



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 02/23/2021

Version 3 – 07/27/2021

Edison High School

Contents

School Plan for Student Achievement (SPSA) Template	3
Purpose and Description	3
Stakeholder Involvement.....	5
Resource Inequities.....	6
Goals, Strategies, Expenditures, & Annual Review.....	7
LCAP/SPSA Goal 1 – Student Achievement	7
Identified Need	8
Annual Measurable Outcomes	20
Strategy/Activity 1.....	21
Strategy/Activity 2.....	24
Strategy/Activity 3.....	26
Strategy/Activity 4.....	28
Strategy/Activity 5.....	31
Strategy/Activity 6.....	34
Annual Review – Goal 1	35
Analysis.....	35
Goal 2 – School Climate	40
Identified Need	41
Annual Measurable Outcomes	44
Strategy/Activity 1.....	45
Strategy/Activity 2.....	48
Strategy/Activity 3.....	50
Annual Review – Goal 2	52
Analysis.....	52
Goal 3 – Meaningful Partnerships.....	56
Identified Need	57
Annual Measurable Outcomes	58
Strategy/Activity 1.....	59
Strategy/Activity 2.....	61
Strategy/Activity 3.....	63
Strategy/Activity 4.....	65
Annual Review – Goal 3	67
Analysis.....	67
Budget Summary.....	72

Budget Summary	72
Other Federal, State, and Local Funds	72
Budget Spreadsheet Overview – Title I	73
Budget Spreadsheet Overview – LCFF	74
Amendments	75
Version 2.....	75
Version 3 (Final 2020-2021 Version)	79
2020-2021 Title I Allocation Revision Statement.....	79
2021-2022 SPSA Continuation Statement	79
Goal 1:	80
Strategy/Activity 1.....	80
Strategy/Activity 2.....	85
Strategy/Activity 3.....	87
Strategy/Activity 4.....	89
Strategy/Activity 5.....	92
Strategy/Activity 6.....	95
Goal 2:	97
Strategy/Activity 1.....	97
Strategy/Activity 2.....	101
Strategy/Activity 3.....	103
Goal 3:	106
Strategy/Activity 1.....	106
Strategy/Activity 2.....	109
Strategy/Activity 3.....	111
2020-2021 Budget Spreadsheet.....	113
2021-2022 Budget Spreadsheet.....	114
2021-2022 Staffing Overview.....	115
2020-2021 SPSA Evaluation	116
Comprehensive School Profile Data:	117
Recommendations and Assurances:	118

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 2 – Ver 3 – 05/12/2021	Ver 1 – 05/29/2020 Ver 2 – 02/11/2021 Ver 3 – 07/22/2021	Ver 1 – 07/28/2020 Ver 2 – 02/23/2021 Ver 3 – 07/27/2021

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%

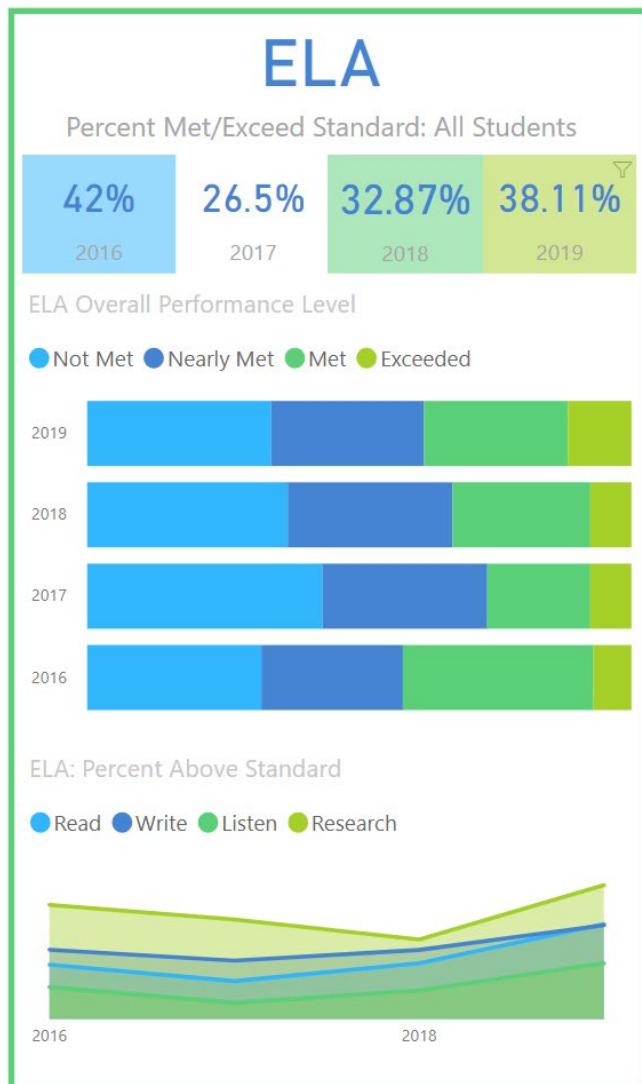
2019: 22.2%

UC/CSU A-G

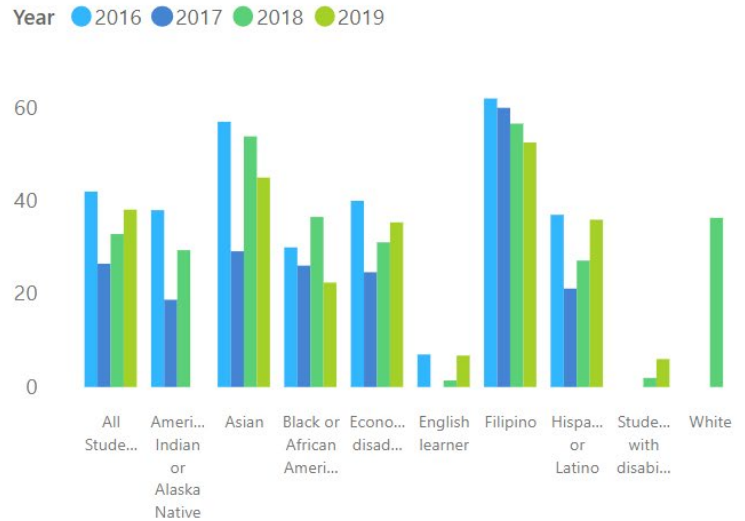
2017: 40%

2018: 43.1%

2019: 42.90%



ELA CAASPP: Percent Met/Exceed Standard

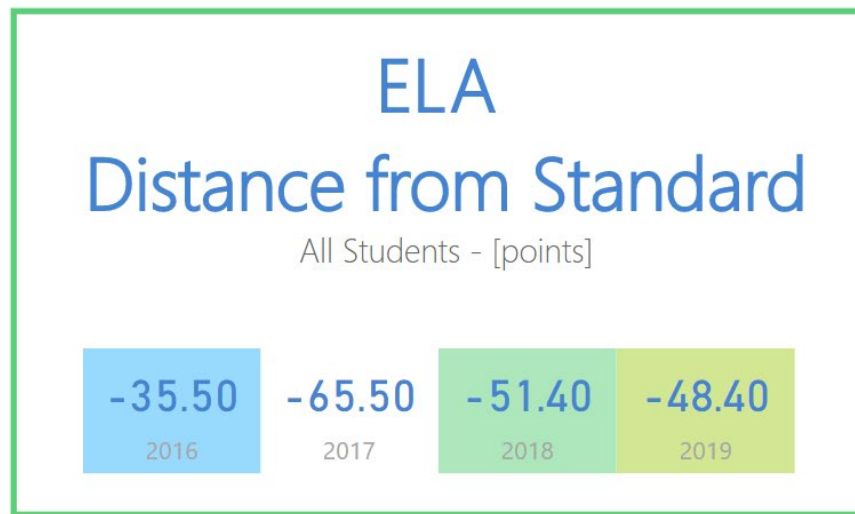


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



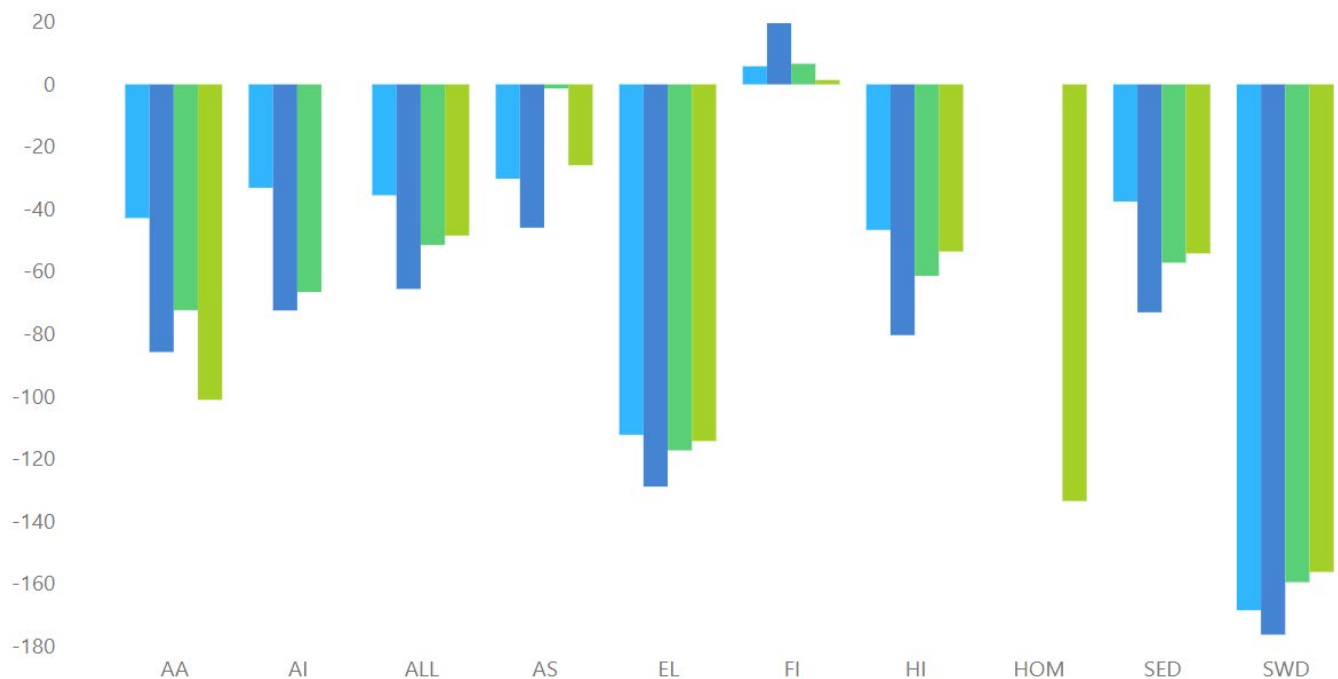
2019 Prelim ELA CAASPP: Area - Percent Above Standard





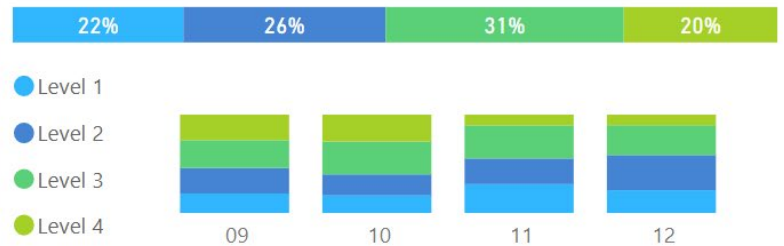
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

