



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

EDISON HIGH SCHOOL

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Edison High School	39686763932100	Original – 01/11/2018 Revision – 05/24/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Edison High School is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Edison High School's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Edison High School developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 11, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Edison High School and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

As a result of the stakeholder involvement and data reviews, Edison High School has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities will be determined during the comprehensive needs assessment process in the upcoming year.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 2020 decrease the distance from -51.5 for all students by 6.4 points to -45.1.

Math SMART Goal:

By June 2020 decrease the distance from -125.2 for all students by 5 points to -120.2.

Science SMART Goal:

Refine Math and Science sections to meet A-G diploma requirement.

Graduation:

By June 2020 increase the graduation percentage from 82.1% for all students by 2.9 points to 85.0%.

College/Career:

By June 2020 increase from 22% for all students by 5% points to 27%.

Identified Need

ELA/ELD:

ELA: Orange/51.5 points Below Standard (Increase of 13.9 points)

SBAC Results:

2016-17:

ELA: 27% Met Standards

2017-18

ELA: 25% Met Standards

Current English Learners – 164.3 points below standard

Reclassified English Learners -78.3 points below standard

5.English Language Arts – 51.5 points

Math:

Math: Red/125.2 points Below Standard (Decline of 10.6 points)

SBAC Results:

2016-17:

Math: 15% Met Standards

2017-18

Math: 11% Met Standards

Mathematics – 125.2 points below standard

Graduation:

Current Dashboard:

Graduation Rate:

Orange/82.1% (Decline of 3.3%)

Graduation Rate:

2016-17: 85%

2017-18: 82%

78.6% graduated

A-G Completion:

2016-17: 39%

College/Career:

Orange/22% Prepared (Decline of 2%)

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard – ELA (All Students)	51.5 points below	45.1 points below
Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard – Math (All Students)	125.2 points below	120.2 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroups include EL, Students with Disabilities, African-American, Foster and Homeless Youth, socioeconomically disadvantaged, American Indian/Alaskan Native, White, Asian, Hispanic, Filipino, and Pacific Islander

Strategy/Activity

Increase student academic achievement through an increase in instructional leadership on campus. Leadership team outlines instructional support per department via department chair assignment. Coaching model is utilized to develop site wide, department, and individual teacher support through professional development calendar. Leadership team actively coaches and provides feedback for department personnel with use of site wide classroom walkthrough process and instructional rounds. Leadership team is provided a resource period and technology needed to implement this process. (I-Pad, laptop computer, PLC process). Department chairs are released daily for instructional support and feedback as well as monthly instructional rounds. Opportunities are provided for specific departments to receive professional department based on the PLC targeted goals and data provided through use of site wide classroom visitation tool. Consultants will be contracted to A-Net to evaluate the PLC process and provide feedback on refinement.

Instructional Coaches provide targeted support to beginning teachers and training that facilitate the implementation of site-adopted strategies, including a focus on WICOR and AVID strategies. The Instructional Coaches use the coaching cycle and SWIVL technology to support students in reflection and refinement of instructional practices. Along with Department Chairs, Instructional Coaches provide feedback on alignment of site-adopted strategies.

Conferences:

PLC (Throughout the year, 15 teachers)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$230,000 – 11500 (Teacher Additional Comp)	Title I – 50643
\$100,000 – 11500 (Teacher Additional Comp)	LCFF – 23030
\$120,000 – 11700 (Substitutes)	Title I – 50643
\$30,000 – 58100 (Consultants – Instructional)	Title I - 50643
\$61,314 – 44000 (Equipment)	LCFF – 23030

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.

Students have the opportunity to attend college field trips to expose them to the culture and climate of post-secondary institutions. Field trips include visits to University of California, California State University, and private university campuses. AVID students are the primary target population for these field trips, however non-AVID Elective students are also invited and encouraged to attend.

In addition to college field trips organized through the AVID program, counselors facilitate the scheduling of guest speakers who present information regarding post-secondary institutions and careers. All students have the opportunity to attend informational presentations that occur both during the school day and after school in the Media Center.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$5,000 – 58720 (Field Trip Non-District Trans)

Title I – 50650

\$20,000 – 58720 (Field Trip Non-District Trans)

Title I – 50672

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase implementation of NGSS standards instruction and provide supplemental training on strategies to support alignment of Science and Math curriculum, with a focus on live instructional feedback of classroom practices.

