring). This is monitored by Climate Survey.

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.

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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	Bilingual Instructional Aide - In-Class English Learner Support **Budget lines for personnel include salaries and related benefits	58,113.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Website Licenses, Books, and Supplemental Resources: including but not limited to 5-Star Students, Nearpod, Gimkit (World Languages), Quizziz (Progress Monitoring), Gale (BioMed), Gale (Literature), Grade Cam (AP), and Gizmos (Life Science).	35,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Certificated Substitute Salaries for EL Support **Budget lines for personnel include salaries and related benefits	11,937.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Certificated Supplemental Contracts to Support English Learners **Budget lines for personnel include salaries and related benefits	3,682.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies (English Learner Support)	69,289.00
G1A3	LCFF: EL	Instruction	Travel			Conferences for Professional Development (English Learner Support)	5,000.00
G1A3	LCFF: EL	Instruction	Direct Trans			Direct Transportation - English Learner Support	5,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental Contracts for EL Support ** Budget lines for personnel include salaries and related benefits. **Budget lines for personnel include salaries and related benefits	650.00
G1A4	Sup & Conc	Instructional Supervision & Admi	Mat & Supp			Materials and Supplies: Instructional Supervision	20,000.00
G1A5	Title 1 Basic	Instruction	Bks & Ref			Edgenuity and Site Licenses for Classroom Instruction	35,120.00
G1A5	Title 1 Basic	Instruction	Mat & Supp			Itemized Classroom Supplies: **No food or incentives**	11,013.00
G1A5	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contracts **Budget lines for personnel include salaries and related benefits	61,350.00
G1A5	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	203,300.00
G1A5	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment (Furniture, Appliances, Computers, etc.)	17,000.00
G1A5	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease (Ricoh)	60,000.00
G1A5	Sup & Conc	Instruction	Direct Trans			Direct Transportation - Field Trips	20,000.00
G1A5	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	8,000.00
G1A5		Instruction	Cons Svc/Oth				

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A5	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Direct Graphics (Displays/Posters). Graphics Dept closing, moving from object 5725 to 5899.	5,000.00
G1A5	Sup & Conc	Ancillary Services	Direct-Food			Direct Nutritional Services	5,000.00

$634,454.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

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

Action Details

Life Skills

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

Direct Instructional Services

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 heath 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 heath 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 heath 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, heath 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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.

Professional Learning

Describe Professional Learning related to this action.

Describe Professional Learning related to this action:

- Align all professional learning through a Cultural Proficiency lens needs to:
- Regional Plan
- Instructional Practice Guide
- State Standards
- Include Travel in your budget to match your professional learning needs
- How are actions increasing recruitment and retention of staff reflecting the diversity of our community?
- How are actions promoting positive culture and adult SEL practices?

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 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.

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 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).

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.

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%.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism Rate

Action Details

College & Career Readiness

Edison High School recognizes that attendance is a critical component of student success. In the 2062-2027 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.

Direct Instructional Services

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.
- 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
- 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

-BRCA will 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 heath 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 heath 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 heath 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, heath 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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.

Professional Learning

Describe Professional Learning related to this action.

Describe Professional Learning related to this action:

- Align all professional learning through a Cultural Proficiency lens needs to:
- Regional Plan
- Instructional Practice Guide
- State Standards
- Include Travel in your budget to match your professional learning needs

- How are actions increasing recruitment and retention of staff reflecting the diversity of our community?
- How are actions promoting positive culture and adult SEL practices?

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 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.

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.

Monthly attendance rates.

Number and Percentage of students who are moving from Manageable to Good, Chronic to Manageable, Severely Chronic to Chronic.

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.

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.

Outcomes will be monitored by VP of Attendance, Attendance Team.

-5% target decrease in Chronic Absenteeism

Outcomes will be measured by Principal, VP of Attendance, Vice Principals, and Attendance Team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement in Activities, Athletics, and Arts

Action Details

College & Career Readiness

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)

Direct Instructional Services

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

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

Continue to support E-Sports.

Club Rush

VAPA--R.E.A.L 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 heath 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 heath 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 heath 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, heath 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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.

Professional Learning

Describe Professional Learning related to this action.

Describe Professional Learning related to this action:

- Align all professional learning through a Cultural Proficiency lens needs to:
- Regional Plan
- Instructional Practice Guide
- State Standards

- Include Travel in your budget to match your professional learning needs
- How are actions increasing recruitment and retention of staff reflecting the diversity of our community?
- How are actions promoting positive culture and adult SEL practices?

