# Edison High School
# SELF-STUDY REPORT

**100 Doctor M.L.K. Jr Blvd**
**Stockton, CA 95206**
**Stockton Unified School District**
**March 20-22, 2023**

**ACS WASC/CDE Focus on Learning Accreditation Manual,**

**2019 Edited Edition (2020-2021/2021-2022 SY Visits)**

# Preface

The self-study process at Thomas Alva Edison High School began in spring of 2022 with a faculty meeting in which the process and purpose of the self-study was presented to certificated and classified staff by Edison Leadership. A WASC coordinator was then appointed in conjunction with the Implementation of an MTSS committee.

At the beginning of the 22-23 school year staff were given further direction on the process to be completed in the school year. Staff were surveyed in response to our 2016 Growth Goals as well as our Mid-Cycle report action items. The survey process also asked staff which focus group they could best support. Once focus groups were balanced, each group was assigned two leads and an administrator. Focus groups became a standing agenda item at all faculty, home groups at Professional Learning Communities (PLC), and both at leadership and department meetings.

Simultaneously, parents and students were surveyed as to Edison's progress toward our indicators. These surveys were pushed out to parents and students through school messaging systems as well as available on our school website. These surveys were also available at Back-to-School Night. Once responses were collected, the WASC coordinator, administrators, and the leadership team completed coordinated analysis for our findings.

During a staff meeting in September of 2022, staff members were given a copy of the old report to gather their ideas as they collaborated on current prompts and indicators. Groups synthesized findings, analyzed data, shared strengths, and evaluated the effectiveness of their findings. Due to staffing and need changes during our self-study process, the Leadership team members took on the role of Facilitators within the Focus Groups. Some members were reassigned due to length of time at Edison high school. The leadership team met weekly in order to address key areas of focus for the self-study such as data analysis, staff feedback, program evaluation, and action plan implementation and monitoring.

As readers will find, Edison did their best to solicit participation from community and parent stakeholders. Our systems in place for communication with parents are only somewhat effective. Staff and Students participated regularly through survey feedback. Teachers and counselors participated in writing chapter three utilizing school-wide writing strategies. Office staff members were individually asked for contributions to the study when questions regarding their processes and departments arose.

The self-study coordinator spent time reevaluating chapter three, synthesizing the analysis, and developing a plan of action with the Leadership and Administration Teams. The findings of this self-study will be available to stakeholders through the school website and mailer.

By the time they graduate, Edison students should have met our school-wide learning outcomes (SLO), *SOUL: Succeed by achieving academic and personal goals; Organize information to think and communicate effectively; Use knowledge to prepare for college and career; Lead by making positive choices.* When asked approximately 50% of students did not understand the SLO process and that these are objectives they should be moving toward throughout their matriculation at Edison. While students did not understand initially that they were moving toward this goal, most respondents noted the validity and relevance of the SLOs to their learning. Since their implementation in the last 6 year cycle, no system to specifically tie SLOs to curriculum and evaluate student progress on the SLOs has been developed. As a result of this study, a monitoring process is in the planning phase, utilizing the walkthrough process.

Prior to the pandemic, the California Dashboard for Edison showed that students were making progress toward career & college readiness, which aligns with the creation of our SLOs. Thus, our graduation rate fell at 94.9%, echoing the readiness of students to exit high school successfully. Although Edison's graduation rate has continued to climb, the progress made on the California Smarter Balanced Testing and English Language Proficiency Assessment have either remained the same or declined, specifically in math. Additionally, Edison

has continued with a high rate of suspensions as well as chronic absenteeism. These two factors have hindered student learning and demonstration of learning. Also, a hindrance to learning: Edison remains a largely socio-economically disadvantaged student body. In the 21-22 school year, approximately 78% of students qualified for free and reduced lunch, which changed drastically from the previous year of 95%. Edison provides many opportunities for students to recover lost learning, but this does not show in the statewide dashboard or the data profile that Edison staff created.

Through the self-study process, staff and teachers at Edison have gleaned that there is much work to do in proactively assessing and modifying our programming since our return from distance-learning. While students are making progress, there is a lack of monitoring taking place. This is due to the deficit of school-wide understanding of learning objectives, and how those are implemented and monitored. The selection of essential standards among teacher cohorts and Professional Learning Communities that align with college & career readiness is apparent through the examination of data during departmental academic conferencing.

SUSD LCAP Goal 1 is to increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Support (MTSS) to graduate every single youth college, career, and community ready. Needs at Edison identified in our SPSA are: only 35% of our teachers were able to observe quality instruction to inform instructional practice during the 2021-22 school year. According to the SPSA, Less than 90% of our teachers have received PLC training. Only 29% of students exceeded or met the standards for ELA SBAC testing 2020-21. Only 15% of students exceeded or met the standards for Math SBAC testing 2020-21. The graduation percentage for the 2020-21 school year was 83.7%. Our ability to address Goal 1 has been inhibited by the substitute shortage in SUSD. Providing teachers opportunities to acquire new training and skills requires that teachers be given out-of-classroom time. In regard to student achievement results, these were directly impacted by deficit in learning from the previous two years of distance and hybrid learning.

LCAP Goal 2 is to provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS) required the implementation of MTSS which was not existence at the beginning of the 21-22 school year. In February 2022, a committee was formed to begin the needs assessment for implementation. This team received training from California Department of Education in MTSS, and then worked to address the needs of Edison. This team gathered feedback from all facets of the school, and developed systems to put in place to begin tracking data in the three domains: Behavior, Social Emotional, and Academics.

In our SPSA, Edison identifies three goals: reduce suspensions, reduce referrals, continue reduction of expulsions, and reduce chronic truancy. In the MTSS team analysis, it was noted that there was not a system to track referrals within any of the domains. Thus, the team initiated the process of collecting and monitoring that data through form submissions so that they could gather a baseline of information for the following year. This system has been initiated throughout the 22-23 school year.

SUSD LCAP Goal 3 requires that all schools create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels. In regard to creating these meaningful partnerships, By the end of year 2023, Edison High School will increase parent involvement by 15%, as evidenced by participation in parent meetings and workshops, and academic nights, as measured by event sign-in sheets. These events include but are not limited to Back to School Night, Fall & Spring Conferences, Reading/Math/Science Nights, Community Resource Fair and School Site Council/ELAC sponsored events. In the past three years, parent and community engagement has dwindled, but in the 22-23 school year, we have seen many more parents in attendance at the specified events. For instance, AVID night garnered approximately 50 families in

attendance. During the 22-23 year Edison gathers their baseline to address the percentage of parent involvement due to lacking a monitoring system.

## Chapter I: Progress Report

**Significant Developments:**
1. **Staffing Changes**
   Since our last Mid-Cycle review, Edison High School has experienced its fair share of turnover in administration staff as well as faculty. Since 2018 edison has experienced at least 14 administrative staff staff changes. Teacher staff turnover is about 15-25% per year. This turnover is indeed in regard to the high level at which our site continues to function that our administrators become invaluable to the district. Many of our previous assistant principals now serve as Principals at schools within Stockton Unified. Our current principal, Chris Anderson, served for a year as Covid Director and then returned to our site in the 21-22 school year.

   In regards to evaluating processes and programs, transfers of staff to other sites have greatly impacted Edison's ability to do so. In our previous action plan and mid-cycle action plan, staff were named as responsible parties, yet some, not all, have left Edison, and new staff were not appointed to carry out their duties. This can be seen in the use of processes such as our walk-through tools.

2. **Implementation of PBIS**
   Upon the return to school from distance learning, there was strong evidence, through suspension data, that our students would benefit from Positive Behavior Interventions and Supports. Administration worked with site leadership, students and other staff to implement PBIS on campus through our acronym SOUL, showing students yet another positive way in which they can represent Edison High School.

   Student positive behavior is rewarded with Viking points through the HERO App. Students can exchange their points for raffle tickets to win prizes through a monthly drawing.  Teachers can also recognize students on a weekly basis for demonstrating being safe, respectful, and responsible.  At the end of the Month, PBIS committee will publicly recognize the students in the classroom and award them with a small prize to congratulate their positive behavior.

   The focus on PBIS also coincides with the first phase of MTSS implementation at Edison. Systems of support for student academics, behavior and social emotional learning at Edison in the past had not functioned to best serve our students. This was even more apparent during and after the return from distance learning as students struggled to adapt to being back in classrooms. Data showed students struggling with truancy, aggressive behaviors, anxiety, and academic apathy.

   In addressing these issues with students, Edison formed a committee to implement advisory classes for students. The teaching staff was polled as to which topics they felt would best benefit our students. Advisory Leads for each grade level were established. Teachers were asked which grade level they wanted to teach for Advisory and for the most part, their choice was granted. Then the student population was broken down into classes (freshmen, sophomores, juniors and seniors) and lessons were differentiated when needed.  Classes began at the beginning of the 2022-23 school year and occur biweekly. Lessons include student success skills as well as life skills.  The Advisory Committee put together the content of the lessons and timing of when they would occur to coincide with the Counseling staff's visitation to classrooms regarding pre-registration, etc. Some other subjects included: Self-Advocacy, Procrastination, Goal Setting and preparation for state-mandated tests.

3. **Implementation of new curriculums and standards**

a. **Science:** NGSS Science Curriculum is implemented under the guidance of the NGSS Science Framework in collaboration with the SUSD Science Curriculum director--Marcus Sherman, the secondary HS science teachers as well as the San Joaquin County Office of Education STEM Group.

SUSD has adopted the three-course science model which encompasses Biology, Chemistry and Physics. As a district, teachers from each discipline / Professional Learning Community meet monthly during the school year as well as predetermined dates in the summer to delve into the SEP's, DCI's and CCC's of the NGSS standards so that science curriculum implementation as well as common grading practices are calibrated district wide. At the district level and under the guidance of the San Joaquin County Office of Education (SJCOE)--Stem Group, a calibrated Instructional Segment outline and pacing is developed to include six instructional segments that are divided into two teaching semesters. For each segment, common lessons, required laboratory activities as well as summative assessments with common rubrics are created with input representation from each high school site.

At the site level, the NGSS standards / framework and the SUSD lesson guides / outlines serve as a foundation for each of our three PLC's--Biology, Chemistry and Physics, respectively to develop our essential outcomes.

From there, each PLC team works collaboratively to determine site specific Instructional Segment outlines embedding the district created guide with common lessons, labs as well as asssements.

b. **Social Studies:** In 2019, SUSD adopted a new curriculum for US History, World History, Government and Economics. This Houghton Mifflin Harcourt (HMH) curriculum came with new textbooks and online curriculum. Implementation has not been consistent as the district social studies coordinator retired during COVID so there is no longer a district curriculum support for Social Sciences. Edison has established vertically articulated Essential Outcomes based on the History/Social Science Framework adopted by the State Board of Education. These essential outcomes build on the required course work in Social Science at Edison from 10th through 12th grade and develop historical thinking skills applicable to both career and college readiness. Common formative assessments and rubrics have been developed by subject-matter Professional Learning Communities to assess and reassess achievement of these skills.

c. **Ethnic Studies -** In the Fall of 2019, the "Intro to Ethnic Studies" Course was first introduced at Edison. The curriculum for this course was built by a collaboration of Ethnic Studies teachers across Stockton Unified, officially known as the Ethnic Studies Steering Committee (ESSC) According to SUSD Resolution 19-24, approved by the board in 2019, the ESSC were to "draft a culturally relevant and community responsive curriculum. The curriculum will honor Stockton's specific community context, taking into account demography, history and contemporary issues that uniquely affect Stockton students." Produced by the ESSC was a Scope & Sequence, Essential Outcomes, Unit Plans and Lesson Plans, along with common assessments and projects. A key text of the course is "A Different Mirror for Young People: A History of Multicultural America" by Ronald Takaki. The ESCC solicited input and feedback from Stockton community members in order to strengthen the curriculum. Edison High School piloted this program during… in an effort to span the diversity of our student population and provide equitable classroom materials for our students.

The curriculum for the "Intro to Ethnic Studies Course" at Edison uses these materials produced by the ESCC of SUSD. The essential outcomes for the course build on the required course work in Social Science at Edison from 10th through 12th grade and develop historical thinking skills and critical thinking skills applicable to both career and college readiness. The course is currently taken by students in the 10th-12th grade. Since Ethnic Studies is a required high school course, Edison will increase the number of sections in our Master Schedule. By 2026 all students will be required to take an Ethnic Studies class. Although this has not been accomplished yet, there will be an Introduction to Ethnic Studies during freshman year and then students will be able to

choose among African American Ethnic Studies, Mexican-American Ethnic Studies, etc. to complete an Ethnic Studies Pathway.

In the Fall of 2021, another Ethnic Studies course was added – "Mexican American History." This course was intended for 11th and 12th graders who had ideally already taken the "Intro to Ethnic Studies Course." The curriculum for this course was constructed in a similar way as the Intro Course, through a collaboration of teachers and community members,
AB 101, passed in the fall of 2021, mandated an Ethnic Studies course as a graduation requirement – all students in the class of 2030 must take one semester of Ethnic Studies, and schools must offer these courses starting in the 2025-2026 school year. Edison now has a curriculum that will help us prepare our graduates for this incoming graduation requirement. However, there are currently not enough sections or experienced teachers of Ethnic Studies to meet that incoming requirement. There will be a need to expand course offerings and increase the number of teachers of Ethnic Studies over the next few school years in order to ensure that all students will have the opportunity to take an Ethnic Studies class taught by a teacher with experience in the subject.

**d. ELD: ERWC**
In the spring of 2019, Stockton Unified began a pilot program with California State University's Expository Reading and Writing Course materials for English Language Development courses. The modules that the ELD department have implemented contain designated ELD supports to enhance the content students are exposed to. Post pilot, SUSD adopted this curriculum for all ELD courses. CSU and SUSD continue to work together to create and revise modules for student learning.

**4. 21st Century Skills from Pandemic**
   **a.** One way in which Edison staff and students benefited from the global pandemic was that it forced 21st Century skills to the top of our goals so that we could continue to reach our families and educate our students. Teachers began holding classes through Zoom and Google Hangouts. Software to assist teachers in communicating with families was purchased by the district and implemented at Edison. Students were all checked out with an individual chromebook which they kept upon their return from distance learning. Students are now 1-1 with devices. Students are also able to continue checking out hotspots to keep their access to the internet. Additionally, software and add-ons that the district purchased are still utilized such as the full Google Education Suite, Padlet, and Peardeck. There is still much room for growth as Edison still struggles to obtain replacement technology from the district.

**5. MTSS**:
   **a.** In Spring of 2022, Edison started an MTSS committee to address the needs of students and to align with LCAP/SPSA. SUSD is dedicated to providing high quality first instruction, rigorous curriculum, and supporting academic achievement and social-emotional development supported by Multi-Tiered System of Supports (MTSS). Edison began implementing MTSS in Fall 2022 after a careful analysis of how the supports are currently functioning and phased restructuring. With continued analysis Edison will proceed to change its systems of support to match the needs of the Edison Community.