Teachers will enhance NGSS (science) standards instruction through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include Promethean boards, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials, science specific project materials, 3D printers, other technologies, and Project Lead the Way specific project materials.

Inner Orbit Science assessments will be purchased through an online clearing house. Assessments will provide data on student needs assessing what the students have learned to assist in focusing re-teaching needs. (Science Assessments \$8,325)

A2Z Consultants will partner with district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$50,000 – 58100 (Consultants – Instructional)	LCFF – 23030
\$8,325 – 58450 (License Agreements)	LCFF – 23030
\$38,686 – 44000 (Equipment)	Title I – 50643

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All groups

Strategy/Activity

Increase graduation readiness by implementing increased rigor in classroom instruction, monitoring student completion of graduation requirements (A-G), and utilizing a comprehensive guidance program to support student achievement.

Counselors monitor completion of graduation requirements through Individualized Graduation Plans and schedule coursework to meet requirements. Opportunities for grade recovery are identified by counselors to support students who are not on track to meet graduation requirements. Additionally, counselors identify and monitor students who require additional intervention through the SAP team process and facilitate SSTs to support student achievement.

Through the PLC process, teachers calibrate their instruction and monitor student achievement through Common Formative Assessments (CFAs). Opportunities for reteaching and mastery of essential outcomes are identified through data analysis within PLCs. The PLC process also reinforces the use of AVID strategies school-wide and identifies ways to increase rigor through cross-curricular implementation of site-adopted strategies.

Instructional Coaches provide targeted support to beginning teachers and training that facilitate the implementation of site-adopted strategies, including a focus on WICOR and AVID strategies. The Instructional Coaches use the coaching cycle and SWIVL technology to support students in reflection and refinement of instructional practices. Along with Department Chairs, Instructional Coaches provide feedback on alignment of site-adopted strategies.

Student achievement is additionally monitored through the RTI Extended Lunch/Incentive program and weekly data derived from Jupiter Grades. Monitoring student achievement through RTI enables teachers, counselors, and administrators to identify students who are achieving success academically and enables teachers to provide targeted intervention to students who require additional instruction and support. Students are provided access to the Viking Learning Center for after school tutoring in core content areas as additional academic intervention.

To support freshman students, the Get Focus/Stay Focused program will be implemented using the Career Choices curriculum. The freshman High School Success course will support students in creating a 10-year career and education plan, identifying interests and life goals to facilitate the transition to a large comprehensive high school. Students will then revisit their 10-year plan during subsequent years to ensure a focus on graduation, preparing students for college and career readiness.

EL students will be monitored by the EL Coordinator and counselors, using EL monitoring forms that are completed by the classroom teachers and provide feedback on the progress of 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 to support student in achieving reclassification criteria. Students who are reclassified have an opportunity to move out of support classes and enroll in coursework that will meet A-G requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$52,261 – 13201 (.5 FTE Assistant Principal)	LCFF – 23030
\$23,174 – 30000 (Statutory Benefits)	LCFF – 23030
\$62,755 – 13201 (.5 FTE Assistant Principal)	LCFF – 23030
\$24,667 – 30000 (Statutory Benefits)	LCFF – 23030
\$65,857 – 13201 (.5 FTE Assistant Principal)	LCFF – 23030
\$25,379 – 30000 (Statutory Benefits)	LCFF – 23030
\$10,000 – 42000 (Books)	Title I – 50643
\$3,000 – 42000 (Books)	Title I – 50650

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, subgroups: English Learners, Socioeconomically Disadvantaged

Strategy/Activity

Enhance ELA/ELD and Math curriculum using AVID strategies paired with ELD focus of Speaking, Writing, Listening, and Reading.

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.

Professional Development opportunities will support teachers in implementing AVID-based instructional practices. Teachers and administrators will attend the AVID Summer Institute and receive week-long training in various AVID strands, including Implementation, Critical Reading, Tutorology, and AVID Leadership for Implementation. An additional component of the trainings required attendees to complete “Boosts” and the AVID Site Coordinator assists in monitoring of implementation during the academic year. Conference attendees will use their training to further refine instructional practices and support in the implementation of AVID strategies site-wide through PLC discussions and calibration. Instructional leaders will also utilize their training to guide site-based Professional Development to enhance classroom instruction.

