



**2017-2020**

## **Single Plan for Student Achievement (SPSA)**

### **Site Strategic Plan**

<b>School:</b>	Edison High School
<b>Address:</b>	100 W. Dr. Martin Luther King Blvd Stockton, CA 95206
<b>CDS Code:</b>	3932100
<b>District:</b>	Stockton Unified School District
<b>Principal:</b>	Brian Biedermann
<b>Revision Date:</b>	January 11, 2018
<b>District Governing Board approved:</b>	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

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## SECTION I: BACKGROUND

### *Purpose/Intent*

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

**Recommendations and Assurances**

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee \_\_\_\_\_  
Signature
- English Learner Parent Involvement Committee \_\_\_\_\_  
Signature
- Special Education Advisory Committee \_\_\_\_\_  
Signature
- Gifted and Talented Education Program Advisory Committee \_\_\_\_\_  
Signature
- District/School Liaison Team for schools in Program Improvement \_\_\_\_\_  
Signature
- Compensatory Education Advisory Committee \_\_\_\_\_  
Signature
- Departmental Advisory Committee (secondary) \_\_\_\_\_  
Signature
- Other committees established by the school or district (list): \_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 11, 2018.

Attested:

Brian Biedermann  
Typed Name of School Principal

[Signature]  
Signature of School Principal

3/2/18  
Date

Jessica Clark  
Typed Name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

3/2/18  
Date

## ***Mission***

Insert the school site's mission.

Edison's 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 post-secondary opportunities.

## ***Vision***

Insert the school site's vision.

Edison's 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.

## ***School Site Story***

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

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 that have attended Edison. Established in 1941, it has become an integral part of the community landscape in South Stockton, California. Our student population is approximately over 2,100 students and represents the diversity of our community. 65.7% of students are Hispanic, 11% Black or African American, 10.2% Filipino, 6.4% Southeast Asian and roughly 1.5% are White. According to the latest U.S. census report, Stockton is the 13th largest city in California with a population of 291,707. The median income is roughly \$46,033 per family. The population of the area includes Hispanic 41.3%, White 22.3%, Asian 21.2% and Black or African American 12.2%. Statistics show that 74.9% of Stockton residents have a high school diploma or higher and 17.4% hold a bachelor's degree or higher. Community support is a solid presence that has helped Edison High School face inherent challenges. Leaders in the surrounding community, such as Chaplains and Peacekeepers, Edison alumni, Edison Boosters, Edison's Hall of Fame and local businesses have made it a priority to ensure that all students receive equitable, educational opportunities through ongoing fundraising and social and emotional support.

Edison pride runs strong and our site has become a center of hope that has diligently enforced policies and increased resources that have ensured the safety of the campus and basic needs of our students.

Edison has kept alive the belief that parents are the key to student success. The school has made efforts to reach out to parents and the community in various ways, including AVID parent nights, Education Parent Night, Parent Teacher Conference nights, a summer Pre-registration Orientation and Information night for eighth graders and their families, ELAC (English Learner Advisory Committee) Meetings, and School Site Council (SSC). 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 SSC and ELAC. These two committees are each responsible for identifying student needs in order to establish relevant community-based partnerships. Recently, Edison hosted its highest attended parent night using a system we learned about at the Soluciones PLC attended by a cross-curricular group of teachers. The focus was to educate our parents and differentiate the message and resources they received. Parents were invited to different time frames. The first hour was spent celebrating our parents whose students were A-G compliant and passing all classes, while the second hour was spent informing parents about how to ensure their students become A-G and fill in minor gaps in their educational plan. The third hour was for parents whose students were failing multiple classes and in danger of not graduating. It was our most successful effort to increase parent involvement and a plan we will continue to refine.

The State and Federal programs mandated at Edison include Title I and Local Control Funding Formula (LCFF) money to support English Learner (EL) students, parent involvement, professional development, human capital to achieve goals, substitutes and additional compensation. This specifically includes helping disadvantaged students meet standards and provide services to homeless students. Title II includes improving teacher quality. Title III focuses on limited English proficient (LEP) students, Induction [for beginning teachers], extended day programs and the English Language Acquisition Program (ELAP). 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 this program has increased the frequency of support services provided in the comprehensive on-site Health Center, such as anger management, grief counseling and substance abuse counseling, so that students' urgent needs can be met more effectively.

Edison currently has a staff of ninety-seven certificated teachers, of which 47 are female and 50 are male. In addition to certificated staff members, we have 69 classified staff members. 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. Within our staff we currently have one principal, four assistant principals, five counselors, two school psychologists, one speech language pathologist, one speech language pathologist assistant, at least one special education assistant in each special education class, a resource specialist, interpreters for the deaf and hard of hearing, two secretaries, a registrar and a registration technician, two attendance technicians, a library media technician, two guidance technicians, an onsite officer, seven campus security monitors, a social services case manager, Health Center staff, which includes a full-time health clerk, a part-time Doctor, nurse, and grief counselors.

Together, the leadership team and staff have made a collective commitment to provide an equitable education that prepares students for post-secondary success. To address the academic expectations and

increase parent involvement, Edison was worked hard to become an AVID National Demonstration Site. Edison High School has been a certified AVID school for the past nine years and we received our demonstration validation in the 2015-16 school year and revalidation in 2017-18. Demonstration Schools undergo a rigorous validation process and are required to be re-validated every few years to ensure high levels of implementation, with quality and fidelity to AVID strategies school-wide.

At Edison's Demonstration Site you will witness:

- AVID as a school wide approach to college readiness
- Evidence of student achievement school wide
- Strong and committed leadership to college readiness for all students at both school and district levels
- A center of learning for AVID best practices school wide
- 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 selected content classrooms
- A showplace of the commitment and synergy that a strong AVID System creates for school wide college readiness

## SECTION II: EVALUATION

### *Plan Priorities*

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

#### **Priority 1**

#### **GOAL: INCREASE THE NUMBER OF STUDENTS MEETING UC A-G COURSE SEQUENCE REQUIREMENTS.**

Rationale—Due to students' stagnant progress in intervention courses, students do not have room in their schedule to enroll or complete A-G coursework. Teachers and students need to increase the rigor, explicit use of inquiry and research-based strategies.

Higher levels of questioning allow teachers to check for understanding, allow students to process their learning and engage in structured collaboration. Response to intervention will address students' immediate needs and provide support to help students meet proficiency levels which aligns with our mission and vision.

#### **CRITICAL LEARNER NEED #2: RESPONSE TO INTERVENTION**

To address the diverse learning needs of our students Edison is implementing interventions to decrease D and F rates and elevate the levels of rigor in intervention support classes to increase UC A-G course completion. We currently have tier one interventions through core instruction and are in the process of creating a systematic approach for tier 2 and 3 interventions.

#### **SCHOOL WIDE LEARNER OUTCOMES**

Succeed by achieving academic and personal goals Organize information to think and communicate effectively Use knowledge to prepare for college and career

#### **GROWTH TARGET:**

By July of 2018, the percentage of all 12th grade students meeting their expected UC A-G requirements will increase by 10 percent to 50 percent of all 12 grade students meeting A-G requirements.

By July 2018, the percentage of all students (grade 11) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

By July 2018, the percentage of all students (grades 9-11) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

#### **DASHBOARD INDICATOR GOAL:**

Edison will increase graduation rates by 4.6 percent to move from the low yellow indicator to the Medium Green indicator.

Edison will maintain their ELA Assessment scores to move from the low red indicator to the low yellow indicator.

Long Term ELA Goal: Edison will increase ELA Assessment scores by 55.6 points to move to the Medium Green indicator.