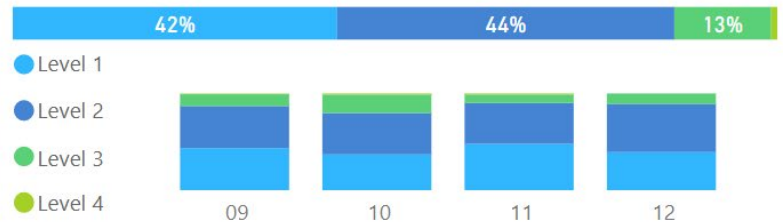




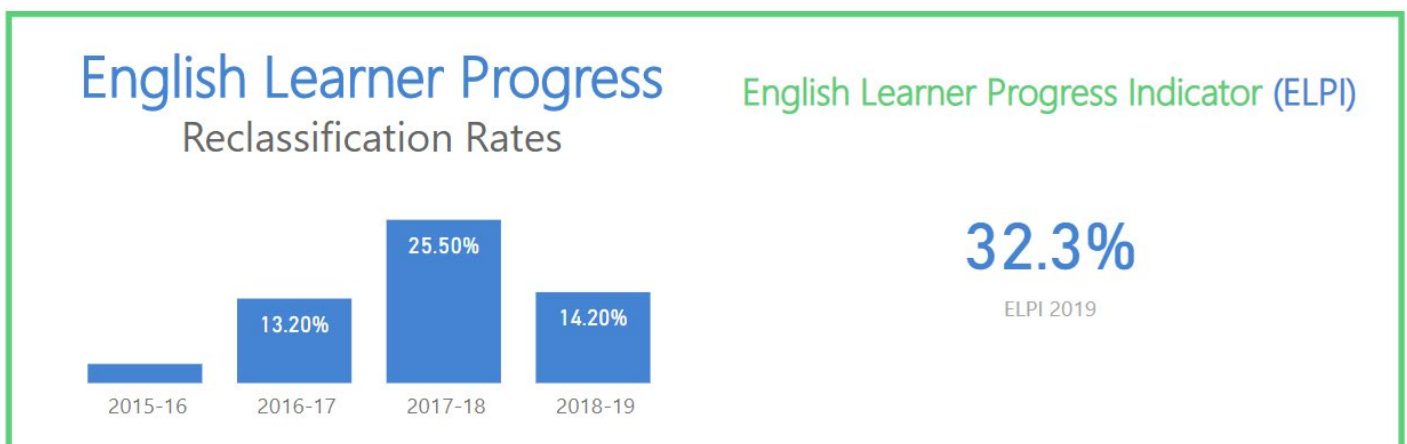
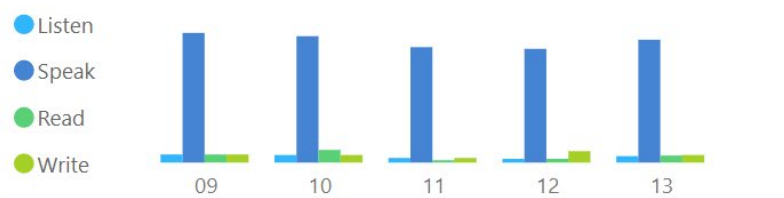
Oral Language Overall Performance Level

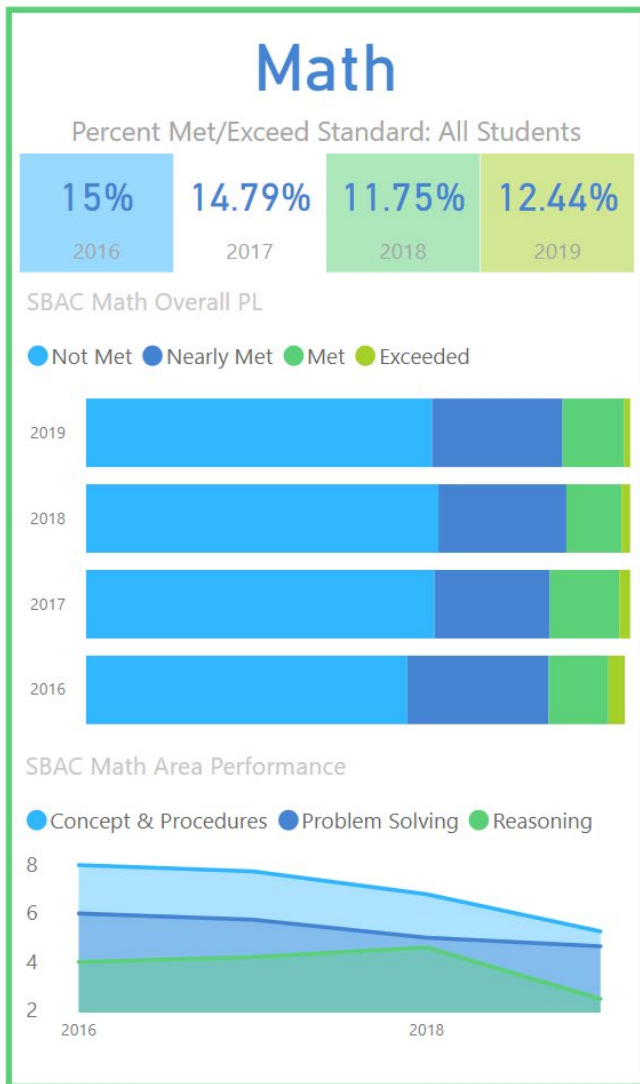


Written Language Overall Performance Level

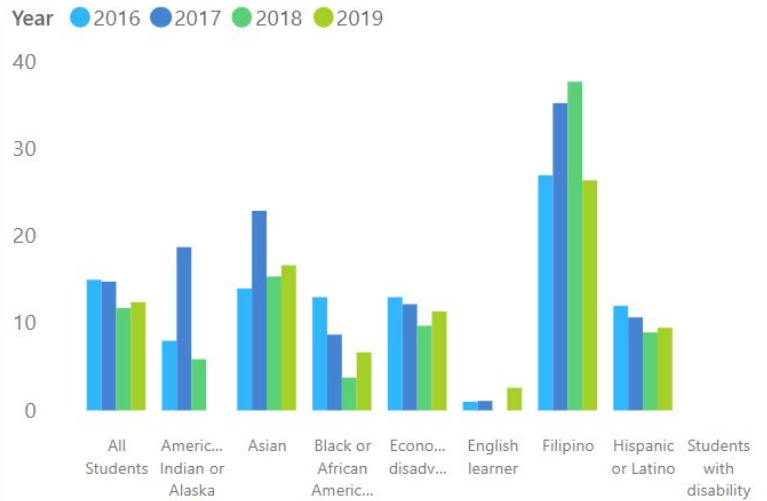


Performance Area: Percent Well Developed

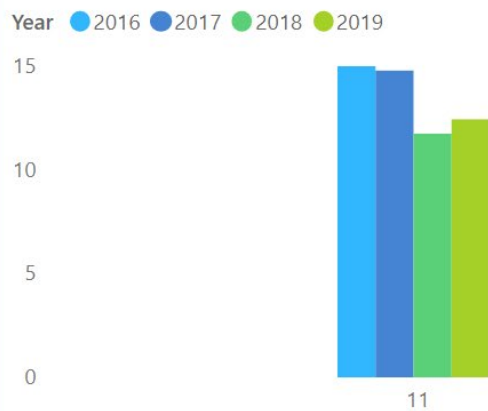




Math CAASPP: Percent Met/Exceed Standard

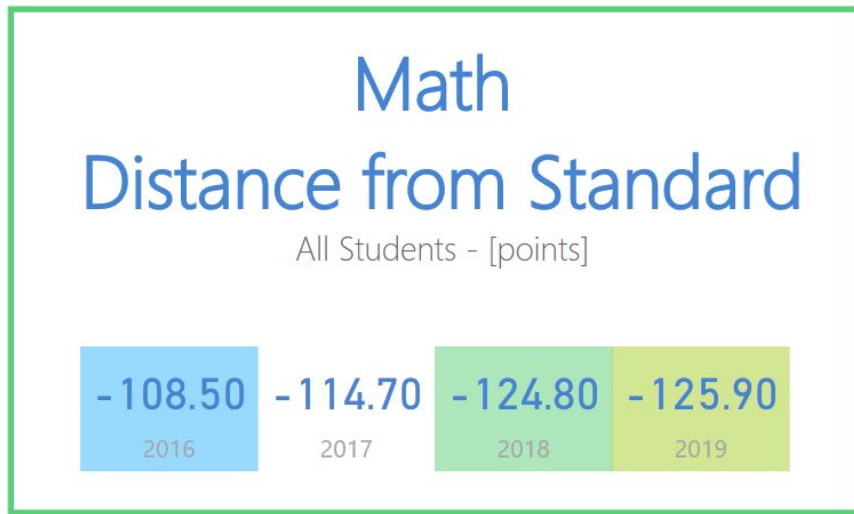


Math CAASPP: Percent Met/Exceed Standard by Grade Level



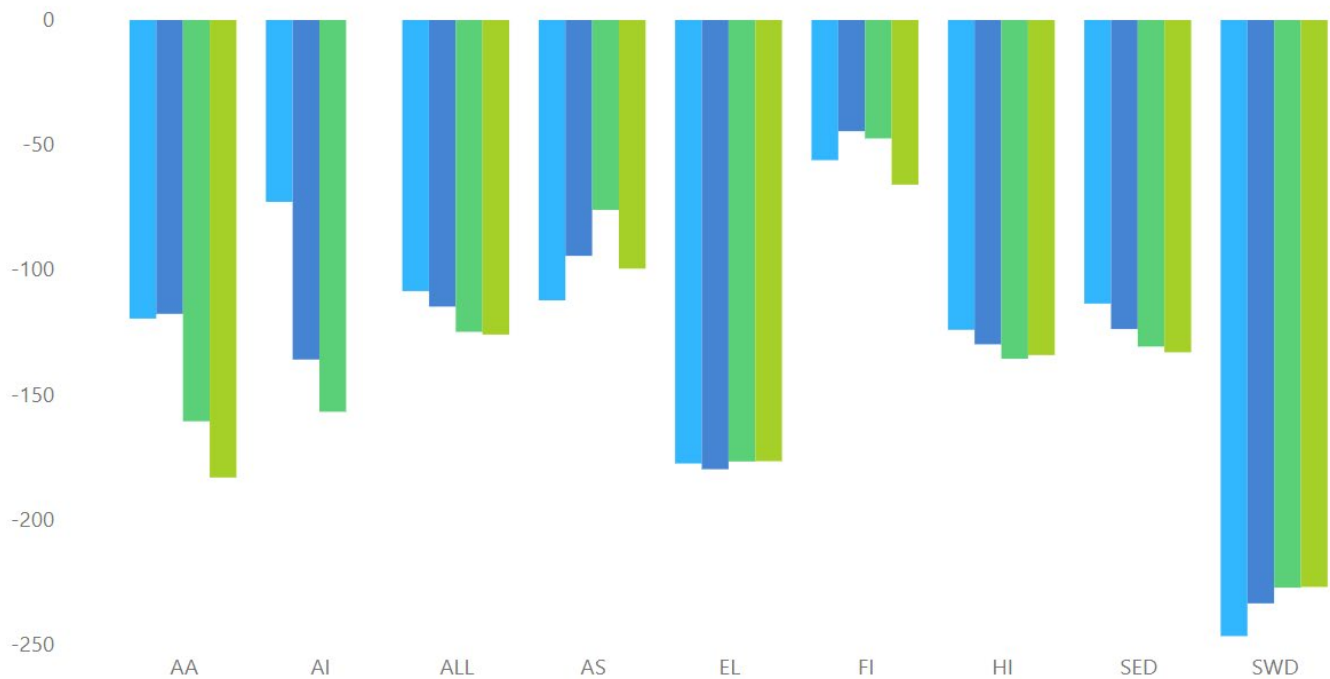
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