**Schoolwide Growth Areas for Continuous Improvement**
GOAL #1: INCREASE STUDENT PROFICIENCY IN ALGEBRA I
In regard to meeting goal 1, which is still in progress, it has not been until the 21-22 school year that the math department has started the process of moving toward increasing the proficiency of Algebra 1 students. Academic conferences took place in the Spring of 22; Math leadership met to discuss and implement plans to reduce failure rate for Algebra 1 and other classes such as Geometry and Algebra. In the Summer of 2022: Math Department Chairs met to create a strategic plan on how to support teachers with the curriculum, analyzing data, and DII. Math leadership team met for two days, but this time data

was gathered from walk-throughs where Algebra Support classes, Algebra 1 classes and the Geometry classes were observed throughout the day. The next day the team met and developed a plan to include: Intervention for student and teachers, create formatives to align to standards, review the data from formatives to support students who need more intervention.

While the School district has provided cursory professional development for the adopted curriculum, the department identifies that there has not been enough support with the curriculum until the summer of 22. Collaboration between the district provided math instructional coach is only now beginning again as the coach was placed in the classroom to teach during the 21-22 school year due to teacher shortages. PLCs are working to establish essential outcomes/priority standards and formalizing vertical alignment, moving towards standards based grading, creating focused notes so that all students have access to the same set of notes, creating rubrics for common multiple-choice/fill in formatives & summatives, and vertically aligning. The math department is currently also working on implementing RTI and a system to monitor achievements through the use of common benchmarks in the newly adopted SAVVAS Curriculum.

GOAL #2: INCREASE THE NUMBER OF EL STUDENTS BEING RECLASSIFIED BY 10TH AND 11TH GRADE

Goal 2 is also still in progress. While reclassification data is stronger, Edison has the largest EL population of all schools in Stockton Unified. Due to this, action items such as creating secondary pathways for reclassification, off-site observation of other EL programs, strategic use of monitoring forms has not been supported by our district offices, such as the Language Development Office, as more staffing is necessary. The LDO offers support with the curriculum adoption and instructional coaches provide ongoing lesson demonstrations and assistance, but this only takes place at the request of ELD teachers. Continual changes in district staffing have affected this process.

GOAL #3: INCREASE THE NUMBER OF STUDENTS MEETING UC A-G COURSE SEQUENCE REQUIREMENT

Following the trend, Edison is working on increasing student achievement in meeting college preparedness. AVID works with students and counselors to ensure all AVID seniors graduate A-G Ready and are able to apply to four-year universities. In the 21-22 school year, Edison AVID had a 100% college acceptance rate. Increasing A-G completion is included as a goal in this current self-study cycle. Edison struggles to graduate students as college ready. There are a number of factors outside of distance learning that held students back. First, SUSD has changed graduation requirements. As the district backed off of requiring students to be college or career ready to graduate, families and students were more apt to complete the minimum for graduation. For instance, the current credit requirement is 210 credits with 2 years of math and science rather than the more rigorous 3 years. Second, there are many students who are enrolled in repeater or credit recovery courses due to high failure rates in courses like Algebra 1 and biology. Third, there is a lack of understanding among staff and students exactly what is required to graduate A-G ready. To tackle this issue, students and teachers have received more training through the advent of Edison's advisory course and Get Focused Stay Focused curriculum during freshman year. A-G information is Included in student planners distributed at the beginning of the year, too. Additionally, Edison identified two counselors solely for the freshman class. These counselors, Get Focused Stay Focused, and AVID 9 teachers have been working closely to ensure incoming students are more educated on their educational responsibilities to become college or career ready.

GOAL #4 VERTICALLY ARTICULATE AND ALIGN NEWLY ADOPTED CURRICULUM

Vertical articulation for departments with a new curriculum has been streamlined. Curriculum adoption has aided the process. ELA and MATH both have curriculums that align with all feeder schools. However, articulating with feeder schools has only just begun. Through AVID pathway training and [professional development](#) offered on-site, Edison has been working with these 12 schools to provide insight and feedback. Our AVID training has been especially successful in building teachers who are familiar with what Edison students need upon entering high school as our feeder schools offer either AVID Elective or

utilize AVID School wide strategies in their middle school course levels.

Here at Edison we have continued to provide teachers with site-based AVID PD, including Essential Outcome Alignment with new curriculum. PD has been offered through the district, but Edison does not have a system currently to monitor the effectiveness of PD in its implementation. Edison does utilize a walkthrough tool, which allows leadership and administrators to monitor AVID practices which are included. Using this data, site PD is developed and addressed through the PLC process.

Internally, PLCs have worked to align essential outcomes not only departmentally but also interdepartmentally. For instance, Social Studies and ELA work closely together to align the essential outcomes of English 3 and US History, supporting students in meeting or exceeding expectations on the ELA portion of CAASPP. Through our alignment across PLCs Edison staff have developed ancillary materials to support District provided curriculum. Additionally courses such as AVID and Get Focused, Stay Focused support alignment of school-wide focus and strategies.

Goal #5: CTE

The Career and Technical Education programs at Edison are in their adolescence because of this they are identified as areas of growth in our goals. While several pathways have been developed over the last cycle. Approximately 1,048 students have taken at least one CTE course from our [offerings.](#) These include Residential & Commercial Construction, Education, Engineering Design, Software & Systems Development, and Operations. Additionally, Edison is working to expand our program with Sports Medicine & Medical Terminology. These programs include two-course pathways to complete the CCR indicator, but have not been required by the district as graduation requirements. Moreover, course pathways do not offer capstone or off-site opportunities aside from providing a connection to local companies. Many companies will not hire or work with minors as interns, and this is a significant barrier to overcome. However, Project Lead the Way partners with University of the Pacific and Delta College to offer students articulation experiences. Edison must still develop a partnership with local unions and businesses to offer internships & job shadowing opportunities as well as hire and retain qualified CTE teachers.

Currently, the Operations program works with CNS Wholesale Grocers as well as Teamsters 439 to provide students a employment after a successful completion of both Logistics courses (Supply Chain I & II). Preparation includes basic training for warehouse work such as pallet-jack experience, moving and processing stock, mock-interviews, and meetings with industry experts. Notably, our students have gone on to work with FedEx and In-n-Out distribution. The Education program has also partnered with Point Quest Ed Services to provide students with an opportunity as a Mod/Severe SPED one-to-one assist. Employees are offered $21 to start as well as full medical benefits as well as full tuition reimbursement after their first full year.

GOAL #6: [BLENDED LEARNING](#)/ IMPROVE [STUDENT ENGAGEMENT](#) IN LINE WITH BEST PRACTICES.

In our previous self-study, Edison identified the need to move "towards integrating a system to support blended learning, which will allow teachers to combine classroom learning with online learning. This, in part, will allow students to control the pace of their learning." Edison's goal to accomplish blended learning was revised to Improve Student Engagement in Line with Best Practices. One positive outcome of the pandemic was that it forced schools like Edison to utilize technology to facilitate student learning. Students in SUSD are now one-to-one with Chromebooks, which students bring to and from school. Additionally, all PD held on site utilizes digital components, teaching staff how to further implement and continue their digital development.

Other strategies that Edison targeted for best practices included: Banking instructional minutes to create teacher collaboration time through the use of pre-planned, weekly minimum days for students, Walk-through tool targeting specific needs, Teacher Showcases of engagement strategies, AVID PD for all

teachers as an AVID National Demonstration Site, New administrators attended Leadership strands for AVID implementation, A.L.L. (Academic Language and Literacy)  training for all teachers, Teachers complete instructional rounds walk-throughs, RTI (Response to Intervention) during Class time, Student Progress monitoring, SAP + PLC process combined, PLUS Programs & Incentives, Parent/Teacher Conferences w/goal sheets, Routine parent communication, Innovative technology, Standards Based Grading Team, Technology Conferences (CUE) for small cadre, Creation of schoolwide Writing Committee, Vertical articulation regarding writing expectations across grade levels, Professional Development training schedule for all staff, New Teachers, office hours to discuss best practices, areas of support with administrators (Working PD Schedule document), Use of student planners schoolwide, and Use of engagement strategies in Advisory lessons.

# Chapter II: Student/Community Profile and Supporting Data and Findings

**General Background and History**

Thomas Alva Edison High School is one of four comprehensive high schools in Stockton Unified School District. The surrounding neighborhoods are well-established; therefore, the school serves as an important representation of the many generations who have attended Edison. Established in 1941, Edison High School has become an integral part of the community landscape in South Stockton, California.

Our student population is nearly 2,500 Students. 68.4% of students identify as Hispanic, while 12.4% identify as African American and 8.1% as Filipino. Other populations that make up the remaining demographics include American Indian, Asian, Pacific Islanders, Caucasian, and those who identify with two or more races. These groups are not reflective of the diversity of Stockton as a whole, but reflect the microcosm of Hispanic families living around the Edison High School. According to the 2021 U.S. Census Report Estimates, Stockton has an estimated population of 322,120. In terms of diversity, Stockton's population is  40.2% White, 11.5% Black, 21% Asian, 43.5% Hispanic, 15.2% Two or more races with 19.4% making up all other races.

Additionally, students at Edison represent a drastically underprivileged population as 82.1% are classified as socio-economically disadvantaged on the California Dashboard. While the dashboard shows that 13.6% of the population are EL, internally, we show at least 21.4% of students are classified as English Learners and nearly half of students speak Spanish as their primary language. Approximately .5% of students qualify as homeless and/or foster youth.

The median Stockton household income is roughly $58,393 with an estimated 16.8% of residents living below the poverty line. While 77% of residents have completed high school, only 18% possess a Bachelor's degree or higher. This trend can be seen generationally through the student graduates of Edison high school as approximately 40% of students on average meet A-G requirements to attend college. On average, half of Edison Graduates attend college just after graduation, with roughly 20% of those attending college enrolled at a 4-year university. Edison collects an exit survey from students yearly that shows a

Community provides a strong foundation for the success of its students.  The school has made efforts to reach out to parents and the community in various ways, including Student Orientations by grade level, Back to School night, AVID Parent nights, Education Parent Night, a Pre-registration Orientation known as Stockton Unified 8th Grade Parent Night, and Information night for eighth graders and their families, and School Site Council. Active parents have helped reach out to encourage more involvement as well, voicing their opinions as to the needs of students and the value of attending parent meetings. This includes parents who serve on Edison's School Site Council and ELAC (English Learner Advisory Committee). These two committees are each responsible for identifying student needs in order to establish relevant community-based partnerships.

The State and Federal programs mandated at Edison come from a variety of funding sources.  Title I and LCFF money is available to support EL students, parent involvement, professional development, human capital necessary to achieve academic goals, substitutes, and additional compensation to allow teachers to continue the PLC process beyond their contractual time. This specifically includes helping disadvantaged students receive resources to allow them to meet standards, providing services to homeless students, and funding the Migrant Education Program. Title II funding aims to improve teacher quality. Title III focuses on limited English proficient (LEP) students, Teacher Induction, Extended Day Programs, and the English Language Acquisition Program (ELAP) all at the district level. In addition to academic support, Edison houses a school-based Health Center, which relies on the partnerships of several community organizations such as Valley Community Counseling, San Joaquin General Hospital, Delta Health Care, and Community Medical Center. The addition of these partnerships has increased the frequency of support services provided in the comprehensive on-site Health Center, namely, anger management, grief counseling, and substance abuse counseling (TUPE), in an effort to ensure that students' urgent needs are met more

effectively. In addition to medical services, Edison also houses a Head Start Program where local families can enroll their preschoolers to receive educational services.

Edison currently has a staff of 114 certificated teachers, of which are 44.8% female, 51.5% are male, and less than 1% non-binary or undisclosed. In the previous school year, 75% of teachers held a clear credential, with 7% of teachers identified as Interns. Teachers with Incomplete assignments of 12.8% and ineffective assignments of 4.7% stem from a number of emergency credentialed teachers working toward their intern program. There are 74 classified staff members, which are made up of 45 females and 29 males. We have a range of ethnicities represented at our site that includes Black or African American, Native American, Asian, Filipino and a majority Latino and White. In addition, 38 staff are bilingual in Spanish and English.  Currently included within our staff are nine counselors; an administrative staff consisting of one Principal and four Assistant Principals; two school psychologists; a Library Media Technician; two Resource Specialists; Interpreters for the deaf and hard of hearing; health center staff, which includes a part time Doctor, Nurse, Grief Counselors; a Speech Pathologist; an onsite School Resource Officer; and a Social Worker (promoted to a new position in April).

Together, the leadership team and staff have made a collective commitment to provide an equitable education that prepares students for post-secondary success. Below are our mission and vision statements which are continuously reviewed and refined:

## MISSION STATEMENT

Thomas Alva Edison High School will deliver challenging and meaningful instruction within
programs that are designed to prepare all students for a variety of post-secondary opportunities.

## VISION STATEMENT

Thomas Alva Edison High School will be a locally and nationally renowned learning environment
where students, staff, parents, and community members collaborate to ensure that all students are
college and career ready.

# EDISON HIGH SCHOOL

## Mission

Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of postsecondary opportunities.

## Vision

Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents, and community members collaborate to ensure that all students are college and career ready.

## Student Learner Outcomes

**S**ucceed by achieving academic and personal goals

**O**rganize information to think and communicate effectively

**U**se knowledge to prepare for college and career

**L**ead by making positive choices

## SCHOOL-WIDE LEARNER OUTCOMES

School-wide Learner Outcomes reflect the ongoing vision of Edison High School. These outcomes were adapted to align with the recommendations from the last full WASC self-study to capture initiatives that will suit the needs of our students. School-wide Learner Outcomes is a system that has allowed our students and staff to focus on the essential purpose of our mission and vision. A team of teachers sought to reinstate "Soul-Vikes," a decades-old term with which alumni would strongly identify. And, as many Edison alumni have children who attend Edison, the hope was that the term would already be familiar to a significant portion of the student body. The team used "SOUL" as an acronym for the shift from ESLRs to SLO's which promote success, organization, utilization, and lead. The "SOUL" acronym is also used as part of our PBIS system.

## WASC ACCREDITATION HISTORY

During the 2016-2017 school year, Edison High School completed its 12th full self-study in which the school was awarded a 6 year accreditation with a three year mid-term visit.

During the self-evaluation in 2016-17, the API was no longer measured due to the changes in state standards and high stakes testing. When last measured, we were considered a Program Improvement site with a designation of PI 4. Although we continued to make growth, we still did not meet CAHSEE goals. To improve reading, writing and mathematics we have continued to focus on PLC, school-wide AVID, and DII, PBIS/Plus and math pull-out intervention.