Actions to be Taken to Reach this Goal	Proposed Expenditures		
	Description	Funding Source	Amount
<b>Instructional Materials</b> ELA teachers and students will be provided Holt Materials and RCD Units that were created by teachers in the district. Teachers, especially new teachers, will be provided explicit instruction by the department chair on how to utilize ancillary materials, CD-Roms and online resources. The district continues to refine RCD units for Common Core for teachers to implement at the school site.	Instructional Materials for Common Core implementations.	LCFF Supplemental SCE	22,345.00
<b>Program Manager</b> Instruction leadership in the staff development, evaluation, master schedule, discipline, parent/community relations, counseling, co-curricular activities, pathway support, career and college readiness (Measured by data monitoring - Illuminate, grades and formal classrooms visits).	Assistant Principal/Program Manager (1.5)	LCFF Supplemental SCE	222,327.00
<b>Counselor</b> <b>Counselor Responsibilities:</b> 1. Implement the high school guidance curriculum through delivery of classroom units and infusion in content areas. 2. Guide individuals and groups of students through the development of educational and career plans. 3. Counsel individuals and small groups of students with problems. 4. Consult with teachers, staff and parents regarding the developmental needs of students. 5. Refer students with problems to appropriate program specialists or community agencies. 6. Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school. 7. Participate in and facilitate the intervention team process. 8. Understand the ELA/Math placement process (RTI). As measured by A-G completion, suspensions/expulsions, college fairs, Financial Aid workshops, college application workouts, personal statement workshops, SAP/SST Team meetings, Parent Conferences	Counselors (1.0)  Counselor (Split Fund)	LCFF Supplemental SCE  LCFF Supplemental LEP	135,948.00

<p><b>Instructional Coaching for Department Chairs</b> All Department Chairs will receive an additional 20% on their contracts to be instructional coaches for their department members. They will have release time monthly to coach their members in "real time" and are expected to do at least 10 instructional rounds visits per week. Department Chairs will also be responsible for site based professional development and managing their team's Professional Learning Communities.</p>	<p>Instructional Coaching      Title I General      107,204.00</p>
<p><b>Professional Development:</b> Teachers will receive on site professional development monthly. This PD will be targeted and based on department need. Teachers will be released from assigned duty (Subs) to attend the trainings. Additional compensation will be offered to all teachers to continue the PLC work after the contracted work day.</p>	<p>Substitute      Title 1 General      80,000 LCFF General      100,000</p>

### **Plan Implementation**

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

#### **Strategies Fully Implemented from the 2016-17 SPSA**

Edison continued to operate with the PLC model during the 2016-17 school year. To improve instruction and positively impact student learning, teachers collaborated weekly within PLCs to create common formative and summative assessments and review data to assess intervention needs. Edison also provided professional development to staff, as outlined in the 2016-17 SPSA. Professional development was focused primarily on AVID strategies to support instruction, including introduction of WICOR and Academic Language and Literacy (ALL), in addition to professional development on DII strategies.

#### **Strategies Not Fully Implemented from the 2016-17 SPSA**

All teachers have been trained in AVID, ALL and WICOR strategies but reteaching is necessary to ensure implementation of the strategies is effective. Teachers require additional release time to collaborate within their PLCs to design instruction that incorporates the use of these strategies. DII strategies need to be retaught to new staff and reinforced with existing staff, with monitoring occurring through Instructional Rounds.

#### **Description of Barriers and Related School Goals**

Parent and community involvement is a challenge for Edison High School in relation to achieving school goals. Lack of parental support hinders the staff's ability to ensure that students meet A-G and graduation requirements. Edison is offering many more opportunities for parents to meet with teachers and to learn about

school initiatives to bridge the gap between home and school including: EduParent night, triannual parent teacher conferences, AVID parent nights, community outreach nights, ELAC meetings, Eighth Grade Parent Night and back to school night. These opportunities provide a forum for communication to occur in order for staff to educate parents on the resources available to help students succeed. To continue to address stakeholder involvement, Edison will refine existing opportunities and solicit feedback from parents and community members to determine how to best increase parent and community involvement.

Feeder school articulation is also a challenge; Edison consistently receives students that are far below grade level. Edison's area of focus is in creating systems to communicate areas of growth so that the feeder schools are able to better prepare students for high school. The district is also implementing AVID in the K-8 schools in order to help students better transition to high school. Our feeder schools are invited to our monthly professional development offerings and we meet monthly to discuss area goals and data. While Edison acknowledges the limitations that exist in addressing feeder school articulation, primarily that Edison will continue to receive students who are far below grade level, initiatives are in place to promote early literacy which will impact future learning. Edison's construction students are working in conjunction with the art program on a cross-curricular project to build and decorate "little free libraries" that will be placed at feeder school locations with books to promote literacy. This program adds another layer to the existing message that literacy will promote academic growth and by strategically placing the libraries at or near feeder schools, it allows Edison to communicate to incoming students the expectation of continued academic achievement.

### ***Strategies and Activities***

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

To improve student achievement, teachers use a variety of instructional strategies based on curriculum, current research in pedagogy, administrator recommendation or guidance, new classroom technology and "best practices" developed through staff development, Professional Learning Communities (PLC) and departmental standards. Teachers are able to access student test scores via our Illuminate Database. Staff members are also using information regarding Advanced Placement (AP) placement and AP test results to attempt to reduce the achievement gap between our various students and ensure equal access to a challenging curriculum for all students. Teachers are taking this information and through collaboration time and PLC's, they are developing improved instructional strategies, common rubrics and consistent presentations to better target areas of growth. SUSD recognizes that we have to improve articulation between our elementary and high schools to ensure that as students matriculate from one site to the next there is a consistency in standards, expectations and curriculum that builds on that of the previous year.

- Project based learning
- Instructional strategies/effect size/impact on learning/achievement - Marzano, Hattie
- AVID
- Professional Learning Communities (PLCs)
- Tutoring (Peer, Mentors, Additional Before/After School)
- Content and Assessment Programs (i.e. STMath, Compass Learning, MAP, AR, etc.)

In order to facilitate continued academic growth, Edison ensures that all teachers have access to quality professional development offered by site instructional coaches, as well as training provided by the district's AVID coordinators and Language Development Office. Additionally, teachers can attend outside trainings with administrator approval to acquire instructional strategies that will inform classroom instruction and impact student achievement. Ongoing professional development and collaboration within PLCs ensures that teachers are reflecting on instructional practices to determine how to best refine instruction. Instructional coaches and administrators collect data through the Instructional Rounds tool to determine focus areas for targeted professional development.

Edison High School staff are part of a Professional Learning Community (PLC). The implementation of PLCs has guided discussion among staff to create and deliver a rigorous, challenging, and relevant education to students that includes the use of formative assessments to drive instruction. All subjects have created Essential Outcomes which are available online for parents to review. The goal of the PLC process is to utilize student performance data from formative and summative assessments to deliver challenging and meaningful instruction. PLC members meet to discuss student data and make decisions on student review or enrichment thereafter. In addition, all staff members are trained in AVID strategies. Staff members utilize critical reading strategies, Cornell Notes, and structured discussions including Socratic Seminars and Philosophical Chairs across disciplines site-wide. During the 2016-17 school year, teachers in all disciplines have been trained in the implementation of Academic Language and Literacy strategies to increase the use of academic language in the classroom. PLCs also focus on lesson planning following the Direct Interactive Instruction (DII) model. Students at Edison are exposed to these normed practices in all of their classes, and in combination with the use of Cornell Notes, are provided with a consistent standard of instruction.

Additionally, the implementation of learning objectives and essential outcomes site-wide has familiarized students with academic language. Learning objectives are now standards-based and correspond with the essential outcomes and common core literacy standards. Providing students with clearly defined learning objectives has served to strengthen and increase student learning by enabling students to identify the requirements for and methods of demonstrating proficiency on a specific objective.

The PLC process has been critical to the improvement of instruction in the classroom. Teachers now meet as a PLC group to help students become proficient with content and skills. As new teachers become part of the Edison High School staff, they are provided with training that focuses on the use of DII and AVID strategies. PLC conference opportunities are also available to new teachers and provide a refresher for veteran members of the staff. The support and training provided to teachers corresponds to the normed expectations that students are exposed to site-wide in all of their courses.

