



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Edison High School

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School Year: 2020-2021

# 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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Edison High School	3968676 3932100	Ver 1 – 05/14/2020	Ver 1 – 05/29/2020	Ver 1 – 07/28/2020

## 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 2020-2021 school plan which aligned to the district's goals and incorporated strategies specific to the school. The original plan was discussed by the school's School Site Council on May 7, 2020 and reviewed on May 29, 2020 and is pending board approval.

The Edison HS School Site Council reviewed the progress of the 2019-2020 school plan culminating in the document 2020-2021 SPSA. Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified. Dates of the review included December 19, 2019, February 13, 2020, and May 7, 2020. 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 the 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.

Edison HS utilized a specific Comprehensive Need Assessment (CNA) in the form of the Decision Making Model (DMM) process which included stakeholder meetings in the form of School Site Council meetings with recommendations from the EHS ELAC committee. All school data was reviewed by the team with particular emphasis on ELA and MATH SBAC scores over the last 3 years, graduation rate, A-G completion, suspension, expulsion, and chronic absenteeism rates, as well as school infrastructure to support student achievement. The team concluded that Edison HS should continue its process of site wide AVID strategy implementation, PLC format of collaboration, continued professional development for all faculty members, and the listed breakdown of resources available to students and families.

## Resource Inequities

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

The School Site Council met to review the Decision Making Model (DMM) and progress of student groups on May 7, 2020 and during this meeting defined actions and services. Resource inequities for Edison HS were reflected in data analysis and include: a need for college and career processes for students, a need to enhance career technical education programs to support college and career readiness, and support for student literacy to include supplemental support for English Learners. These areas are defined as areas of need in the CA Accountability Dashboard and will address graduation rate and college and career indicators.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021 decrease the distance from standard -48.4 for all students by 10 points to -38.4.

School Goal for Math: (Must be a SMART Goal)

By June 2021 decrease the distance from -125.9 for all students by 10 points to -115.9.

Science SMART Goal:

By June 2021 fully implement the CCSS/NGSS newly adopted curriculum using the training and resources provided by A-Z consultants the previous year.

Graduation:

By June 2021 increase the graduation percentage from 84.5% for all students by 3.5 points to 88.0%.

College/Career:

By June 2021 increase from 22.2% for all students by 5% points to 27.2%.

Math: (Red) 130.1 points below standard (decline of 3.5)



## Identified Need

- Be sure English Learner data is reviewed and included.

### ELA/ELD:

ELA: (Orange) 45.8 points Below Standard (Increase of 3.1 points)

Math: (Red) 130.1 points below standard (decline of 3.5)