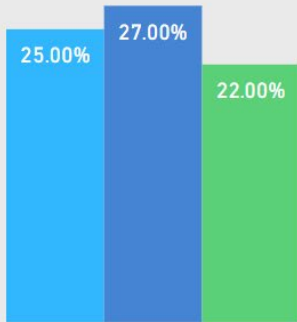


page 5 SUSD RA 12122019 v3r1

PSAT NMSQT Grade 10

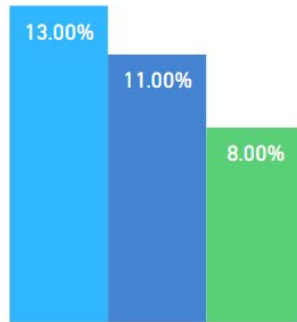
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

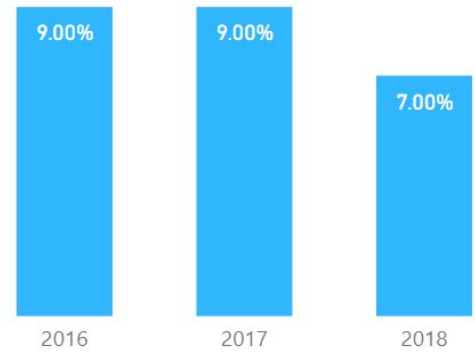


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW & Math Benchmark



PSAT 8/9 Grade 8

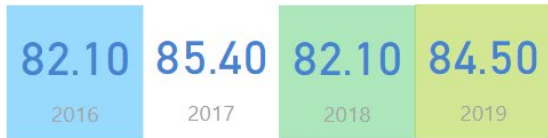
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

Graduation Rate

Four Year Cohort - All Students



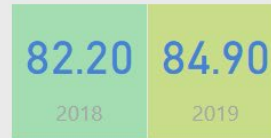
Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019



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%

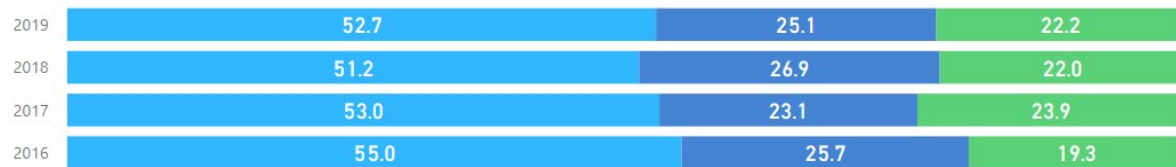
2017

22%

2018

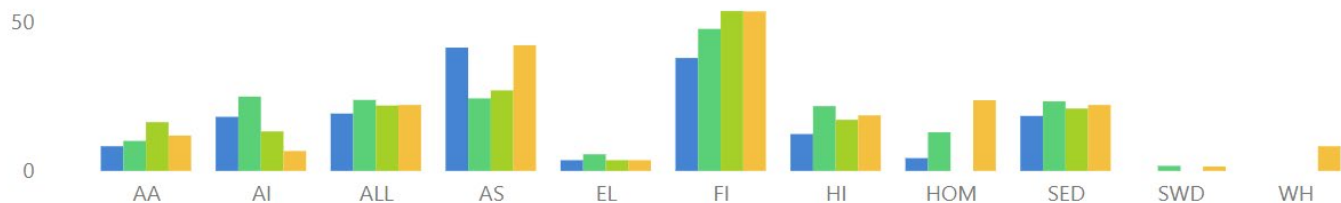
22.2%

2019



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



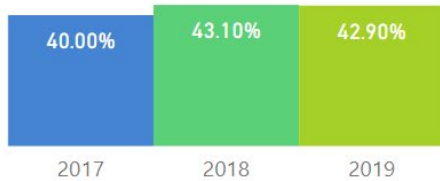
2019 CCI Percent Prepared by CCI criteria

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

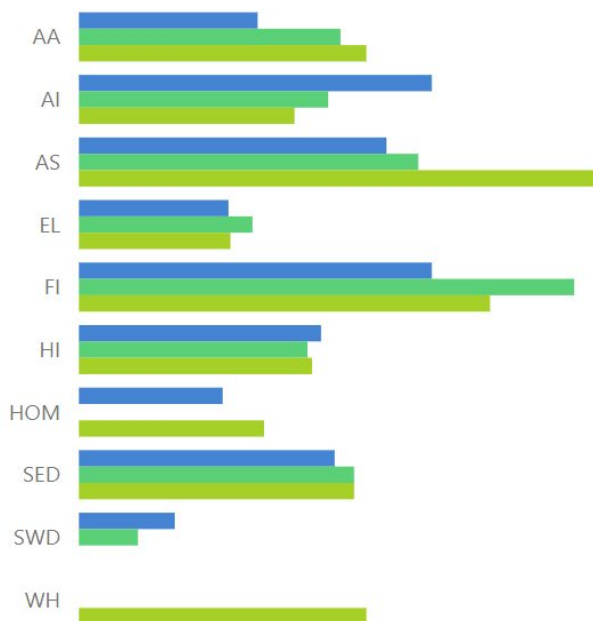
UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019



page 12

SUSD RA 12122019 v3r1

College-Going Rate

High School Completers

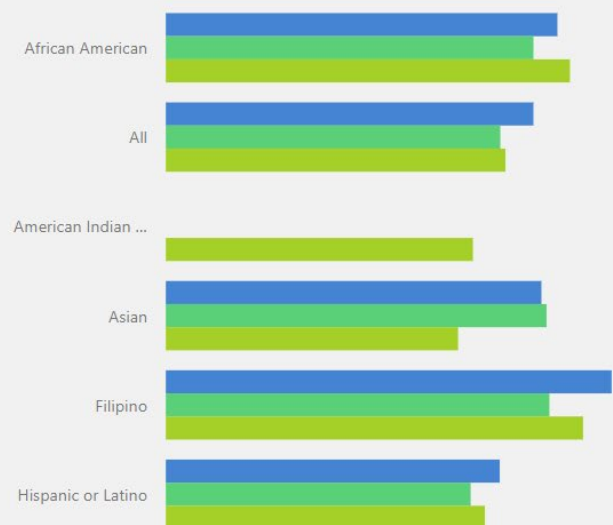
Percent of High School Completers and College Enrollment

● 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

\$ Amount(s)	Object Code	Description
\$140,000	11700	Substitutes
\$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:

School Plan for Student Achievement| SY 2020-2021

Page 32 of 118

Version 1 – Board Approval 07/28/2020

\$ 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

School Plan for Student Achievement| SY 2020-2021 Page 26 of 72

Version 1 – 5-26-2002 DRAFT

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%

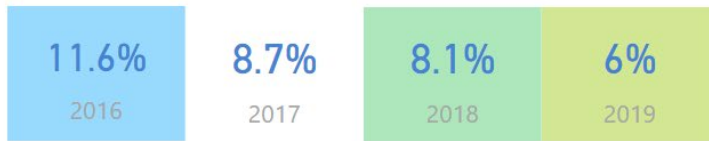
Identified Need

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



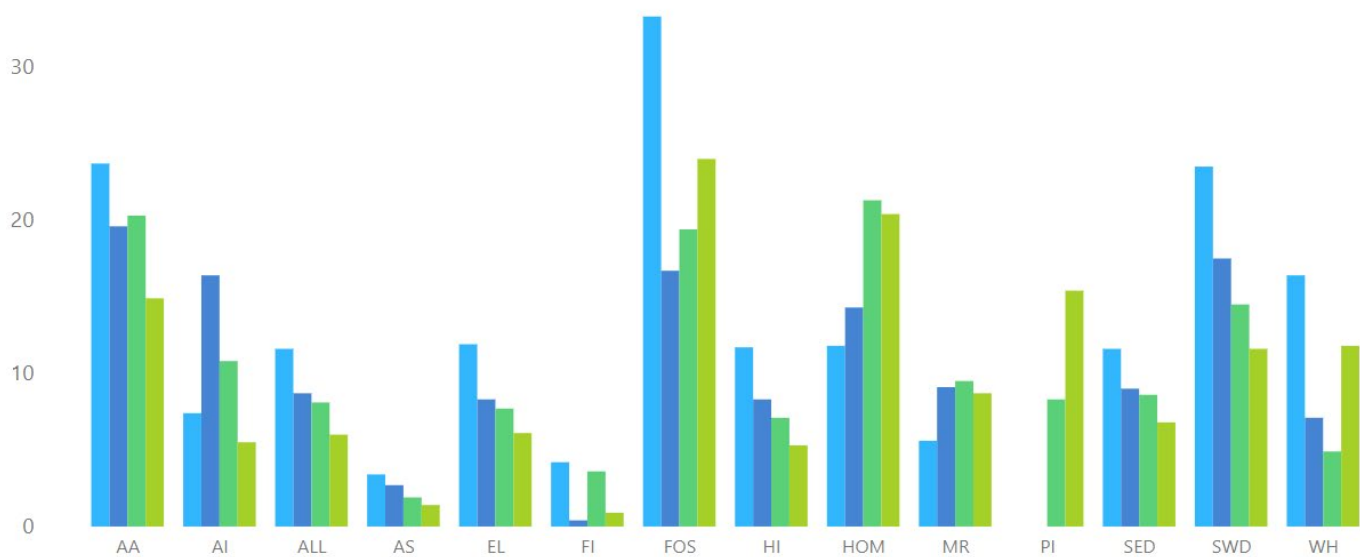
Expulsion

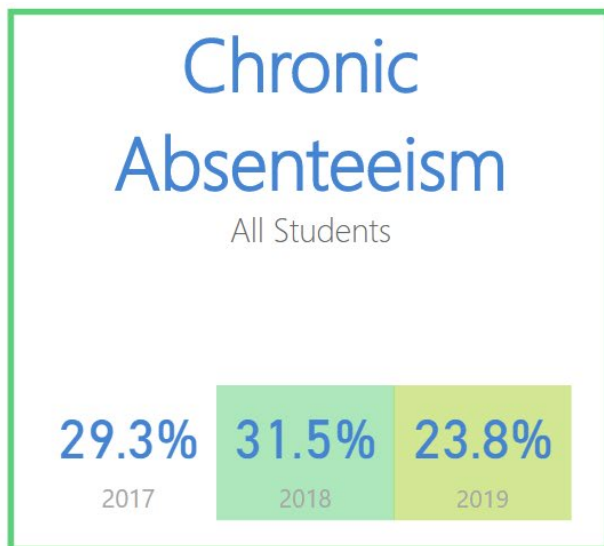
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