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Visual and Performing Arts (Prop 28 Funds)

Action Details

College & Career Readiness

Edison High School is committed to providing all students with a variety of opportunities to engage in the Arts. We will work to implement a comprehensive program to increase student performance by meeting student learning outcomes, making cross-curricular connections by planning with student literacy development in mind, and increase the number of students participating in visual and performing arts through our VAPA courses (Art I, 3-Dimensional Design, Digital Photography, Orchestra, Choir, Jazz Band, Marching Band, Theater I and II, Technical Theater), performance events, exhibits, and supporting extra-curricular activities such as: athletics, service projects, field trips and school-wide events (i.e. homecoming, dances, rallies, assemblies)

Direct Instructional Services

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: Prop 28 funds are used to support visual and performing arts instruction and provide a variety of learning experiences. These funds allow teachers to enhance their Tier 1 instruction with activities that promote deeper learning and engagement.

Tier 2: Supplemental contracts are provided through Prop 28 funds to increase opportunities for student learning in visual and performing arts. These contracts allow students to receive additional support to improve on specific skills needed to enhance peformance.

Tier 3: Pul outs are implemented to provided additional support in performance preparation.

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.

English Learners (ELs, LTELs, and Newcomers) in VAPA courses and participating in performances and exhibition events are supported by our teachers' use of instructional supports that provide access to the content. Within the instruction and direction from our teachers, are strategies that meet the learning needs of our ELs, LTELs, and Newcomers based on the variety of learning modalities making native language connections to increase understanding the promote high levels of learning.

Student Groups

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

Student Groups: Students with Disabilities (SWD), Foster Youth (FY), Long Term English Learner (LTEL), English Learner (EL), and African American (AA), Homeless (HM):

Support within this action is funded through Prop 28 funds, not Title I funds. These funds are allocated specifically for Visual and Performing Arts (VAPA) designating 80% of these funds to VAPA staffing or supplemental contracts, and 20% designated to materials, supplies, and afterschool supplemental contract support.

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

Student Groups: Students with Disabilities (SWD), Foster Youth (FY), Long Term English Learner (LTEL), English Learner (EL), and African American (AA), Homeless (HM):

Support within this action is funded through Prop 28 funds, not 7090/7091 funds. These funds are allocated specifically for Visual and Performing Arts (VAPA) designating 80% of these funds to VAPA staffing or supplemental contracts, and 20% designated to materials, supplies, and afterschool supplemental contract support.

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

Student Groups: Students with Disabilities (SWD), Foster Youth (FY), Long Term English Learner (LTEL), English Learner (EL), and African American (AA), Homeless (HM):

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will engage through participation and observing the accomplishments of students by attending performances, festivals, competitions, school-wide events. Educational Partner Involvement will include sharing 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.

Professional Learning

Describe Professional Learning related to this action.

Prop 28 funds are used to provide professional learning for teacher support in visual and performing arts instruction and in the direction of performance events.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 visual and performing arts instruction, including school-wide events, performances, and rehearsals.

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.

Vice Principal overseeing VAPA will progress monitor visual and performing arts instruction and activities and provide feedback.

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 VAPA programs as measured by increased student engagement and student attendance at events.

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Resource Counseling Assistant - Academic and Social Emotional Support **Budget lines for personnel include salaries and related benefits	78,319.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts **Budget lines for personnel include salaries and related benefits	3,901.00
G2A2	Sup & Conc	Health Services	Medical Supp			Medical Supplies: Health Services	2,000.00
G2A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000	Campus Safety Assistant - Chronic Absenteeism Support **Budget lines for personnel include salaries and related benefits	87,622.00
G2A3	Sup & Conc	Pupil Transportation	Fuel			Site Vehicle Fuel and Maintenance	8,482.00

$180,324.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Building Teacher Agency (PL and Staff Culture)

Action Details

Effective Staff

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.

Direct Instructional Services

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

Black/Gold Team 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,

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Building the capacity of teachers and fostering a strong staff culture is critical for teacher recruitment and retention. The success of we have with teachers engages our students ergo our parents to support the success of students. Furthermore, by creating routines that build a strong staff culture leads to opportunities for celebration and positive parent feedback.

Professional Learning

Describe Professional Learning related to this action.

For this action, professional learning will provide staff with training to foster and experience a positive school culture which 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.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 4.3%.