### CAASPP:

#### ELA-

2016: 42%

Distance: -35.50

2017: 26.5%

Distance: -65.50

2018: 32.87%

Distance: -51.40

2019: 38.11%

Distance: -48.40

#### MATH-

2016: 15%

Distance: -108.50

2017: 14.79%

Distance: -114.70

2018: 11.75 %

Distance: -124.80

2019: 12.44%

Distance: -125.90

### ELPAC:

2019

Level 1- 28.65%

Level 2- 34.99%

Level 3- 28.37%

Level 4- 7.99%

### RFEP

2015-2016: 3%

2016-2017: 13.20%

2017-2018: 25.50%

2018-2019: 14.20%

ELPI: 2019

(English Learner Progress Indicator) - 32.3%

Graduation Rate

2016: 82.10%

2017: 85.40%

2018: 82.10%

2019: 84.50%

College/Career Prepared

2016: 19.3%

2017: 23.9%

2018: 22%

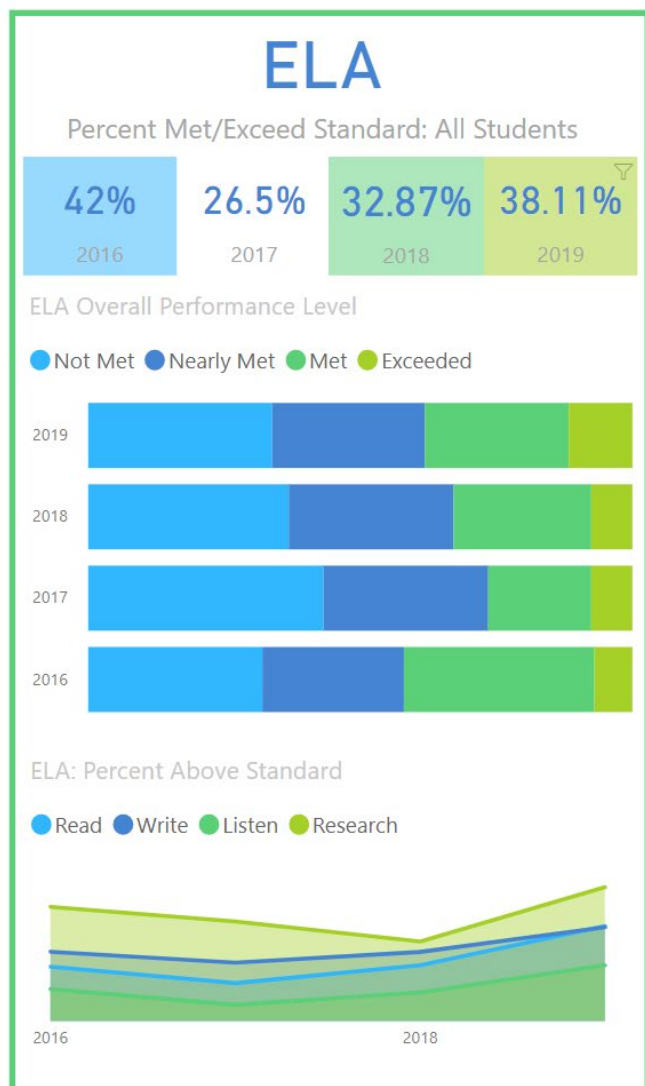
2019: 22.2%

UC/CSU A-G

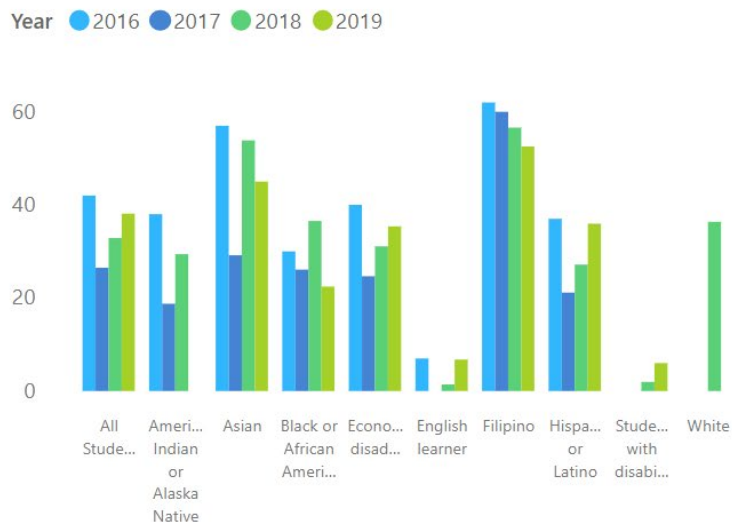
2017: 40%

2018: 43.1%

2019: 42.90%



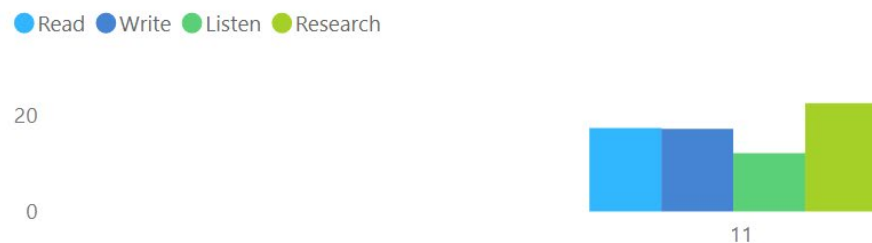
ELA CAASPP: Percent Met/Exceed Standard

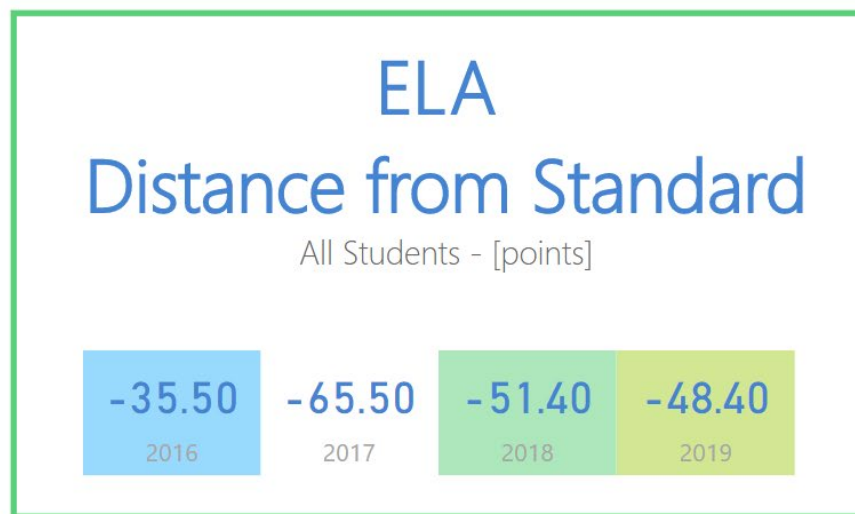


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



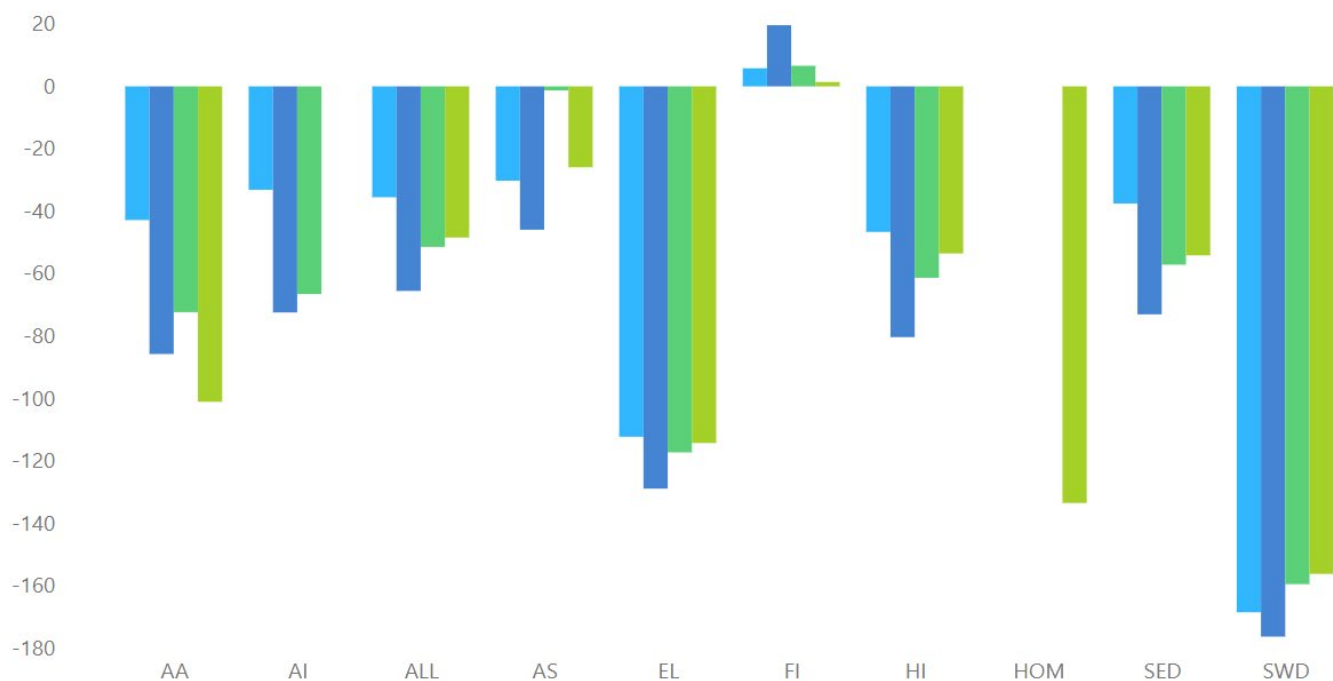
2019 Prelim ELA CAASPP: Area - Percent Above Standard





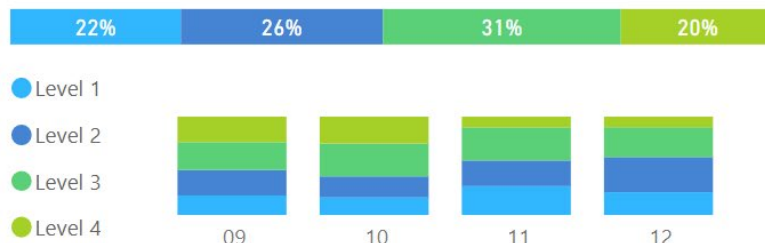
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

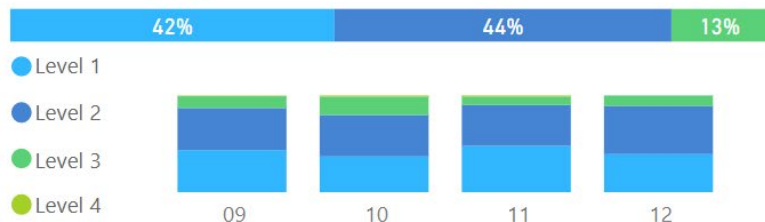




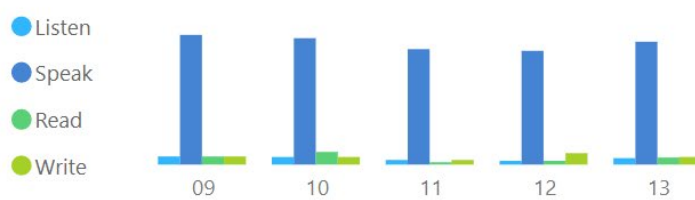
#### Oral Language Overall Performance Level



#### Written Language Overall Performance Level



#### Performance Area: Percent Well Developed



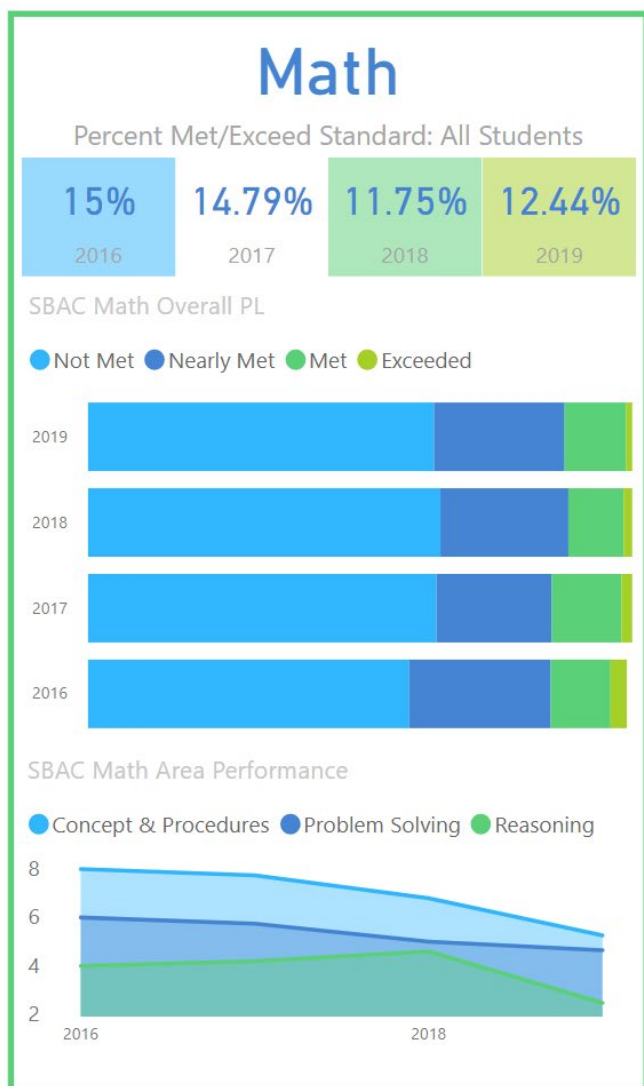
### English Learner Progress Reclassification Rates