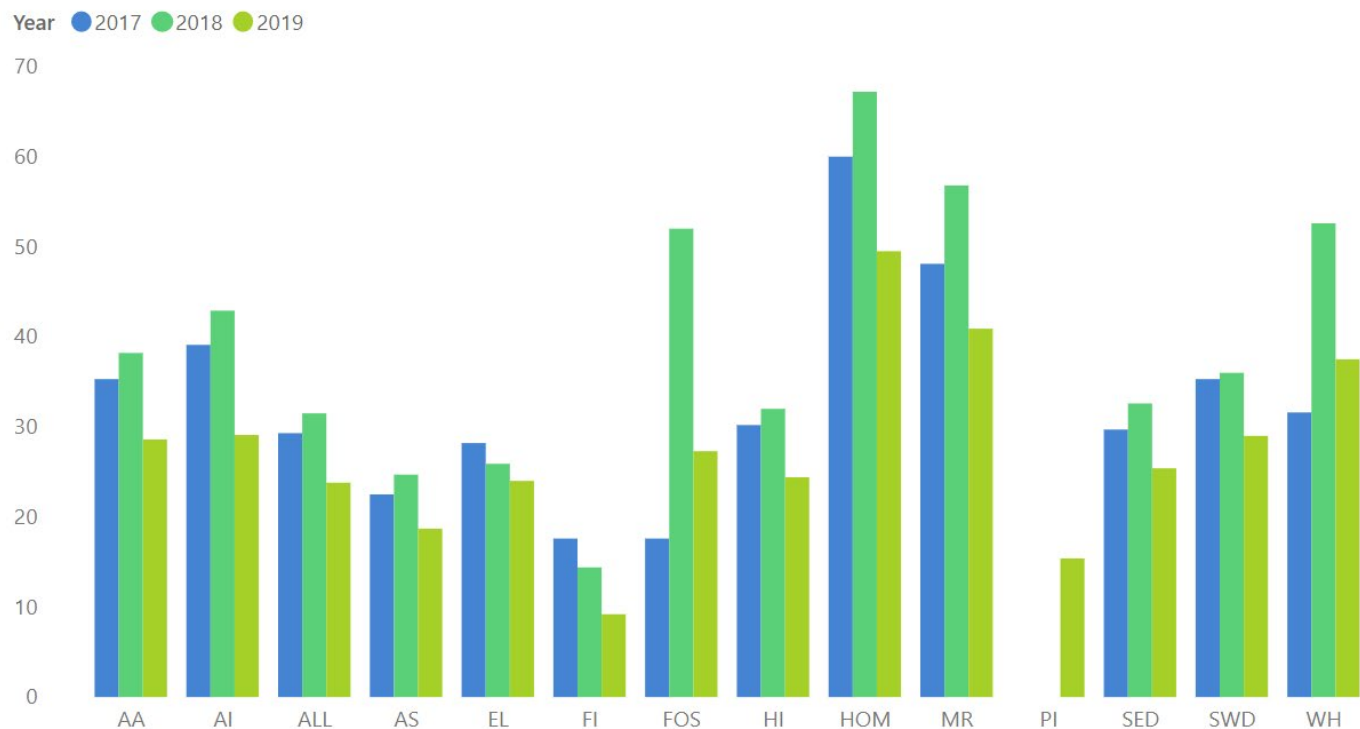
Suspension Rate: Student Group

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	
Personnel Cost-Including Benefits							
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
Books & Supplies							
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
Services							
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

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Edison's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Edison's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

\$40,000 – 58100 – Consultant Instructional: Reduced funds from consultants as A-Z Consultants (\$25,000) was not approved by the district due to the consultant's failure to follow up with RFP process. Air Tutors (\$15,000) is district funded.

\$15,000 – 52150 – Conferences: Reduced funds as conferences were unable to be attended due to COVID-19 restrictions pertaining to social distancing and travel policies.

\$20,000 – 11500 – Teacher Additional Comp: Reduced funds to cover additional comp hours for staff supporting the implemented tutoring/intersession program. The transfer of funds pertains to the function code from 10 to 21.

\$20,000 – 13500 – “Administrator” Additional Comp: Reallocated funds to cover additional comp hours for staff supporting the implemented tutoring/intersession program. The transfer of funds pertains to the function code from 10 to 21.

SPSA: Goal 1, Strategy 2:

Title I –

\$40,000 – 44000 – Equipment: Reallocated funds to purchase desktops and monitors. Students will use desktop & monitors in the Career Center to reinforce the AVID instruction, college & career information learned in class and from guest speakers regarding post-secondary institutions and careers. This equipment will serve as a supplementary resource to support college and career readiness for student achievement. They will research various majors, degrees, cost, earning

environment, admission rates associated with colleges in the CSU, UC and private universities as well as complete college and career applications.

LCFF –

\$20,000 – 58720 – Field Trips Non-District Transportation: Reduced funds due to COVID-19 restrictions pertaining to social distancing and travel policies.

\$20,000 – 44000 – Equipment: Reallocated funds to purchase desktops and monitors. Students will use desktop & monitors in the Career Center to reinforce the AVID instruction, college & career information learned in class and from guest speakers regarding post-secondary institutions and careers. This equipment will serve as a supplementary resource to support college and career readiness for student achievement. They will research various majors, degrees, cost, earning environment, admission rates associated with colleges in the CSU, UC and private universities as well as complete college and career applications.

SPSA: Goal 1, Strategy 4:

Title I –

\$15,000 – 43110 – Instructional Materials/Supplies: Reallocated funds to increase instructional material/supplies for additional curriculum for Get Focused, Stay Focused already described within the strategy.

SPSA: Goal 2, Strategy 1:

Title I –

\$35,000 – 11500 – Teacher Additional Comp: Reduced funds due to COVID-19 restrictions. Due to the new AB77 bell schedule of distance learning, there was less need to collaborate with peers during after school hours due to the implementation of office hours during the instructional day.

\$35,000 – 58320 – Consultant Non-Instructional: Reallocated funds to focus more on social/emotional support. Students will be referred through the Edison Health Center and the SAP process. The data collected will be student schedule, weekly progress and attendance reports. These documents will be stored in a google drive, accessible to counselors, administrators, CARE team and RYR staff. The documents will be monitored bi-weekly through the Care Team process and the results will be communicated to stakeholders via google drive. Communication, results, and modifications will be ongoing to support student needs as they move throughout the tiers.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Edison is receiving additional monies in Parent Involvement (Cost Center: 50647). Edison's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchase of laptops and a printer (under \$500 each). We will open a Parent Resource Center on the campus of Edison High School to serve as a resource for

engaging our parents in the educational experience of their children and resources for the families. A Parent/Guardian Needs Assessment is being initiated soon for the purpose of gaining knowledge about the specific needs of our families. Parents will be able to visit our site, establish a connection and access the resources provided, including workshops, ESL and educational advancement opportunities.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
EDISON(9-12)	2,433	1984	81.5%	\$ 541,453	12052	\$ 553,505	\$ 10,793.00	\$ 1,259.00

Edison High School – Amendments

EDISON

July 28, 2020

INITIAL BUDGET/DATE

2/9/2021

REVISED BUDGET/DATE

50647 - inc by \$1,259

TITLE I	TOTAL ALLOCATION		\$ 541,453	LCFF	TOTAL ALLOCATION		\$ 555,520	TITLE I - PARENT - 50647	TOTAL ALLOCATION		\$ 12,052											
	TOTAL BUDGET DISTRIBUTED BELOW		\$ 541,453		TOTAL BUDGET DISTRIBUTED BELOW		\$ 555,520		TOTAL BUDGET DISTRIBUTED BELOW		\$ 12,052											
	TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)		0											
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PAREN TS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PAREN TS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET	
Personnel Cost-Including Benefits																						
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 180,249	0.000	\$ 40,000	0.000	0.000	0.000	\$ 10,000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 230,249		
11700	Teacher Substitute (incl benefits)	0.000	\$ 115,704	0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 115,704		
12151	Counselor	0.000	\$ 40,000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 40,000		
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
12500	Counselor-add Comp (incl benefits)	0.000	\$ 20,000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 20,000		
13201	Assistant Principal	1.500	0.000	\$ 207,556	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.500	0.000	0.000	\$ 207,556		
30000	Statutory Benefits	0.000	0.000	\$ 75,844	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 75,844		
19101	Program Specialist	0.000	\$ -	0.000	\$ 56,425	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 56,425		
30000	Statutory Benefits	0.000	0.000	\$ 29,389	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 29,389		
19500	Prog Spec-Add Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
19101	Instructional Coach	0.000	\$ -	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
19500	Instr Coach-Add Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
21101	Instructional Asst/CAI	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
21101	Bilingual Assistant	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
21500	Bi Asst-Add Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
22601	Library Media Assistant	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
22500	Lib Med Asst-Add Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
22901	Community Assistant	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
22500	Comm Asst-Add Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
29101	Parent Liaison	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
Sub Total - Personnel/Benefits			\$ 355,953	\$ 409,214	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 775,167			
Books & Supplies																						
42000	Books			\$ -		\$ -											\$ -			\$ -		
43100	Reserves			\$ 51,529																		
43110	Instructional Materials	\$ 30,000		\$ 4,377	\$ -	\$ -	\$ -			\$ -			\$ -		\$ -					\$ 34,377		
43200	Non-Instructional Materials	\$ -	\$ -		\$ -	\$ -	\$ -			\$ -						\$ 6,859				\$ 6,859		
43400	Parent Meeting									\$ -			\$ -			\$ 3,722				\$ 3,722		
44000	Equipment	\$ 60,000																		\$ 60,000		
Sub Total - Books & Supplies			\$ 90,000	\$ 55,906	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,581			\$ 104,958		
Services																						
57150	Duplicating			\$ 15,000													\$ 1,471			\$ 16,471		
57250	Field Trip-District Trans																			\$ -		
56590	Maintenance Agreement	\$ -			\$ -															\$ -		
52150	Conference	\$ -		\$ 3,975																\$ 3,975		
52170	Webinar Training			\$ 6,025																		
58450	License Agreement	\$ -			\$ 5,500			\$ 10,000	\$ 8,400											\$ 23,900		
58720	Field Trip-Non-District Trans	\$ -		\$ 12,000																\$ 12,000		
58730	Bus Tokens			\$ 20,000																\$ 20,000		
58100	Consultants-Instructional	\$ -		\$ 25,000						\$ 70,000										\$ 95,000		
58320	Consultants-Noninstructional																			\$ -		
Sub Total - Services			\$ -	\$ 82,000	\$ 5,500	\$ -	\$ 80,000	\$ 8,400	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,471			\$ 171,346			
GRAND TOTAL			\$ 445,953	\$ 547,120	\$ 5,500	\$ -	\$ 90,000	\$ 8,400	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,052						

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

School Goal for ELA:

By EPY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 500 students.

School Goal for EL students:

By EOY 2022, per ELPAC, increase the number of students who reclassify by 100 students.

School Goal for Math:

By EOY 2022, per grade data, 500 students will demonstrate proficiency in Algebra 1.

School Goal for Science:

By EOY 2022 fully align Science and Math curriculum.

School Goal for Graduation:

By EOY 2022 increase the graduation percentage from 83.7% for all students to 90.0%.

School Goal for College & Career Readiness:

By June 2022 increase college and career readiness to 50.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies.

AVID Digital XP - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration. Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator

Registration – 18 teacher's X \$850 = \$15,300

Training Attendance – 18 teacher's X 20 hours X \$60 = \$21,600

Post Conference Collaboration – 18 teacher's X 18 hours X \$60 = \$19,440

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning. Focusing on:

Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for re-teaching to move forward more efficiently:

In-Depth Root Cause Analysis and Need Assessment:

Stakeholder Involvement Plan:

In-Depth Data Analysis and Evaluation:

Walk-Through Visit - Observation of Actual Activities:

Debrief of Observation

Equity - Culturally Relevant Instruction Training and Planning:

140 teacher's X 7 hours X \$60 = \$58,800 (Allocating \$65,835)

2021-2022 Strategy Update

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.

Instructional Coaching: (2 @ .5 FTE Instructional Coaches – Centralized Service)

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.