Edison High School considers all stakeholders when making decisions. This includes efforts to seek parent input, which is gathered through various meetings such as ELPIC, which reaches out to our English Language Learner population, as well as School Site Council, which is held 5-6 times throughout the year and requires parent attendance to make decisions. We also have parents attend our AVID school-site meetings to educate them on the

program, receive input and encourage additional parent participation school-wide. See Appendices B5 and B6 school site council sign-in and agenda.

Our parents and stakeholders are contacted through School Messenger, Jupiter grades, email, our school website, letters mailed home, fliers, and direct phone calls and text messages. Students that are in foster youth and special needs subgroups are contacted by our site social worker, school psychologist and case managers.

During our mid cycle review, leadership addressed the third goal in the action plan. The goal was to update and align curriculum in Math and ELA. This has been addressed. During the 2018-2019 school year, the district piloted curriculums in the hope of adopting one for the 2019 school year. Edison was chosen to pilot Pearson MyPerspectives. A team of teachers (one from each grade level) piloted for the 2018-2019 school year and it was adopted for the 2019-2020 school year. The ELA curriculum was adopted 6th-12th grade which should provide more opportunity for articulation. Teachers have been trained in the new curriculum and are using it this year. Math also adopted Pearson Math and implemented it in the 2019-2020 school year. This addressed goal #3, and due to that, Goal #3 needs to be updated. We have the curriculum, but teachers need more training and the opportunity to vertically articulate both on site and with feeder schools.

The second student learner need was Response to Intervention. This was addressed in goals #1, 2, and 4. Goal number one was to support ninth grade Algebra 1 students so that more students pass the class. Goal number two was to increase the number of EL students being reclassified by tenth and eleventh grade. The fourth goal was to increase student engagement in line with best practices. Engaging instruction can be in itself an effective intervention for some students. Each of these goals is ongoing. Edison did not reach their SMART goal for any of these and must look closely at why that is and adapt the action plan as needed.

The third student learner's need was 21st Century Skills. This was addressed in the action plan in goal five and six. Goal number five was to provide more CTE offerings on campus. This goal has been addressed, but due to the change in graduation requirements will require refined action plan items. Goal number six was to address technology literacy. This has been addressed with the adoption of a new curriculum that each has a significant online component allowing Edison to move into maintenance mode on this goal. Due to the needs of our ninth graders and ELL students, the team found it necessary to remove this goal and place greater attention and resources on the others. Based on the evidence provided for Goal #1 (Algebra 1), it is clear that we have made steady progress, but have not reached our stated growth targets. Curriculum was a significant factor in progress that could be made, but wasn't adopted until this school year. In addition, a math coach was not added until this school year. With these two additions, we believe more progress will be made and in the next three years, Edison will be able to reach its stated growth targets.

In the leadership team's analysis, the significant hurdle for Goal #2 (EL Reclassification) was the revision of reclassification criteria. CELDT was replaced by the more rigorous ELPAC, which tests not just language, but content knowledge. Moreover, MAP was replaced by i-Ready. Our ELD students were placed at a disadvantage by having two new tests used for their reclassification. In addition, students were transitioned from SDAIE (Specially Designed Academic Instruction in English) content courses to fully integrated content courses. This proved somewhat challenging for teachers transitioning from never having taught EL students to a fully integrated class. Lastly, 2019 saw an influx of SIFE (Students with Interrupted Formal Education) students which created more challenges in an already diverse classroom. The recent piloting of two new curriculums, one with a focus on technology literacy and the other on meaning making, should help support our students in their future efforts at reclassification.

The most progress was made in Goal #3 (Curriculum Adoption). Five departments adopted a new curriculum in the last three years, with most adopting this school year. The new curriculums are Common Core aligned and should engage our students in rigorous instruction. Now that the curriculum has been adopted, our goal has been refined to include the alignment and vertical articulation of departments using the curriculum as a tool.

Goal #4 (Engagement) has been Edison's school-wide focus with numerous professional developments and the addition of two instructional coaches. It has been difficult to move forward with staff turnover. On average we lose twenty percent of our staff each year and a huge number of first and second year teachers are replacing them. We get caught in the stage of implementation, rather than moving towards innovation. Our professional development is mostly focused on new teachers; extension and differentiation PD is missing for veteran teachers. Apart from new teaching staff, we also have a completely new administration team which is still in the process of learning and calibrating site-wide instructional norms and goals.

Progress has been made in Goal #5 (CTE). A Warehousing and Logistics Pathway was created and implemented this year. This pathway will allow students to enter the workforce after graduation. A barrier to success has been obtaining qualified CTE teachers. For example, Edison was without a Construction teacher for a year before a qualified teacher was hired. We were able to hire two Construction teachers who collaborate with one another. One of our growth targets was to hire two new CTE teachers to increase our CTE offerings, but qualified candidates are difficult to find. In January of 2019, a new CTE teacher was hired for the Warehousing/ Logistics pathway.

Goal #6 (Blended Learning) has been removed from the action plan because we met our growth target. Edison is currently in maintenance mode. We recognize that we need to continue to train new teachers as they are hired, but the majority of staff is trained and has the tools to implement blended learning. The multiple curriculum adoptions helped us achieve this goal because each contains a digital component that when used effectively facilitates blended learning.

**LCAP:**
According to the district LCAP Update in June 2022, three surveys were collected from the community over the course of the year, collecting 4,100+ responses. Community information sessions were held throughout the school year, in November, February, March, April and May. Additionally, The LCAP Director met monthly with the Stockton Teachers Association LCAP committee. The publishing of the LCAP report was followed by a public hearing June 14th, and then board action adoption on June 28th, 2022.

**LCAP** Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

# Goal 1

School Goal for ELA:
By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 500 students.

School Goal for EL students:
By EOY 2023, per ELPAC, increase the number of students who reclassify by 100 students.

School Goal for Math:
By EOY 2023, per grade data, 500 students will demonstrate proficiency in Algebra 1.

School Goal for Science:
By EOY 2023 fully align Science and Math curriculum.

School Goal for Graduation:
By EOY 2023 increase the graduation percentage from 83.7% for all students to 90.0%.

School Goal for College & Career Readiness:
By June 2023 increase college and career readiness to 50%.

## Identified Need

Problem Statement 1: Only 35% of our teacher were able to observe quality instruction to inform instructional practice during the 2021-22 school year.

Problem Statement 2: Only 90% of our teachers have received PLC training.

Only 29% of students exceeded or met the standards for ELA SBAC testing 2020-21.

Only 15% of students exceeded or met the standards for Math SBAC testing 2020-21.

The graduation percentage for the 2020-21 school year was 83.7%

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Increase the graduation percentage | 83.7% | 90% |
| Increase College and Career Readiness | 22% | 50% |
| Number of students reclassifying to Fluent English Proficient | 50 RFEP Students | 150 RFEP Students |
| Number of Students performing 2 or more grade levels below | ELA 793 | ELA 293 |
| Number of students demonstrating proficiency in Algebra 1 | Math 500 | Math 200 |

**LCAP Goal**

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

# Goal 1

School Goal for Suspension:
Maintain a yearly suspension rate of less than 5% by EOY 2023.
By EOY 2023 reduce the number of Discipline Referrals by 10%.

Expulsion -
Expulsion Goal: Continue the expulsion number of 0 by EOY 2023.
2021-2022- 4 Expulsions

School Goal for Attendance/Chronic Truancy:
Attendance/Chronic Truancy -
Chronic Truant Goal: by EOY 2023 reduce chronic truancy rate to 15%

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Continue the expulsion number of 0 | 4 | 0 |
| Maintain a yearly suspension rate of less than 5% | 6.12% | 5% |
| Reduce chronic truancy rate to 15% | 42% | 15% |

**LCAP Goal**

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

# Goal 1

School Goal for Meaningful Partnerships:
By the end of year 2023, Edison High School will increase parent involvement by 15%, as evidenced by participation in parent meetings and workshops, and academic nights, as measured by event sign-in sheets.
(Back to School Night, Fall & Spring Conferences, Reading/Math/Science Nights, Community Resource Fair and SSC/ELAC sponsored events)

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Increase parent involvement by 15% | 15% | 30% |

**Schoolwide Programs:**
Credit recovery is provided to students through the option of Academic Support labs in which students are enrolled in Cyber High and/or Apex. Additionally, students can utilize before or after school time to complete their credit recovery through these systems. Edison High School also hosts Intersession. Intercession will provide credit recovery opportunities through the use of online learning CyberHigh/Apex modules or to get caught up on current courses, improving their performance. Approximately 200 students will be able to enroll and the waitlist students will be enrolled after sitting students complete coursework. Intersession is designed for students to recover credits so that EHS can minimize the sections of remediation throughout the school year. 11th and 12th grade students will serve as priority students. EHS Intercession will also include seniors who are close to attaining

a diploma. Additionally, students are offered opportunities through Academic Lab to recover credit through the same learning platforms.

**a. English Learners**
Edison High School has the largest number of English Language Learners in the district with over 600 students in our ELD program. Furthermore, 90+ of those students are newcomers. One huge challenge is meeting the linguistic needs of these newcomers, some of whom speak the indigenous dialect of such countries as Honduras and Ecuador. Other students come from Arabic speaking countries such as Yemen who don't use the latin-based alphabet. Chromebooks at times are not helpful due to lack of language development, no exposure to technology or education before arriving to the United States, or the reliance upon Arabic alphabet. One potential way to reach these students is using Microsoft Translate on their student chromebooks. However, teachers will need a mobile device to speak into while teaching. Ipads are the solution as they are portable and can run the software required for teachers. Edison also Provides English Learner students opportunities to practice speaking, listening, reading and writing using I-Pads. I-Pads provide easy access to mobility, transition from Learning Centers to access varied sources and locations of instruction across the campus. I-Pads are easily carried and small in size for adequate student use.

To further focus on ELD priorities, teachers are monitored for use of Integrated and Designated ELD instruction based on training and conferences and feedback is provided to refine use of strategies to support EL integration. Additionally, counselors and the EL Coordinator use EL monitoring forms that are completed by the classroom teachers to monitor EL and RFEP students. An action plan is devised by the classroom teacher and the EL Coordinator to support any students who have not shown adequate growth or who have regressed. Common formative assessments are also used to respond to students immediately who are experiencing difficulty.

**b. Low income/socio-economically disadvantaged students**
The majority of students on Edison's campus qualify as low income or low socio-econmica status (SES) disadvantaged students. Due to this, almost all programs here address the needs of our Low SES students. Title 1 funds help support professional development for teachers, partnerships with UC Davis and CSU Stanislaus to provide ELD trainings, Solution Tree consultants to improve the PLC process, AVID Professional development, AVID Student field trips, AVID College fair, RTI Incentives, CTE instructional materials and supplies, Academic support in the form of before or after school tutoring, Extended Learning through intersession and credit recovery, student technology and chromebooks, Intensive Intervention Teacher (unhired), positive behavior system HERO, grading and communication system Jupiter, and parent communication and workshops to support students at home.

**c. Foster Youth**
To address the needs of our foster youth, SUSD provides  District Social Services for each case through a Homeless/Foster Youth Liaison. Based on student need there may be Reduced Credit Requirements for students. Edison also maintains its own clothes closet where students may come to get clothes and other donated items.

**d. Other local support programs, e.g., Migrant Education, Homeless education, and Indian education.**

Stockton Unified School district partners with the San Joaquin County Office of Education for Migrant Education services. In previous years, the migrant population on Edison's campus allowed for a Migrant Education teacher on campus. This teacher has retired and since that time, our population of migrants decreased to approximately 50 students. The district still supports our migrant students on campus, but they are no longer housed at our site.

Edison also uniquely houses the district's Native American Indian Center. Addressing LCAP Goal #1, the center aims to Increase Cultural Identity and  Cultural Awareness for Grades - Prek thru 12th-All Students by providing access to Culture, Language, Customs, Values, History; Cultural Enrichment - Culture Zoom Classes, News Letter ; Family; Literacy- Lending library, pamphlets, preschool-reading at home ; Parent Involvement -Classes, gatherings, events,; SUSD parent engagement resources. LCAP Goal #2 (Increase College and Career Readiness) is addressed by providing  Grades- 7th thru 12th: Career Prep- Zoom  Workshops, resources, internships; Dropout Prevention-Extra Curricular activities, mentoring, counseling; College Prep - Zoom College Workshops , Resources, FAFSA,;

Scholarships, Native Colleges; Parent Involvement - SUSD parent engagement resources. Other services the Native American Indian Center provides are: Assist with providing resources for student educational needs ; Assist with finding lineage and tribal information; Assist Teachers with lesson planning from a Native American perspective; Our Main Events for Family and Community Gatherings.

**5. Programs and services available for students designated with special learning needs**
Students with special learning needs are offered Specialized Academic Instruction (SAI) courses for diploma credit at Edison to assist our special needs population with meeting the graduation requirements SUSD has set forth. These SAI courses are also available for Certificate of promotion in cases where the student may be unable to meet the district graduation requirements. In order to assist student learning, Edison developed a Learning Center model in the 2021-22 school year. This learning center provides IEP students with specialized tutoring during their class times by either pulling the student out to meet IEP minutes, or on a student request basis.

In addition to SAI general education courses, the special education department has developed several vocational courses: Eat House, CTE, Campus Cafe, Personal Job Services. Eat House offers students the unique opportunity to learn about and operate a small restaurant. From procurement, cooking, to serving, Eat House quickly has become a beacon on campus. Our Campus Cafe also provides students with similar opportunities in the morning in the form of a coffee shop.

During the last WASC cycle, Edison was named a National AVID Demonstration School, and is currently in the recertification process, to be evaluated in April 2023. AVID National Demonstration Schools are exemplary models of the AVID College Readiness System. Demonstration Schools undergo a rigorous validation process and are required to be revalidated every few years to ensure high levels of implementation, with quality and fidelity to AVID strategies schoolwide.

Schools and districts interested in implementing AVID, or expanding AVID in their districts or at their schools, can arrange to visit a National Demonstration School and experience a highly successful AVID System in action. At an AVID National Demonstration School, visitors can observe:
- AVID as a schoolwide approach to college readiness
- Evidence of student achievement schoolwide
- Strong and committed leadership to college readiness for all students at both school and district levels
- A center of learning for AVID best practices schoolwide
- A committed team of trained AVID educators dedicated to successful implementation of the AVID College Readiness System for all students
- Models for excellent inquiry-based AVID tutorials—both in the AVID Elective and, in some schools, selected content classrooms
- A showplace of the commitment and synergy that a strong AVID System creates for schoolwide college readiness

**PBIS**
Upon the return to school from distance learning, there was strong evidence, through suspension data, that our students would benefit from Positive Behavior Interventions and Supports. Administration worked with site leadership, students and other staff to implement PBIS on campus through our acronym SOUL, showing students yet another positive way in which they can represent Edison High School.

Student positive behavior is rewarded with Viking points through the HERO App. Students can exchange their points for raffle tickets to win prizes through a monthly drawing.  Teachers can also recognize students on a weekly basis for demonstrating being safe, respectful, and responsible.  At the end of the week, PBIS committee will publicly recognize the students in the classroom and award them with a small prize to congratulate their positive behavior.