#### English Learner Progress Indicator (ELPI)

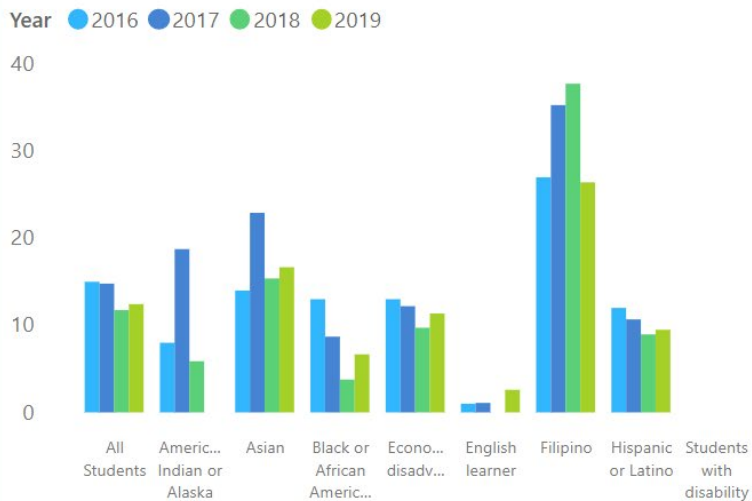


32.3%

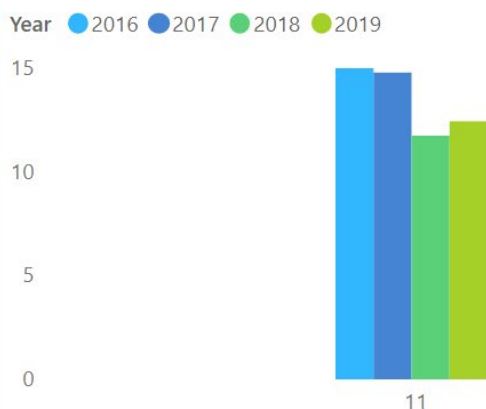
ELPI 2019



Math CAASPP: Percent Met/Exceed Standard

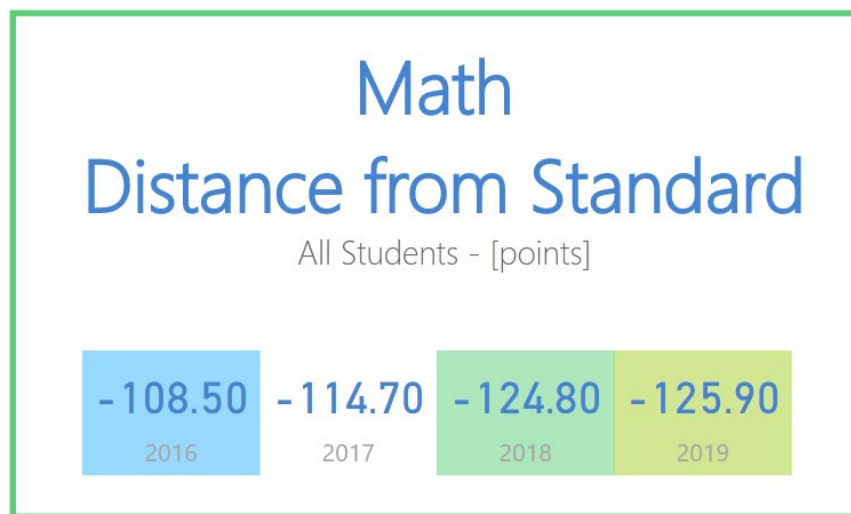


Math CAASPP: Percent Met/Exceed Standard by Grade Level



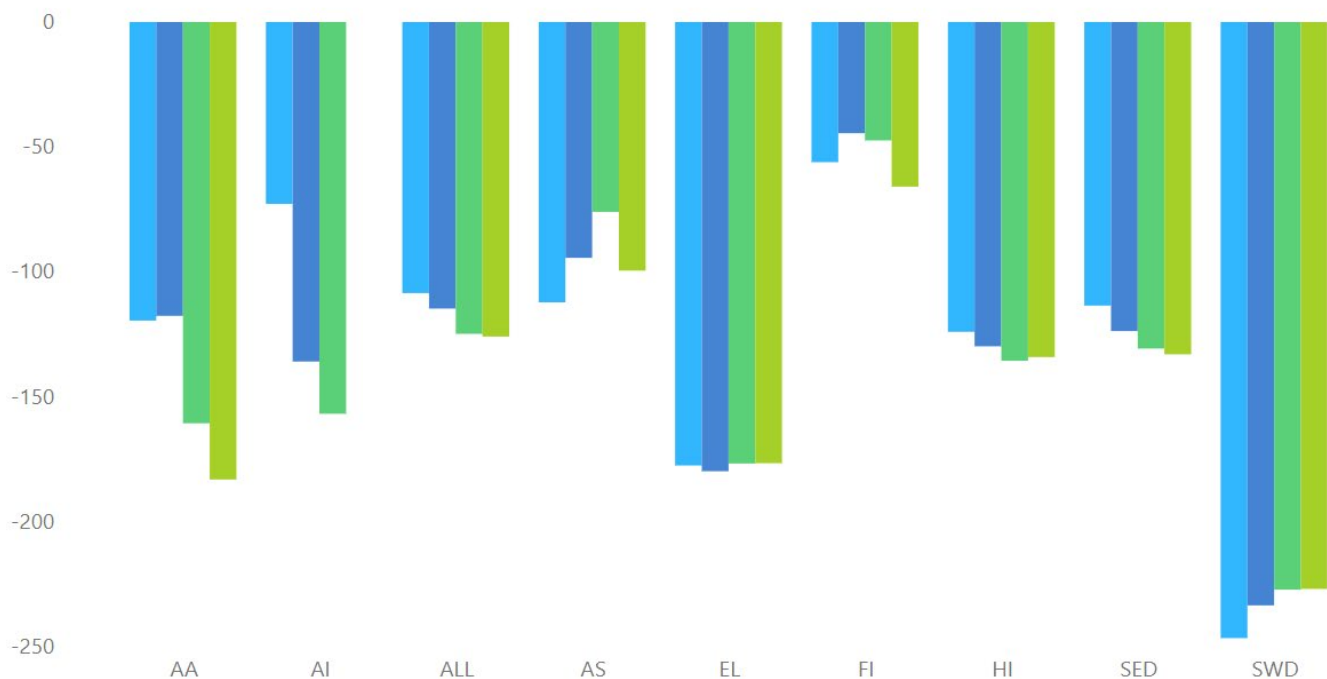
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

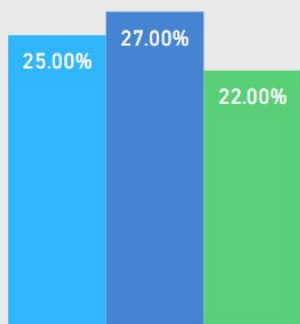


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# PSAT NMSQT Grade 10

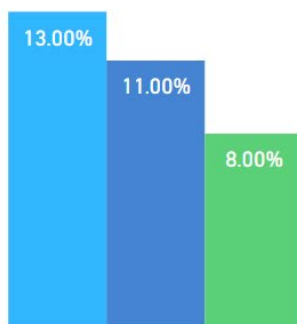
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

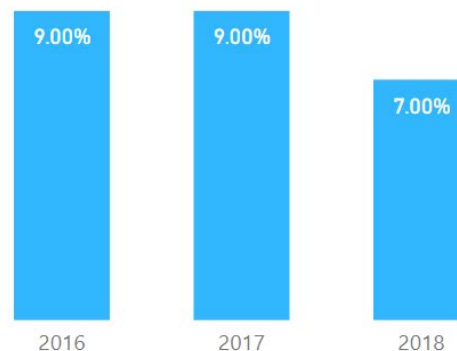


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW & Math Benchmark



# PSAT 8/9 Grade 8

Percent Met Evidence-Based Reading & Writing Benchmark

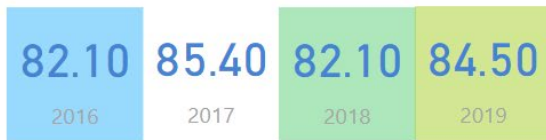
Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark



# Graduation Rate

Four Year Cohort - All Students



Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019

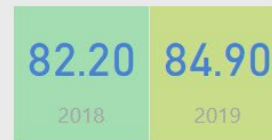


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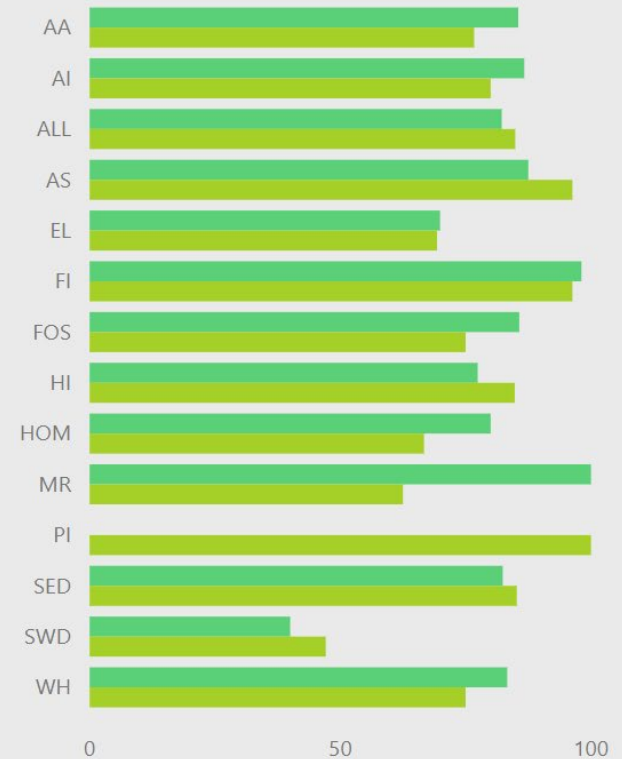
# Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019



## 2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared

19.3%

2016

23.9%

2017

22%

2018

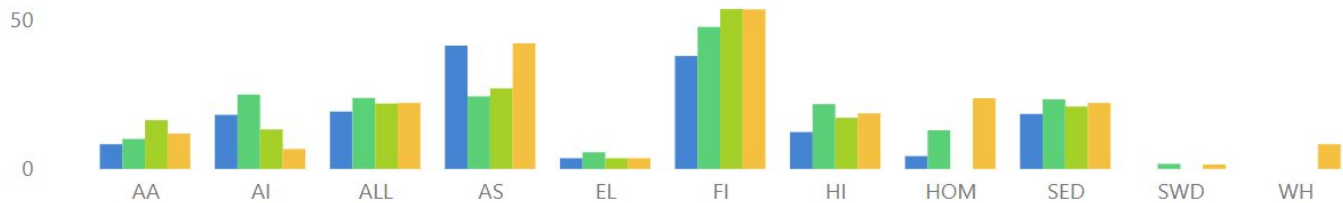
22.2%

2019



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



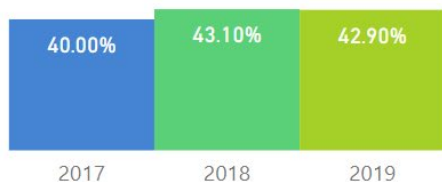
2019 CCI Percent Prepared by CCI criteria

Student Group	Year	UC/CSU	Dual Enrollment	CTE	IB Exam	Military Science	Summative SBAC	State Seal: Biliteracy	AP Exam
AA	2019	100.00	0	14.30	0.00	0.00	28.60	0.00	14.30
AI	2019	100.00	0	0.00	0.00	0.00	0.00	0.00	0.00
ALL	2019	87.90	0	15.50	0.00	5.20	45.70	18.10	7.80
AS	2019	100.00	0	27.30	0.00	0.00	36.40	0.00	9.10
EL	2019	100.00	0	0.00	0.00	0.00	0.00	60.00	0.00
FI	2019	89.70	0	20.70	0.00	10.30	55.20	0.00	6.90
HI	2019	83.10	0	12.30	0.00	4.60	46.20	32.30	7.70
HOM	2019	80.00	0	40.00	0.00	0.00	40.00	20.00	0.00
SED	2019	87.50	0	15.20	0.00	5.40	44.60	18.80	7.10
SWD	2019	0.00	0	0.00	0.00	0.00	100.00	0.00	0.00
WH	2019	100.00	0	0.00	0.00	0.00	0.00	0.00	0.00

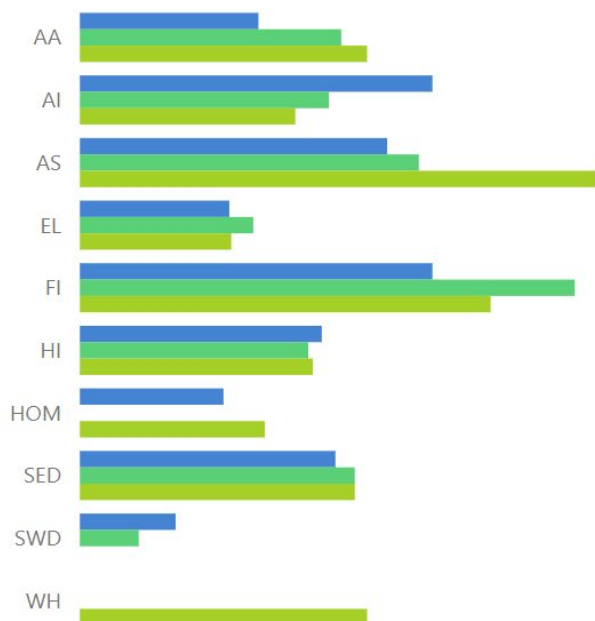
## UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019



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## College-Going Rate

High School Completers

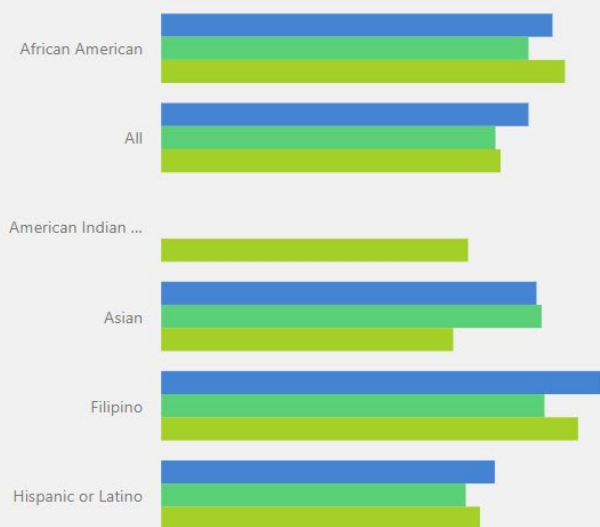
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment



Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



# Advanced Placement



AP Courses Offered	Eng Lang & Comp	Eng Lit & Comp	Calculus AB	Calculus BC	Statistics	Physics	Biology	US History	US Govt	European History	World History	Micro-economics	Spanish Lang & Culture	Music Theory	Studio Art
Cesar Chavez High	•	•	•	•		•		•			•		•	•	•
Edison High	•	•	•	•	•			•	•		•		•		
Edward C. Merlo Institute of Environmental Studies	•	•						•					•		
Health Careers Academy	•	•					•								
Pacific Law Academy	•	•	•		•		•	•	•	•					
Stagg Senior High	•	•	•			•	•	•		•			•		
Stockton Unified Early College Academy	•		•	•		•	•	•	•	•		•			

## Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-48.4 points below	-38.4 points below
Distance from Standard - ELA (English Learners)	-45.8 points below	-40.8 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-125.9 points below	-115.9 points below
Distance from Standard - Math (English Learners)	-130.1 points below	-125.1 points below

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students, 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 a comprehensive instructional support system.

Leadership team:

Outlines instructional support per department via department chair assignment.

Coaching model:

Utilized to develop site wide, department, and individual teacher support through a professional development calendar. Leadership team actively coaches and provides feedback for department personnel with use of a site wide classroom walkthrough process and instructional rounds. Leadership team is provided a resource period and technology needed to implement this process. Department chairs are released daily for instructional support and feedback as well as monthly instructional rounds.

Professional Development:

Opportunities are provided for specific departments to receive professional development based on the PLC targeted goals and data provided through the use of site wide classroom visitation tool. Consultants will be contracted to Solution Tree 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.

PLC:

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.

Academic Support:

1. Tutoring will be available for targeted populations who are receiving D's and F's. This tutoring will occur after school.
2. Consultants will provide on demand tutoring to previously identified students in Math and English core classes (\$40,000). Tutoring services are provided for students specifically who have demonstrated poor performance in traditional classroom settings. Air Tutors provides on demand, live

tutoring, coupled with blended learning of core instruction.