Professional Development/Conferences/Training:

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. (Title I \$30,000)

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.

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

Consultant Angela Beyer's to provide professional development on Trauma Informed Care and Social Emotional Learning to be provided for teachers, counselors and Admin. (Title I \$10,000)

Consultants (Solution Tree, Angela Beyers)- \$25,000 – Title I -58100

Duplicating: \$7,500 (instructional guides) Title I – 57150

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. Contract with AVID Center to provide ongoing site support through trainer of trainer’s model to ensure EHS staff are updated in providing ongoing professional development through department PLC’s and specific AVID module trainings based on teacher performance.

AVID- July 2021 - May 2022 - (administrator, program specialist, instructional coach, counselors, teacher) (AVID Center) - \$15,000 – Title I- 58100

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.

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.

PLC - July 2021 - May 2022 (administrator, program specialist, instructional coach, counselors, teacher)

Teachers: Additional Hourly for PLC Process/Trainings: 110 Teachers X 11 hours X \$60 = \$72,600 (Allocating \$75,000) Title I- 11500

Counselors: Additional Hourly for PLC Process: 7 Counselors X 114 hours X \$50 = \$39,900 (Allocating \$40,000) Title I- 12500

Substitutes: 500 days/substitutes X \$200 = \$100,000 Title I- 11700

Conferences: 20 teachers X \$2,500 registration = \$50,000 - Title I-52150

4 Admin X \$2,500 = \$10,000 - LCFF-52150

Equity Cadre and Training-Provide training and planning regarding learning how to recognize and prevent inequalities in the classroom and school communities. Receive tools to empower the change making that contributes to an equitable environment. Resources include teacher addition comp for participation and collaboration time.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$215,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
\$97,500	5000 Series	Services (conference, duplicating, consultant)

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
\$10,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services (Conference)

Early Literacy Support Block Grant (ELSB) Addition:

School Plan for Student Achievement| SY 2020-2021

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

School-wide 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.

Duplicating (student planners) \$7,500 Title I - 57150

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 student 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.

Field Trips/College: \$22,228 Title I - 57150

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
\$29,728	5000 Series	Services (field trips/student planners)

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

School Plan for Student Achievement| SY 2020-2021

Page 86 of 118

Version 3 – Board Approval 07/27/2021

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

\$101,893 13201 .50 FTE Assistant Principal including benefits

\$203,786 13201 1.0 FTE Assistant Principal including benefits

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.

\$145,623 19101 1 FTE Program Specialist including benefits

Counseling: Counseling Support:

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.

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.

RTI: Incentive and Support

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. Bus passes are provided for students who meet the qualifications and have improved attendance.

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.

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.

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.

Instructional Materials - \$15,000 Title I - 43110

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
\$15,000	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$451,302	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

Academic Support:

1. Tutoring will be available for targeted populations who are receiving D's and F's. This tutoring will occur after school. (\$60,000)

Teachers: Additional Hourly Tutoring: 25 Teachers X 40 hours X \$60 = \$60,000 Title I - 11500

2. Consultants: A to Z consultants provide instructional support for Math teachers. Engage in instructional analysis, assessment development and analysis, and instructional improvement through

School Plan for Student Achievement| SY 2020-2021

Page 92 of 118

professional development and PLC process. (Air Tutors) 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.

3. To provide students with academic support through tutoring, academic rescue, and learning centers (EL and Special Education) to conduct small group instruction, including intervention programs/license agreements focusing on literacy and foundational skills.

Consultant: (A to Z) -\$25,000 - Title I – 58100

License Agreements: \$20,000 – LCFF - 58450

Extended/Intersession Learning: Intersession, Credit Recovery

Edison High School will be hosting Intersession from June 1-June 26, 2022. 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. 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 Intersession will also include seniors who are close to attaining a diploma.

Intersession Year 2021-2022: 10 Teachers x 5 hours x 15 days x \$50 = \$37,000 (Round up to \$40,000) Title 1 - 11500

Intersession/Extended Year 2021-2022: 1 Administrator x 7 hours x 50 days x \$84= \$29,400 (Round up to \$30,000) LCFF - 13500

ELD: \$5,500 58450 (Rosetta Stone License)

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. 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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\$100,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
\$30,500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$30,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

School Goal for Suspension:

Maintain a yearly suspension rate of less than 5% by EOY 2022.

By EOY 2022 reduce the number of Discipline Referrals by 10%.

Expulsion –

Expulsion Goal: Continue the expulsion number of 0 by EOY 2022.

2020-2021- 0 Expulsions

School Goal for Attendance/Chronic Truancy:

Attendance/Chronic Truancy –

Chronic Truant Goal: by EOY 2022 reduce chronic truancy rate to 15%

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

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 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 Raising Youth Resilience.

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.

Teacher Prep: \$60,000

LCFF – 11101 (Teacher Prep SOUL Vike)

Consultant: \$50,000

Title I - 58100 (Raising Youth Resilience)

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

Conferences: \$10,000

Title I - 52150

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

0	4000 Series	Books & Supplies
60,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
60,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

RTD Bus Passes \$20,000 LCFF – 58730

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.

\$12,000 Title I - 58450

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 promote 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.

Instructional Supplies \$1,840 LCFF - 43110

of students Tardy to class.

of Schoolwide tardies.

of schoolwide days absent.

of students suspended

of students sent to ISS

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
\$12,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
\$1,840	4000 Series	Books & Supplies
\$20,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
\$20,000	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

School Goal for Meaningful Partnerships:

By the end of year 2022, 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)

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is \$12,365.

2021-2022 Strategy Adjustment

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 - 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.

\$1,000 – Parent Meeting – (Title I Parent 50647) – 43400

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 - {College, testing, celebrations informational flyers, newsletters}

\$1,500 (Title I Parent 50647) - 57150

Non-Instructional Materials - 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.

Parent Supplies \$4,130 (Title I Parent 50647) - 43200

Technology – Parent laptops, projector, printer.... (Provide parents with digital resources for grade analysis, Jupiter user framework, tutorial, AVID awareness and instructional support for home learning. Parent group google classroom, digital media board, etc.)

Parent equipment \$5685 (Title I Parent 50647) - 44000

.75 FTE Community Assist:

To serve in a liaison capacity between school and community to secure parent involvement and understanding of school programs and objectives; and perform related duties as assigned.

*Arrange and coordinate parent involvement in such activities as yard or cafeteria duty, assisting in classes, providing refreshments, and participating in special school events.

*Visit homes on referrals by teachers, parents and administrators and to become acquainted with families.

*Assist the site administrator with setting up projects to enhance and encourage parent involvement.

*Write, implement and evaluate parent surveys under the direction of the site administrator.

\$62,538 29101 Community Assist including benefits – LCFF

of families attending Parent Nights.

of Parent Nights offered through the year.

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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
62,538	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
\$10,815	4000 Series	Books & Supplies
\$1,500	5000 Series	Services (duplicating)

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)

0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 Parent Links 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

\$8,900 (Title I 50672) - 58450 (License Agreement Jupiter Grades)

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
\$8,900	5000 Series	Services (license

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

0	5000 Series	Services
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Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

EDISON								July 28, 2020				INITIAL BUDGET/DATE								REVISED BUDGET/DATE			
TITLE I		TOTAL ALLOCATION			\$ 663,628		LCFF		TOTAL ALLOCATION			\$ 555,520		TITLE I - PARENT - 50647			TOTAL ALLOCATION			\$ 12,365			
		TOTAL BUDGET DISTRIBUTED BELOW			\$ 663,628				TOTAL BUDGET DISTRIBUTED BELOW			\$ 555,520					TOTAL BUDGET DISTRIBUTED BELOW			\$ 12,365			
		TO BE BUDGETED (Should be \$0.)			0				TO BE BUDGETED (Should be \$0.)			0					TO BE BUDGETED (Should be \$0.)			0			

2021-2022 Budget Spreadsheet

2021-2022 BUDGET EDISON (9-12) - 510 - 61 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$ 663,628	LCFF	TOTAL ALLOCATION		\$ 575,680	TITLE I - PARENT - 50647	TOTAL ALLOCATION		\$ 12,315									
TOTAL BUDGET DISTRIBUTED BELOW		\$ 663,628		TOTAL BUDGET DISTRIBUTED BELOW		\$ 575,680		TOTAL BUDGET DISTRIBUTED BELOW		\$ 12,315											
TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)		0											
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
* 11101	Teacher (incl benefits) - Prep	0.000		0.000		0.000		0.000		0.000		0.000	\$ 60,000	0.000		0.000		0.000		0.000	\$ 60,000
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 175,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 175,000
11700	Teacher Substitute (incl benefits)	0.000	\$ 100,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 100,000
12151	Counselor (incl benefits)	0.000	\$ 40,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 40,000
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
13201	Assistant Principal (incl benefits)	0.000		1.500	\$ 305,679			0.000		0.000		0.000		0.000		0.000		0.000		1.500	\$ 305,679
13500	Assistant Principal-add Comp (incl benefits)	0.000		0.000	\$ 30,000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 30,000
19101	Program Specialist (incl benefits)	0.000		0.000	\$ 145,623	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 145,623
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Instr Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant (incl benefits)			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Bi Asst-Add Comp (incl benefits)			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22601	Library Media Assistant (incl benefits)			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Lib Med Asst-Add Comp (incl benefits)			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 62,538	0.000		0.000		0.000	\$ 62,538
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 315,000		\$ 481,302		\$ -		\$ -		\$ -		\$ 60,000		\$ 62,538		\$ -		\$ -		\$ 918,840
Books & Supplies																					
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 15,000								\$ 20,000		\$ 1,840						\$ 4,130		\$ 60,000
43400	Parent Meeting																		\$ 1,000		\$ -
44000	Equipment (\$500 - \$4999.99 per item)																		\$ 5,685		\$ 30,000
Sub Total - Books & Supplies			\$ 15,000		\$ -		\$ -		\$ -		\$ 20,000		\$ 1,840		\$ -		\$ -		\$ 10,815		\$ 90,000
Services																					
57150	Duplicating		\$ 15,000						\$ -										\$ 1,500		\$ 60,000
*** 57250	Field Trip-District/Non-District Trans		\$ 19,690		\$ 2,538				\$ -				\$ -								\$ 100,000
56590	Maintenance Agreement								\$ -												\$ 40,000
**** 52150	Conference		\$ 60,000		\$ 10,000				\$ -												\$ -
58450	License Agreement				\$ 20,000		\$ 5,500		\$ -		\$ 12,000				\$ 8,900						\$ 30,000
58920	Pupil Fees								\$ -												\$ -
***** 58100	Consultants-Instructional/Non-Instructional		\$ 80,000				\$ -		\$ -		\$ 50,000										\$ -
Sub Total - Services			\$ 174,690		\$ 32,538		\$ 5,500		\$ -		\$ 62,000		\$ -		\$ 8,900		\$ -		\$ 1,500		\$ -
GRAND TOTAL			\$ 504,690		\$ 513,840		\$ 5,500		\$ -		\$ 82,000		\$ 61,840		\$ 71,438		\$ -		\$ 12,315		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: 61

EDISON HIGH SCHOOL

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20383238	ASST PRINC/PROGRAM MANAGER IV	0090	1230302161	13201	0.5000	0.5000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20383239	ASST PRINC/PROGRAM MANAGER IV	0090	1230302161	13201	0.5000	0.5000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20383240	ASST PRINC/PROGRAM MANAGER IV	0090	1230302161	13201	0.5000	0.5000
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27205073	PROGRAM SPEC <i>Lack of fund</i>	0090	1230301061	19101	1.0000	1.0000
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30694564	INSTRUCTIONAL COACH	3010	1506432161	19101	0.4000	0.4000
TOTALS, THIS LOCATION: 510										2.9000	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

POSITION	FTE	LCFF Funds ORG KEY & OBJECT
1. <u>Library Media Clerk</u>	<u>1</u>	<u>23030/24101</u>
2. <u>Community assist</u>	<u>0.75</u>	<u>23030/29101</u>
3. _____	_____	_____
4. _____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 1/20/2019 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-22 school year.