The focus on PBIS also coincides with the first phase of MTSS implementation at Edison. Systems of support for student academics, behavior and social emotional learning at Edison in the past had not functioned to best serve our students. This was even more apparent during and after the return from distance learning as students struggled to

adapt back to being in classrooms. Data showed students struggling with truancy, aggressive behaviors, anxiety, and academic apathy.

In addressing these issues with students, Edison formed a committee to implement advisory classes for students. Classes began at the beginning of the 2022-23 school year and occur biweekly. Lessons include student success skills as well as life skills. The advisory committee

## MTSS
Multi-Tiered System of Supports (MTSS) required the implementation of MTSS which was not currently in progress at the beginning of the 21-22 school year. In February of 2022, a committee was formed to begin the needs assessment for implementation in addressing the needs of students and to align with LCAP/SPSA. This team received training from California Department of Education in MTSS, and then worked to address the needs of Edison. This team gathered feedback from all faucets of the school, and developed systems to put in place to begin tracking data in the 3 domains, Behavior, Social Emotional, and Academics. SUSD is dedicated to providing high quality first instruction, rigorous curriculum, and supporting academic achievement and social-emotional development supported by Multi-Tiered System of Supports (MTSS). Edison began implementing MTSS in Fall 2022 after a careful analysis of how the supports are currently functioning and phased restructuring. With continued analysis Edison will proceed to change its systems of support to match the needs of the Edison Community.

In our SPSA, Edison identifies three goals: reduce suspensions, reduce referral, continue reduced expulsions, and reduce chronic truancy. In the MTSS team analysis, it was noted that there was not a system to track referrals within any of the domains. Thus, the team initiated the process of collecting and monitoring that data through form submissions so that they could gather a baseline of information for the following year. This system has been initiated throughout the 22-23 school year.

## Learning Center
The Learning Center is a safe place for students to get the help they need to achieve their potential.  It's made up of a team of special education teachers, paraprofessionals, and student tutors. Each team member has a specific role and caseload of students they are progress monitoring. Each member has to be prepared to work independently and problem-solve collaboratively.
Program Structure and Roles: The LC has four areas of focus - senior graduation rates, freshman and junior academic success, and supporting students who drop in for extra help. There are multiple teams and roles that allow these focus groups to be successful. The senior graduation team is composed of the Learning Center Coordinator and two paraprofessionals. The junior academic success team is two paraprofessionals The freshmen academic success team is four paraprofessionals. Additional roles and groups include watch and consult (one person), math tutoring (two to three  people), transition lessons (all hands on deck one day a month).

**CTE Pathways:** Edison offers a variety of CTE course pathways and continues to build these course offerings yearly. Edison currently houses programs in Residential and Commercial construction, Education, Engineering Design, Software & System Developments, and Transportation Operations. Approximately 1048 students enrolled in CTE pathway courses in the 2021-22 school year.

*California School Dashboard Performance Overview* **and other local measures**
As many educators are aware, the current CA school dashboard does not have data to provide due to the lack of information gathered during Covid related distance Learning. While the dashboard no longer reflects current data, Edison, without district support, has made it a point to collect and analyze data available through Data Quest.

**Examination of perceptual data, such as Staff, Student, and Parent Surveys**
Perception Survey Results demonstrate that there is generally a positive perception of the progress Edison High School is making with students. Parents who completed our survey ranked the school Effective and Highly Effective in most categories, yet the survey only reached 77 parents out of the thousands of

stakeholders available to answer the survey. This highlights the lack of parental involvement in student education here.

Teacher and Staff perception results generally followed the same trend, however, approximately two-thirds of staff took the time to respond. This is a shortcoming of the data analyzed to give us our rankings.

While less than half of students responded to the perception survey, they provided more critical feedback in the areas of student & family engagement, facilities, programming, services, and atmosphere. Based on data from this survey, the assistant principals and the study coordinator assessed these areas and determined rankings in conjunction with other data sources available at the time.

**Findings, trends, irregular patterns or anomalies**

In analyzing the preliminary school profile data, leadership noted that approximately 50% of students identify Spanish as their primary home language. This trend is evident as Edison maintains the largest number of EL students of any other site in the district, a reflection of the community it serves. Depending on the total enrollment each year, on average 40% of students are EL. Reclassification rates hover around 30% yearly. Looking longitudinally, roughly 55% of ELs at edison are LTEL. Also noted in our analysis of data are the scores on the ELPAC which show a declining passage rate over the past three years.

These trends imply that Edison must put a stronger emphasis on embedding ELD best practices. Coaching has typically focused on embedding content level strategies among the core general education subjects. AVID Academic Literacy strategies (commonly referred to as ALL) are a focus of PD on campus, but the focus must be to refocus our staff on this topic. In the 22-23 school year, Edison has contracted to host ELD PD in partnership with UC Davis and with SJCOE.

Questions to ask: What does the reclassification rate say about our teaching methods? Are we relying on old methodologies? What research based practices do we have in place? How are we demonstrating proficiency in ELA/ELD for our students? Do students understand the impact of the ELPAC test?

Analysis of College & career readiness also shows a surprising trend. The overall graduation at Edison has grown year over year, to be the highest in the district at 88%. Our students, having been challenged during the pandemic with distance learning, are continuing to make up credits via Cyberhigh and APEX Learning. While this positive impact is providing students with the opportunities that accompany a high school diploma, a majority of our students would not qualify as college or career ready.

When looking at the data for A-G readiness and CTE enrollment, there is a deficit in completion rates. The UC/CSU completion rate has dropped to 33% during the 21-22 school year from previous years when Edison typically averaged about 42% pre-pandemic. While some teachers have pointed to Covid as a reason, there's multiple factors that have been identified: the lowering of credits and requirements for graduation by the district to accommodate difficulties during distance learning; student and parent disengagement from the school; the emphasis of students is on graduation rather than college due economic impact college has on our already disadvantaged population; and credit recovery courses are passed simply with a D and little retention of coursework. Edison must pivot their focus to remedy these issues through our action plan.

Questions to ask: How do we encourage more students to leave high school prepared for both college & career? Are our CTE offerings relevant to students (are students interested in these pathways)? Do students understand the importance of proficiency in ELA/Math as it applies to college & career readiness?

Another component of the college & career readiness package is student performance on the California Assessment of Student Performance and Progress (CAASPP). On both the Math and English sections, student achievement has been historically low. Pre-pandemic the average of performance in ELA was approximately

32%, and upon return from distance learning, increased to 37% average. Great strides in preparation have been made on the part of the English department to ready students for their portion of the CAASPP in terms of articulation and alignment of curriculums as well as development and implementation of preparatory curriculum.

CAASPP math scores contrast that of ELA, continuing to decline year over year to less than 5 percent of students showing proficiency. While Edison had hired a Math instructional coach to address best practices within the math department prior to the mid-cycle review, he was placed back on instruction due to the teacher shortage. This clearly negatively impacted the work we were doing here prior to the return from distance learning. This is also an implication that our students are not ready to take the math portion of the CAASPP. This can be seen in an analysis of our master schedule. Edison typically offers an abundance of Algebra 1 and Geometry as students struggle to make it through these classes. There is a high level of second and third time repeating students.

Questions to ask: What is the English department doing that the Math department isn't? What do we need to do to prepare students for CAASPP? Are students really ill-equipped, or is this an engagement issue?

Another interesting data point is that chronic absenteeism has increased since the return from distance learning. Chronic absenteeism increased 6% from 20-21 to 21-22, while our data typically hovers around 30% chronic absenteeism. Couple this data with the point that over half of students' primary language on campus is Spanish with that same majority identifying the spoken home language as Spanish. One implication of these points is that families are not being engaged enough in their primary language. Typically correspondence has gone out in mostly English from the school. Another Implication is that parents experience not only a language barrier, but a literacy barrier due to their lack of education. On the other hand, engagement has been low since the return from distance learning. Perhaps this is due to the extreme rate of poverty already present in Edison's community which has only compounded over the past two years. Students and parents report anecdotally the need for their teens to work as education is secondary to survival. This has a snowball effect in that students miss pivotal time at school for which there has been a lack of consequences absenteeism.

Questions to ask: How can we better engage families who are bilingual? How can we educate families on the importance of attendance? How can we connect attendance to positive behavior and educational success?

# Chapter III: Self-Study Findings

## Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

### A1.    Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

### Indicators

**A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile**: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

**A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

**A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP**: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **A1.1. Vision – Mission – Schoolwide Learner Outcomes:** | Section A Evidence Folder |
| The data shows that Edison has clearly stated Vision and Mission. The WASC survey shows parents, students, and staff rate this effective or highly effective. The Vision, Mission and SLOs are based on high quality standards that are congruent with research, best practices, our student & community profile data, and a belief that all students can learn and will be college and career ready. These also align with the LCAP district goals for students. | Survey Results<br>Student SLO Survey (in progress)<br>SUSD LCAP<br>Edison SPSA<br>Section A Evidence<br>Avid Leadership CCI |
| **A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** Edison Survey data and profile indicate that Edison's refinement of the vision, mission and SLOs is only Somewhat Effective. The process should Involve students in the development of the mission/vision statements. Perhaps utilize a Google form and/or committees consisting of a sample representing "ALL" students especially incorporating this into advisory class time. Additionally, the process should include a forum representing "All" students and Parents in the creation and implementation of Schoolwide systems/Learner Outcomes. Edison could utilize the PLUS program to help facilitate such forums to include "ALL' students/Parents and hear their perspectives. | |
| **A1.3.  Understanding  of  Vision,  Mission,  Schoolwide  Learner  Outcomes,** | |

| | |
|---|---|
| **District LCAP**:<br><br>The Data shows that Edison's School wide learning outcomes are somewhat effective. According to the Student SLO Survey, only 50% of students who responded understand what our learning outcomes are and how they apply to the course, despite the fact that most student respondents identify their relevance to education. Parents report on the Perception Survey, that they believe our mission and vision are effective. However, the sample size was miniscule and does not truly reflect the effectiveness of our mission and vision. Edison should do a better job of working with students and connecting these learning outcomes to the work students are completing in class. Additionally, staff can do a better job in communicating with families as to how their students are meeting the achievement goals. Tracking students' progress toward meeting these learning outcomes is the next step on this particular item. | |

# A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

## Indicators

**A2.1. Understanding the Role of the Governing Board and District Administration**: The school community understands the governing authority's role, including how stakeholders can be involved.

**A2.2. Relationship between Governing Board and School**: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

**A2.3. Uniform Complaint Procedures**: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **A2.1. Understanding the Role of the Governing Board and District Administration**: <br><br>The data shows that the school's stakeholders mostly understand the relationship between the Board of Trustees and the School Site Council and how both work to implement educational goals at this site. In the Student Perception Survey the rating attributed to the prompt "the school's planning process involves students and parents" is "Somewhat Effective". This is significant because the students' response to this prompt demonstrates that while there is *some* awareness of the existing relationship, there is also a missing link. The missing link appears to be the lack of a system which can facilitate communication between all stakeholders. <br><br>**A2.2. Relationship between Governing Board and School**: <br><br> The data shows that the relationship between the Governing Board and the School is mostly Effective. According to the 22-23 WASC survey results, teachers rated Edison as "effective" for the statement "the school has existing policies and regulations to maintain regular involvement of all stakeholder support groups." This indicates that teachers believe that there is a fairly close relationship between the governing board and the school. However, Edison could do a better job in communicating to the students how the decisions of the Governing Board affect the school and their education. According to the 22-23 WASC survey, students rated the school as "somewhat effective" regarding the statement, "the school's planning process involves students and parents." In order for the relationship between the governing board and the school to rise to the "effective" ranking, Edison needs to communicate how their interaction with the governing board affects students directly. Edison also needs to directly involve students and parents in the process of engaging actively with the Governing Board, as part of the broader community of stakeholders here at Edison High School. | Section A Evidence Folder <br> Survey Results <br> SUSD LCAP <br> Edison SPSA <br> SUSD Uniform Complaint Procedures <br> Survey Results <br> SUSD LCAP <br> Edison SPSA <br> AVID CCI 2021-2022 <br> Uniform Complaint Procedures <br> Avid Leadership CCI |

| | |
|---|---|
| **A2.3:** Regarding Uniform Complaint procedures, there is no clear method of providing uniform complaints on campus. We can, however, refer to our STA Site Liaison, but currently and within recent years this committee has not been regularly active. Outside of this we identify that there are basically no uniform complaint procedures. This is most definitely an area of growth for our campus. This is also shown as we consider communications still lacking at our site. | |

# A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

**Indicators**

**A3.1. Broad-Based, Inclusive, and Collaborative**: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

**A3.2. School Action Plan/SPSA Correlated to Student Learning**: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

**A3.3. Collective Accountability to Support Learning**: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.4. Internal Communication and Planning**: The school has effective existing structures for internal communication, planning, and resolving differences.