All classes at Edison use site norms of daily Learning Objectives and Essential Questions to guide instruction. Students are provided with a clear understanding of the skills required to meet the lesson objective. The lesson objectives used for classroom instruction are derived from the Essential Outcomes that are PLC-established as being critical for the course.

In addition to Learning Objectives and Essential Questions, students are familiarized with proficiency levels for MAP testing. Students are tested thrice-yearly and assessment results are used for modification of instruction based on learner needs. English Learner students are also informed of proficiency levels that must be met on the MAP assessment in order to meet the requirements for reclassification. As of October 2016, 34 students have been reclassified and students continue to work toward reclassification based on individual goals and an understanding of proficiency levels.

As the transition to Common Core continues, curriculum is being modified to reflect the standards in each curricular area.

Daily Learning Objectives and Essential Questions are critical to communication of proficiency standards and are a site-wide expectation for daily instruction. The Essential Outcomes are another source of information for students and parents to determine what will be taught and when in the classroom.

Students and parents at Edison continue to be informed stakeholders regarding the requirements for demonstrating proficiency, both on district assessments and within the classroom. A goal of site norms of a 3-part Learning Objective will facilitate the communication of expected performance levels with students to help them understand proficiency standards.

Differentiation of instruction continues to be an area of focus that Edison High addresses through a collaborative analysis of best practices and common formative assessments. Professional development has been offered to address the differentiation of instruction through AVID and DII strategies. Additionally, teachers discuss differentiation within their PLCs and implement best practices within the classroom to meet diverse learner needs.

Within the classroom, teachers work to deliver instruction that meets the learning needs of students. Refinement of instruction occurs as teachers provide additional resources and scaffolding to support student learning and engagement. As teachers regularly participate in the PLC process to evaluate instructional practices, best practices are shared within the curricular team to improve instruction for all students and address the needs of students who require additional support.

In addition to in-class interventions, Edison offers pull-out support in the media center through an on-site Math Intervention Specialist. Targeted support is also provided to mainstreamed RSP students through the Learning Center.

When appropriate, multimedia resources are utilized to support classroom learning. Students have access to Chromebook carts in core classes that enable teachers to integrate technology into curriculum design. Teachers also allow students to submit work in multiple ways where technology might not be readily available for students.

## ***Involvement/Governance***

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Input is solicited from the School Site Council on school goals and budget allocations. Advisory committees consisting of site administrators and teachers provide information on goals and strategies to achieve goals. Parents and students serving on SSC are able to provide feedback on advisory committee suggestions and receive routine updates on student achievement at monthly meetings. Plan monitoring is an ongoing process and feedback is provided by SSC members on how professional development, strategies, and instructional materials impact student learning and achievement. The school site continues to provide routine and consistent updates to the SSC, with school updates as a standing agenda item, and solicits input on refinement of the SPSA and strategies to improve student achievement.

Edison's Governing Board is the School Site Council and approves the Single Plan for Student Achievement, which encompasses the action plans and school budget. This body meets monthly/bimonthly to discuss and approve numerous activities and programs that directly relate to student support and achievement. Each year parent members for the School Site Council are sought out through flyers placed in registration packets that are mailed out to all students through the summer mailings. A message is then sent through School Messenger about the upcoming elections and votes are collected at Back to School night. Teacher representatives (and alternates) to School Site Council are nominated yearly and elected by vote of the entire faculty during faculty meetings and the results are sent via email to staff. The policies and procedures are clearer than they have been in the past and better relationships are being built through more specific and comprehensive communication among stakeholders. The School Site Council has parent, staff, and teacher representatives. Although the school faculty participates yearly in electing its own teachers to be representatives to the governing board, there needs to be more information and communication on how to join, who is on the governing board is for those who are new to the site and may not have received the initial information. To address this, Edison will be posting this information in its staff website in 2017 for all stakeholders to have access. In order to ensure understanding for all stakeholders, we will be posting information on the School Site Council's policy and procedures on the parent page of the Edison website in 2017 including the purpose of the board and how what is done with this governing body aligns our School wide Learner Outcomes and other school wide initiatives. Information regarding the SSC meetings are posted 72 hours in advance on the school's main door along with an agenda and the previous meeting's minutes. The dates and locations of the meetings are provided to staff via email in Principal's weekly email.

## Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

### Goals met:

#### School goal 3:

WASC Goal Part 3 -- We have successfully increased our reclassification rates by over 10%.

### Goals partially met:

#### School Goal 1:

By July 2017, the percentage of all students (grade 11) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA. By July 2017, the percentage of all students (grades 9-11) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

Suggestion: create a three-year comparative action plan (below) to monitor long term effects of PD and AVID strategies on instruction.

#### School Goal 2:

By July of 2017, the percentage of all students (grade 11) meeting their expected MATH growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percent of students and shall have no less than 20 percent proficient in Math.

By July 2017, the percentage of all students (grades 9-11) meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math.

Suggestion: create a three-year comparative action plan (below) to monitor long term effects of PD and AVID strategies on instruction.

### ALL STUDENTS

2017 Data:	ELA	ELA Change	MATH	MATH Change
Not Met	43.21 %	+11 %	64.02 %	+5 %
Nearly Met	30.29 %	+4 %	21.19 %	-5 %
Standard Met	18.93 %	-16 %	12.8 %	+1 %
Standard Exceeded	7.57 %	-0.5 %	1.99 %	-1 %

#### School goal 3:

By July 2017, the percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year. By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year.

By July 2017, the percentage of reclassified (RFEP) students will increase by 10 percent.

Suggestion: High reclassification rates effect EL data on the CAASPP. Monitor data change through a common data source (dashboard) to get accurate change results and identify trends and long-term effects of AVID and WICOR strategies on our EL and RFEP populations.

2017 Data:	EL				RFEP			
	ELA	ELA Change	MATH	MATH Change	ELA	ELA Change	MATH	MATH Change
Not Met	84.62 %	+12 %	93.48 %	+1.5 %	30.63 %	+17 %	59.38 %	+15 %
Nearly Met	15.38 %	-5 %	5.43 %	-1.5 %	36.88 %	+7 %	23.75 %	-11 %
Standard Met	-- %	-7 %	1.09 %	-- %	21.88 %	-26 %	15.0 %	-4 %
Standard Exceeded	-- %	-- %	-- %	-- %	10.63 %	+3 %	1.8 %	-- %

### English Learner Progress Indicator

2015	61.7 %
2016	72.4 %
2017	73.5 %

### 2016-17 EL Data from the CDE

Name	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
09	27	5	122	182	336
10	15	3	109	170	297
11	22	6	98	134	260
12	23	1	67	155	246

### Report Totals

Level	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Edison High	87	15	396	641	1,139
Stockton Unified	5,279	1,865	3,689	7,993	18,826
San Joaquin County	15,068	6,312	12,114	21,575	55,069
State	683,688	254,216	394,501	1,047,267	2,379,672

\* District, District Total, County Total, or State Total do not represent this level.