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

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increase Parent Involvement and Engagement

Action Details

Community Engagement

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.

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

We 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.

Professional Learning

Describe Professional Learning related to this action.

We will work to equip 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 through professional learning.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

We will monitor attendance of parent engagement meetings once a month. Principal, Vice Principals and Home School Laision will monitor.

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 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.

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 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0145 Edison High School (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitute Salaries (Teachers) **Budget lines for personnel include salaries and related benefits	45,332.00
G3A1	Sup & Conc	Instruction	Travel			Travel/Conferences for Professional Development	10,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fresno PD : Fresno PD and Other Consulting and Operating Services	18,000.00
G3A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified Supplemental: Childcare for Parent Engagement **Budget lines for personnel include salaries and related benefits	2,600.00
G3A2	Title 1 Basic	Attendance & Social Work Servic	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)** **Budget lines for personnel include salaries and related benefits	87,877.00
G3A2	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Sub			Classified Support - Substitute **Budget lines for personnel include salaries and related benefits	2,121.00
G3A2	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Ovr			Classified Overtime for Parent Engagement Support **Budget lines for personnel include salaries and related benefits	3,109.00
G3A2	Title 1 Basic	Attendance & Social Work Servic	Local Mileag			Local Mileage (Home Visits/Parent Engagement)	500.00
G3A2	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified Overtime for Parent Engagement Support **Budget lines for personnel include salaries and related benefits	14,504.00
G3A2	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies: Parent Engagement/ELAC and Coffee Hours	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.5000	Bilingual Resources Counseling Assistant - Academic, Social Emotional, and Translation Support **Budget lines for personnel include salaries and related benefits	38,764.00
G3A2	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.5000	Bilingual Resources Counseling Assistant - Academic, Social Emotional, and Translation Support **Budget lines for personnel include salaries and related benefits	38,764.00

$266,571.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0145 Edison High School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0145	1110	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Quintero, Paloma Alegria	0.7500	G1A1	Bilingual Instructional Aide - In-Class English Learner Support **Budget lines for personnel include salaries and related benefits	58,113.00
060	3010	0145	1110	1000	4200	Bks & Ref					G1A5	Edgenuity and Site Licenses for Classroom Instruction	35,120.00
060	3010	0145	1110	1000	4300	Mat & Supp					G1A5	Itemized Classroom Supplies: **No food or incentives**	11,013.00
060	3010	0145	1110	2495	2960	Oth Cls-Supp					G3A2	Classified Supplemental: Childcare for Parent Engagement **Budget lines for personnel include salaries and related benefits	2,600.00
060	3010	0145	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Haynes, Yasmin	1.0000	G2A1	Resource Counseling Assistant - Academic and Social Emotional Support **Budget lines for personnel include salaries and related benefits	78,319.00
060	3010	0145	1110	3130	2210	Cls Sup-Reg	Liaison, Home/School Spanish	W125	Arias, Lupita	1.0000	G3A2	Home-School Liaison - Attendance Support (Includes Home Visits and Follow-up) **HSL cannot be used for translation of mandatory items (i.e. ELAC & IEPs)** **Budget lines for personnel include salaries and related benefits	87,877.00
060	3010	0145	1110	3130	2220	Cls Sup-Sub					G3A2	Classified Support - Substitute **Budget lines for personnel include salaries and related benefits	2,121.00
060	3010	0145	1110	3130	2240	Cls Sup-Ovr					G3A2	Classified Overtime for Parent Engagement Support **Budget lines for personnel include salaries and related benefits	3,109.00
060	3010	0145	1110	3130	5211	Local Mileag					G3A2	Local Mileage (Home Visits/Parent Engagement)	500.00
030	7090	0145	1110	1000	1120	Teacher-Subs					G3A1	Certificated Substitute Salaries (Teachers) **Budget lines for personnel include salaries and related benefits	45,332.00
030	7090	0145	1110	1000	1160	Teacher-Supp					G1A5	Certificated Supplemental Contracts **Budget lines for personnel include salaries and related benefits	61,350.00
030	7090	0145	1110	1000	2960	Oth Cls-Supp					G2A1	Classified Supplemental Contracts **Budget lines for personnel include salaries and related benefits	3,901.00
030	7090	0145	1110	1000	4200	Bks & Ref					G1A1	Website Licenses, Books, and Supplemental Resources: including but not limited to 5-Star Students, Nearpod, Gimkit (World Languages), Quizziz (Progress Monitoring), Gale (BioMed), Gale (Literature), Grade Cam (AP), and Gizmos (Life Science).	35,000.00
030	7090	0145	1110	1000	4300	Mat & Supp					G1A5	Materials and Supplies	203,300.00
030	7090	0145	1110	1000	4400	Nc-Equipment					G1A5	Non-Capitalized Equipment (Furniture, Appliances, Computers, etc.)	17,000.00
030	7090	0145	1110	1000	5221	Travel					G3A1	Travel/Conferences for Professional Development	10,000.00
030	7090	0145	1110	1000	5631	Off Eq Lease					G1A5	Office Equipment Lease (Ricoh)	60,000.00
030	7090	0145	1110	1000	5721	Direct Trans					G1A5	Direct Transportation - Field Trips	20,000.00
030	7090	0145	1110	1000	5723	Direct-Maint					G1A5	Direct Maintenance	8,000.00
030	7090	0145	1110	1000	5899	Cons Svc/Oth					G1A5	TBD : Direct Graphics (Displays/Posters). Graphics Dept closing, moving from object 5725 to 5899.	5,000.00
030	7090	0145	1110	1000	5899	Cons Svc/Oth					G3A1	Fresno PD : Fresno PD and Other Consulting and Operating Services	18,000.00
030	7090	0145	1110	2100	4300	Mat & Supp					G1A4	Materials and Supplies: Instructional Supervision	20,000.00
030	7090	0145	1110	2495	2240	Cls Sup-Ovr					G3A2	Classified Overtime for Parent Engagement Support **Budget lines for personnel include salaries and related benefits	14,504.00
030	7090	0145	1110	2495	4300	Mat & Supp							