Site Administrator's Approval: _____ DATE: _____

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 40

2020-2021 SPSA Evaluation

Area of Focus		Year 2 2018-19-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?	GSS
Goal 1, Strategy 1	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	N	
					a. coaching model	a. coaching model	a. coaching model		
					b. PLC process	b. PLC process	b. PLC process		
					c. training/professional learning	c. training/professional learning	c. training/professional learning		
					d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)		

	strategies, CAFE, phonics, etc.							
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Goal 1 – Student Achievement

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?		
Goal 1, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future		
G1, S1 – a	Increase student academic achievement through a comprehensive instructional support system			<p>Teacher training: Year 1/Year 2 teachers were trained in AVID strategies;</p> <p>Math instructional coach created cross-curricular, interactive ELD lessons for Algebra 1;</p> <p>Teachers met in their PLCs to develop lesson plans and analyze the data from the lesson.</p> <p>ELA 3 teachers were trained in ERWC ;</p> <p>All ELA teachers platooning based on iReady scores</p>	<p>Year 1 and Year 2 teachers had two trainings in AVID strategies, but were not able to finish the final training.</p> <p>The sample size was too small to measure effectiveness due to COVID-related attendance issues.</p> <p>Teachers were able to meet virtually in their PLCs throughout the year.</p> <p>All ELA 3 teachers received training in ERWC and placed</p>	<p>Historically Edison has a complete instructional professional development calendar created at the beginning of the year.. Due to COVID and other extenuating circumstances, we were unable to train as many and as often as we had planned.</p> <p>Individually various departments took a pulse of what their particular needs were and created strategies that were beneficial to them. The ELA department implemented incentives for individual students who increased their iReady scores. In the future, we will continue with our Professional</p>	Increase student academic achievement through a comprehensive instructional support system through comprehensive training for the entire staff in AVID strategies, DII, technology platforms, such as Padlet, PearDeck, nearpod, Kami, etc) and		

					students into groups based on their iReady scores.	Development plan to train all teachers in school wide strategies.	
G1, S1 - b	<p>Leadership team:</p> <p>Outlines instructional support per department via department chair assignment.</p> <p>Questions from Tiffany: How was the leadership team supporting instruction? What did it look like?</p> <p>Instructional rounds? offers monthly support? Focus on coaching through the PLC process - what does that mean? Specific aspects of the PLC process? PLC 1 or digging into data? When is this happening? Perhaps the leadership team meets to come up with focus - if so, money is involved.</p> <p>How do I know it's effective? Is PLC happening? Data? to verify it was effective?</p> <p>Material difference - notice differences that need to be made.What actually happened? We originally intended to --- but</p> <p>Future changes - what does this look like in future</p>			<p>Each department head is a part of the Leadership Team who coaches department members through the PLC process - checking in with each PLC, presenting analysis of assessment data, conducting classroom visits to gather instructional data.</p>	<p>How do we know that what the leadership team is doing is effective?</p> <p>The leadership teachers meet biweekly and use the visitation tool to gather data and calibrate among the Leadership Team.</p> <p>From there the team would analyze trends and create professional development based on this feedback.</p> <p>As more teachers use school-wide instructional strategies we can measure the effectiveness of student engagement using the visitation tool.</p> <p>Due to COVID, the leadership team was not able to conduct consistent classroom visits.</p>	<p>We originally set out to have each department be a part of the Leadership Team but have needed to make some additions to the team:</p> <ol style="list-style-type: none">1) The team realized the need for an Algebra 1 department head because the needs of that large group are different than the math team as a whole.2) In addition, the Get Focused Stay Focused head was added to leadership. Both of these changes were instrumental in supporting our freshman class which historically struggles academically.	<p>We will continue to add to the Leadership Team as the need arises and use data to determine areas of need.</p>

G1, S1 – c	<p>Coaching model:</p> <p>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 with a resource period and technology needed to implement this process. Department chairs are released daily for instructional support and feedback as well as monthly</p>			<p>Members of the Leadership Team offer coaching and provide feedback for department personnel through on-going conversations, checking in with the PLCs during department meetings and using a site wide classroom walkthrough process and instructional rounds.</p>	<p>The intent of this strategy is to have ongoing classroom observations and calibration among the Leadership Team. The trends would then be analyzed and professional development would be created based on this feedback. Some department chairpersons from the Leadership Team were able to get into classrooms and utilize the walk-through tool. We had a difficult time navigating this virtual environment in real-time due to COVID.</p>	<p>The walkthrough tool was underutilized by department chairs as well as administrators.</p> <p>The intent of this strategy was for the members of the Leadership Team to be provided a resource period and technology needed to implement this process. This did not happen. In addition, Department chairs were not released daily for instructional support and feedback nor monthly instructional rounds. Due to COVID the emphasis changed to the department chairs supporting teachers in learning how to teach in a virtual world.</p> <p>Professional development had to be rescheduled or altered due to COVID restraints.4</p>	<p>Due to lack of funding we will not focus on a coaching model, but we will coordinate Leadership teams' release time to visit classrooms during their common prep period twice a month (not daily) and calibrate school-wide instructional practices using classroom walk through tool.</p>
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G1, S1 – d	<p>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.</p>	<p>Evidence of Math Coach: https://docs.google.com/document/d/1ejmUjq-Vdi9Cj0AuxDz-9Og53CCPfH7u_sGOIDTp6LY/edit?ts=60907305</p>		<p>Instructional coaches are available to support instruction. When COVID made it impossible to teach from the campus, the math instructional coach focused the majority of his time on creating interactive math lessons for the Algebra I team.</p> <p>As we shifted to distance learning, it was imperative that instruction needed to change. A group of 4 new teachers was supported with lesson planning and instructional strategies by the Math Instructional Coach.. The content was taken from the curriculum (Savvas) and turned into scaffolded, culturally relevant, visually engaging, instructional strategy supported material for all students ensuring a viable and guaranteed curriculum.</p>	<p>How do we know this was effective?</p> <p>The work with the math instructional coach was instrumental in creating lessons integrating technology, most notably the use of a microphone and an iPad to increase engagement.</p> <p>The Math Instructional Coach was able to offer technology training to the entire staff as we transitioned to distance learning. Teachers were able to form smaller PLC cohorts to customize their learning with the coach.</p>	<p>The focus of our Math Instructional coach focused on the use of technology for student engagement as we shifted to Distance Learning.</p> <p>The coaching cycle or SWIVL technology was not utilized this year as the teachers were not on campus.</p> <p>We were not able to fill the ELA Instructional Coach position.</p>	<p>Next year, if we are able to secure an ELA instructional coach, we will return back to the coaching model utilizing the SWIVL technology to train our new teachers in our schoolwide AVID systems.</p> <p>We will continue to focus on technology in an effort to increase student engagement.</p>
	<p>Conferences: (Throughout the year)</p> <p>AVID- July 2020 - May 2021 - (administrator, program specialist, instructional coach, counselors, teacher)</p> <p>Professional development-focused on instructional practices - July 2020 - May</p>			<p>Members of our AVID Elective team attended AVID Digital XP in the Summer of 2020 in preparation for the new school year.</p>	<p>AVID Elective teachers continue to be at the forefront of excellent teaching, often sharing their ideas with the entire school during professional development opportunities AVID Summer Institute, professional development for teachers that supports high achievement for all students.</p>	<p>We were able to host our Professional Development days virtually throughout the year. The engagement of the participants is much greater in person but overall the training was still effective.</p>	<p>We will continue to attend AVID trainings for our AVID Elective teachers and potential AVID Elective teachers as well as anyone who expresses an interest in attending.</p>

	2021 (administrator, program specialist, instructional coach, counselors, teacher)				The 5 AVID teachers are responsible for maintaining their training in support of the requirements of the AVID tutorial and elective course		
G1, S1 – e	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			Our Professional Development schedule allows for PLC training six times throughout the year. In the morning, there is a schoolwide training that all departments receive and in	Although it was the intent for new teachers to attend PLC training, due to COVID, Solution Tree was very limited in their	The intention was to train all of our new teachers in the PLC process; however, we were not able to do this due to COVID restrictions.	Consultants will be contracted to Solution Tree to evaluate the PLC process and provide feedback on refinement.We will reach out to Solution Tree for

<p>site wide classroom visitation tool.</p> <p>PLC:</p> <p>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.</p> <p>PLC - July 2020 - May 2021(administrator, program specialist, instructional coach, counselors, teacher)</p>				<p>the afternoon, department chairpersons are asked to tailor make the rest of the day with personalized PD.</p> <p>Teachers are released with sub coverage to participate in site-based Professional Development.</p> <p>The following PD was provided to the teachers:</p> <ul style="list-style-type: none"> - Differentiation in partnership with the Language Development Office -PLC Calibration -Equity in the classroom (Cultural competence and access for SPED,ELD, other subgroups etc) -Differentiated Instructional Practices 	<p>offerings for the remainder of the school year.</p> <p>This type of Professional Development is effective and receives buy-in from the staff as it is usually specific to the individual needs of the participants. There is learning time, collaboration time then working time to apply the knowledge delivered in the PD.</p> <p>All teachers were trained on basic and extended features on in common platforms (Zoom, Padlet, Peardeck, Google Classroom, and Kami) to adjust instructional practices to the virtual classroom.</p> <p>All teachers, counselors, SPED assist, and clerical attended the equity trainings in February - March</p>	<p>Solution Tree was not consulted for this school year.</p> <p>Due to COVID, we were able to utilize fewer substitutes, as we grouped like subjects together with the same zoom link. The substitute was able to answer questions specific to the particular assignment.</p> <p>PD had to be altered and rescheduled due to COVID. We included more Social-Emotional PD for teachers to support students in the classroom based on the record need of emotional intervention in the classroom.</p>	<p>them to visit our site once we are able to do so in order to train our new teachers.</p> <p>If that is not available, we will partner with the district to participate in a virtual training.</p> <p>We will continue to use this format for the coming school year, as long as we can provide the necessary number of substitutes.</p> <p>Teachers: Additional Hourly for PLC/Tutoring Process: 112 Teachers X 23 hours X \$60 = \$154,560</p> <p>(Allocating \$175,953)</p> <p>Substitutes: 700 substitutes X \$200 = \$140,000</p>
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	<p>Counselors: Additional Hourly for PLC Process:</p> <p>7 Counselors X 114 hours X \$50 = \$39,900 (Allocating \$40,000)</p>						
G1, S1 – f	<p>Academic Support:</p> <p>1.Tutoring will be available for targeted populations who are receiving D's and F's. This tutoring will occur after school.</p> <p>2. Consultants will provide on demand tutoring to previously identified students in Math and English core classes (\$15,000). 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.</p> <p>3. AZ consultants initiated the Lesson Study with Alg. I & II teachers to calibrate</p>	F		<p>Teachers are available to provide tutoring support for at-risk students in all subject areas in a zoom meeting four afternoons/ evenings a week in the Viking Learning Center</p> <p>Air Tutors were employed with the intent to provide tutoring support for students struggling in Math and English. One English and one Math class were chosen to pilot Airtutors. One day a week students are grouped according to need and then tutored by college level tutors. Tutoring is targeted using formatives.</p> <p>3) A-Z consultants initiated the Lesson Study with Algebra I and II teachers.</p>	<p>10-12 students are served in the Viking Learning Center during any given afternoon</p> <p>We need feedback from air tutors teachers</p> <p>3) These consultants could not proceed with services due to improper paperwork filed with</p>	<p>We are able to have more effective one on one sessions when students are in person. They are able to be monitored more closely and assisted when physically present.</p> <p>3) Due to A-Z Consultants no longer providing services, the funding was used to purchase</p>	<p>When we go back to full in-person instruction we will continue to use the Viking Learning Center as we have in the past.</p> <p>We no longer needed to fund the consultants due to the district paying for them</p> <p>3) We would like to retain their services and follow through on the original goal of Lesson Studies that will calibrate instructional strategies within the department and develop best practices.</p>

Commented [1]: Should this go under Counseling Goal 1, Strategy 4-d?