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Edison High	39686763932100	2,114	498 (23.6 %)	758 (35.9 %)	64 (13.2 %)
District Total:		40,984	10,833 (26.4 %)	9,139 (22.3 %)	1,938 (17.1 %)
County Total:		147,555	33,494 (22.7 %)	25,136 (17.0 %)	4,299 (12.6 %)
State Total:		6,228,236	1,332,405 (21.4 %)	1,323,837 (21.3 %)	183,272 (13.3 %)



## 2015 -16 EL Data from the CDE

Name	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
09	15	5	109	158	287
10	17	6	110	120	253
11	18	6	97	136	257
12	17	7	79	135	238

## Report Totals

Level	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Edison High	67	24	395	549	1,035
Stockton Unified	5,496	2,033	3,804	6,949	18,282
San Joaquin County	15,281	6,846	11,913	19,485	53,525
State	707,916	259,197	406,611	997,178	2,370,902

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Edison High	39686763932100	1,995	486 ( 24.4 %)	704 ( 35.3 %)	13 ( 3.0 %)
District Total:		40,324	11,333 ( 28.1 %)	8,289 ( 20.6 %)	1,208 ( 10.6 %)
County Total:		145,760	34,040 ( 23.4 %)	23,423 ( 16.1 %)	2,623 ( 7.9 %)
State Total:		6,226,737	1,373,724 ( 22.1%)	1,291,197 ( 20.7%)	155,774 ( 11.2%)

Per data obtained from the California Department of Education, Edison had a total of 486 English Learners in 2015-16. Out of these, 395 ELs (81%) were considered Long Term English Learners (6+ years). Edison High was able to reclassify 13 ELs (2.7%) in this school year. For 2016-17, Edison had a total of 498 ELs, with the number of LTELs at 396 (80%). Edison High was able to reclassify 64 ELs (13%).

Official state data for the 2017-18 school year is not yet available. However, after analyzing local school and district data, it is determined that as of February 1, 2018, there are currently 355 ELs, with 258 of them (73%) being LTELs. The amount of ELs who have been reclassified in this school year is 77 with one more opportunity in April to reclassify students.

## Summary of Review of Overall Performance

### Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

#### California Dashboard Indicators

Edison High has demonstrated growth or maintained status in all performance indicators measured in the California School Dashboard. Overall suspensions have declined significantly with 2.9% fewer suspensions during the 2016-2017 school year. Within identified student groups, significant declines in suspensions are noted for the following groups: English Learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American, Filipino, Hispanic, and White. Based on data from the California School Dashboard, English Learners have maintained their progress toward English Proficiency with an increase of 1.1 percent to 73.5 percent in 2017. The final performance indicator to demonstrate growth is in the overall rate of graduation. Graduation rates have increased 2.8 percent to 82.1 percent for all students with noted increases for Homeless, African American and Asian subgroups.

#### Suspensions

	ALL	EL	FY	HL	SED	SD	AA	AI	ASN	FI	HIS	T or M	WHI
Current Status	8.7%	8.3	16.7	14.3	9.0	17.5	19.6	16.4	2.7	0.4	8.3	9.4	3.8
Change	-2.9%	-3.6	-16.7	+2.5	-2.6	-6.0	-4.1	+9.1	-0.7	-3.8	-3.4	+3.8	-9.3

#### English Learner

Number of Students	Status	Change
505	Medium (73.5%)	Maintained (+1%)

#### Graduation

	ALL	EL	FY	HL	SED	SD	AA	AI	ASN	FI	HIS	T or M	WHI
Current Status	82.1%	68.1	--	78.3	82.0	40.0	91.7	75.0	95.1	91.1	76.0	--	--
Change	+2.8%	+0.5	--	+28.3	+3.3	-4.5	+14.7	-1.3	+10.0	-0.6	-0.4	--	--

The overall decrease in suspensions is indicative of the Multi-Tiered System of Support (MTSS) model employed by the district to provide adequate interventions for students as an alternative to suspensions. Teachers have received training in the use of PBIS strategies to address problematic behavior before it escalates to a suspendable offense. Active monitoring of students and adequate interventions has been critical to the reduction of suspensions, as well as finding alternative dispositions for discipline. This enables students to remain engaged in the school community and provides them with the opportunity to continue their instruction without a prolonged absence due to suspensions. Reducing suspensions is critical for students, in particular for Edison's African American student population, and correlates to a stronger academic performance. To continue reducing the number of suspension days, Edison will refine the use of the Reflection Center and provide a system of support and interventions to address problematic behavior impeding upon student learning and achievement. Teachers will also be trained to recognize early indicators and behaviors that could potentially lead to discipline issues and alert administration to solicit support for students.

Edison's English Learner subgroup demonstrated a huge growth in reclassifications. The number of students who are English Learners has declined drastically in the last two years due to the collaboration between teaching, counseling and administration staff, as well as an increase in communication not only with students, but also with parents. At Edison High School, we believe that knowledge is power, but it's what you do with that knowledge that can make the world of a difference. With that mentality, a system was created which would enable staff to proactively address the deficiencies that ELs deal with on a daily basis. In order to identify these, staff analyzes data from the Measures of Academic Progress (MAP) assessment, which is provided three times per school year to all students, including ELs. The MAP assessment analyzes several areas, including Literary Text: Key Ideas and Details, Informational Text: Key Ideas and Details, Vocabulary: Acquisition and Use, Literary Text: Language, Craft, Structure, and Informational Text: Language, Craft, Structure. With this data, teachers are better able to individualize instruction based on each student's needs. Furthermore, a data sheet was created, consisting of a student's previous three MAP scores, most recent CELDT scores, purpose of taking the MAP assessment, such as becoming reclassified fluent English proficient, specific requirements to become reclassified, skills that can help each student increase their learning and MAP score, and finally an area where each student can note what a realistic goal for their next MAP assessment would be. These data sheets were then pre-populated with the information for each EL and each ELD classroom was visited by administrators, handing each student their individualized data sheet and speaking about the importance of becoming reclassified. Afterwards, teachers continued working with each of their students to ensure that they each filled out an appropriate goal and that they received individualized support prior to taking the MAP assessment. This process was started in the Spring of 2015-2016, but it was not until the Fall of 2016-2017 that all the kinks were worked out. In the 2015-2016 school year, there were a total of 42 ELs who were reclassified. By the 2016-2017 school year, the number of ELs who were reclassified jumped up to 127. This year, there are already 77 students who have been reclassified and there is still one more MAP window in which it is expected that many more will become reclassified. The increase in reclassifications has had an impact in the amount of courses that a student can take, since their schedule is no longer tied down by taking an ELD class. This means that students are able to take more A-G courses, better preparing them for more post-secondary opportunities.

The final indicator to reflect growth is in the rate of graduation. Edison has increased the percentage of students graduating by 2.8 percent to 82.1 percent with significant increases to the Homeless, African American, and Asian student groups. The PLC process, as well as the use of AVID and WICOR sitewide, has been integral to student achievement as students are exposed to increased rigor in classrooms with scaffolded instruction. Teachers are able to implement best teaching practices to deliver instruction and engage in progress monitoring to determine areas for reteaching and intervention within the classroom. Additionally, counselors actively monitoring Grade 12 students to review requirements for graduation and assess student progress. Students are placed in a credit recovery online curriculum to address deficiencies, enabling students to recover credits for graduation.

### **AVID and STEM**

Edison High School is an AVID National Demonstration Site. Edison has received certification for the past eight years and received our revalidation as a National Demonstration High School (less than one percent in the country) during the 2017-18 school year. Edison is using our on-site AVID professional development as our transition to Common Core.

"To achieve the honor of being an AVID Demonstration School, a school must exhibit a college-going culture evident throughout the campus, through rigor and high expectations for all students. Edison's core program must provide excellent tutorials and quality implementation of the curriculum. A demonstration school takes on the role of being an AVID learning site for other schools and organizations to observe in action."

Edison High School believes that continued student success can only be achieved through a collaborative culture with a focus on learning for all. For this reason, all faculty members participate in the Professional Learning Community (PLC) model on a weekly basis; during this time, PLCs meet to analyze student data, including common formative assessments (CFAs), as well as researching best practices in order to improve instruction. One of the goals at Edison High School is to become a model PLC school in order to ensure that all students are college and career ready by the end of their high school journey. To support our faculty, we provide onsite professional development that is targeted to meet individual needs. Teachers are provided the opportunity to receive training and observe live instruction, as well as to collaborate with colleagues during routine professional development.