Site-based Professional Development provides an opportunity for teachers to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies. Substitutes are provided to enable teachers to attend site-based Professional Development and early release Student Success Days further support the alignment of rigor within PLCs.

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.

Conferences:

AVID Summer Institute (June 2020- 5 Administrators, site coordinator, and 10 teachers)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$30,000 – 52150 (Conferences)	Title I – 50643
\$30,000 – 52150 (Conferences)	LCFF – 23030
\$6,500 – 43110 (Instructional Materials)	Title I – 50650
\$92,790 – 43110 (Instructional Materials)	LCFF – 23030
\$5,500 – 43150 (Software)	Title I – 50650

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Students were provided opportunities to attend college field trips and leadership conferences, i.e. Women's Leadership Conference and Equity on the Lawn

Professional Development opportunities were provided to teachers and staff to address instructional goals

14 Teachers/Administrators attended 2018 AVID Summer Institute

85% of all teachers and staff have attended AVID conferences, including Summer Institute and AVID Pathway training

Site-based Professional Development and PLC time was provided to support PLCs in alignment of rigor and instructional practices

Six weeks of on-site Professional Development was provided for teachers with a focus in areas that include Direct Interactive Instruction, WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), and Academic Language and Literacy (ALL)

Thirty days of Student Success Day/Early release to provide teachers with PLC time

Supplemental materials and Resources

All students provided with Edison Student Planner

All students provided with a minimum of one Interactive Notebook

Academic Student Achievement: EL

87 students were reclassified in 2017-18, eliminating the need for ELD classes and opening up schedules for A-G coursework

Academic Student Achievement: Graduation

394 total students were enrolled in an AVID Elective course. Of those students, 66 students were seniors in 2017-18.

Effectiveness

Students who attended college field trips are exposed to the culture and climate of post-secondary institutions. AVID students were the primary target population for these field trips, however students outside of the AVID program were also invited to attend. College field trips included the following:

Various University of California campuses

Various California State University campuses

Various private universities

Students who attended leadership conferences were exposed to peer leadership opportunities and returned to the campus with applicable skills that impacted student achievement. These skills are placed into practice via the ASB/Leadership course and help to promote student achievement for all students. The target audience for leadership conferences were primarily ASB students since this enabled students to effectively apply their learning in interactions with the entire school site, but students who are leaders on campus outside of ASB were also invited to attend.

Conferences included the following:

Disney Institute Leadership training

CADA/CASL (California Association of Directors of Activities/California Association of School Leaders) training

Professional Development opportunities supported teachers in implementing AVID-based instructional practices. Teachers and administrators who attended the Summer Institute received a week-long training in various AVID strands, including Implementation, Critical Reading, Tutorology, and AVID Leadership for Implementation. An additional component of the trainings required attendees to complete “Boosts” and the AVID Site Coordinator assisted in monitoring of implementation during the academic year.

Site-based Professional Development provides an opportunity for teachers to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies. Early release Student Success Days further support the alignment of rigor within PLCs.

Supplemental materials in the form of EHS Student Planners and Interactive Notebooks reinforced the importance of Organization as an AVID-based skill that promotes student success. Students were provided with a minimum of one Interactive Notebook with core teachers requesting additional notebooks to support their students in developing organizational skills. Students benefitted from these organizational materials that served as tools to manage time, address goal setting, and facilitate note-taking and review.

87 total students were reclassified during the 2017-18 school year. These reclassified students have an opportunity to move out of support classes and enroll in coursework that will meet A-G requirements.

16.7% of students who were enrolled in an AVID Elective course during 2017-18 were seniors. Students in the AVID 12 Elective course all signed up for SAT and/or ACT testing, enrolled in rigorous coursework that include AP classes, and applied to 4-year colleges and universities. To maintain AVID eligibility, students in AVID 12 completed their A-G requirements.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Budget allocations that were not utilized were moved into Extended Year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Teachers and staff will be sent to AVID Summer Institute, as well as to AVID Pathways training during the school year. In addition to AVID training, PLTW trainings will be made available to teachers who are responsible for coursework within STEM pathways.

One full-time release and one part-time release instructional coach will provide real-time coaching to beginning teachers. They will additionally provide professional development to PLCs according to the professional development calendar (minimum of once every two months). The Instructional Coaches will take beginning teachers through the coaching cycle and work collaboratively, using a PLC model, to identify goals and refine instructional practices.