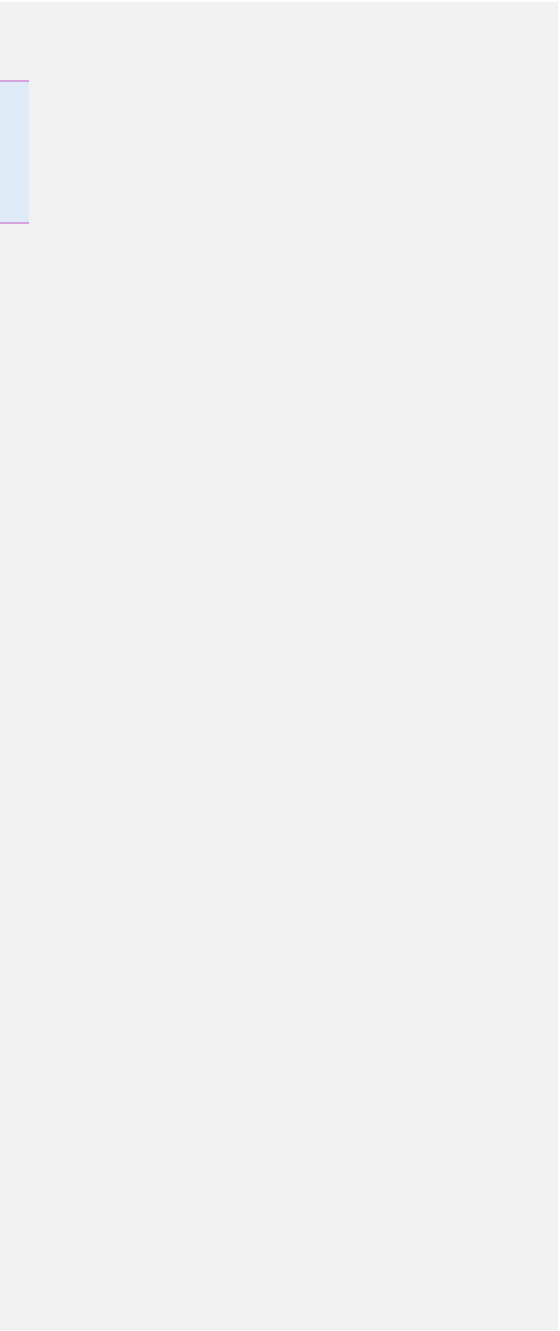
	strategies of intervention & skill development. (\$25,000)			Intervention strategies and skill development were calibrated.	the district to secure their contract.	desktops and monitors for the new College & Career Center that will be used to support post secondary achievement. To supplement this funding was moved to strategy 2 student achievement.	We will coordinate with other HS comprehensive schools that used this consulting agency and made gains in their student outcomes.
G1, S1 - 9	<p>Extended Learning:</p> <p>Summer Intersession, Credit Recovery</p> <p>Summer Intersession is designed for students to recover credits so that EHS can minimize the sections of remediation throughout the 2020-2021 school year.</p> <p>EHS Summer Intersession will also include seniors who are close to attaining a diploma.</p>			<p>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. Priority students will be the 11th and 12th graders in danger of failing.</p> <p>200 students will be able to enroll and the waitlist students will be enrolled after sitting students complete coursework. Due to the high numbers of N/Ms during COVID, students were able to have extra time to complete</p>	<p>Due to the extremely high number of No Marks given during the pandemic, we offered Intersessions for the Fall term, Winter Term, Spring Term and will be in the Summer Term.</p> <p>What percentage increase did we see from 1st term to 2nd term in NM?</p> <p>__ students attended the Summer Intersession</p> <p>113 students attended. the Fall Intersession. Winter: Gayle 173 students attended the Spring Intersession.</p>	<p>The funding was originally allocated for Summer Intersession Additional Comp; however, it was utilized for all school breaks due the number of high No Marks issued due to COVID. We expanded the course offerings and support due to the high numbers of N/Ms.</p>	<p>We broadened the focus to include the following Intersession targets:</p> <p>1) credit focused 2) growth focused</p> <p>Having the students come back to campus will increase the effectiveness of this program.</p> <p>Cost in SPSA 2020-2021: Extended Year 2021: 8 Teachers x 4.5 hours x 20 days x \$50 = \$36,000 (Allocating \$40,000)</p> <p>Next year?</p>

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 2					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2 – a	Schoolwide AVID implementation. Resources- Students will be provided Edison Planners at the beginning of the school year to assist with organization. Items will be purchased to help with organizational strategies, such as notebooks, highlighters, etc.				Planners are provided to ALL Edison students to assist with their organizational skills.	Planners are available for all students. Students utilize the planners in each of their classes to keep track of their assignments, tests, quizzes, etc.When teachers require students to use planners, they are much more effective.	Due to COVID, students were not able to pick up a physical copy of the planners, many teachers provided digital methods of organization.	We will continue to provide funding to make physical copies of the Edison Planner as students transition to using digital methods. \$15,000 (Duplicating)
	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. (\$15,000)				Students attend field trips, listen to guest speakers, etc. to gain experiences on college/career opportunities and to supplement core instruction.	While field trips are an effective method for first-generation students to learn about and experience college life, we were not able to take any field trips because the campuses/buses, etc were locked down due to COVID restrictions	Students attended virtual field trips due to COVID. The funds that were budgeted for field trips were not used due to COVID (\$15,000). They were moved to Equipment to promote college	We will continue to allocate funding for college field trips and guest speakers to assist our first-generation students with opportunities.
	AVID: Learning Objectives: Students will research majors and degrees offered at the				College and career research is an integral part of the	Having an intentional method of researching and comparing		We will continue to refine and vertically articulate our system

	<p>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.</p>			<p>AVID College Readiness System. Students are asked to begin researching colleges and careers during their freshman year and continue through the application and acceptance process as seniors.</p>	<p>potential universities and career opportunities, coupled with visits to college campuses allows our students to be knowledgeable about the direction they will take with their futures.</p>	<p>The major difference this year was that none of the funds that were set aside for field trips were used due to COVID restrictions. The students were able to participate in virtual college tours.</p>	<p>of building on college and career readiness from freshman through senior year.</p>
<p>G1, S2 – b</p>	<p>Field Trips & Conferences: Field Trips: College</p> <p>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.</p> <p>Students who attended leadership conferences were exposed to peer leadership</p>			<p>Students research colleges and careers and ultimately get to physically visit some of the college campuses that they have studied. A variety of post-secondary options are made available to the students, such as visits to a University of California, California State University system, private universities and junior college options. All Edison students are invited to participate in the field trips to college campuses.</p>	<p>Our students welcome the opportunity to be exposed to other college communities that they may not have the resources to visit through participating in field trips. They are typically given the opportunity to ask the college tour guides questions about college life that will help to inform their decisions.</p>	<p>There were no college field trips to campuses this year due to COVID restrictions. School data shows that 60% of our students are 3 or more grade levels behind in English Language Arts, demonstrating the need for additional teacher AVID training to support student needs for remediation</p>	<p>We will continue to budget funds for all of our students to participate in these field trips that expose them to college life.</p> <p>\$15,000 for 2021-2022?</p>

<p>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.</p> <p>Conferences:</p> <p>1. Disney Institute Leadership training</p> <p>2. CADA/CASL (California Association of Directors of Activities/California Association of School Leaders) training</p> <p>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</p>				<p>Students were given a once in a lifetime opportunity to attend Disney Institute Leadership training to experience first-hand _____.</p>	<p>This opportunity did not happen due to COVID restrictions and our ASB teacher resigning.</p>	<p>This event did not occur.</p>	<p>We will no longer send students to Leadership training</p>
				<p>The district offered to pay for administrators to attend the virtual CADA conference.</p>	<p>We currently do not have a full-time Leadership teacher. The AP overseeing Activities attended the weeklong CADA event. No other students or staff attended.</p>	<p>COVID restrictions prohibited our ASB students from attending this conference. The funds (\$15,000) were transferred to Instructional Supplies for Get Focused. Stay Focused?</p>	<p>We will send our new Activities Director to the CADA training.</p>
				<p>Our counselors hold virtual seminars, virtual guest speakers and assemblies to present information regarding post-secondary options.</p>	<p>This is a somewhat effective way to disseminate the information but there are limitations with meeting all of the students' needs. Each counselor meets with his/her caseload to go over an Individual Learning Plan.</p>	<p>This did not cost us anything out of our budget.</p>	<p>Next year we will go back to having live presentations where students feel free to ask questions.</p>

	school day and after school in the Media Center.					Due to COVID, there were no physical appointments on campus. All of the communication was done virtually.	
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 3					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – a		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.			No live instructional feedback was implemented. All science teachers attended the district sponsored professional development in conjunction with the San Joaquin County Office of Education to build phenomenon based instructional segment units that are NGSS aligned.	No live instructional feedback was implemented. All teachers implemented a common district wide lesson structure as well as targeted NGSS labs and common formative and summative assessments.	Due to COVID, this activity did not take place. 2019-2020 Prior to COVID, A-Z Consultants partnered with SUSD Secondary Science teachers . They observed individual teachers, provided real time feedback, met with teachers following observation and shared results. Together teachers and consultants developed a plan of implementing strategies that increased student achievement.	It was to be continued for the following year, it was discontinued We will continue our weekly meetings with Marcus Sherman, Science Curriculum Specialist. In addition, SJCOE science trainers have offered to observe and co-teach with Edison teachers upon request.

	<p>Instruction:</p> <p>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.</p>					<p>During COVID, we were able to maintain all of the components of the instructional segments with the exception of hands-on labs. In lieu of this, the district implemented NGSS aligned digital/virtual labs to compensate for not being able to perform hands-on labs.</p>	<p>We will continue to participate in monthly professional development training with the district and SJCOE to enhance the already-developed curriculum to include both digital and in-person learning.</p>
<p>G1, S3 – b</p>	<p>CTE Programs:</p> <p>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.</p>			<p>The goal of our CTE program is to provide employment opportunities/careers that they can begin while in high school or upon graduation.</p> <p>Community partnership last year - C & S - in order to jumpstart the Logistics/Warehousing CTE pathway</p> <p>In n' Out Burger partnership - work permit</p> <p>The Logistics/Warehousing CTE Pathway - community partnership with C & S Wholesale Grocers with job opportunities for kids graduating from the program.</p>	<p>Students are able to secure employment upon graduating from the program. After 1,000 hours - students become a member of Teamsters to begin a career.</p>	<p>Laptops were never received.</p> <p>A new CTE teacher was added to the schedule this year and we were able to offer a Logistics/Warehousing CTE pathway</p> <p>Edison's teachers: Training students so that we can provide companies with qualified employees.</p>	<p>We continue to expand our CTE offerings to meet the needs of our students.</p> <p>Goal: keep building community partnerships; find career opportunities that fit the needs of our students; to bridge the gap between the industries that surround us.</p>

Commented [2]: Were the lessons integrated with PLTW and STEM?