Edison High School is a district Specialty School (Transitioning from a STEM Magnet School – Science, Technology, Engineering and Math) with college level courses in each area, both AP and general interest: AP Calculus (AB/BC), AP Statistics, AP Biology, and AP Chemistry.

Edison also has developed an Engineering pathway that will lead students to certification and college bound careers. Edison is currently in articulation talks with Delta and the University of the Pacific with our Engineering Program. Edison's new Engineering and Vocational Education Building was completed in December 2013. The new building houses next generation equipment designed to make our students competitive in their post-secondary pursuits. We are also in the process of developing a Computer Science pathway which began during the 2017-2018 school year. This is being done in collaboration with Project Lead the Way (PLTW) and the expectation is that Edison High will also become a recognized PLTW school.

The school has partnerships with MESA, San Joaquin County Office of Education and Stanford Medical School. In addition to Math and Science, we offer Advanced Placement programs in 6 other departments. Students are expected to meet proficiency on MAP and CAASP assessments and we offer support courses and programs to assist all students. Students can benefit from everything Edison High School has to offer by being actively involved in classes and programs here.

## Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Edison’s greatest needs are in the reduction of suspensions for specific student groups, as well as increased graduation rates. While overall suspensions have declined, students who are identified as Homeless or American Indian have elevated rates of suspensions and are indicated in the Red performance category on the California School Dashboard. Graduation rates for specific student groups are also an area of concern with English Learners and Hispanic students performing in the Orange category and Students with Disabilities performing in the Red category. Attendance is also an area to address with 28.8% of all students identified as chronically absent.

	ALL	EL	FY	HL	SED	SD	AA	AI	ASN	FIL	HIS
Suspension	8.7%	8.3	16.7	<b>14.3*</b>	9.0	17.5	19.6	<b>16.4*</b>	2.7	0.4	8.3
Graduation Rate	82.1%	<b>68.1*</b>	--	78.3	82.0	<b>40.0*</b>	91.7	75.0	95.1	91.1	<b>76.0*</b>

To address suspension rates for all students, Edison has implemented the PBIS (Positive Behavioral Intervention and Supports) as part of MTSS (Multi-Tiered System of Support) to identify and educate students on appropriate and positive behavior. Students who require additional support are identified through the SAP (Student Assistance Program) Team process and received targeted support from a team of counselors, psychologists, health center staff, social services case manager, and administrators. In addition to the support available to all students, Edison also has a full-time Social Services Case Manager to provide targeted support for students. The Social Services Case Manager addresses issues that arise and may impede student learning and in particular, issues stemming from attendance. In order to meet the needs of the American Indian subgroup, Edison houses the Native American Center on its campus to provide additional services to students.

The graduation rate continues to be an area of concern for Edison with 82.1 percent of 12th grade students graduating. Interventions in the form of individual counseling occurs during a student’s 12th grade year. Counselors meet with students to create an Individualized Graduation Plan to help with progress monitoring and ensure that students are on track to graduate. Students who are behind on credits are enrolled in Cyber High during the school day to provide them with the opportunity for credit recovery in an online program.

## Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Data from the 2017 California Dashboard indicates (detailed data chart below) that the African American (AA), American Indian or Alaskan Native (AI), Hispanic or Latino (HSL), Homeless (HL), Socioeconomically disadvantaged (SED), and Special Education (SE) subgroups are below the “all student” indicator for Edison High School in two or more target areas: absenteeism, suspension, graduation rate and college and career readiness.

Significant gaps in performance can be seen in the AA population with regards to absenteeism and suspension data although they do have the highest graduation rates. The AI population gaps are significant in all four target areas as well as performance in ELA on the SBAC and constitute 3% of our student population. Our Hispanic and Latino population gaps are significant in graduation rates and college and career readiness although they outperform ALL students in both Math and ELA on the SBAC. Our homeless population show significant gaps in suspension rates and college and career readiness. Our SED population shows very small gaps in all areas but largely are along the norm while our SE population shows a large gap in all areas.

To address these performance gaps, Edison has implemented a variety of schoolwide strategies to increase student engagement and achievement. Edison is a National AVID demonstration site and has implemented AVID strategies schoolwide to address the gaps in the students ability to be successful in WICOR (writing, inquiry, collaboration, organization, and reading). All Edison teachers participate in the PLC process which ensures that the rigor and expectations for each class is consistent with the California state standards. Teachers work together to monitor student progress and adjust instruction to meet student need. Edison’s professional development model ensures that all teachers receive training consistent training in WICOR strategies, direct instruction, Academic Language and Literacy and maintaining a growth mindset in the classroom. In order to facilitate a multi- tiered system of support (MTSS), Edison has implemented an Response to Intervention (RTI) program to celebrate students who are on track and to give students who demonstrate gaps in their learning more individualized attention with their teacher. Edison’s MTSS program also includes a Peer Leaders class (PLUS) and a team of teachers to identify and address site and student needs.

	ALL	AA	AI	HSL	HL	SED	SE
Absenteeism	28.8	33.6	38.8	29.7	NA	NA	NA
Suspension	8.7%	19.6	16.4	8.3	14.3	9	17.5
Graduation Rate	82.1	91.7	75	76	78.3	82	40
College and Career	19.3	8.3	18.2	12.4	4.3	18.5	0
EL Progress	73.5	NA	NA	NA	NA	NA	NA
<b>SBAC by Ethnicity</b>							
Math not or nearly met	64.02	63.04	68.75	70.46	NA	67.37	100
ELA not or nearly met	43.21	47.83	37.5	49.46	NA	45.04	97.56

## SECTION III: STAKEHOLDER OUTREACH

### ***Stakeholder Involvement***

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

Edison receives input from both the School Site Council and English Learner Advisory Committee. The stakeholder groups provide feedback on school goals that drive instruction and support site initiatives. School Site Council meets regularly to receive updates and discuss site initiatives, including the approval of expenditures for teacher training and professional development. SSC members meet bi-monthly, or more frequently, as needed to address agenda items impacting all stakeholder groups.

Our stakeholder input is involved with the following onsite priorities:

- Edison's construction plans and modernization (Measure C and Q):
  - Naming new buildings after colleges.
  - Classroom furniture and design.
- Edison's incentive programs (How to spend the incentive monies):
  - RTI and Incentive programs.
  - Dollar General and Literacy Program.

Edison's Governing Board, the School Site Council, approves the Single Plan for Student Achievement, which encompasses the action plans and school budget. This body meets monthly/bimonthly to discuss and approve numerous activities and programs that directly relate to student support and achievement.

Each year parent members for the Governing Board are sought out through flyers placed in registration packets that are mailed out to all students through the summer mailings. A message is then sent through School Messenger about the upcoming elections and votes are collected at Back to School night.

Teacher representatives (and alternates) to School Site Council are nominated yearly and elected by vote of the teaching staff during faculty meetings and the results are sent via email to staff. Additional elections are held for Other School Personnel, Parents, and Students.

The policies and procedures are clearer than they have been in the past and better relationships are being built through more specific and comprehensive communication among stakeholders. The School Site Council has parent, student, staff, and teacher representatives.