**A3. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **A3.1. Broad-Based, Inclusive, and Collaborative**: Effective<br><br>4x4 development of advisory, sitewide plc collaboration emanates from the leadership team as well as academic conferencing in a standardized way so that they can communicate about the initiatives such as a needs assessment for instruction, grading, intervention.<br><br>**A3.2. School Action Plan/SPSA Correlated to Student Learning**: Effective<br><br>The data shows that Edison effectively uses data to inform the SPSA in conjunction with student achievement by *Comprehensive needs assessment utilizing Decision Making Model DMM* The school's action plan/SPSA is driven by the analysis of student achievement data and other data and is aligned with the district LCAP. the School site council and/or ELAC performs a midyear assessment to address performance toward school site goals. The CAASPP data shows a trend toward increases in percentages in 4 and 3 scores, and a trend toward decreases in 2 and 1 scores. We also have a trend of increasing percentages of students reclassifying as English Proficient.<br><br>**A3.3. Collective Accountability to Support Learning**: Effective<br><br>The systems to support a collective accountability for learning on site are effective at Edison. Through the use of academic conferencing, leadership, | Section A Evidence<br>Edison Data Profile<br>Survey Results<br>SUSD LCAP<br>Edison SPSA<br>PD Schedule<br>Staff meeting agendas<br>Pre-observation form<br>CSTP classroom support handout<br>Webb's Diagram<br>Teaching Practice Rubric<br>STA contracts<br>Student planners<br>Staff Handbook<br>Student Handbook<br>Leadership Agenda 21-22<br>Leadership Agenda 22-23 |

| | |
|---|---|
| AVID Site team meetings, AVID Elective team meetings, Advisory Committee, MTSS committee, School-Wide Writing Committee, PD committee and Liaison committee meetings, teachers and leaders on Edison's campus hold each other accountable for continued learning to improve best practices. These strategies are imparted to teachers through the use of staff meetings, <br><br> **A3.4. Internal Communication and Planning**: Effective <br><br> The data provided shows that Internal Communication and planning at Edison is effective. Surveys were sent out to parents, students and teachers regarding the planning and communication from staff to student, parent to student and teacher input to see the alignment to LCAP. The internal communication and planning is primarily through email. The internal process of planning starts with the leadership team to our department chairs, then to our PLCs (teachers/ colleagues) for our planning and communication to be most effective. SUSD is committed to providing all students with an equitable, safe, and rigorous learning experience, and by engaging our community advisory groups throughout the school years. | Staff Google classroom <br> Walkthrough tools <br> Advisory teacher feedback <br> Avid Leadership CCI |

# A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

## Indicators

**A4.1. Qualifications and Preparation of Staff**: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Professional Development and Learning**: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Measurable Effect of Professional Development on Student Learning**: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A4.4. Supervision and Evaluation**: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Communication and Understanding of School Policies and Procedures**: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **A4.1. Qualifications and Preparation of Staff:** Effective | Section A Evidence |
| According to the data Edison effectively implements hiring practices such that teachers are highly qualified. The school and district is compliant with California standards when it comes to hiring. All teachers must undergo an interview process where the best qualified are hired. As a high school, we must hire teachers that hold a valid credential that is specific to the content area. The district provides a 5 day training for all incoming SUSD teachers. The site then provides ongoing professional development in effective teaching strategies. The site ensures all incoming teachers are taught our core systems of PLCs, DII, AVID, and MTSS/PBIS. Through this process we effectively set up our staff members to succeed at EHS according to their qualifications. | Edison Data Profile<br><br>SUSD & EDISON group email<br><br>Edison Google Classroom<br>Edison School Website<br>PD Schedule<br>STA Contract<br>SPPA Contract<br>CSEA Contract<br>USA Contract<br>Professional Development Log<br>Avid Leadership CCI |
| **A4.2. Professional Development and Learning**: | |
| The data shows that Edison is Somewhat Effective at this time in regard to supporting professional development. Most professional development is geared towards a few selective core classes (math, english, history, science). Many of the PD days are recycled year to year through required sessions at district level PD days. There is little growth with older teachers who have taught more than 5 years. To assist teachers, Edison has developed their own PD schedule. Recently at Edison, there has been more participation as of late -- focused note taking and critical reading as | |

examples, which were also department based rather than during a staff meeting.

**A4.3. Measurable Effect of Professional Development on Student Learning**:

Ineffective at this time. PD sessions used to be schoolwide and then implemented immediately. Since COVID and the sub shortage, these PD sessions are limited. There are no current guidelines in place to measure the impact on student learning with PD. District does not monitor the implementation of their provided PD. Edison can utilize their existing walkthrough tool as well as teacher survey processes to implement targeted ongoing PD. Edison will also develop a system to analyze the impact on student achievement through triangulated data analysis.

**A4.4. Supervision and Evaluation**: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff at the direction of several different unions: Stockton Teachers Association (STA), California School Employees Association (CSEA) Stockton Pupil Personnel Association (SPPA), United Stockton Administrators (USA). Each contract outlines the process for evaluation.

**A4.5. Communication and Understanding of School Policies and Procedures**:

According to the data, Communication and understanding about school policies and procedures are effective. Communication is delivered in staff meetings with Staff handouts and in Schoolwide Staff google classroom. Edison also has an instructional guide as well as staff handbook. Surveys are sent via email for additional questions and feedback.

# A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

## Indicators

**A5.1. Resource Allocation Decisions**: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.2. Practices**: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.3. Facilities Conducive to Learning**: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

**A5.4. Instructional Materials and Equipment**: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.5. Resources for Personnel**: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

**A5. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **A5.1. Resource Allocation Decisions**: Effective<br><br>The data shows that Edison is effective in involving school leadership and staff in making budgetary decisions and recommendations. Numerous groups meet consistently throughout the year in order to identify areas which may need funding assistance in order to improve or maintain the services and education provided at Edison High School. These teams use their meeting time to strategically plan to best uphold the Mission and Vision of Edison, including focusing on constant improvement of student outcomes.<br><br>**A5.2. Practices** *There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.: Effective*<br><br>The perception survey of stakeholders shows that Edison is effective in their practices regarding budgetary procedures. All budgetary items are developed through Title 1 Crate SPSA software in conjunction with the District LCAP goals. Every year Edison engages in development of the budget for SPSA and Title 1 LCFF funds. The district does engage in FPM auditing to ensure EHS's adherence to use of the funds for compliance. There are systems in place to ensure all funds are spent according to district policy and their allowable use.<br><br>**A5.3. Facilities Conducive to Learning**: Effective | Section A Evidence<br>Edison Data Profile<br>Survey Results<br>Unofficial School Profile Data<br>SUSD LCAP<br>Edison SPSA<br>Uniform Complaint Procedures<br>Professional Development Log<br>Avid Leadership CCI |

The data shows that Edison is effective in regards to facilities conducive to learning because parents, students, and staff expressed their high opinions on a school-wide survey. Our data supports that Edison facilitates learning effectively because according to the student perception survey most students stated that Edison supports a learning environment effectively by preparing students for life after school, and teachers provide strategies that support all learning on campus. This implies that Edison high school makes the effort to create a healthy, supportive learning environment for all students. Additionally, most parents stated that Edison high school has an effective intervention system to resolve conflicts amongst students to continue to support the campus culture and student learning.

**A5.4. Instructional Materials and Equipment**: Effective

The data shows that Edison is effective with its policies and procedures in acquiring and maintaining materials and technology. Edison High School provides teachers with instructional materials and technology as needed. Edison employs one textbook clerk responsible for distributing texts and technology to staff and students. Additionally, there are several staff members who are part of a tech cadre, supporting staff and students on campus. Much of our curriculum has moved to online software and all students are provided with Chromebooks to complete their work as needed. While effective, there is still room for growth in supporting student technology needs. Currently all hardware issues are handled off-site. With a student body as vast as Edison, the campus should have at least one digital technology support person to repair any technology for both staff and students.

**A5.5. Resources for Personnel**: Effective

The data shows that Edison is effective in regards to resources for personnel. Parents rated the school's use of "strategies and programs to help students transition to post-high school options" as highly effective. They also rated the school's "defined academic standards for each subject, area, course, and/or program" as highly effective. In other words, there are positive structures in place to support instructors and students. As part of the 2021-2022 LCAP, the district also responded to stakeholder feedback by investing in a number of areas that support effective resources for personnel: "deeper investment in our facilities and learning environments," "cultural proficiency professional development and resources for all staff," "a deeper focus and investment on resources and supports focusing on student groups that have been underperforming," and "investments and deeper focus on our Special Education resources and supports." All are areas of investment that provide resources for personnel. Finally, the SPSA describes the use of Instructional Coaches and department-specific professional development to equip teachers with appropriate resources and training. It is clear, therefore, that there are resources for personnel to improve.

# ACS WASC Category A.  Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
# Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

| Areas of Strength |
|---|

1. Hiring and evaluating qualified staff
2. Resource allocation for all staff and students
3. Facilities conducive to learning
4. Staff are given materials and ancillary resources as needed throughout the year

| Areas of Growth |
|---|

1. **Development/Refinement & Understanding of Vision, Mission, Schoolwide Learner Outcomes**
   - Parents & students need to be more involved in the refinement process
   - Teachers need to connect Vision, Mission, and SLOs to learning in more relevant ways
   - Students need training in how the SLOs connect with their pathways in a more relevant ways

2. **Understanding the Role of the Governing Board and District Administration**:
   - Stakeholders do not understand the roles and responsibilities of our Governing board and how District Administration affects the school-wide programs, funding, and accountability.

3. **Relationship between Governing Board and School**
   - The relationship between the board and Edison does not exist. Trustees are minimally involved in the operation of the school.
   - Trustees rarely work with school administration to provide access to funds/programs benefiting students.

4. **Measurable Effect of Professional Development on Student Learning**
   - PD needs to geared toward student learning deficits and enrichments
     - Reading
     - Numeracy
     - Connecting Career & College to Content
   - PD needs tangible implementation strategies
   - PD implementation needs to be progress monitored.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  o **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

# Category B:  Curriculum

## B1.  Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

**Indicators**

**B1.1. Current Educational Research and Thinking**: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.2. Academic and College- and Career-Readiness Standards**: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.3. Congruence with Student Learner Outcomes and Standards**: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.4. Integration Among Disciplines**: There is integration and alignment among academic and career technical disciplines at the school.

**B1.5. Community Resources and Articulation and Follow-up Studies**: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **B1.1. Current Educational Research and Thinking**: Effective<br><br>The data shows that Edison is effective in providing rigorous, relevant and coherent curriculum. District-purchased curriculum aligns with California State Standards for some departments. We currently communicate a campus-wide message in classrooms to connect curriculum to real-life examples. Campus-wide usage of planner to help students focus on concept mastery and how to apply information learned for tomorrow. Teachers meet in regularly-scheduled, content specific Professional Learning Communities to compare and analyze student data.<br><br>**B1.2. Academic and College- and Career-Readiness Standards**: Somewhat Effective<br><br>Data shows that Edison is somewhat effective at communicating post secondary readiness standards. According to the SLO Student survey as well as anecdotal teacher data, many students do not understand the preparedness standards they must meet. Each department does have defined essential standards for each course, however there is not a universal understanding amongst all educators on campus. There is a clear definition for what college readiness is with A-G requirements. Edison should do a better job of defining these standards for students and staff by educating teachers first through PD, and second students through advisory lessons in their freshmen and Junior years at Edison.<br><br>**B1.3. Congruence with Student Learner Outcomes and Standards**: | Section B Evidence<br>Edison Data Profile<br>Survey Results<br>SLO Student Survey<br>22-23 Waiver for PLCs<br>Get Focused 10 Year Plans<br>AVID CCI SYSTEMS<br>AVID CCI INSTRUCTION |

The data shows that Edison is effective in regards to congruence with student learner outcomes and standards. The Student Perception Survey demonstrates that school staff knows what it wants students to learn and be able to do. In addition, the Staff Atmosphere Survey suggests that the school has a clear vision of what students should know and be able to perform.

**B1.4. Integration Among Disciplines**: Somewhat Effective

The lack of collaboration time between departments has made integration and alignment difficult. Although most departments have started discussions on aligning their academic outcomes across grade levels, there is still space for improvement. This could be improved by pursuing active discussions between departments led by DCs or PLC leads.

**B1.5. Community Resources and Articulation and Follow-up Studies**: Somewhat Effective

The data collected shows that Edison is somewhat effective in the area of community resources, articulation and follow-up studies and can use improvement. According to the WASC survey results, the students expressed that Edison rarely listens to their opinion on how to better serve them to succeed academically and professionally at Edison High School. This would suggest that Edison should do a better job at following up with students and equipping them with the necessary resources to succeed outside of the classroom. If Edison were to follow up with students and graduates who have not had access to additional resources and special programs on campus, the results would be different and it would show that they should be given the same opportunities and access as those who are benefiting from these other resources.

# B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

## Indicators

**B2.1. Variety of Programs — Full Range of Choices**: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.2. Accessibility of All Students to Curriculum, including Real World Experiences**: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

**B2.3. Student-Parent-Staff Collaboration**: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

**B2.4. Post High School Transitions**: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **B2.1. Variety of Programs — Full Range of Choices:** Effective<br><br>Edison High School provides programs such as AVID and CTE. According to our WASC Survey Results 22-23, parents say that the programs provided here at Edison are highly effective in helping students transition to post-high school options.<br><br>**B2.2. Accessibility of All Students to Curriculum, including Real World Experiences**: Somewhat Effective<br><br>Edison High school is somewhat effective at providing a "real world" inclusive curriculum.  Although Edison certainly provides all students with access to said curriculum, it is not completely clear the degree to which this curriculum includes real world applications.<br><br>**B2.3. Student-Parent-Staff Collaboration**: Ineffective<br><br>The student-Parent-Staff-Collaborative communication is ineffective. According to the data gathered from the parent perception survey completed by parents, only 77 parents responded. Additionally 9% of parents interacted with the school grading system, Jupiter Ed.   Given the size of our population, the number of parents who responded is minimal . Systems need to be either put in place or refined to better improve parent representation and involvement in the school systems of  culture, academics, community.  Currently, parent contact is made through the phone system, Jupiter platform grading systems, USPS mail and or social Media.  Given our demographics and the high number of EL families, the information is not being fed to our families.  Greater targeted efforts need to be mandated to encourage parents to participate and communicate with the school staff.  The site needs to have systems in place to ensure that parents have access to information concerning their students at Edison. Suggestions to facilitate greater communication can include mandating parents to attend academic conferences, offer incentives for parents to | Section B Evidence<br>Edison Data Profile<br>Survey Results<br>Get Focused 10 Year Plans<br>AVID CCI SYSTEMS<br>AVID CCI INSTRUCTION |

become more involved and connected to their students' education. As a school, we need to ensure that we have accurate contact information so that parents can be contacted in all facets of their students' education. Doing so may increase parent involvement and move all stakeholders to success.

**B2.4. Post High School Transitions**:

The data shows that Edison is somewhat effective in regards to post high school transitions. Based on the low number of students accepted to colleges and vocational programs, we can see that students are being provided instruction and guidance to qualify, apply and be accepted into colleges and vocational programs. Yet, the success rate of students at those institutions is low. Instruction is being provided to accommodate their personal learning styles and academic ability levels to lead to success. We must continue to reach out and encourage more students to participate in improving their academic and vocational skills.