#### Extended Learning:

##### Summer Intersession, Credit Recovery

Edison High School will be hosting Summer Intersession from June 1-June 26, 2021. Summer Intersession will provide credit recovery opportunities through the use of online learning CyberHigh/Apex modules. 200 students will be able to enroll and the waitlist students will be enrolled after sitting students complete coursework. Summer Intersession is designed for students to recover credits so that EHS can minimize the sections of remediation throughout the 2020-2021 school year. 11th and 12th grade students will serve as priority students. EHS Summer Intersession will also include seniors who are close to attaining a diploma.

Extended Year 2021: 8 Teachers x 4.5 hours x 20 days x \$50 = \$36,000 (Allocating \$40,000)

#### Conferences:

(Throughout the year)

AVID- July 2020 - May 2021 - (administrator, program specialist, instructional coach, counselors, teacher)

PLC - July 2020 - May 2021 (administrator, program specialist, instructional coach, counselors, teacher)

Professional development- focused on instructional practices - July 2020 - May 2021 (administrator, program specialist, instructional coach, counselors, teacher)

#### Counselors: Additional Hourly for PLC Process:

7 Counselors X 114 hours X \$50 = \$39,900 (Allocating \$40,000)

Teachers: Additional Hourly for PLC/Tutoring Process: 112 Teachers X 23 hours X \$60 = \$154,560 (Allocating \$175,953)

Substitutes: 700 substitutes X \$200 = \$140,000

### Proposed Expenditures for this Strategy/Activity 1

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$175,953	11500	Teacher Additional Comp
\$40,000	12500	Counselor Additional Comp
\$140,000	11700	Substitutes

\$ Amount(s)	Object Code	Description
\$40,000	58100	Consultants – Instructional
\$30,000	52150	Conferences
		2 @ .5 FTE Instructional Coaches – Centralized Service

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$40,000	11500	Teacher Additional Comp – Extended Year
\$10,000	52150	Conferences



## 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

Schoolwide AVID implementation.

#### Resources-

Students will be provided Edison Planners at the beginning of the school year to assist with organization. In addition, note-taking supplies, such as notebooks, highlighters, expo markers, chart paper will be purchased for students to demonstrate AVID organizational strategies. Provide first generation (and other target population) students with hands-on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.

#### Field Trips & Conferences:

##### Field Trips: College

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. 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:

1. Disney Institute Leadership training
2. CADA/CASL (California Association of Directors of Activities/California Association of School Leaders) training

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.

AVID: Learning Objectives: Students will research majors and degrees offered at the universities, and then experience first-hand, each university's environment and educational opportunities. Students will compare and contrast the similarities and the differences (majors, degrees, cost, earning environment, admission rates ...) associated with colleges in the CSU, UC and private universities.

**Proposed Expenditures for this Strategy/Activity 2**

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$20,000	58720	Field Trip Non-District Transportation

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$4,377	43110	Instructional Materials/Supplies
\$12,000	58720	Field Trip Non-District Transportation

### 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

Align NGSS standards and support:

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.

Instruction:

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.

CTE Programs:

Laptops/computers will be ordered for student use. Students will be using the equipment for Auto-Cad programs, as well as web design and logistics software in the Logistics/Warehousing CTE Pathway.

Assessment:

Assessments will provide data on student needs assessing what the students have learned to assist in focusing re-teaching needs. EHS partners with the district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers.

#### Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		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 groups

### Strategy/Activity

#### Career and College Readiness:

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

#### Assistant Principal (1.5 FTE)

Assistant Principal will provide students with academic social and emotional intervention to improve student outcomes that promotes increased learning opportunities. The AP will oversee all academic and student support systems at EHS and provide training on alternate positive behavioral intervention and support to teachers and staff.

#### Program Specialist (1 FTE)

Program Specialist will allow site instructional leadership to examine and dig deep into “trends, patterns, and next steps for professional development to improve teacher capacity, thus increasing student achievement.” Program Specialist would take over the responsibilities of ELPAC Coordinator which tests students (ELPAC, I-Ready, SBAC, SAT, etc.), Monitors reclassifications, monitors student progress and creates and monitors the Bilingual aide’s schedule. This provides AP the ability to focus and maintain a safe and positive school campus and climate as well as focus on instructional analysis increasing student achievement.

#### Counseling:

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.

#### PLC:

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 Coaching:

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.

#### RTI: Incentive and Support

Student achievement is additionally monitored through the RTI Extended Lunch/Incentive program and weekly data derived from Jupiter Grades (License Agreement - \$8,400). 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. Bus passes are provided for students who meet the qualifications and have improved attendance.

#### Career & College Curriculum:

To support freshman students, the Get Focused/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.

### Proposed Expenditures for this Strategy/Activity 4

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$292,942	13201	3 @ .5 FTE Assistant Principal (salary and benefits)
\$152,801	19101	1 FTE Program Specialist (salary and benefits)
\$20,000	58730	Bus Tokens
\$8,400	58450	License Agreements: Jupiter Grades

## 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

School-wide AVID implementation and ELD support:

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

Professional Development:

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.

AVID:

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 training 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.

Duplicating student planners - \$15,000

PLC:

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.

ELD:

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. Provide English Learner students

opportunities to practice speaking, listening, reading and writing using Rosetta Stone (License Agreement - \$5,500). Provide technology to support video editing and student-run videos. In addition, computers (desktops/laptops) will be purchased to enhance ELD student engagement and instruction.

#### Counseling Support:

Increase student achievement and college/career readiness by monitoring student completion of A-G requirements.

Counselors monitor completion of A-G requirements for specialized programs and students with identified needs, identifying and supporting students who are not on track to meet A-G requirements. Opportunities for grade and credit recovery are identified by counselors to support students in meeting A-G requirements. Additionally, counselors will facilitate Financial Aid, college application, and personal statement workshops to support students in college preparation.

#### Freshmen Support:

To support freshman students as they transition to high school, the Get Focused/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.

#### Academic Support:

To provide students with academic support through tutoring, academic rescue, and learning centers (EL and Special Education) to conduct small group instruction.

#### Conferences:

AVID Summer Institute (June 2021- 5 Administrators, site coordinator, counselor and 10 teachers)

### Proposed Expenditures for this Strategy/Activity 5

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,500	58450	License Agreement: Rosetta Stone

#### Fund Source – site LCFF:



\$ Amount(s)	Object Code	Description
\$15,000	57150	Duplicating – Student Planners

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

### Strategy/Activity

Provide students opportunities to: \*interact with their peers who will attend their kindergarten class promoting social skills, \*establish a connection between the kindergarten teacher and preschooler, \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and \*attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

### Proposed Expenditures for this Strategy/Activity 6

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2)

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:

##### Goal 1- Strategy 1

a. Walkthrough process, instructional rounds, PLC process targeted student goals, instructional coaching cycle, professional development model

##### Goal 1- Strategy 2

b. Edison Planners, field trips, organizational strategies, professional development

##### Goal 1 - Strategy 3

c. PLTW, STEM projects and materials

##### Goal 1- Strategy 4

d. IGP, SST, SAP, PLC process (CFA), Instructional coaching, AVID site wide strategies

##### Goal 1- Strategy 5

e. AVID strategies, site wide language acquisition objectives, Professional development: critical reading and ALL, counselor monitoring of progress, ELD support classes, Rosetta Stone

#### Effectiveness:

##### Goal 1- Strategy 1

a. Site-based Professional Development and PLC time was provided to support PLCs in alignment of rigor and instructional practices. Professional Development opportunities supported teachers in implementing AVID-based instructional practices.

##### ELA CAASPP

2018: 32.87%

Distance: -51.40

2019: 38.11%

Distance: -48.40

##### Goal 1- Strategy 2

b. The AVID Site Coordinator assisted in monitoring of implementation during the academic year. 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 training required attendees to complete “Boosts” Students benefited from these organizational materials that served as tools to manage time, address goal setting, and facilitate note-taking and review.

##### Goal 1 - Strategy 3

c. Professional development for Science faculty developed a system of rigorous instruction implementing NGSS standards. STEM projects and use of PLTW equipment to reinforce science and mathematical concepts.

##### MATH CAASPP

2018: 11.75 %

Distance: -124.80

2019: 12.44%

Distance: -125.90

Goal 1- Strategy 4

d. Escalating graduation rate due to opportunities for students to learn through rigorous coursework as well as academic supports outlined through MTSS.

Graduation Rate

2016: 82.10%

2017: 85.40%

2018: 82.10%

2019: 84.50%

College/Career Prepared

2016: 19.3%

2017: 23.9%

2018: 22%

2019: 22.2%

UC/CSA A-G

2017: 40%

2018: 43.1%

2019: 42.90%

Goal 1- Strategy 5

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

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:

Goal 1- Strategy 1

a. Budget allocations that were not utilized were moved into Extended Year. Increased support for students in need of further intervention and time.