## **SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS**

### ***Strategic Planning Details and Accountability***

#### **LCAP Goal 1: Student Achievement**

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

#### **Strategic Area of Focus**

#### **Academic Student Achievement**

- Tier 1
  - English Language Arts and English Learners
  - Mathematics
  - Social Studies
  - Science

#### **Student Interventions**

- Tier 2
  - English Learners
  - After School
  - Tier 3

#### **Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities**

- Preschool Transitional
- 8<sup>th</sup> Grade Transitional
- Career and College
- A-G Course Completion



Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement  Instructional Leadership	Increase student academic achievement through an increase in instructional leadership on campus.	CA Dashboard indicators in: College and Career readiness.	Yearly	\$222,327 (Salary/Benefits - Assistant Principal)	LCFF  Title I	13201  11500
1.2 Academic Student Achievement  Field Trips/Guest speakers	Provide 1st generation (and other target population) students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of AVID and other students attending college and other academic field trips.	Yearly	\$30,000 (Field Trip Non-dist trans)	Title I	58720
1.3 Academic Student Achievement  PD and Consulting	In order to increase consistency with rigor, relevance and quality instructional practices for EL, SPED, SED and other subgroups within like courses, teachers will be provided professional development opportunities to supplement core instruction and create shared language and teaching goals such as, outside consulting, and conference attendance (e.g. PLC, PLTW, ELD, AVID, STEM, etc.)	# of proficient PLCs. # of teachers and staff who have attended AVID training # of teachers and staff who have attended PLC training # of teachers and staff who have attending PLTW or STEM conferences # of teachers and staff who have attended other trainings.	Yearly	\$20,000 \$30,000 (Conference)	Title I LCFF	52150

<p>1.4 Academic Student Achievement:</p> <p>Site based PD and PLC work</p>	<p>In order to increase consistency with rigor, relevance and quality instructional practices for EL, SPED, SED and other subgroups within like courses, teachers will be provided professional development opportunities to supplement core instruction and create shared language and teaching goals such as site-based PD, PLC work, instructional coaching, data analysis, MTSS strategies etc.</p>	<p># of teachers attending site PD</p> <p># of proficient PLCs</p> <p>CA Dashboard</p> <p>ELA and Math indicators for subgroups</p> <p>ELA and Math MAP Growth</p>	<p>Yearly</p>	<p>\$107,204 (Salary/Benefits - Instructional Coach)</p> <p>\$50,000 \$71,777 (Teacher Substitute Pay)</p> <p>\$165,000 \$72,672 (Teacher-Additional Comp)</p>	<p>Title I LCFF</p>	<p>19101 11700 11500</p>
<p>1.5 Academic Student Achievement: Supplemental materials</p>	<p>Supplemental materials and resources to support instruction for key subgroups (EL, SED and other) and site initiatives such as AVID, PLC, PLTW, RTI intervention programs, etc. (e.g. markers, folders, post-its, 3" binders, planners, notebooks, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.), textbooks and supplemental curriculum. Replace and Provide Supplemental Technology (e.g., interactive monitors to augment core</p>	<p># of students with interactive notebooks</p> <p># of students with organized planners</p> <p># of students with Organized Binders</p> <p># of students showing growth in English, Math and Science</p>	<p>Semester</p>	<p>\$96,637 Instructional Materials</p> <p>\$45,881 Equipment</p> <p>\$22,345 Instructional Materials</p> <p>\$65,156 Equipment</p>	<p>Title I Title I LCFF LCFF</p>	<p>43110 44000</p>

	instruction, new monitors, new projectors, new document cameras, etc.), resources and materials to increase academic achievement.					
1.6 Academic Student Achievement: EL	Increase opportunities for ELs to meet A-G graduation standards.	# of ELs reclassified # of LTELLs reclassified Average EL ELA Map Score	Triannually			
1.7 Academic Student Achievement: Graduation	Increase the number of 1st generation and primary subgroup (EL, SED, etc.) students who are college and career bound.	# of students Enrolled in the AVID elective for each subgroup. # of AVID Seniors who apply for College # of AVID Seniors who are accepted to a 4-year college. # of Seniors who are accepted into a post-secondary institution. # of students with a post-secondary graduation plan. # of students applying for financial aid for post-secondary schooling. # of students who are	Yearly	\$135,948 (Salary/Benefits - Counselor)  \$6,976 License Agreement	LCFF  Title 1	12151  58450  11500

		<p>“College and Career Ready” on the CA Dashboard. # of Students who graduate with A-G</p>				
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Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement  Instructional Leadership	Increase student academic achievement through an increase in instructional leadership on campus.	CA Dashboard indicators in: College and Career readiness.	Yearly	\$222,327 (Salary/Benefits - Assistant Principal)	LCFF  Title I	13201  11500
2.2 Academic Student Achievement  Field Trips/Guest speakers	Provide 1st generation (and other target population) students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of AVID and other students attending college and other academic field trips.	Yearly	\$30,000 (Field Trip Non-dist trans)	Title I	58720
2.3 Academic Student Achievement  PD and Consulting	In order to increase consistency with rigor, relevance and quality instructional practices for EL, SPED, SED and other subgroups within like courses, teachers will be provided professional development opportunities to supplement core instruction and create shared language and teaching goals such as, outside consulting, and conference attendance (e.g. PLC, PLTW, ELD, AVID, STEM, etc.)	# of proficient PLCs. # of teachers and staff who have attended AVID training # of teachers and staff who have attended PLC training # of teachers and staff who have attending PLTW or STEM conferences # of teachers and staff who have attended other trainings.	Yearly	\$20,000 \$30,000 (Conference)	Title I LCFF	52150

<p>2.4 Academic Student Achievement:</p> <p>Site based PD and PLC work</p>	<p>In order to increase consistency with rigor, relevance and quality instructional practices for EL, SPED, SED and other subgroups within like courses, teachers will be provided professional development opportunities to supplement core instruction and create shared language and teaching goals such as site-based PD, PLC work, instructional coaching, data analysis, MTSS strategies etc.</p>	<p># of teachers attending site PD</p> <p># of proficient PLCs</p> <p>CA Dashboard</p> <p>ELA and Math indicators for subgroups</p> <p>ELA and Math MAP Growth</p>	<p>Yearly</p>	<p>\$107,204 (Salary/Benefits - Instructional Coach)</p> <p>\$50,000 \$71,777 (Teacher Substitute Pay)</p> <p>\$165,000 \$72,672 (Teacher-Additional Comp)</p>	<p>Title I LCFF</p>	<p>19101 11700 11500</p>
<p>2.5 Academic Student Achievement: Supplemental materials</p>	<p>Supplemental materials and resources to support instruction for key subgroups (EL, SED and other) and site initiatives such as AVID, PLC, PLTW, RTI intervention programs, etc. (e.g. markers, folders, post-its, 3" binders, planners, notebooks, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.), textbooks and supplemental curriculum. Replace and Provide Supplemental Technology (e.g., interactive monitors to augment core</p>	<p># of students with interactive notebooks</p> <p># of students with organized planners</p> <p># of students with Organized Binders</p> <p># of students showing growth in English, Math and Science</p>	<p>Semester</p>	<p>\$96,637 Instructional Materials</p> <p>\$45,881 Equipment</p> <p>\$22,345 Instructional Materials</p> <p>\$65,156 Equipment</p>	<p>Title I Title I LCFF LCFF</p>	<p>43110 44000</p>

	instruction, new monitors, new projectors, new document cameras, etc.), resources and materials to increase academic achievement.					
2.6 Academic Student Achievement: EL	Increase opportunities for ELs to meet A-G graduation standards.	# of ELs reclassified # of LTELLs reclassified Average EL ELA Map Score	Triannually			
2.7 Academic Student Achievement: Graduation	Increase the number of 1st generation and primary subgroup (EL, SED, etc.) students who are college and career bound.	# of students Enrolled in the AVID elective for each subgroup. # of AVID Seniors who apply for College # of AVID Seniors who are accepted to a 4-year college. # of Seniors who are accepted into a post-secondary institution. # of students with a post-secondary graduation plan. # of students applying for financial aid for post-secondary schooling. # of students who are	Yearly	\$135,948 (Salary/Benefits - Counselor)  \$6,976 License Agreement	LCFF  Title 1	12151  58450  11500