Goal 2 – School Climate

Suspension –

By June 30, 2020, decrease suspension rate for All Students by 2.1% to move into Green.

By June 30, 2020, reduce total suspension days for All Students to less than 200.

Attendance/Chronic Truancy –

By June 30, 2020, reduce chronic absenteeism rate below 15% for All Students.

PLUS Survey Goals -

By June 30, 2020, increase school connectedness by 5% for All Students.

Identified Need

Suspension –

Current Dashboard:

Yellow: 8.1% of students suspended at least once (Decline of 0.6%)

Suspensions:

2017-18: 529 total days of suspension

2018-19: 277 days of suspension (March 2019)

1% suspended at least once

Expulsion –

Expulsions:

2017-18: 10 Expulsions

2018-19: 0 Expulsions

Attendance/Chronic Truancy –

Chronic Truants:

2017-18: 25% of students

2018-19:

19.27% of students (March 2019)

17-18 chronically absent = 25%

School Climate –

School Climate Survey Results:

10% of students consistently report being bullied on campus

61% of students report feeling safe at school

28% of students report racial tension at school

PLUS Survey:

40% of students reported high levels of school connectedness.

Over 65% felt part of the school (PLUS) across each grade span.

73% of students reported there was at least one adult who cared about them (PLUS).

73% of students reported high levels of caring adult relationships (PLUS)

Over 67% of students felt safe (PLUS)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	8.1%	7.8%
Chronic Absenteeism (All Students)	Data not available.	Data not available.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, subgroup: SWD

Strategy/Activity

Through an MTSS system, provide students with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.

Tier 1 Academic Interventions in the form of AVID-based instructional strategies and site-adopted strategies will be utilized to support student academic achievement. Professional Development will be provided to reinforce the adopted and agreed upon instructional strategies, focusing on increased rigor through WICOR and the use of Common Formative Assessments to support data-driven decision-making and instruction.

Conferences and site-based Professional Development provides an opportunity for teachers to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies. Substitutes are provided to enable teachers to attend site-based Professional Development and early release Student Success Days further support the alignment of rigor within PLCs.

To support Tier 2 Academic Intervention, students with the need for additional academic support are identified by counselors and placed in credit and grade recovery programs that include ELD, APEX, Algebra Repeater/Financial Algebra, Algebra Support, and Applied Writing. Through the PLC process, teachers identify students with common instructional gaps in meeting Essential Outcomes and facilitate a platooning program that targets the identified areas for additional instruction and intervention. Additionally, the RTI Extended Lunch program rewards students who meet specific grading criteria with an extra 30 minutes of lunch once per week. The remaining students receive targeted academic interventions in their classes.

Tier 3 Academic Intervention focuses on students whose identified needs require individualized support. Independent Study, pull-out intervention, and the Learning Center provide targeted support to address individualized academic needs, including for students on IEPs.

In addition to academic interventions, social-emotional/behavioral needs are addressed through MTSS. Using data from the California Healthy Kids Survey and PLUS surveys, tiered interventions will be utilized to support students social-emotional/behavioral needs.

Tier 1 Social-emotional/Behavioral needs are addressed through PBIS and the RTI Extended Lunch/Incentive Program. To further support PBIS, training will be provided in the areas of Trauma-Informed Practices, Restorative Practices (alternatives to suspension), and Culturally Responsive Teaching that will facilitate the building of positive relationships between students and staff. In addition to PBIS, the RTI Lunch/Incentive program is utilized to address High School Success topics and provide instruction to all students on issues related to social-emotional/behavioral concerns. The ASB/Leadership classes promotes a positive school culture and climate through the use of Lunch Time Activities (LTAs) that celebrate school spirit and engagement.

Tier 2 Interventions include the use of the SAP process to identify areas of support for students, including students with needs in the areas of chronic absenteeism, substance abuse, or anger

management. These interventions are identified through the SAP team and are used to facilitate SSTs that support students’ social-emotional/behavioral needs. Bus passes are provided for students who meet the qualifications and have improved attendance.

To address Tier 3 Intervention needs, Behavioral Intervention Plans are created that support students in meeting goals. Students have access to Mental Health Clinicians through the Health Center that address strategic counseling needs, as well as referrals to outside service agencies.

- # 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$10,000 – 58750 (Conferences)	Title I – 50671

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase the number of students attending class regularly and on time by using PBIS strategies with the PBIS software, data evaluation, student contact, rewards and consequential strategies, and other attendance monitoring means.