# ACS WASC Category B.  Curriculum
# Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.**\***

| Areas of Strength |
| --- |

1. rigorous, relevant and coherent curriculum
2.  School-Wide Strategies and AVID/Get Focused Stay Focused Implementation.

| Areas of Growth |
| --- |

1. **Academic and College- and Career-Readiness Standards**
   - Each department does have defined essential standards for each course, however there is not a universal understanding amongst all educators on campus.
2. **Integration Among Disciplines**
   - lack of collaboration time between departments has made integration and alignment difficult

3.  **Community Resources and Articulation and Follow-up Studies & Post HS Transitions**:
   - According to the WASC survey results, the students expressed that Edison rarely listens to their opinion on how to better serve them to succeed academically and professionally
   - No systematic approach to following students post Edison
4. **Student-Parent-Staff Collaboration**
   - Lack of parent participation in all events
   - Lack of parent participation on campus
   - Lack of parent engagement @ B2S night or PTC night
   - Lack of parent engagement through all digital platforms.
   - Parent reports of being unaware of how to access student information.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  o **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

# Category C: Learning and Teaching

## C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

**Indicators**

**C1.1. Results of Student Observations and Examining Work**: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.2. Student Understanding of Learning Expectations**: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

**C1. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **C1.1. Results of Student Observations and Examining Work** :<br><br>The data shows that Edison is somewhat effective in involving all students in relevant work. Edison offers a wide variety of class courses ranging from support classes to community college classes. This ensures that all Edison students can be taught at their present level and challenged to reach a more rigorous standard. Evidence of this can be seen in our course catalog as well as the list of community college classes offered on campus. Staff consistently uses AVID strategies to teach throughout the school ensuring that all students can be college and career ready. Lastly, Edison Staff participates in weekly PLC meetings to create common formative assessments and collaborate on data analysis. However, school-wide grade data from the last two years shows students have alarmingly high failure rates in specific courses such as biology, algebra 1, and English 1. While these are generally freshman level courses, there are a number of courses that Edison has designed in mind for students repeating these courses a second, and in some cases even a third time.<br><br><br>**C1.2. Student Understanding of Learning Expectations**: Somewhat effective<br><br>The data shows that Edison is somewhat effective when it comes to the students' understanding of learning expectations. The data shows that most students are not prepared for next steps after high school as they are not A-G nor Career ready. Edison has implemented Get Focused Stay Focused (grade 9) and College & Career Exploration (grade 11) to ready more students for post-secondary options. These courses also aim to guide students in deepening their learning. Inconsistent grading, assessment and grading practices campus-wide also make it difficult for students to understand what the demands of courses. As mentioned previously, D & F rates remain high as students do not understand the essential standards for courses, nor are all assessments aligned and articulated through departments. | Section C Evidence<br>Edison Data Profile<br>Survey Results<br>Unofficial School Profile Data<br>SLO Student Survey<br>AVID CCI SYSTEMS<br>AVID CCI INSTRUCTION |

# C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.
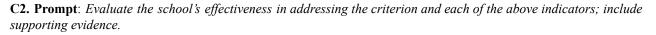
**Indicators**

**C2.1. Teachers as Facilitators of Learning**: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

**C2.2. Creative and Critical Thinking**: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.3. Application of Learning**: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.4. Career Preparedness and Real World Experiences**: All students have access to and are engaged in career preparation activities.

**C2. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **C2.1. Teachers as Facilitators of Learning**: Effective<br><br>Edison High School teachers are effective facilitators of student-centered learning. According to the student perception survey students determined that Edison is effective in knowing what it wants students to learn and be able to demonstrate. The staff atmosphere survey showed teachers are highly effective in aligning skills and concepts to academic standards. Teachers are effective in implementing research-based methodologies as they attend professional development provided by outside presenters and by district trainers to be instructed in strategies to facilitate students achieving academic standards. According to the parent perception survey Edison is effective in honoring students differences and is committed to learning. The evidence proves clearly that Edison teachers are effective facilitators of learning because they are knowledgeable in their content and conscientious in utilizing research-based methodologies to support all learners.<br><br>**C2.2. Creative and Critical Thinking**: Somewhat effective<br>Edison High School ranked "Creative and Critical Thinking" of students as somewhat effective. According to the Staff Atmosphere Survey, the results showed rankings of effectiveness in the following categories: appropriate and variety of assessments, data analysis of student assessments, and providing students with skills that will help them following high school. Looking at the student perception survey, students felt that Edison is only somewhat effective in being introduced to a topic before the lesson had begun. This would be measured by teachers clearly providing learning objectives and essential questions prior to beginning any lesson or activity. The student perception survey also showed that Edison was effective in providing rigorous and challenging work. Stockton Unified has provided various professional development options that would relate to generating | Section C Evidence<br>Edison Data Profile<br>Survey Results<br>Unofficial School Profile Data<br>Advisory lessons<br>CTE programs<br>Special Education ITP Lessons 2020-2023<br>AVID CCI SYSTEMS<br>AVID CCI INSTRUCTION |

student creativity and critical thinking, specifically training strands related to UDL (universal design for learning). On campus, Edison offers professional development to teachers consistently that relate to topics such as Focused Note Taking (inquiry), ALL (academic language and literacy), in addition to various AVID strategies that revolve around critical thinking. Students involved in our AVID pathway are challenged with various critical thinking activities such as Tutorials and Team Building, both of which require creativity and rigorous thinking.

**C2.3. Application of Learning**: Somewhat effective

Edison High School is somewhat effective in application of learning. In certain classes such as CTE classes and STEM classes students can apply what they learn through certain projects. CTE use project base learning in order for students to apply what they learn during instruction that can prepare them for career ready applications. Such examples include 3D printing student projects STEM classes such as general math course use projects to have students demonstrate what they learn throughout the class. However there is still growth in other classes for students to apply what they learn to either real-world situations or challenges.

**C2.4. Career Preparedness and Real World Experiences**: Edison High School is somewhat effective in career preparation and real world experiences. According to the student perception survey students determined that Edison is effective at preparing students for college and careers as well as providing career exploration. This year our advisory program will allow for students to explore more career options through the use of Xello. A continuation of the Get Focused Stay Focused class will allow juniors to further their career readiness. However students indicated Edison was only somewhat effective at using community resources. Our supply chain management class has a community partner that provides interview questions that teachers use to prepare students for future job opportunities. In our CTE education pathway students work with and do socialization projects with our mod/severe special needs students which allows students to be trained as para professionals through point quest educational services. The special education department at Edison prepares students through the WorkAbility Program, providing instruction in OSHA course work that can be applied in the work place; ie. CPR / AED / First Aid / Fire Extinguishers / Food Hander Certificate / DOT training  and meeting with prospective employers.

# ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.**\***

| **Areas of Strength** |
| --- |

1. Tailored course work based on student interest
2. Teachers as Facilitators of Learning
3. School-Wide AVID Demonstration site incorporating strategies that meet the needs of ALL students.

| **Areas of Growth** |
| --- |

1. **Results of Student Observations and Examining Work**
   - Repeater courses
   - School-Wide apathy, disengagement
   - % of students achieving high levels is low

2. **Student Understanding of Learning Expectations**
   - Inconsistent application of Essential outcomes attached to standards
   - Inconsistent grading practices
   - Inconsistent objectives that meet Essential outcomes
   - Inconsistent use of rubrics that align with standards
   - High failure rate of specific courses such as Bio, Alg 1, and Eng 1.

3. **Creative and Critical Thinking**
   - Limited opportunities to demonstrate creative thinking
   - Limited opportunities for PBL
   - Limited opportunities for students to extend learning
   - More intervention and reteaching happening that opportunities to be creative

4. **Application of Learning & Career Preparedness and Real World Experiences**
   - Limited opportunities for students other than CTE
   - Small cohort of Work-Study students
   - No ROP
   - CTE does not provide internships
   - Limited content in courses regarding real-world application

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  o **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

# Category D:  Assessment and Accountability

## D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

### Indicators

**D1.1. Professionally Acceptable Assessment Process**: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.2. Basis for Determination of Performance Levels**: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3. Monitoring of Student Growth**: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

**D1.4. Assessment of Program Areas**: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.5. Schoolwide Modifications Based on Assessment Results**: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

**D1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **D1.1. Professionally Acceptable Assessment Process**: *Somewhat Effective* <br><br> Assessment processes across campus are somewhat effective. In each department, teams of teachers in PLCs (Professional Learning Communities) collaborate on essential outcomes necessary for students to master upon exiting their course, plan common assessments and review data to evaluate instruction. The PLC process is implemented in varying degrees of fidelity across departments on campus. The process is used to gauge student learning. Once the PLC has agreed on what is going to be taught, an assessment is given to determine what was learned. The data is shared among teachers in the PLC and department, but rarely with the entire staff or parents/community. An area of improvement is to align each teacher in a PLC with an assessment calendar and common grading practices. Academic Conferences were initiated in the Spring of 2022 to begin discussions on common instructional practices, common grading practices and intervention strategies to measure student learning.  Another area of refinement would be utilizing the assessment data more strategically, graphing which parts of the essential outcomes students need assistance/intervention in obtaining mastery.  Training the entire staff in the PLC process would aid in improving this process, especially for our new | Section D Evidence <br> Edison Data Profile <br> Survey Results <br> Unofficial School Profile Data <br> PLC Data Analysis Protocols <br> PLC Essential Outcomes <br> PLC/Department Grading Policies <br> Course Articulations <br> 4-year plan - AVID <br> Advisory - grade checks/attendance checks <br> FAFSA ID <br> Resume writing/interview techniques |

teachers.

**D1.2. Basis for Determination of Performance Levels**:

The data shows that Edison is ranking effective in defining academic standards for each subject area, course, and program. While many professional learning communities have articulated essential outcomes and defined academic standards necessary to master their course, there remains work to be done with grading, measuring growth and to which level of mastery each student has attained. Adopting a common grading policy, using rubrics to identify what each student knows (and doesn't) know, articulating between grade levels and courses, as well as utilizing effective intervention strategies, such as platooning, will help to ensure consistency and increase student learning. Many departments/PLCs have created common grading practices for specific subjects; however, not all PLC members follow the adopted grading practices, instead holding fast to old practices. There is no universal common policy for grading, this is created by individual PLCs (Professional Learning Communities) and in some cases individual instructors. *F*or example; in the Spanish, Math, Science departments each course has the same grading scale and grade breakdown, yet some of the teachers do not abide by these. Nor are the practices articulated school-wide. Edison teachers are in the process of being more consistent with grading practices within the PLC and/or departments, specifically focusing more on assessments than classwork, homework or other categories, as well as adopting the use of rubrics to grade students.

**D1.3. Monitoring of Student Growth**:

The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

The data shows that Edison is somewhat effective in monitoring student growth. All freshmen enrolled in Get Focused, Stay Focused fill out weekly grade checks and complete a 10 year plan by the end of the course. There are weekly study groups for them to get support in classes where they are struggling. They also complete a Career Assessment three times within their freshmen year and they revisit again in their Junior year when they enroll in the College and Career/Financial Literacy course. All AVID students are expected to complete a 4-Year Plan where they map out the courses they will need to take in high school, passing them with a C or better. In Advisory students are expected to do a grade check each session and talk about interventions for making up failed classes. For those students who need to make up credits, online courses are offered through CyberHigh and Apex. In addition, several departments are piloting repeater classes for students who have already taken the course once whereby the students work independently on passing assessments that they were not able to pass when they initially took the course. Departments need to internally analyze their data and give students opportunities to make up missed exams and provide intervention.

CyberHigh/Apex, repeater classes
Master Schedule
AVID National Convention literature
Academic Conferences
Cyberhigh Enrollment
Intersession Attendance
Get Focused 10 Year Plans
AVID CCI Systems

Common formative assessments are created in the various PLCs and administered within a given window. The data is analyzed, and the PLC team makes decisions about how to modify instruction or reteach through differentiation. For refinement in this area, PLCs need to break down the required learning into smaller parts and focus on individualized intervention to help students reach mastery.

Interventions are needed to ensure student success, at present. Students are monitored through the classes that they take. With the help of parents, teachers, and counselors, students are guided toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness. Use of testing like I-Ready for reading and math is loosely utilized by math and English departments, but is not a true measure of growth throughout the year. By monitoring students' progress, all stakeholders can use preventative measures (cyber high, before and after school tutoring, fall and winter sessions) to help those students that are not on track to get back on track.  To help students to get back on track, students are allowed to make missing assignments, retake quizzes, and tests. Overall, Edison High is providing ineffective monitoring to ensure students are ready for postsecondary careers and education.

**D1.4. Assessment of Program Areas**:

Edison High School is an AVID National Demonstration Site and goes through a rigorous certification process to ensure that AVID instructional strategies are schoolwide as well as all Edison students have access to rigorous coursework and are being adequately supported and prepared for college. We are in a revalidation year, which means that our program has to meet certain criteria and is judged by a team from AVID Center who will come out and observe instruction and look at evidence that we are a learning center for educators in our community and beyond.  The district supports AVID monetarily by paying for over 200 teachers to attend AVID Summer Institute yearly as well as bringing a team of district staff as well as school site staff to the AVID National Convention each year. A district-sponsored path to schoolwide training is also provided to SUSD teachers to help build and sustain AVID in our 45 schools. Students in the AVID program are highly encouraged to take Honors and AP courses in preparation for the rigors expected in college.

Currently, our students need 210 credits to graduate. Starting in 2025, Students will need 230 credits to graduate. At present Edison High Leadership utilizes the leadership team which meets weekly to address programming and data. AVID, Multi-Tiered Levels of Support (MTSS), PLCs, Advisory, and WASC are the main agenda items.   Committees have been formed to address school wide grading and homework policies, but changes are slow to be implemented. The district has supported efforts to retrain staff in standards based grading. There is no universal common policy for grading. As previously mentioned, this is created by individual PLCs and in some cases individual instructors. Program Interventions are needed to ensure student success, and Edison is currently evaluating intervention processes through the implementation of MTSS.

**D1.5. Schoolwide Modifications Based on Assessment Results**:

According to the Perception survey data, Teachers and Parents feel that modifications at school are being made based on assessment results. Through the PLC process, teachers agree on what essential information is necessary for students to master (essential outcomes), learning objectives are created for each lesson, SMART goals are created and measured and formative assessments are delivered and analyzed in each PLC. If the SMART goal is not met, adjustments are made through instructional shifts or differentiation. However, looking at the school-wide data profile, minimal changes have occurred since the return to school, and student performance data in Math and Science on the CAASPP does not reflect a school that has implemented change based on these results. Changes to programming at Edison have resulted at the direction of district officials of which there is a revolving door. Officials who make programming decisions are wholly disconnected from Edison. There has not been review of performance data nor collaboration with staff at Edison regarding changes to programming. While specific departments like English, Math, and Social Studies have implemented small changes to their programming to align with assessments, school-wide programming is needed.

Over the years, Edison has had a successful professional development program. Two challenges we have faced as a site are the lack of available substitutes, a high new teacher turnover rate and COVID. Historically entire department members have been released to meet in PLCs and have professional development but that has not been the case for the last three years. During Academic Conferences in Fall of 2022, department heads and PLC leads were asked if there were any department needs. Many suggested professional development opportunities, especially in the PLC process and AVID.

Once each year, the administration looks at the SPSA and how the money has been allocated and makes adjustments based on changes/need. For example, money had been set aside for RTD bus passes in the original SPSA; however, the RTD bus system will now allow students to ride for free upon showing their student ID, so RTD funding was moved into a different account to better utilize the state and federal funds.