		"College and Career Ready" on the CA Dashboard. # of Students who graduate with A-G				
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## Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement  Instructional Leadership	Increase student academic achievement through an increase in instructional leadership on campus.	CA Dashboard indicators in: College and Career readiness.	Yearly	\$222,327 (Salary/Benefits - Assistant Principal)	LCFF  Title I	13201  11500
3.2 Academic Student Achievement  Field Trips/Guest speakers	Provide 1st generation (and other target population) students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of AVID and other students attending college and other academic field trips.	Yearly	\$30,000 (Field Trip Non-dist trans)	Title I	58720
3.3 Academic Student Achievement  PD and Consulting	In order to increase consistency with rigor, relevance and quality instructional practices for EL, SPED, SED and other subgroups within like courses, teachers will be provided professional development opportunities to supplement core instruction and create shared language and teaching goals such as, outside consulting, and conference attendance (e.g. PLC, PLTW, ELD, AVID, STEM, etc.)	# of proficient PLCs. # of teachers and staff who have attended AVID training # of teachers and staff who have attended PLC training # of teachers and staff who have attending PLTW or STEM conferences # of teachers and staff who have attended other trainings.	Yearly	\$20,000 \$30,000 (Conference)	Title I LCFF	52150

<p>3.4 Academic Student Achievement:</p> <p>Site based PD and PLC work</p>	<p>In order to increase consistency with rigor, relevance and quality instructional practices for EL, SPED, SED and other subgroups within like courses, teachers will be provided professional development opportunities to supplement core instruction and create shared language and teaching goals such as site-based PD, PLC work, instructional coaching, data analysis, MTSS strategies etc.</p>	<p># of teachers attending site PD</p> <p># of proficient PLCs</p> <p>CA Dashboard</p> <p>ELA and Math indicators for subgroups</p> <p>ELA and Math MAP Growth</p>	<p>Yearly</p>	<p>\$107,204 (Salary/Benefits - Instructional Coach)</p> <p>\$50,000 \$71,777 (Teacher Substitute Pay)</p> <p>\$165,000 \$72,672 (Teacher-Additional Comp)</p>	<p>Title I LCFF</p>	<p>19101 11700 11500</p>
<p>3.5 Academic Student Achievement: Supplemental materials</p>	<p>Supplemental materials and resources to support instruction for key subgroups (EL, SED and other) and site initiatives such as AVID, PLC, PLTW, RTI intervention programs, etc. (e.g. markers, folders, post-its, 3" binders, planners, notebooks, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.), textbooks and supplemental curriculum. Replace and Provide Supplemental Technology (e.g., interactive monitors to augment core</p>	<p># of students with interactive notebooks</p> <p># of students with organized planners</p> <p># of students with Organized Binders</p> <p># of students showing growth in English, Math and Science</p>	<p>Semester</p>	<p>\$96,637 Instructional Materials</p> <p>\$45,881 Equipment</p> <p>\$22,345 Instructional Materials</p> <p>\$65,156 Equipment</p>	<p>Title I Title I LCFF LCFF</p>	<p>43110 44000</p>

	instruction, new monitors, new projectors, new document cameras, etc.), resources and materials to increase academic achievement.					
3.6 Academic Student Achievement: EL	Increase opportunities for ELs to meet A-G graduation standards.	# of ELs reclassified # of LTELLs reclassified Average EL ELA Map Score	Triannually			
3.7 Academic Student Achievement: Graduation	Increase the number of 1st generation and primary subgroup (EL, SED, etc.) students who are college and career bound.	# of students Enrolled in the AVID elective for each subgroup. # of AVID Seniors who apply for College # of AVID Seniors who are accepted to a 4-year college. # of Seniors who are accepted into a post-secondary institution. # of students with a post-secondary graduation plan. # of students applying for financial aid for post-secondary schooling. # of students who are "College and Career	Yearly	\$135,948 (Salary/Benefits - Counselors)  \$6,976 License Agreement	LCFF  Title 1	12151  58450  11500

		Ready” on the CA Dashboard. # of Students who graduate with A-G				
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## **LCAP GOAL 2: Safe and Healthy Learning Environments**

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

### **Strategic Area of Focus**

#### **School Climate**

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Through an MTSS system, provide students with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.	# of positive responses to connectedness survey responses. # of students attending clubs and after school activities. # of students participating in spirit days. # of students who qualify for RTI lunch. # of students who have a SAP referral # of students referred to the health center or other out of agency intervention. # of responses on the PLUS survey. # of students enrolled in PLUS. # of Forums held yearly. # of non-duplicated students attending forums.	Triannually		Title I	11500
1.2 Attendance	Increase the number of students attending class regularly and on time by using PBIS strategies with the PBIS software, data evaluation, student contact, rewards	# of students Tardy to class. # of School-wide tardies. # of schoolwide days absent. Attendance rate.	Semester	\$10,395 (Software)	LCFF  Title 1	43150  11500

	and consequential strategies, and other attendance monitoring means.	# of students suspended # of students sent to ISS				
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Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Through an MTSS system, provide students with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.	# of positive responses to connectedness survey responses. # of students attending clubs and after school activities. # of students participating in spirit days. # of students who qualify for RTI lunch. # of students who have a SAP referral # of students referred to the health center or other out of agency intervention. # of responses on the PLUS survey. # of students enrolled in PLUS. # of Forums held yearly. # of non-duplicated students attending forums.	Triannually		Title I	11500
2.2 Attendance	Increase the number of students attending class regularly and on time by using PBIS strategies with the PBIS software, data evaluation, student contact, rewards	# of students Tardy to class. # of School-wide tardies. # of schoolwide days absent. Attendance rate.	Semester	\$10,395 (Software)	LCFF  Title 1	43150  11500



	and consequential strategies, and other attendance monitoring means.	# of students suspended # of students sent to ISS				
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Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Through an MTSS system, provide students with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.	# of positive responses to connectedness survey responses. # of students attending clubs and after school activities. # of students participating in spirit days. # of students who qualify for RTI lunch. # of students who have a SAP referral # of students referred to the health center or other out of agency intervention. # of responses on the PLUS survey. # of students enrolled in PLUS. # of Forums held yearly. # of non-duplicated students attending forums.	Triannually		Title I	11500
3.2 Attendance	Increase the number of students attending class regularly and on time by using PBIS strategies with the PBIS software, data evaluation, student contact, rewards	# of students Tardy to class. # of School-wide tardies. # of schoolwide days absent. Attendance rate.	Semester	\$10,395 (Software)	LCFF  Title 1	43150  11500

	and consequential strategies, and other attendance monitoring means.	# of students suspended # of students sent to ISS				
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### **LCAP Goal 3: Meaningful Partnerships**

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

#### **Strategic Area of Focus**

##### **Parent, Student, and School Engagement**

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent Engagement	Maintain, and expand on the amount and scope parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, College funding resources, student academic achievement, student behavior, school programs and district goals etc.	# of families attending Parent Nights. # of Parent Nights offered through the year. # of parents involved in SCC, boosters and Alumni Association, volunteers	Yearly	\$10,777 (Duplicating)  15,000 (Additional Comp/Hourly)	Title I LCFF	57150  11500
1.2 Parent Engagement: Communication	Increase communication to parents about school activities, student grades, assignments, programs, activities, events, etc. and informational meetings.	Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee newsletters etc. # of parents logged into Jupiter grades				
1.3 Staff Engagement	Increase staff participation in leadership groups (SSC, MTSS, etc.), extracurricular events, Professional learning community, or department meetings,	# of teachers attending SSC # of teachers attending MTSS meetings # of teachers attending parent nights. # of teachers on the AVID	Quarterly			

	.	and other site teams				
1.4 Student Engagement	Increase student participation in leadership groups (including the Leadership class, PLUS class, School site council, AVID site team and AVID demo visits etc.) to improve the social and emotional culture on campus and school connectedness.	# of students on AVID site team # of students on SCC # of students working during the AVID demo days # of students enrolled in PLUS and Leadership # of students enrolled in a club # of clubs	Quarterly			
1.5 Community Engagement	Maintain and expanding on community connections to ensure community support and connectedness:	# of groups who donated scholarships, items, time, or funds to Edison # of partnerships with outside resources # of Edison's Community service activities				