A comprehensive attendance plan will be implemented to promote increased attendance for all students, with a focus on students identified as Chronically Absent. To promote attendance and recognize students for going to class on time, students who have earned Perfect Attendance are celebrated at quarterly Grade Level Assemblies. These students are celebrated in front of their peers and are awarded with RTI Incentive tickets. Students with improved attendance are also monitored and awarded with RTI Incentive tickets. Bus passes are provided for students who meet the qualifications and have improved attendance.

The HERO behavioral management system will be utilized to identify students with attendance needs and provide positive reinforcements for students who show improved attendance and behavior. HERO will be utilized in conjunction with the RTI Extended Lunch/Incentive Program to support students by providing incentives for students meeting behavioral and attendance goals.

PBIS systems support Tier 1 Interventions for all students and focus on building positive relationships between students and staff to increase student attendance. Alternative to suspensions will be identified through Restorative Practices to support students in maintaining attendance and receiving continued access to classroom instruction.

In addition to PBIS, the RTI Lunch/Incentive program is utilized to address High School Success topics and provide instruction to all students on issues related to social-emotional/behavioral concerns. Students routinely examine attendance during HSS to monitor and create attendance goals.

The Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes promotes a positive school culture and climate through the use of Lunch Time Activities (LTAs) that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large.

To address tardiness, a Lunch Accountability program enables students to recover attendance due to late arrivals. This program supports students in neutralizing negative points in the HERO Behavioral Management system and allows for students to earn incentives that promote increased attendance.

of students Tardy to class.

of Schoolwide tardies.

of schoolwide days absent. Attendance rate.

of students suspended

of students sent to ISS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$13,675 – 58450 (License Agreements – HERO)

LCFF – 23030

\$20,000 - 58730 (Bus passes)

LCFF – 23030

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

School Climate

Using the MTSS system, interventions have been provided on campus to address academic, social, and emotional concerns. Edison utilized two programs that fall under MTSS umbrella: PLUS (adopted by the school district) and the RTI Incentive program, a site-based program to address academic concerns and promote school culture.

During the 2017-18 school year, Edison offered PLUS as an elective course.

30 students were enrolled in PLUS

5 forums were held over the course of the school year

A total of 150 students, representing different social groups with the school, attended the 5 PLUS forums

The RTI Incentive program was initially devised to promote academic success and improvement.

On average, 750 students met the requirements to exit 30 minutes early once a week for Extended Lunch.

At its onset, students needed to have a 3.0 GPA and no Ds/Fs; the requirements were changed to 2.0 GPA and no Ds/Fs based on teacher feedback

Attendance

To promote attendance and recognize students for going to class on time, students who have earned Perfect Attendance are celebrated at quarterly Grade Level Assemblies. These students are celebrated in front of their peers and are awarded with RTI Incentive tickets. Students with improved attendance are also monitored and awarded with RTI Incentive tickets.

In addition to accurate attendance reported in Synergy, student attendance is monitored through the HeroK12 Behavioral Management system. Students who are excessively tardy to classes receive demerits that are assigned in Hero, resulting in a loss of privileges that includes the ability to attend on campus events.

Effectiveness

PLUS forums provided an opportunity for students to discuss issues that existed on campus, as well as construct solutions to address the issues. Students took ownership of their discussions and actively engaged in the collaborative experience offered by PLUS forums. Additionally, students were able to highlight some of the concerns they had and provided feedback through the PLUS survey regarding their connectedness to the staff and campus at large.

The RTI Extended Lunch program rewarded students who met specific grading criteria with an extra 30 minutes of lunch once per week. The remaining students received targeted academic interventions in their classes, with rotations occurring in the second half of the school year (i.e. Week 1: 1st period intervention, Week 2: 2nd period intervention, etc.). Initially, requirements for Extended Lunch consisted of a 3.0 GPA and no Ds/Fs. Feedback from teachers indicated that not enough students were exiting to allow teachers to provide targeted Tier 2 intervention. Based on this information, the threshold for RTI Extended Lunch was lowered to a 2.0 GPA.

Students who met a weekly GPA requirement of 2.0 or above and no Ds/Fs qualified for the Extended Lunch program and received an RTI Incentive ticket for their qualification. These tickets granted the recipient one entry for the opportunity to win a variety of prizes, including electronics, tablets, and cameras.