Goal 1- Strategy 2

b. AVID site team planning utilizing PLC hours for additional development.

Goal 1 - Strategy 3

c. -

Goal 1- Strategy 4

d. After school credit recovery system

Goal 1- Strategy 5

e. Rosetta stone access, ELD strategies site wide through professional development

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:

Goal 1- Strategy 1

a. Teachers and staff will be sent to AVID Summer Institute, as well as to AVID Pathways training during the school year.

Goal 1- Strategy 2

b. SAME

Goal 1 - Strategy 3

c. In addition to AVID training, PLTW training will be made available to teachers who are responsible for coursework within STEM pathways.

Goal 1- Strategy 4

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Edison High School – Goal 1

d. 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).

Goal 1- Strategy 5

e. 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.

### **SPSA Year Reviewed: 2019-2020 (Year 3)**

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:

Goal 1- Strategy 1

a. Walkthrough process, instructional rounds, PLC process targeted student goals, instructional coaching cycle, professional development model

Goal 1- Strategy 2

b. Edison Planners, field trips, organizational strategies, professional development

Goal 1 - Strategy 3

c. PLTW, STEM projects and materials, A2Z consultants and assessment software

Goal 1- Strategy 4

d. IGP, SST, SAP, PLC process (CFA), Instructional coaching, AVID site wide strategies, GFSF career planning

Goal 1- Strategy 5

e. AVID strategies, site wide language acquisition objectives, Professional development: critical reading and ALL, counselor monitoring of progress, ELD support classes, Rosetta Stone

Effectiveness:

Goal 1- Strategy 1

a. Site-based Professional Development and PLC time was provided to support PLCs in alignment of

rigor and instructional practices. Professional Development opportunities supported teachers in implementing AVID-based instructional practices.

#### ELA CAASPP

2018: 32.87%

Distance: -51.40

2019: 38.11%

Distance: -48.40

#### Goal 1- Strategy 2

b. The AVID Site Coordinator assisted in monitoring of implementation during the academic year. 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 training required attendees to complete “Boosts” Students benefited from these organizational materials that served as tools to manage time, address goal setting, and facilitate note-taking and review.

#### Goal 1 - Strategy 3

c. Professional development for Science faculty developed a system of rigorous instruction implementing NGSS standards. Assessment data from online Orbit Science provider. STEM projects and use of PLTW equipment to reinforce science and mathematical concepts.

#### MATH CAASPP

2018: 11.75 %

Distance: -124.80

2019: 12.44%

Distance: -125.90

#### Goal 1- Strategy 4

d. Escalating graduation rate due to opportunities for students to learn through rigorous coursework as well as academic supports outlined through MTSS.

#### Graduation Rate

2016: 82.10%

2017: 85.40%

2018: 82.10%

2019: 84.50%

#### College/Career Prepared

2016: 19.3%

2017: 23.9%

2018: 22%

2019: 22.2%

#### UC/CSA A-G

2017: 40%

2018: 43.1%

2019: 42.90%

#### Goal 1- Strategy 5

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

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:

Goal 1- Strategy 1

a. Budget allocations that were not utilized were moved into Extended Year. Increased support for students in need of further intervention and time.

Goal 1- Strategy 2

b. AVID site team planning utilizing PLC hours for additional development.

Goal 1 - Strategy 3

c. -

Goal 1- Strategy 4

d. After school credit recovery system

Goal 1- Strategy 5

e. Rosetta stone access, ELD strategies site wide through professional development

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:

Goal 1- Strategy 1

a. Teachers and staff will be sent to AVID Summer Institute, as well as to AVID Pathways training during the school year.

Goal 1- Strategy 2

b. SAME

Goal 1 - Strategy 3

c. In addition to AVID training, PLTW training will be made available to teachers who are responsible for coursework within STEM pathways.

Goal 1- Strategy 4

d. Math 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).

Goal 1- Strategy 5

e. The Instructional Coaches (Math/ELA/New Teachers) 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

School Goal for Suspension: (Must be a SMART Goal)

Reduce the suspension rate 2% to 4% by June 2021 to maintain Green (Decline) on Dashboard. By June 2021 reduce the number of Discipline Referrals by 10%.

Expulsion –

Expulsion Goal: Reduce the expulsion number to 0 for the 20-21 school year.

2019-20 is 0 Expulsions

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

Attendance/Chronic Truancy –

Chronic Truant Goal: By June 2021 reduce chronic truancy rate to 15%

2018: 31.5%

2019: 23.8%

Reduced 7.7%



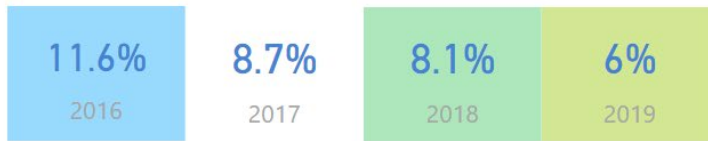
## Identified Need

Suspension –  
Suspension Rate:  
2016: 11.6%  
2017: 8.7%  
2018: 8.1%  
2019: 6% of students suspended at least once. Declined 2.1%  
MTSS tiered intervention, PBIS, Restorative practices utilized to reduce rate.

Attendance/Chronic Truancy –  
2017: 29.3%  
2018: 31.5%  
2019: 23.8%  
Identified targeted supports, SAP, Care Team

## Suspension Rate

All Students  
percent of unduplicated suspension



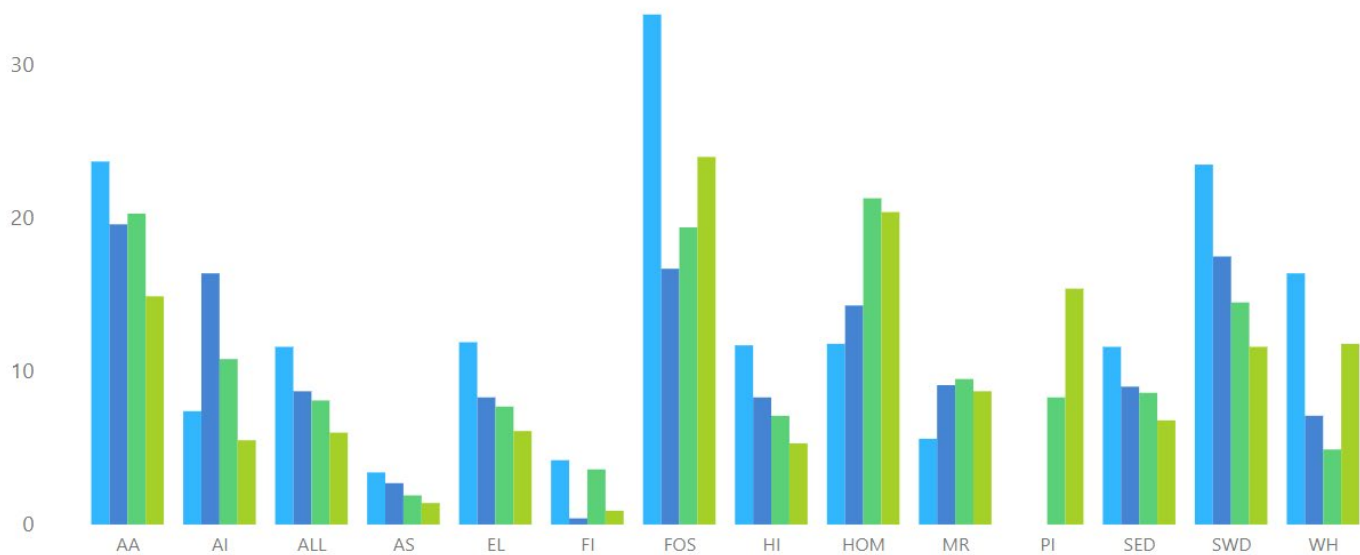
## Expulsion

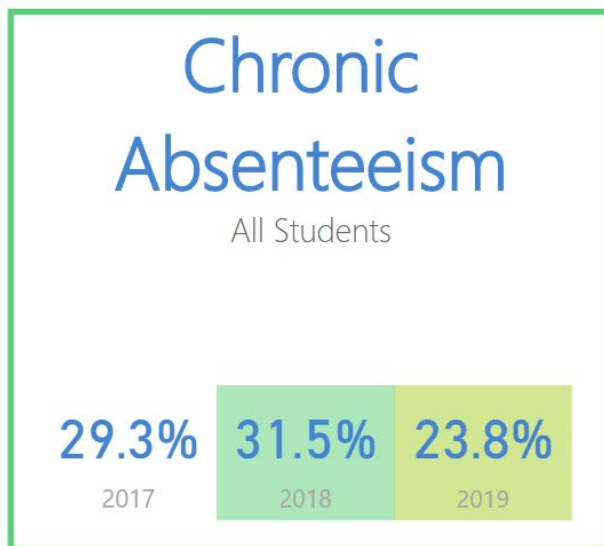
All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available