## D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

### Indicators

**D2.1. Demonstration of Student Achievement**: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Teacher and Student Feedback**: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **D2.1. Demonstration of Student Achievement**: Somewhat Effective<br><br>The data shows that Edison High school is only somewhat effective in demonstrating student achievement. Data analysis protocols at the PLC level typically show a number of students who do not attempt their assessments or assignments. While Reclassification of English learners have increased as well as English CAASPP scores, Math scores have declined increasingly over the past 3 years. Edison has more graduates, but the credit requirement to graduate was dropped during Covid. Additionally, Edison's block schedule allows students the ability to retake many classes in person or through cyber high to recover their credits, but this does not reflect authentic student achievement.<br><br>**D2.2. Teacher and Student Feedback**: Effective<br><br>Edison High School is effective in Teacher and Student Feedback. Teachers provide feedback to students in the form of grading and messaging through Jupiter grades and Google classroom, as well as frequently in the classroom and physically on paper. Many teachers collect feedback from students in one-to-one conferences and through course/class evaluations. Learning logs from students are also kept in digital notebooks among some staff. Edison also holds two back-to-school nights as well as parent teacher conferences due to the block schedule change mid-year. Students are welcomed to make plans and check grades and transcripts through their use of Jupiter and Xello during advisory. As one can see there are many opportunities for teachers and students to provide mutual feedback. | Section D Evidence<br>Edison Data Profile<br>Survey Results<br>Unofficial School Profile Data<br>Jupiter Grades<br>What's Next (Seniors)<br>Parent Night<br>Parent Teacher Conference<br>Grade Checks<br>Avid Leadership CCI<br>AVID CCI SYSTEMS<br>AVID CCI INSTRUCTION |

# ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.**\***

| Areas of Strength |
|---|

1.  Edison has increased our graduation rates from ___% to ___%, mainly due to the following reasons:
    - Credit requirements decreased.
    - Use of online courses such as Cyber High and APEX program
    - Implemented the Learning Center for Special Education students to help tutor and make up missing assignments
2.  Edison has increased their reclassification of EL students.
3.  Student & Teacher feedback
    - Many opportunities on both ends.
    - Several software + non digital opportunities

| Areas of Growth |
|---|

1.  Demonstration of Student achievement
    - Math Caaspp scores
    - English CAASP scores are up, but demonstrating high levels of achievement
2.  Professionally Acceptable Assessment Process
    - Timely common formative assessments
    - Timely DAP
    - Does not coincide with State and Local assessments
3.  Basis for Determination of Performance Levels
    - Standards based grading not implemented
    - Grades are not evidence of learning unless they are standards based.
    - No school wide grading policy
4.  Monitoring of Student Growth
    - Standards based grading not implemented
    - Student growth is not tracked through math and english in a meaningful way

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  o **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

# Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

## E1. Parent and Community Engagement Criterion

*The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.*

**Indicator**

**E1.1. Parent Engagement**: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

**E1. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **E1.1. Parent Engagement**: Somewhat Effective The data shows that Edison is (somewhat effective) in regards to (Parent Engagement). Our lack of data verifies that parent engagement is not present or immeasurable. 9% of parents have engaged in from July 22 to Nov 22.  According to the Perception Survey, approximately 2.9% parents/guardians responded. This implies that our methods are inadequate and not as accessible as it should be for parents.  Potential future parent engagement opportunities might include Coffee with the Principal (parents meet with the principal one morning a month to communicate successes and concerns). Reach out to parents to volunteer during lunch hours to make campus connections and assist with safety supervision. | Section E Evidence <br> Edison Data Profile <br> Survey Results <br> Title I meeting <br> Parent Teacher Conferences <br> School Site Council <br> English Language Acquisition Committee <br> AVID CCI Culture <br> SoulVike Activities <br> SoulVike Athletics |

# E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

## Indicators

**E2.1. Safe, Clean, and Orderly Environment**: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.2. High Expectations/Concern for All Students**: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

**E2.3. Atmosphere of Trust, Respect, and Professionalism**: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

**E2. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **E2.1. Safe, Clean, and Orderly Environment**: Effective<br><br>Clean new buildings and relevant technology for half of the campus. Students are required to complete district internet safety lessons through the counseling department. District also provides plenty of custodial staff to keep the grounds maintained. Despite a lack of adequate Campus security monitors, most CSMs have good connections with students and are able to provide enough supervision with the assistance of other staff such as counselors and teachers.<br><br>**E2.2. High Expectations/Concern for All Students**: Effective<br><br>As an Avid demonstration site we push for grade level and post secondary options for our students. Students are held to the state standards which are enforced to all subjects. Through the PLUS program on campus, The school held an assembly focusing on student mental health and suicide prevention. Additionally students who are noticed for positive behavior are awarded Viking points for positive behavior in and out of class.<br><br>**E2.3. Atmosphere of Trust, Respect, and Professionalism**: Somewhat Effective,<br><br>The data shows that students do not trust teachers or do not feel heard by the administration. We need to create more opportunities for student groups based on their interests. Professionals should be open to equity and provide equal and full opportunity for all students. Professionals should remember to keep student interests and aspirations first and keep minds open to collaboration with other pathways to create change and ongoing proactive programs. | Section E Evidence<br>Edison Data Profile<br>Survey Results<br>Hero PBIS Tracking<br>PBIS Materials<br>PLUS Survey Results<br>MTSS<br>SoulVike Activities<br>SoulVike Athletics |

| | |
|---|---|
| An opportunity that our ELD Department does to build trust, respect and professionalism is to hold ELAC meetings to support ELD families and students, The meetings are run in Spanish to welcome and accomodate our large Spanish speaking community. We need to make sure we spread the word about when and where our meetings are held so that parents know they are welcome.  These meetings are an important resource for parents as they learn about graduation requirements, college and career opportunities, as well as, FAFSA. | |

# E3.  Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

## Indicators

**E3.1. Academic Support Strategies for Students**: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

**E3.2. Multi-Tiered Support Strategies for Students**: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

**E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being**: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

**E3.4. Co-Curricular Activities**: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

**E3. Prompt**: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| **E3.1. Academic Support Strategies for Students**: Somewhat Effective<br><br> Data shows that Edison is only somewhat effective in providing academic support systems for students. Mulit-Teired Systems of support is in Year 1 of implementation. So far in 22-23, Edison has utilized Fall Intersession to allow student additional time to bring grades up. We also have provided a Learning Center for the past academic year as well as After School tutoring. While these services are available, Student are currently identified only by grades Counslors provide 1:1 counselor check-ins with students who are failing most to all courses, but true systematic intervention is not implemented as growth/progress monitoring is not implemented either.<br><br>**E3.2. Multi-Tiered Support Strategies for Students**: Somewhat Effective<br><br>Edison's MTSS for Supporting Students is only somewhat effective as well. While Edison loosely implemented PBIS in 2021-22 school year, the effects on the campus have yet to be analyzed. Data mostly tracked is of negative behaviors, such that they require detention, suspension, or addition to an event No-Go list. Counselors and teachers provide check-ins with students, but the population at Edison is too dense to adequately service all students social and emotional needs without systematic evaluation and implementation of tierd support.<br><br>**E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being**: Somewhat Effective<br><br>Edison High School's Multi-Tiered Systems of Support impact student learning and well-being is being reviewed and further developed. Our | Section E Evidence<br>Edison Data Profile<br>Survey Results<br>Intersession<br>College Visits<br>Athletics Program<br>Get Focused 10 Year Plans<br>Variety of Student Clubs<br>CTE Pathways<br>SoulVike Activities<br>SoulVike Athletics |

school developed a survey to find out how parents' perception of Edison has changed. Parent's perception based on the survey is that our MTSS is somewhat effective. One area of improvement is that we need to work on getting more parents involved. Another piece of evidence that shows how we are progressing towards a more effective MTSS is through our SPSA. We allotted  money specifically to finance PBIS, and other positions including program specialist and an administrator for MTSS to implement MTSS.

**E3.4. Co-Curricular Activities**: Somewhat Effective

The data shows that Edison is somewhat effective in regards to Co-Curricular Activities. According to the SLO 50% of students reported that they do not understand Student Learner Outcomes.

Additionally, students feel that they need more community partnerships and mentorships. This would suggest that there is a disconnect between the programs offered and the connection to student learner outcomes. Also, students' interests do not fully align with the CTE pathways that are offered at our site. Our work study program connects students with employment opportunities after graduation. This is done by matching student academic strengths to potential local opportunities. Should Edison choose to create more CTE pathways, they should poll students, seeking broad interest in programing. Only programs with broad interest should be developed. Art department collaboration with Ethic Studies on projects and future field trips.

**E3.5. Student Voice:** Somewhat Effective

The data shows that Edison is somewhat effective in making personal and community connections that are relevant and allows them to become advocates of their needs and support. Art students create a social justice artwork every term communicating a social issue of personal importance. Utilizing the MTSS/PBIS structures and  framework to help identify and address students needs such as academics, behavior and attendance to help empower students to understand how their behaviors and decisions are affecting their success. Through these processes they will be better self advocates.

E3.4 School has multiple extra-curricular activities. There are a multitude of clubs on campus.

# ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

| Areas of Strength |
| --- |

1. Providing students a clean, orderly atmosphere on campus
2. Providing concern for all students success and academic growth

| Areas of Growth |
| --- |

1. Student Voice
   - Students do not feel their voice is heard
   - Not enough opportunities for students to feel heard
2. Co-Curricular Activities
   - Students on no-go can't attend extracurricular activities
   - Students are not engaged in activities because teachers are not
3. Parent Engagement
   - 9% of parents engaged on Jupiter
   - Parent Vue accounts rarely setup
   - Lack of communication with parents via phone/email
4. MTSS-- 1st year of implementation
   ○ Stronger systematic evaluation of student growth towards SLO + EOs
   ○ Student referral academic services: process yet to be defined
   ○ Social Emotional system only in its infancy.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  o **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

## Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Responsive, Intentional, Measurable Interventions to Increase Student Achievement
- Increase Positive Student & Parent Engagement
- Increase College (A-G) & Career (CTE Pathway) Readiness
- Intentional Measurable Implementation of PD throughout the PLC Process

# Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

**Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

### Responsive, Intentional, Measurable Interventions to Increase Student Achievement

Student achievement has been identified repeatedly as an area of continued improvement for Edison High School. Teaching faculty have made efforts to give students interventions, but so far the strategies have been surface level and ineffective. Implementing a more comprehensive system, focusing on responsive, intentional, measurable skill oriented interventions should be Edison's focus moving forward. Through the implementation of MTSS, teachers should begin to track student intervention needs, refer students for assistance through available services on campus, and monitor student progress toward meeting academic goals.

### Increase Positive Student & Parent Engagement

It is clear that Edison makes efforts to engage students and parents yearly through our academic and many athletic activities on campus. As a generational legacy school, in previous years, Edison's community and family engagement was strong. Since the return from distance learning, Edison has more work to do in terms of providing parents and students with a stronger understanding of academic requirements toward college and career readiness, attendance, and acceptable behavior.

### Increase College (A-G) & Career (CTE Pathway) Readiness

Engaging parents and students in academic planning is a focus for growth as college and career readiness standards continue to evolve. Continued development of processes within the counseling department and supporting courses such as AVID and Get Focused, Stay Focused to enhance student understanding are a must. Giving families more opportunities to be involved in academic planning and updates should provide the foundation Edison students need for success through the school's development of college and career pathways.

### Intentional Measurable Implementation of PD throughout the PLC Process

Professional development at Edison High School has been ongoing through the past two cycles. This PD we offer our staff has given teachers useful strategies to improve their teaching tool boxes. To continue, professional development should focus more on the specific needs of students based on achievement data. That data should be used to target specific groups of teachers in continuing to develop their intervention with students. The outcomes of the PD should be evident in the achievement data of students, positively impacting the California Dashboard.

# Chapter V: Schoolwide Action Plan

**A.** **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**

**B.** **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan**.

**C.** **Describe the school's follow-up process, ensuring an ongoing improvement process.**

> Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

| Goal 1: Responsive Measurable Interventions to Increase Student Achievement in MATH |
|---|
| By 2024, Edison will increase student achievement & proficiency in Math as measured by CAASPP assessment scores on the CAASPP increasing by 3% annually<br><br>9-10  will meet their expected math growth as measured by district benchmark assessment and Interim CAASPP Assessment and will increase by 5% annually. |
| Rationale: EHS 6 year data profile shows that students continue to struggle with Math mastery as evidenced by CAASPP scores. |
| Critical Learner Need:<br>There is a need to continue to address literacy, numeracy, and  proficiency in Math. |
| School Wide Learner Outcomes:<br>Succeed by achieving academic and personal goals<br>Organize information to think and communicate effectively<br>Use knowledge to prepare for college and career |
| Supporting Data:<br>MATH SBAC: 80% of students did not meet state standards. |
| Growth Targets:<br>By July of 2023, 15% of 11th grade students taking the CAASPP will meet or exceed expectations, and this will increase by 5% annually. |

| Action Step | Responsible Staff | Monitoring Staff | Timeline |
|---|---|---|---|
| CAASPP Interim Math Assessments | 1.   Teachers | 1.   Program | Fall 23 |

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|---|---|---|---|
| given to 9-11 at Beginning and End of Course. | | Specialist<br>2. Math DCs<br>3. Math AP | |
| Before & Afterschool Tutoring in all subjects | 1. Teachers<br>2. Dept Chairs | Admin | Current & Ongoing |
| Student intervention during teacher prep periods. | 1. Math Teachers<br>2. Math Coach | 1. Math DCs<br>2. Math AP | Current & Ongoing |
| Implement & Embed Intervention Curriculum | 1. Math Teachers<br>2. Math DCs<br>3. Math Coach | 1. Math AP | Current & Ongoing |
| Implement RTI Flex Period | 1. Admin<br>2. Counselors | 1. Admin<br>2. Counselors | Fall 24 |
| Utilize Math readiness assessments taken at the end of 8th grade to inform SPED services. | 1. Math Teachers<br>2. SAI Teachers | 1. Admin<br>2. Counselors | Fall 23 |
| Increased Tutoring and Staff to work with intervention groups in the Learning Center. | 1. SAI Math Teachers<br>2. Math Paraprofess ionals<br>3. LC Coordinator<br>4. Math Teachers | 1. LC Coordinator<br>2. Counselors<br>3. Department Chairs of Special Education | Fall 23 |
| Provide Professional Development for Team Teaching | 1. 1 SAI Math Teacher<br>2. 1 General Education<br>3. Department Chair | 1. Admin<br>2. Special Education Department Chair | Fall 23 |
| SPED Administering Placement Tests to determine SAI Math Class/Gen Ed/Supports for current and incoming students | 1. SAI Math Teachers<br>2. Learning Center Staff | 1. Admin<br>2. Special Education Department Chair | Fall 23 |

| Implement Co-Teaching in Math | 1. SAI Math Teachers<br>2. Gen. Ed. Math Teachers<br>3. Covina High School Trainers | 1. Admin<br>2. Special Education Department Chair<br>3. Math Department | Fall 2024 |
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| **Goal 2: Responsive Measurable Interventions to Increase Student Achievement in ELA** |
| --- |
| By 2024, Edison will  increase student achievement & proficiency in ELA as measured by benchmark assessment scores on the CAASPP and ELPAC increasing by 5% annually.<br><br>EHS EL students meeting or exceeding state ELA standards will grow by 5% annually as measured by the ELPAC. RFEPs will increase by 5% annually.<br><br>9-10 will meet their expected ELA growth as measured by district benchmark assessment and CAASPP Interim Assessment and will increase by 10% annually. |
| Rationale: EHS 6 year data profile shows that students continue to struggle with ELA mastery as evidenced by  CAASPP and ELPAC scores. During the past 6 years, CELDT shifted to ELPAC which is a more rigorous assessment of English Language Proficiency. |
| Critical Learner Needs:<br>There is a need to continue to address literacy, and proficiency in English Language. |
| School Wide Learner Outcomes:<br>Succeed by achieving academic and personal goals<br>Organize information to think and communicate effectively<br>Use knowledge to prepare for college and career |
| Supporting Data:<br>ELPAC: 89% of English Learners taking the ELPAC did not meet standards.<br>CAASPP ELA: 59% of students did not meet state ELA standards. |

Growth Targets:

By July of 2023, 45% of 11th grade students taking the CAASPP will meet or exceed expectations, and this will increase by 5% annually.