In addition to recognizing academic achievement, RTI tickets were distributed to students to highlight positive school culture. Students received tickets for promoting school spirit through dress-up days, EL reclassification, and perfect/improved attendance, among other categories. Prize drawings occurred a minimum of twice per year and were part of an overall academic celebration.

Attendance

Achievements in attendance were recognized during Grade Level Assemblies in order to highlight the benefits of attending school. Students who had outstanding or perfect attendance were generally students who also qualified for RTI Extended Lunch and earned commendable grades. Although students with perfect attendance were acknowledged in front of their grade level peers, the size of the audience provided limitations as some students were unable to hear or chose not to listen to the message.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Budget allocations that were not utilized were moved into Extended Year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Refinement of existing systems will enable the school further develop programs. Using the RTI schedule, Edison will transition to a High School Success/Advisory format that can be used to deliver Tier 1 Intervention regarding resources and skills that will support students academically and personally. Topics to be discussed can include a review of A-G requirements, available academic interventions, as well as Health Center resources and recognizing the signs of depression. The High School Success/Advisory block will serve as a forum for classroom discussions regarding critical topics.

Goal 3 – Meaningful Partnerships

By June 2020, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders.

By June 2020, establish 3 new opportunities for stakeholders to be engaged with the school community.

Identified Need

Parent Meetings

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign-In Sheets	Establish baseline	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include Parent Teacher Conferences where parents and students are provided with goal sheets to record their current performance, as well as identifying strategies that will contribute to academic improvement. Parents are also encouraged to attend a Title I Parent Meeting, in addition to serving on School Site Council.

Parents are invited to attend 8th Grade Parent Night, Financial Aid Workshops, Athletic Parent Meetings, and AVID Parent Night to receive information regarding A-G coursework and resources for college and career readiness. To address behavioral and attendance concerns, parents are invited to participate in SSTs and Mitigation hearings to identify solutions and support students. To further increase parent participation and engagement, parents are also invited to attend the Multicultural Rally and events such as Fathers on the Green and Coffee Hour will be implemented and input will be solicited from parents to determine additional opportunities for engagement. Parent Volunteers will be recognized and celebrated at a Parent Volunteer Night.

of families attending Parent Nights.

of Parent Nights offered through the year.

of parents involved in SCC, boosters and Alumni Association, volunteers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$3,000 – 43400 (Parent Meeting)	Title I – 50647
\$1,471 – 57150 (Duplicating)	Title I – 50647
\$5,600 – 43200 (Instructional Materials)	Title I – 50647

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.

Parents routinely receive communications through ParentLinks that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for Parent Teacher Conferences, etc.) and information to parents of the entire student body. The school website and marquee is regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend. The Parent Handbook is used to outline expectations and resources for student success.

Jupiter Grades access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via Jupiter Grades and request homework in the event of an absence.

of parents logged into Jupiter grades

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase staff participation in leadership groups (SSC, MTSS, etc.), extracurricular events, Professional learning community, or department meetings.

Teachers have opportunities to serve on different leadership groups that include Leadership Team, School Site Council, and AVID Site Team. Additionally, a teacher representative meets as part of the Safety Team (with CSMs) to act as a liaison and communicate teacher concerns.

Ad hoc committees are available to address site concerns as they arise. Teachers are provided weekly opportunities to engage in the PLC process and collaborate with peers. They are also encouraged to attend extracurricular activities that include athletic events, plays, concerts, etc.

of teachers attending SSC

of teachers attending MTSS meetings

of teachers attending parent nights.

of teachers on the AVID and other site teams

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Students can serve in a number of leadership capacities at the school site. Elective courses that focus on increasing leadership capacities include PLUS and Leadership. These courses provide an opportunity for students to develop their leadership potential and work with other student groups.

Within the AVID program, students act as classroom leaders and Student Ambassadors during AVID Showcase visits. AVID students also work to present aspects of their program to current and prospective students through AVID Parent Night and 8th Grade Parent Night.

An additional leadership opportunity for students exists through the JROTC and athletics program. Students in the JROTC program experience leadership through a military command structure and utilize this experience in area competitions and events. Student athletes have the opportunity to participate in different events to promote and engage the community, including serving as referees for flag football.

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain and expand on community connections to ensure community support and connectedness.