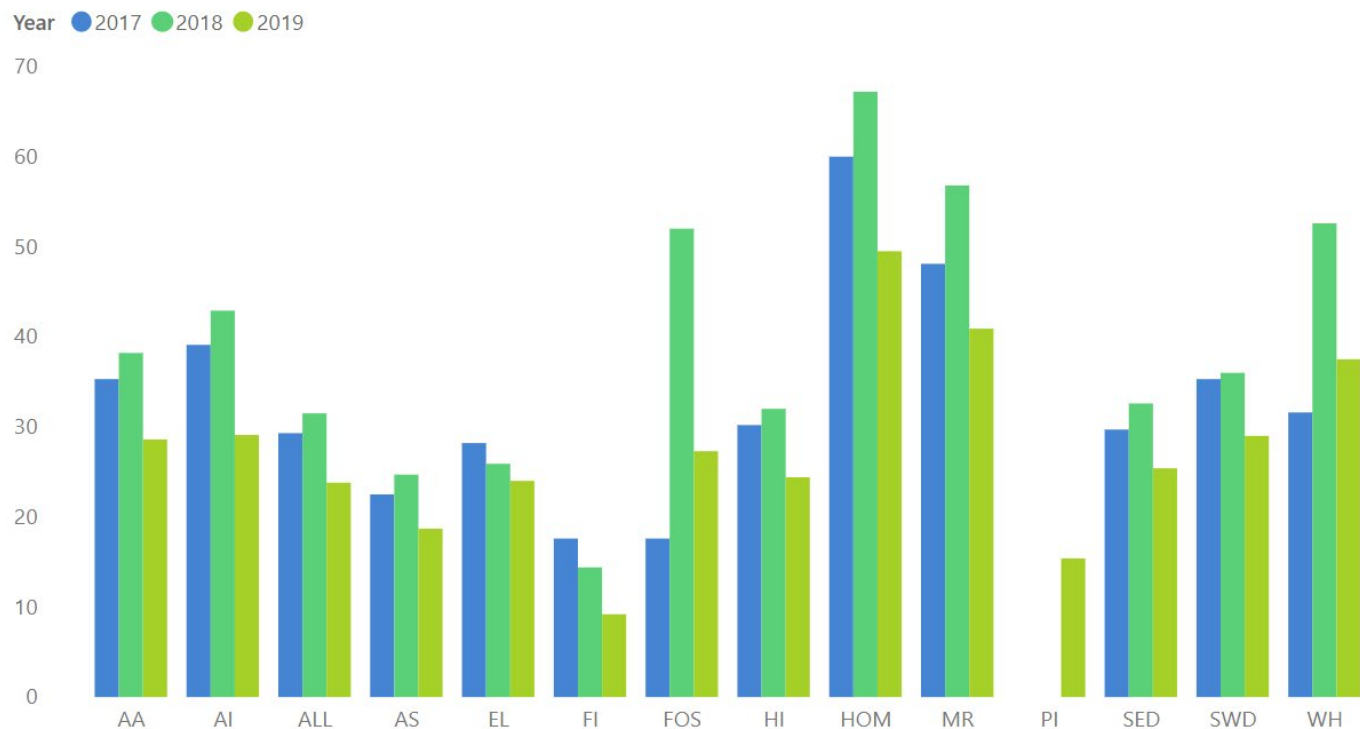
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	6%	4%
Chronic Absenteeism (All Students)	23.8%	15%

## 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

#### MTSS System

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

#### Tier 1 Academic Intervention

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.

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.

#### 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.

#### MTSS Social Emotional/Behavioral

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 promote a positive school culture and climate through the use of Lunch Time Activities (LTAs) that celebrate school spirit and engagement.

#### Tier 2 Social-emotional/Behavioral

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. Tier II intervention services targeted for students enrolled in Male/Female Academy.

#### Tier 3 Social-emotional/Behavioral

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. Tier III intervention services for targeted students enrolled in the SOUL Vike Academy. The Academy is designed to redirect students to a college/career/community track of student achievement. Academic instruction is delivered by four core teachers (via teacher prep) with the use of Cyber High Credit Recovery Program. Case management for mentorship and mental health conditions will be fulfilled by community agencies such as Fathers and Families, etc.

- # 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 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$80,000	11101	Teacher Prep – SOUL Vike

\$ Amount(s)	Object Code	Description

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## 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

#### PBIS

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.

#### Attendance:

RTI-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. 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. 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.

HERO- 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.

Restorative Practices- 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.

Leadership and PLUS- the 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.

# 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 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$10,000	58450	License Agreements: HERO

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

### 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

##### Student Participation and 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.

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 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 – Year 2

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:

##### Goal 2- Strategy 1

a. Tiered intervention services, MTSS, SAP, ELD, APEX & Cyber High, Learning Center, PLC

##### Goal 2- Strategy 2

b. RTI incentive program, PBIS model, PLUS program, Leadership activities, HERO behavioral management tracking

#### Effectiveness:

##### Chronic Absenteeism:

2017: 29.3%

2018: 31.5%

2019: 23.8%

##### Suspension Rate:

2016: 11.6%

2017: 8.7%

2018: 8.1%

2019: 6%

##### Expulsion:

2017: 3

2018: 8

2019: 2

##### Goal 2- Strategy 1

a. 25 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

##### Goal 2- Strategy 2

b. 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.

School Climate Survey Results:

2018-2019

40% of students reported high levels of school connectedness.

Over 66% felt part of the school (PLUS) across each grade span.

67% of students reported there was at least one adult who cared about them (PLUS).

Between 25% through 56% of students reported high levels of caring adult relationships (PLUS)

Over 67% of students felt safe (PLUS)

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

Goal 2- Strategy 1

a. SAP implementation. Liaison with Child Welfare and Attendance,

Goal 2- Strategy 2

b. Increased PLUS forums, dedicated PLUS instructor increased sections

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

Goal 2- Strategy 1

a. Budget allocations that were not utilized were moved into Extended Year. Tier 2 and Their 3 intervention classes. (Male/Female Academy, SOUL VIKE Academy)

Goal 2- Strategy 2

b. Budget allocations that were not utilized were moved into Extended Year. (Get Focused Stay Focused Career and College planning- pathway

Refinement of existing systems will enable the school to 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.

**SPSA Year Reviewed: 2019-2020 – Year 3**

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:****Goal 2- Strategy 1**

a. Tiered intervention services, MTSS, SAP Care Team, ELD, APEX & Cyber High, Learning Center, PLC

**Goal 2- Strategy 2**

b. RTI incentive program, PBIS model, PLUS program, Leadership activities, HERO behavioral management tracking

**Effectiveness:****Chronic Absenteeism:**

2017: 29.3%

2018: 31.5%

2019: 23.8%

**Suspension Rate:**

2016: 11.6%

2017: 8.7%

2018: 8.1%

2019: 6%

**Expulsion:**

2017: 3

2018: 8

2019: 2

**Goal 2- Strategy 1**

a. 50 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

**Goal 2- Strategy 2**

b. 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.

**School Climate Survey Results:**

2018-2019

40% of students reported high levels of school connectedness.  
Over 66% felt part of the school (PLUS) across each grade span.  
67% of students reported there was at least one adult who cared about them (PLUS).  
Between 25% through 56% of students reported high levels of caring adult relationships (PLUS)  
Over 67% of students felt safe (PLUS)

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

##### Goal 2- Strategy 1

a. SAP CARE Team development and implementation. Liaison with Child Welfare and Attendance,

##### Goal 2- Strategy 2

b. Get Focused Stay Focused Career and College planning, Increased PLUS forums, dedicated PLUS instructor increased sections

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

##### Goal 2- Strategy 1

a. Budget allocations that were not utilized were moved into Extended Year. Tier 2 and Their 3 intervention classes. (Male/Female Academy, SOUL VIKE Academy)

##### Goal 2- Strategy 2

b. Budget allocations that were not utilized were moved into Extended Year. (Get Focused Stay Focused Career and College planning- pathway

Refinement of existing systems will enable the school to 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

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, Edison High School will increase parent involvement by 15%, as evidenced by participation in parent meetings and workshops, and academic nights, as measured by event sign-in sheets.