By July 2023, 15% of ELD students taking the ELPAC will meet the state standard, and this will increase by 5% annually.

| Action Step | Responsible Staff | Monitoring Staff | Timeline |
|---|---|---|---|
| CAASPP Interim ELA Assessments given to 9-11 at the Beginning and End of course. | 1. Teachers<br>2. | 1. ELA Admin<br>2. ELA DCs<br>3. Program Specialist<br>4. ELA Coach | Fall 23 |
| Before & Afterschool Tutoring in all subjects | 1. Teachers<br>2. Dept Chairs | 1. Admin | Current & Ongoing |
| Strategic scheduling of grade level content teachers to have matching preps to facilitate platooning. | 1. Head Counselor<br>2. AP in charge of Master Schedule | 1. Admin | Fall 23 |
| Platooning intervention during teacher prep periods. | 1. Teachers | 1. DCs<br>2. Admin | Fall 23 |
| Work with the curriculum department to develop a coherent Applied Writing Curriculum to support bridging students. | 1. Program Specialist<br>2. Instructional Coaches | 1. APs | Fall 23 |
| Utilize math readiness assessments taken at the end of 8th grade to inform instruction. | 3. Math Teachers | 3. Admin<br>4. Counselors | Fall 23 |
| Implement RTI Flex Period | 3. Admin<br>4. Counselors | 3. Admin<br>4. Counselors | Fall 24 |
| Utilize ELA readiness assessments taken at the end of 8th grade to inform SPED services. | 1. ELA Teachers | 1. Admin<br>2. Counselors | Fall 23 |
| Increased Tutoring and Staff to work with intervention groups in the Learning Center. | 1. SAI ELA Teachers<br>2. ELA Paraprofessionals<br>3. LC Coordinator | 1. LC Coordinator<br>2. Counselors<br>3. Department Chairs of Special | Fall 23 |

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| | 4.  ELATeachers | Education | |
| Hire a Spanish bilingual EL Specialist | 1.  Admin | 1.  Admin | Fall 23 |
| Hire an ELD Coach to work with teachers to implement effective best practices with EL & RFEP students | 1.  Admin<br>2.  Langugage Development Office | 1.  Admin<br>2.  District | Fall 23 |
| Implement MAP Tutoring | 1.  ELD teachers | 1.  Admin | Fall 23 |
| Increase EL Incentive Field Trip offerings for RFEP | 1.  ELD teachers | 1.  Admin | Current & Ongoing |
| Implement Co-Teaching in ELA | 1.  SAI ELA Teachers<br>2.  Gen. Ed. ELA Teachers<br>3.  Covina High School Trainers | 1.  Admin<br>2.  Special Education Department Chair<br>4.  ELA Department Chair | Fall 2024 |

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| **Goal 3: College & Career Readiness: Increase College (A-G) & Career (CTE Pathway) Readiness** |
| By 2024, 35% of students will graduate college ready and 20% Career ready as demonstrated by their A-G or CTE Pathway completion both increasing by 5% annually.<br><br>Increase the % of students graduating HS, increase complete A-G requirements 5% annually, increase overall % of passage at least one AP exam with a 3 or higher OR pass a dual-enrollment college credit course with a C or better. .<br><br>Increase the % of students completing at least one CTE pathway by 5% annually. |
| Rationale: While graduation rates are increasing yearly, Edison graduation data shows that students still struggle to exit school fully prepared to enter a 4 year university. Students who choose not to enter should still be prepared fully for community college, or a career of their choice. As such, students meet the A-G requirements or a CTE pathway consisting of two course sequences at the district level. |
| Critical Learner Need:<br>There is a need to prepare students for college or career upon exiting high school. |

School Wide Learner Outcomes:

Succeed by achieving academic and personal goals
Use knowledge to prepare for college and career
Lead by making positive choices

Supporting Data: 82% of students did not graduate A-G ready. Waiting for CTE completion rates from the district.

Growth Targets:

By July of 2024, 40% of Graduating Seniors will graduate A-G Ready, and this will increase by 5% annually.

By July 2024, 10% of Graduating Seniors will complete at least one CTE pathway (2 course sequence) and this will increase by 5% annually.

| Action Step | Responsible Staff | Monitoring Staff | Timeline |
|---|---|---|---|
| Counselors Monitor Transcript Evaluation Service (TES) reports to increase A-G completion. | 1. Counselors<br>2. Leadership Team | 1. Head Counselor<br>2. AVID Coordinator | Fall 23 |
| Monitor Credit recovery placement and completions to increase graduation & A-G rates. | 1. Program Specialist<br>2. Leadership<br>3. Counselors | 1. Admin | Current & Ongoing |
| Revise pre reg sheets to clearly outline CTE & A-G pathways | 1. Head Counselor<br>2. AP over Master Schedule | 1. Principal | Current & Ongoing |
| Provide AVID School-Wide Strategy PD & implementation<br>As verified by classroom walk-throughs | 1. PLC Facilitators<br>1. DCs<br>2. AVID Coordinator | 1. Admins<br>2. Program Specialist<br>3. | Current & Ongoing |
| Expose students to A-G and College & Career requirements through Advisory course. | 1. Teachers<br>2. Advisory Committee | 1. AP over Advisory<br>2. Program Specialist<br>3. Leadership Team | Current & ongoing |
| Hold 8th grade campus tours and info | 1. Counselors | 1. Head counselor | Current & |

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| sessions. | 2. CTE & Elective teachers | 2. District counseling<br>3. Program specialists | Ongoing |
| Expose students to the CTE programs, dual enrollment, arts, A-G and other options available through Curriculum Faire. | 1. ALL Staff | 1. Leadership<br>2. Admin | Current & Ongoing |
| Create an Equitable Grading Committee to develop a cohesive mastery grading process/policy. | 1. Equitable Grading Committee | 1. Program Specialist<br>2. Leadership | Summer 23 |
| Implement Pathway for Increased CTE Graduation for students with disabilities | 1. SAI Teachers<br>2. Paraprofessionals<br>3. CTE Teachers | 1. Admin<br>2. Special Education Department Chairs<br>3. CTE Coordinator | Fall 23 |
| Increase College Field Trip Offerings | 1. Teachers<br>2. Counselors<br>3. AVID Coordinators<br>4. EL Coordinator | 1. Admins<br>2. Program Specialist<br>3. Head Counselor | Fall 23 |
| Implement a Level 1-4 Competency for COC Mild/Moderate & Moderate/Severe Students to teach CTE Skills | 1. SAI Teachers<br>2. Paraprofessionals<br>3. CTE Teachers<br>4. All Staff | 1. Admin<br>2. Special Education Department Chair<br>3. Young Adult Program Program Specialist | Fall 23 |
| Increase CTE Graduation for Students with Disabilities | 1. SAI Teachers<br>2. Paraprofessionals<br>3. CTE Teachers<br>5. All Staff | 4. Admin<br>5. Special Education Department Chair<br>6. Young Adult Program Program Specialist | Fall 24 |

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**Goal 4: Climate and culture: Increase Positive Student & Parent Engagement**

By 2024, Edison will engage families as demonstrated by their attendance at one or more school functions and increasing by 10% annually.

EHS will promote the involvement of parents and community members in the education of their children using parent outreach strategies so that parents in the community are active participants in the education of their children.

Attendance rates will grow by 10%; suspension rates decrease by 3% annually. Expulsion rates will decrease by 1% annually.

Rationale: EHS data shows that staff continue to have difficulty engaging families in the education of students. Chronic Absenteeism and Suspension continue as problematic areas. School events such as back to school night, title 1 meetings, ELAC, and Parent-Teacher conferences typically have low attendance rates. Additionally, Digital engagement with families is consistently low.

Critical Learner Need:

There is a need to engage families to support students in their attendance, positive behavior, and achievement in coursework.

School Wide Learner Outcomes:

Succeed by achieving academic and personal goals
Use knowledge to prepare for college and career
Lead by making positive choices

Supporting Data:

9% of Parents engage with the school-wide grading and messaging system, Jupiter Grades.
Less than 5% guardians attended Back to School night/ Title 1 Meeting.
4,216 Guardians are listed in Synergy.

Growth Targets:

By July of 2024, Attendance will increase by 10%, and this will grow by 5% annually.

By July of 2024, Suspension will decrease to 3%, and this will decrease by 1% annually.

By July of 2024, Digital Parent Engagement will increase to 20%, and this will increase by 10% annually.

By July of 2024, Physical Parent Engagement will increase to 10%, and this will increase by 5% annually.

| Action Step | Responsible Staff | Monitoring Staff | Timeline |
|---|---|---|---|
| Form a "Community Engagement" Committee | 1. Bilingual staff members <br> 2. Teachers <br> 3. Paraprofessionals | 1. Program Coordinators <br> 2. Program Specialist <br> 3. Admins | Fall 23 |
| Implement a regular community newsletter | 1. Journalism Teacher | 1. Electives AP | Fall 23 |
| Distribute the School News/Blog to stakeholders | 1. Journalism Teacher | 1. Electives AP | |
| Utilize the Blackboard mass notification and Marquee system as needed | 1. Admins | 1. Admins | Fall 23 |
| Notify parents of meetings by email, letter, social media, and/or phone. | 1. Meeting Coordinators | 1. Admins | Fall 23 |
| Implement Conflict Mediation course. | 1. Plus Teacher <br> 2. PLUS Counselor | 1. Electives AP <br> 2. Head Counselor | Fall 23 |
| Incorporate Link Crew or Freshman outreach into PLUS | 1. PLUS teacher <br> 2. PLUS Counselor | 1. Head Counselor <br> 2. Electives AP | Fall 24 |
| Hold evening Freshman orientation for parents and students | 1. Activities Director <br> 2. Counselors | 1. Admins <br> 2. Head counselor | Fall 23 |

**Goal 5: Intentional, Measurable Implementation of PD Seen throughout the PLC Process**

By 2025, 90% of all teachers will be trained in Edison School-Wide Systems: AVID, DII, and PLCs.

Edison will implement continuous Targeted PD for teacher cohorts with accompanying monitoring check-points and data verification as demonstrated in the PLC Data Analysis Protocol and Walk-Throughs.

All EHS teachers will receive ongoing training, feedback, and support to utilize our advisory process to help increase student academic achievement and understanding of the A-G requirements. Professional development will include ongoing training, feedback, and support to identify how to increase rigor (DOK 2-4) AVID WICOR strategies, DII, writing across the curriculum.

Rationale:

Currently professional development is self-selected through the district and no measured implementation exists.

Critical Learner Need:

Students need access to teachers who are appropriately assigned and receive the most recent professional development in line with best practices in a changing educational environment.

**Responsible Staff**
**Monitoring Staff**
**Timeline**

School Wide Learner Outcomes:

Succeed by achieving academic and personal goals
Use knowledge to prepare for college and career

Supporting Data:

Achievement data
New teachers
1. District Office Personnel
2. SPED Dept Chair

1. SPED DC
2. SPED AP
3. LEADERSHIP Team

Growth Targets:

By July 2024, 100% of teachers will receive Professional Development in AVID strategies (ALL, FNT, WICOR)

By July of 2024, 100% of teachers will receive training in PLC process, Response to Intervention, MTSS, SPED Inclusion and Co-Teaching models, English Language Development

| Action Step | Responsible Staff | Monitoring Staff | Timeline |
|---|---|---|---|
| Implement walk-through calendar at the beginning of the year with embedded staff observations | 1. Admin<br>2. DCs | 1. Admin | Fall 23 |
| Discuss walk-through data trends in leadership meetings. | 1. Program Specialist<br>2. Leadership team<br>3. DCs | 1. Admin | Fall 23 |
| Implement Tiered PD plan for teachers with reflection and monitoring. | 1. DCs<br>2. Coaches<br>3. Program Specialist | 1. Admin | Fall 23 |
| Hire/Release ELA/ELD Coach | 1. Admin | 1. Admin | Fall 23 |
| Hire/Release Math Coach | 1. Admin | 1. Admin | Fall 23 |
| Hire/Release General Instructional Coach | 1. Admin | 1. Admin | Fall 23 |
| Hold UDL Training | 1. SAI Teachers<br>2. General Education Teachers | 1. Admin<br>2. Department Chairs | Fall 23 |
| Implement AVID Strategy Tiered Training depending on data driven needs:<br>AVID & WICOR | 1. AVID Coordinator<br>2. AVID District Professionals | 1. AVID Coordinator | Fall 23 |
| Hold Solution Tree PLC training | 1. District Professionals<br>2. Solution Tree | 1. Admins | Summer 23 |
| Hold SPED Inclusion Training | 1. District Professionals<br>2. SPED Department | 1. Admins<br>2. | Sumer 23 |
| Hold MTSS & Response to Intervention Training | 1. Solution Tree<br>2. District Professionals<br>3. Intervention | 1. Admins<br>2. Program Coordinator | Summer 23 |

| | Specialists | | |
|---|---|---|---|
| Hold English Language Inclusion & Development training | 1. Language Development Office<br>2. District Professionals<br>3. ELD Department | 1. Admins<br>2. ELD Coordinator | Summer 23 |
| Hold Co-Teaching Model Training | 1. District Professional<br>2. SPED Department | 1. Admins<br>2. SPED DC | Sumer 23 |

# Appendices:

A. **Local Control and Accountability Plan (LCAP)**
B. **Results of student questionnaire/interviews**
   1. **Student Survey**
   2. **Student Learning Objective Survey**
C. **Results of parent/community questionnaire/interviews**
   1. **Parent Survey English**
   2. **Parent Survey Spanish**
D. **California Healthy Kids Survey**
E. **Master schedule**
F. **Approved AP course list:** **https://apcourseaudit.epiconline.org/ledger/**
G. **UC a–g approved course list:** **https://doorways.ucop.edu/list/app/home/**
H. **Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**
   1. **Cyber High**
   2. **Apex**
   3. **AVID**
   4. **CTE**
   5. **Native American Center**
I. **California School Dashboard performance indicators**
J. **School accountability report card (SARC)**
K. **CBEDS school information form**
L. **Graduation requirements**; **Transition Timeline**
M. **Any pertinent additional data (or have on exhibit during the visit)**
N. **Budgetary information, including school budget**