Partnerships with organizations enable the school to build relationships with community supporters. To promote literacy in the community, Dollar General has donated funds that enable the school to purchase books to fill Little Free Libraries that support early literacy, as well as providing incentives for literacy and student achievement on campus. Books are selected to meet a range of literacy and age levels to promote early interest in literacy. A partnership with Barnes and Noble also supports literacy and community engagement through Literacy Fairs.

Through the Edison Boosters and Edison Alumni Association, supporters and alumni of the school continue to provide financial support and volunteer time to promote the school's goals. Edison Boosters, in addition to the Viking Future Foundation (a young alumni organization) and other alumni, award financial scholarships to students. To further connect with the alumni community, an Alumni Pop-Up event will be held to support entrepreneurs with donations being made to Edison students and Alumni weekends invite former Edison students to visit the renovated campus.

of groups who donated scholarships, items, time, or funds to Edison

of partnerships with outside resources

of Edison's Community service activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Parent Engagement

Parent Engagement events were hosted by the school to communicate academic issues. These events included the following:

2 Parent Teacher conferences held (October/February)

Back to School Night

AVID Parent Night

8th Grade Parent Night

Parents were also invited to additional events on campus, including a celebration of Student-Athletes, JROTC, and academic achievement; meetings to address attendance concerns; and invitations to participate on ELPIC and SSC.

Parent Engagement/Communication

Communications that promoted parent engagement were delivered through a variety of medium:

ParentLinks

Updated School website and marquee

Flyers

Closed circuit television

Parents additionally had access to Jupiter Grades, a live grade-monitoring system.

Staff Engagement

Teachers have opportunities to serve on different leadership groups that include the following:

Leadership Team

School Site Council

PBIS Team

AVID Site Team

Student Engagement

Students can serve in a number of leadership capacities at the school site. Opportunities include:

School Site Council

Enrollment in PLUS/Leadership

Student Ambassadors for AVID Showcase visits

Community Engagement

Edison has a partnership with Dollar General to support literacy in the community. The school also continues to be supported by its Boosters and the Edison Alumni Association.

Effectiveness

Parent Engagement

Parent Engagement events are available throughout the school year to communicate information that will support students in achieving success. These events included Parent Teacher Conferences where parents and students are provided with goal sheets to record their current performance, as well identifying strategies that will contribute to academic improvement. Parents are also encouraged to attend a Title 1 Parent Meeting, in addition to serving on School Site Council. The school continues to work with parents to identify additional opportunities for parent engagement and involvement.

Parent Engagement/Communication

Parents routinely receive communications through ParentLinks that advise of upcoming activities. These communications have enabled the school to send targeted information (based on grade level, tiered GPAs for Parent Teacher Conferences, etc.) and information to parents of the entire student body. The school website is regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend.

Jupiter Grades access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via Jupiter Grades and request homework in the event of an absence.

Staff Engagement

Teachers have opportunities to serve on different leadership groups that include Leadership Team, School Site Council, PBIS Team, and AVID Site Team. Ad hoc committees are also available to address site concerns as they arise. Teachers are provided weekly opportunities to engage in the PLC process and collaborate with peers. They are also encouraged to attend extracurricular events that include athletic games, plays, concerts, etc.

Student Engagement

Students can serve in a number of leadership capacities at the school site. In 2017-18, 81 students were enrolled in either PLUS or Leadership. These courses provided an opportunity for students to develop their leadership potential and work with other student groups. Within the AVID program, students acted as classroom leaders and Student Ambassadors during AVID Showcase visits. AVID students also worked to present aspects of their program to current and prospective students through AVID Parent Night and 8th Grade Parent Night.

Community Engagement

Edison has a partnership with Dollar General to support literacy in the community. Through donations provided by Dollar General, Edison has purchased books to place in Little Free Libraries throughout the community. Books are selected to meet a range of literacy and age levels to promote early interest in literacy. The alumni community and other members of the community at large continues to support Edison through the Boosters program and the Edison Alumni Association.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Budget allocations that were not utilized were moved into Extended Year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Edison continues to work to improve both parent and community engagement. Partnerships are critical for our students to succeed post-Edison and the goal going into 2018-19 is to further develop relationships with existing community members, as well creating new partnerships.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$518,757
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,152,957

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$518,757

Subtotal of additional federal funds included for this school: \$518,757

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$634,200

Subtotal of state or local funds included for this school: \$634,200

Total of federal, state, and/or local funds for this school: \$1,152,957