030	7090	0145	1110	2495	4300	Mat & Supp					G3A2	Materials and Supplies: Parent Engagement/ELAC and Coffee Hours	5,000.00
030	7090	0145	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg Span	W017	(New/Open Position)	0.5000	G3A2	Bilingual Resources Counseling Assistant - Academic, Social Emotional, and Translation Support **Budget lines for personnel include salaries and related benefits	38,764.00
030	7090	0145	1110	3140	4371	Medical Supp					G2A2	Medical Supplies: Health Services	2,000.00
030	7090	0145	1110	3600	4305	Fuel					G2A3	Site Vehicle Fuel and Maintenance	8,482.00
030	7090	0145	1110	4000	5767	Direct-Food					G1A5	Direct Nutritional Services	5,000.00
030	7090	0145	1110	8300	2210	Cls Sup-Reg	Assistant,Campus Safety	W061	Chisom, Lawrence	1.0000	G2A2	Campus Safety Assistant - Chronic Absenteeism Support **Budget lines for personnel include salaries and related benefits	87,622.00
030	7091	0145	4760	1000	1120	Teacher-Subs					G1A3	Certificated Substitute Salaries for EL Support **Budget lines for personnel include salaries and related benefits	11,937.00
030	7091	0145	4760	1000	1160	Teacher-Supp					G1A3	Certificated Supplemental Contracts to Support English Learners **Budget lines for personnel include salaries and related benefits	3,682.00
030	7091	0145	4760	1000	4300	Mat & Supp					G1A3	Materials & Supplies (English Learner Support)	69,289.00
030	7091	0145	4760	1000	5221	Travel					G1A3	Conferences for Professional Development (English Learner Support)	5,000.00
030	7091	0145	4760	1000	5721	Direct Trans					G1A3	Direct Transportation - English Learner Support	5,000.00
030	7091	0145	4760	2495	2960	Oth Cls-Supp					G1A3	Classified Supplemental Contracts for EL Support ** Budget lines for personnel include salaries and related benefits. **Budget lines for personnel include salaries and related benefits	650.00
030	7091	0145	4760	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg Span	W017	(New/Open Position)	0.5000	G3A2	Bilingual Resources Counseling Assistant - Academic, Social Emotional, and Translation Support **Budget lines for personnel include salaries and related benefits	38,764.00

$1,081,349.0

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$278,772.00
Sup & Conc	7090	$668,255.00
LCFF: EL	7091	$134,322.00
Grand Total		**$1,081,349.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$634,454.00
G2 - The Whole Child (SEL and Engagement)	$180,324.00
G3 - Operational Excellence	$266,571.00
Grand Total	**$1,081,349.00**