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent Engagement	Maintain, and expand on the amount and scope parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, College funding resources, student academic achievement, student behavior, school programs and district goals etc.	# of families attending Parent Nights. # of Parent Nights offered through the year. # of parents involved in SCC, boosters and Alumni Association, volunteers	Yearly	\$10,777 (Duplicating)  15,000 (Additional Comp/Hourly)	Title I LCFF	57150  11500
2.2 Parent Engagement: Communication	Increase communication to parents about school activities, student grades, assignments, programs, activities, events, etc. and informational meetings.	Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee newsletters etc. # of parents logged into Jupiter grades				
2.3 Staff Engagement	Increase staff participation in leadership groups (SSC, MTSS, etc.), extracurricular events, Professional learning community, or department meetings,	# of teachers attending SSC # of teachers attending MTSS meetings # of teachers attending parent nights. # of teachers on the AVID	Quarterly			

	.	and other site teams				
2.4 Student Engagement	Increase student participation in leadership groups (including the Leadership class, PLUS class, School site council, AVID site team and AVID demo visits etc.) to improve the social and emotional culture on campus and school connectedness.	# of students on AVID site team # of students on SCC # of students working during the AVID demo days # of students enrolled in PLUS and Leadership # of students enrolled in a club # of clubs	Quarterly			
2.5 Community Engagement	Maintain and expanding on community connections to ensure community support and connectedness:	# of groups who donated scholarships, items, time, or funds to Edison # of partnerships with outside resources # of Edison's Community service activities				



Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent Engagement	Maintain, and expand on the amount and scope parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, College funding resources, student academic achievement, student behavior, school programs and district goals etc.	# of families attending Parent Nights. # of Parent Nights offered through the year. # of parents involved in SCC, boosters and Alumni Association, volunteers	Yearly	\$10,777 (Duplicating)  15,000 (Additional Comp/Hourly)	Title I LCFF	57150  11500
3.2 Parent Engagement: Communication	Increase communication to parents about school activities, student grades, assignments, programs, activities, events, etc. and informational meetings.	Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee newsletters etc. # of parents logged into Jupiter grades				
3.3 Staff Engagement	Increase staff participation in leadership groups (SSC, MTSS, etc.), extracurricular events, Professional learning community, or department meetings,	# of teachers attending SSC # of teachers attending MTSS meetings # of teachers attending parent nights. # of teachers on the AVID	Quarterly			

	.	and other site teams				
3.4 Student Engagement	Increase student participation in leadership groups (including the Leadership class, PLUS class, School site council, AVID site team and AVID demo visits etc.) to improve the social and emotional culture on campus and school connectedness.	# of students on AVID site team # of students on SCC # of students working during the AVID demo days # of students enrolled in PLUS and Leadership # of students enrolled in a club # of clubs	Quarterly			
3.5 Community Engagement	Maintain and expanding on community connections to ensure community support and connectedness:	# of groups who donated scholarships, items, time, or funds to Edison # of partnerships with outside resources # of Edison's Community service activities				

## Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brian Biedermann			X				
Lisbeth Fonseca	2017/18	2018/19			X		
Ilene Vasquez	2017/18	2018/19			X		
Brenda Luangvala	2017/18	2018/19			X		
Brian Batugo	2016/17	2017/18		X			
Boyd Grimshaw	2017/18	2018/19		X			
Robert Lazaro	2017/18	2017/18		X			
Kevin Pledger	2017/18	2018/19		X			
Jessica Clark	2017/18	2018/19		X			
Kevin Romero	2016/17	2017/18		X			
Hayleigh Waller-Tanner	2017/18	2018/19					X
Felix Rieta	2017/18	2018/19					X
Kimberly Tablit	2017/18	2017/18					X
Christhofer Hernandez	2017/18	2018/19					X
Natalia Romero	2017/18	2018/19					X
Melanie Suyat	2017/18	2018/19				X	
Celene Ceballas	2016/17	2017/18				X	
Nohemi De Alba Vega	2016/17	2017/18				X	
Norma Salcedo	2017/18	2018/19				X	
Clarence Zackery	2017/18	2017/18				X	
Numbers of members of each category:			1	6	3	5	5

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).

At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Section VI: Budget Allocation Spreadsheets

**SCHOOL NAME: EDISON HIGH SCHOOL**  
**Revised Preliminary Allocations 2017-18 with 2016-17 Carryover**  
**2017-2018**

Object	Description	FTE	Title 1 50647	Title 1 50643	Title 1 50645	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			Parent Involvement	Instructional- General	Extended Day /Year		
<b>Personnel Cost-Including Benefits</b>							
11500	Teacher - Add Comp			165,000		\$ 165,000.00	Goal 1 - 4
11700	Teacher Substitute			50,000		\$ 50,000.00	Goal 1 - 4
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			107,204		\$ 107,204.00	Goal 1 - 4
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
12500	Additional Comp/Hourly			15,000		\$ 15,000.00	Goal 3 - 1
						\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ -	\$ 337,204.00	\$ -	\$ 337,204.00	
<b>Books &amp; Supplies</b>							
42000	Books					\$ -	
43110	Instructional Materials			96,637		\$ 96,637.00	Goal 1 - 5
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting					\$ -	
44000	Equipment			45,881		\$ 45,881.00	Goal 1 - 5
43150	Software					\$ -	
	<b>Sub-Total-Supplies</b>		\$ -	\$ 142,518.00	\$ -	\$ 142,518.00	
<b>Services</b>							
57150	Duplicating		10,879			\$ 10,879.00	Goal 3 - 1
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference			20,000		\$ 20,000.00	Goal 1 - 3
59140	Telephone					\$ -	
58450	License Agreement			6,976		\$ 6,976.00	Goal 1 - 7
58720	Field Trip-Non-District Trans			30,000		\$ 30,000.00	Goal 1 - 2
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	<b>Sub-total-Services</b>		\$ 10,879.00	\$ 56,976.00	\$ -	\$ 67,855.00	
	<b>Total</b>		\$ 10,879.00	\$ 536,698.00	\$ -	\$ 547,577.00	
	Differential		-	-		-	
	<b>2016-17 Carryover</b>		102	145,881		145,983	
	<b>Revised 2017-18 Allocation</b>		10,777	390,817		401,594	
			10,879	536,698		547,577	

**SCHOOL NAME: EDISON HIGH SCHOOL**  
**Preliminary Budget Allocation - LCFF**  
**2017-2018**

Object	Description	FTE	LCFF/SCE 23030	LCFF/SCE 23031	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			Instructional-L-SC E/General	Extended Day/Year		
<b>Personnel Cost-Including Benefits</b>						
11500	Teacher - Add Comp		72,672		\$ 72,672.00	Goal 1 - 4
11700	Teacher Substitute		71,777		\$ 71,777.00	Goal 1 - 4
12151	Counselor		135,948		\$ 135,948.00	Goal 1 - 7
13201	Assistant Principal		222,327		\$ 222,327.00	Goal 1 - 1
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 502,724.00	\$ -	\$ 502,724.00	
<b>Books &amp; Supplies</b>						
42000	Books				\$ -	
43110	Instructional Materials		22,345		\$ 22,345.00	Goal 1 - 5
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment		65,156		\$ 65,156.00	Goal 1 - 5
43150	Software		10,395		\$ 10,395.00	Goal 2 - 2
	<b>Sub-Total-Supplies</b>		\$ 97,896.00	\$ -	\$ 97,896.00	
<b>Services</b>						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference		30,000		\$ 30,000.00	Goal 1 - 3
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	<b>Sub-total-Services</b>		\$ 30,000.00	\$ -	\$ 30,000.00	
	<b>Total</b>		\$ 630,620.00	\$ -	\$ 630,620.00	
	Differential		-		-	
	<b>Allocations</b>		630,620		630,620	