(Back to School Night, Fall & Spring Conferences, Reading/Math/Science Nights, Community Resource Fair and SSC/ELAC sponsored events)



## Identified Need

### Meaningful Partnerships:

By the end of the 20-21, Edison High School will increase parent involvement by 15%, as evidenced by participation in parent meetings and workshops, and academic nights.

Parent meetings are offered continuously, although they are rarely attended. Creating a parent resource dedicated time every month and a parent resource center will increase involvement, as well as extend an opportunity for personal invitations to other parent meetings.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Workshops Attendance	Average 20%	50% parents attend
Parent SAP Meeting Attendance	Average 20%	50% parents attend
Parent Academic Showcase Nights	Attendance Average 20%	50% parents attend

## 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

#### Parent Participation and Engagement

Maintain, and expand on the amount and scope of 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 the 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.

Parent Meeting - \$3,722: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Parent workshops will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning.

Duplicating - \$1,471: {insert what is being duplicated}

Non-Instructional Materials - \$5,600: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

# 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 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,722	43400	Parent Meeting
\$1,471	57150	Duplicating
\$5,600	43200	Non-Instructional Materials

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## 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

#### 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.

Parents routinely receive communications through ParentLink (district's mass communication system) 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 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		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

#### Staff Participation

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 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

\$ Amount(s)	Object Code	Description



## 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

#### Community Connections

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 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

# Annual Review – Goal 3

## SPSA Year Reviewed: 2018-2019 – Year 2

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:

#### Goal 3- Strategy 1

a. SSC, ELAC, Parent Teacher Conferences, 8th grade parent night, AVID nights, financial aid workshops,

#### Goal 3- Strategy 2

b. Website, blackboard, flyers, marquee, parent link, Jupiter grades, parent handbook

#### Goal 3- Strategy 3

c. Inclusion into SSC, Leadership Team, safety team, PLC teams, AVID site team

#### Goal 3- Strategy 4

d. Elective courses, PLUS, Leadership, student ambassadors, peer mentors, AVID parent night, 8th grade parent night

#### Goal 3- Strategy 5

e. Barnes and Noble, Dollar General, literacy fairs, EHS alumni organization, boosters, scholarship development

### Effectiveness:

#### Goal 3- Strategy 1

a. 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.

#### Goal 3- Strategy 2

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

ParentLink

Updated School website and marquee

Flyers

Closed circuit television

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

#### Goal 3- Strategy 3

c. 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

Goal 3- Strategy 4

d. Students can serve in a number of leadership capacities at the school site. More than 100 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.

Goal 3- Strategy 5

e. 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

Goal 3- Strategy 1

a. Transition of site personnel

Goal 3- Strategy 2

b. SAME

Goal 3- Strategy 3

c. Dedicated roles for AP and counselor in developing and implementing CARE Team

Goal 3- Strategy 4

d. Transition of roles among site coordinators

Goal 3- Strategy 5

e. Developed working relationships with SFA and community partners in developing CTE pathways

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

Goal 3- Strategy 1

a. Continue

Goal 3- Strategy 2

b. Parent Resource Center

Goal 3- Strategy 3

c. Continue

Goal 3- Strategy 4

d. Continue

Goal 3- Strategy 5

e. Edison continues to work to improve both parent and community engagement. Partnerships are

critical for our students to succeed post-Edison and the goal is to further develop relationships with existing community members, as well creating new partnerships.

### **SPSA Year Reviewed: 2019-2020 – Year 3**

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:**

##### **Goal 3- Strategy 1**

a. SSC, ELAC, Parent Teacher Conferences, 8th grade parent night, AVID nights, financial aid workshops,

##### **Goal 3- Strategy 2**

b. Website, blackboard, flyers, marquee, parent link, Jupiter grades, parent handbook

##### **Goal 3- Strategy 3**

c. Inclusion into SSC, Leadership Team, safety team, PLC teams, AVID site team

##### **Goal 3- Strategy 4**

d. Elective courses, PLUS, Leadership, student ambassadors, peer mentors, AVID parent night, 8th grade parent night

##### **Goal 3- Strategy 5**

e. Barnes and Noble, Dollar General, literacy fairs, EHS alumni organization, boosters, scholarship development

#### **Effectiveness:**

##### **Goal 3- Strategy 1**

a. 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.

##### **Goal 3- Strategy 2**

b. 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.

Goal 3- Strategy 3

c. 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

Goal 3- Strategy 4

d. Students can serve in a number of leadership capacities at the school site. More than 100 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.

Goal 3- Strategy 5

e. 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

Goal 3- Strategy 1

a. Transition of site personnel

Goal 3- Strategy 2

b. SAME

Goal 3- Strategy 3

c. Dedicated roles for AP and counselor in developing and implementing CARE Team

Goal 3- Strategy 4

d. Transition of roles among site coordinators

Goal 3- Strategy 5

e. Developed working relationships with SFA and community partners in developing CTE pathways

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

Goal 3- Strategy 1

a. Continue

Goal 3- Strategy 2

b. Parent Resource Center

Goal 3- Strategy 3

c. Continue

Goal 3- Strategy 4

d. Continue

Goal 3- Strategy 5

e. Edison continues to work to improve both parent and community engagement. Partnerships are critical for our students to succeed post-Edison and the goal 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	\$541,453
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	\$1,096,973

## 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	\$541,453

Subtotal of additional federal funds included for this school: \$541,453

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	\$555,520

Subtotal of state or local funds included for this school: \$555,520

Total of federal, state, and/or local funds for this school: \$1,096,973



## Budget Spreadsheet Overview – Title I

## EDISON

## Preliminary Budget Allocation - TITLE I

## FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 541,453
TOTAL BUDGET DISTRIBUTED BELOW	\$ 541,453
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 10,793
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 10,793
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 175,953		\$ 80,000			\$ 255,953
11700	Teacher Substitute		\$ 140,000					\$ 140,000
12151	Counselor		\$ 40,000					\$ 40,000
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 355,953	\$ -	\$ 80,000	\$ -	\$ -	\$ 435,953
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials							\$ -
43200	Non-Instructional Materials						\$ 5,600	\$ 5,600
43400	Parent Meeting						\$ 3,722	\$ 3,722
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ -	\$ -	\$ -	\$ -	\$ 9,322	\$ 9,322
Services								
57150	Duplicating						\$ 1,471	\$ 1,471
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference		\$ 30,000					\$ 30,000
58450	License Agreement			\$ 5,500	\$ 10,000			\$ 15,500
58720	Field Trip-Non-District Trans		\$ 20,000					\$ 20,000
58920	Pupil Fees							\$ -
58100	Consultants-instructional		\$ 40,000					\$ 40,000
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 90,000	\$ 5,500	\$ 10,000	\$ -	\$ 1,471	\$ 106,971
GRAND TOTAL			\$ 445,953	\$ 5,500	\$ 90,000	\$ -	\$ 10,793	

## Budget Spreadsheet Overview – LCFF

EDISON

Preliminary Budget Allocation - LCFF  
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$	555,520
TOTAL BUDGET DISTRIBUTED BELOW	\$	555,520
TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
<b>Personnel Cost-Including Benefits</b>							
11500	Teacher - Add Comp		\$ 40,000				\$ 40,000
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal	1.5000	\$ 292,942				\$ 292,942
19101	Program Specialist	1.0000	\$ 152,801				\$ 152,801
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 485,743	\$ -	\$ -	\$ -	\$ 485,743
<b>Books &amp; Supplies</b>							
42000	Books						\$ -
43110	Instructional Materials		\$ 4,377				\$ 4,377
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 4,377	\$ -	\$ -	\$ -	\$ 4,377
<b>Services</b>							
57150	Duplicating		\$ 15,000				\$ 15,000
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference		\$ 10,000				\$ 10,000
58450	License Agreement				\$ 8,400		\$ 8,400
58720	Field Trip-Non-District Trans		\$ 12,000				\$ 12,000
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER		\$ 20,000				\$ 20,000
	OTHER						\$ -
Sub Total-Services			\$ 57,000	\$ -	\$ 8,400	\$ -	\$ 65,400
GRAND TOTAL			\$ 547,120	\$ -	\$ 8,400	\$ -	\$ 555,520