				<p>We have built an educational pathway and a community partnership with Pointquest Educational Services with employment opportunities available upon graduation.</p>	<p>PointQuest - 600 employees who specialize in non-public school education children who most students have one on one support - provides services to school districts also. All students are identified as IWENs.</p> <p>Seniors offered the ability to work for PointQuest - fully paid medical benefits, 401(k) with matching program. If students want to earn a degree, employers will offer tuition assistance with a 5-year commitment .</p>		
				<p>Fremont Cabinets - offered several positions to our students.</p> <p>We have a partnership with FedEx and the owner has offered employment to our CTE students.</p>			
G1, S3 – c	<p>Assessment:</p> <p>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</p>			<p>I-Ready is given at the beginning and end of each term in grades 9-11 ELA. IT is given to all EL students in their ELD class 3 times a year. The diagnostic data is used to provide additional literacy lessons for students 2 or more grade levels below.</p> <p>MDTP is administered at the beginning of each term and</p>	<p>Students 2-3 grade levels below. have individualized pathways and small group interventions in IReady. Savass is our curriculum and there are intervention tools that are embedded throughout. Scaffolding tools are used in each unit, as well as remediation. There are also practice SBAC tests.</p> <p>CAASPP has an array of resources for teachers.</p>	<p>We utilized iReady for its intended purpose but several teachers wanted to pilot the ILP intervention using 45 minutes each week Due to a changed learning environment (distance learning) student testing participation has dropped significantly.</p>	<p>We will be administering these tests next year as it is a district directive.</p>

Commented [3]: Kehoe- iready and mdtp

	demo lessons, observations and feedback to teachers.			<p>a district-created math assessment is given midterm.</p> <p>ELA and Math teachers serve on the district steering committee to provide feedback on assessment use and instructional planning. It was through the steering committee that it was decided that the MDTP would only serve as a beginning of term assessment.</p>	<p>Data points using IReady dashboard, Savass, & CAASPP resources:</p> <p>Lesson Time On-Task, Lessons Passed, Progress Monitoring (Summative)</p>		
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Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 4				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4 – a	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.			Counselors meet with students on their caseload and create a high school plan. The plan is monitored and transcripts are reviewed to ensure the student graduates on time. Counselors host workshops throughout the year for information on financial aid, college, career and other subjects.	Counselors support student achievement by monitoring their grades, being a liaison with teachers and offering them counseling support.	Due to COVID, many students have not been checking in with their classes. For this reason, many students have received N/Ms on their report cards. This has impacted their grades and college and career readiness by needing to retake classes with N/Ms.	Once we are back to in-person learning, the counselors will physically visit classrooms and have students visit them in their offices safely.
G1, S4 – b	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			We worked as a team to address the social and emotional intervention through COVID. Counselors and teachers focused on the social emotional aspect of what our students have been experiencing through the PD training days. The Assistant Principal was trained in PBIS through the District's monthly presentations. The focus	As we trained the staff in equity issues throughout the year, we addressed our students and the various cultures represented in our classroom, along with how to reach out to each one to meet them where they are. The powerpoint lessons that were distributed to the staff and shared with parents in a parent meeting were effective,	We were not on campus due to COVID restrictions, so all trainings were done virtually. Many of the issues related to PBIS supports were not necessary due to the students not being on campus. However, an observation tool has been created for monitoring trouble areas on campus for	We will resume with PBIS efforts once we return to campus.

	<p>on alternate positive behavioral intervention</p> <p>and support to teachers and staff.</p>			<p>was mainly on Returning to School and the protocols that students and staff would need to adhere to for a safe return.</p>	<p>illustrated by the smooth opening of our return to school.</p>	<p>when we all return to in-person learning.</p>	
<p>G1, S4 – c</p>	<p>Program Specialist (1 FTE)</p> <p>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.</p>			<p>A program specialist was hired mid-year to facilitate the testing at the school site. The Program Specialist works with district testing personnel and the AP over testing to deliver schedules, information, etc. to the staff in a timely manner.</p>	<p>Hiring a Program Specialist alleviated much of the logistics off of the plate of the AP so that the AP could focus on building a positive climate with the staff and families.</p>	<p>Due to COVID, we did not have SAT testing. All other tests were given: iReady, SBAC, AP and ELPAC. The Program Specialist was essential in ensuring the participation rates were.</p> <p>Edison had four Assistant Principals at the beginning of the year and due to our Principal stepping up to a district position, we operated with three Assistant Principals.</p>	<p>We will have four Assistant Principals.</p>
<p>G1, S4 – d</p>	<p>Counseling:</p> <p>Counselors monitor completion of graduation requirements through Individualized Graduation Plans and schedule coursework to meet</p>			<p>Counselors meet with students on their caseload and create a high school plan. The plan is monitored and transcripts are reviewed to ensure the student graduates on time. Counselors host workshops</p>	<p>Seniors: Even though it took way longer than normal, we were able to reach out to 95% of them.</p> <p>Of the 25% of the rest of the population, the counselors</p>	<p>Seniors: Normally this process is completed by fall break, this year it took the entire year. In addition, we needed to utilize Attendance Technicians and CWA for</p>	<p>We anticipate the success of this strategy improving once students and staff are on campus.</p>

	<p>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.</p>			<p>regarding career and college opportunities Counselors meet with every senior to solidify their graduation plans and make plans for those students not on track.</p> <p>During pre-registration counselors met with students to help them choose classes that matched their post-secondary plans.</p> <p>Counselors meet with the school's CARE team for students on their caseload. Counselors met twice per month with the CARE team to discuss at-risk students. Other members present were the CWA counselor, , Mental health clinician, school psychologist, administrators</p>	<p>filled out the pre-reg form for them.</p> <p>While there were very helpful discussions within the team, the end results didn't appear to be effective due to the limitations of intervention options during COVID.</p>	<p>home visits to reach out to seniors.</p> <p>While we scheduled every student to meet with counselors, only half showed up to their zoom meetings and only 75% of the students filled out a pre-reg form.</p> <p>This would have been more effective if we would have had more interventions and students were allowed on campus.</p>	<p>Teach the teachers in Restorative Practices</p>
<p>G1, S4 – e</p>	<p>PLC:</p> <p>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</p>			<p>Our Professional Development schedule allows for PLC training six times throughout the year. In the morning, there is a schoolwide training that all departments receive and in the afternoon, department chairpersons are asked to tailor make the rest of the day with personalized PD.</p>	<p>Although it was the intent for new teachers to attend PLC training, due to COVID, Solution Tree was very limited in their offerings for the remainder of the school year.</p>	<p>The intention was to train all of our new teachers in the PLC process; however, we were not able to do this due to COVID restrictions.</p> <p>Solution Tree was not consulted for this school year.</p>	<p>Consultants will be contracted to Solution Tree to evaluate the PLC process and provide feedback on refinement.We will reach out to Solution Tree for them to visit our site once we are able to do so in order to train our new teachers.</p> <p>If that is not available, we will partner with the district to participate in a virtual training.</p>

	identifies ways to increase rigor through cross-curricular implementation of site-adopted strategies.			<p>Teachers are released with sub coverage to participate in site-based Professional Development.</p> <p>The following PD was provided to the teachers:</p> <ul style="list-style-type: none">- Differentiation in partnership with the Language Development Office-PLC Calibration-Equity-Differentiation	<p>This type of Professional Development is effective and receives buy-in from the staff as it is usually specific to the individual needs of the participants. There is learning time, collaboration time then working time to apply the knowledge delivered in the PD.</p> <p>How many teachers were trained? Did we collect feedback forms?</p>	<p>Due to COVID, we were able to utilize fewer substitutes, as we grouped like subjects together with the same zoom link. The substitute was able to answer questions specific to the particular assignment.</p> <p>PD had to be altered and rescheduled due to COVID. We were not able to provide as much PD as originally planned?</p>	<p>Cost?</p> <p>We will continue to use this format for the coming school year, as long as we can provide the necessary number of substitutes.</p> <p>Teachers: Additional Hourly for PLC/Tutoring Process: 112 Teachers X 23 hours X \$60 = \$154,560</p> <p>(Allocating \$175,953)</p> <p>Substitutes: 700 substitutes X \$200 = \$140,000</p>
G1, S4 – f	<p>Instructional Coaching:</p> <p>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.</p>			<p>When COVID made it impossible to teach from the campus, the math instructional coach focused the majority of his time on creating interactive math lessons for the Algebra I team.</p> <p>A group of 4 new teachers was supported with lesson planning and instructional strategies. The content was taken from the curriculum (Savvas) and turned it into scaffolded, culturally relevant, visually engaging, instructional strategy supported material for all students ensuring a viable and guaranteed curriculum.</p>	<p>The math instructional coach was instrumental in creating lessons integrating technology, most notably the use of a microphone and an iPad to increase engagement.</p>	<p>The focus of our Math Instructional coach focused on the use of technology for student engagement as we shifted to Distance Learning.</p> <p>The SWIVL technology was not utilized this year as the teachers were not on campus.</p> <p>We were not able to fill the ELA Instructional Coach position.</p>	<p>. Next year, if we are able to secure an ELA instructional coach, we will return back to the coaching model utilizing the SWIVL technology to train our new teachers in our schoolwide AVID systems.</p> <p>We will continue to focus on technology in an effort to increase student engagement.</p>

				Members of our AVID Elective team attended AVID Digital XP in the Summer of 2020 in preparation for the new school year.	AVID Elective teachers continue to be at the forefront of excellent teaching, often sharing their ideas with the entire school during professional development opportunities	We were able to host our Professional Development days virtually throughout the year. The engagement of the participants is much greater in person but overall the trainings were still effective.	We will continue to attend AVID trainings for our AVID Elective teachers and potential AVID Elective teachers as well as anyone who expresses an interest in attending.
G1, S4 -g	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			There has been no formal Rti happening on campus due to the students not being present.	We were not able to implement this program due to the COVID pandemic.	<p>We were not able to have extended lunch during the COVID pandemic.</p> <p>While we were not able to have a schoolwide Rti effort this year, teachers who have reached out to their students and found that they were struggling socially, emotionally and academically have implemented in-house Response to Intervention. Students typically are broken up into breakout rooms where they are offered assistance in the area of the essential outcome where they are struggling.</p>	<p>Students were referred to the Viking Learning Center in addition to teachers offering academic support.</p> <p>We will continue to administer bus passes to students who qualify. Cost?</p>

	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.						
G1, S4 – h	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.			<p>Major Components:</p> <ol style="list-style-type: none">1. My10yearplan.com2. Workbooks3. Grade Checks4. Collaborative study groups <p>My10yearplan.com- This is an online platform where students put the majority of their work. The work includes self exploration activities, budgets, career research, goal setting, interview and job application preparation, and a 10 year plan starting with this year.</p> <p>Workbooks- These workbooks help scaffold the information that will go into my10yearplan.com. These activities include vocabulary and other additional activities to help prepare students for their my10yearplan.com entries.</p> <p>Grade checks- Students check their progress using grade checks every friday. Students are able to ask their teacher for support in other subjects as well as</p>	<p>In the year prior, students completed the work in their workbook for each chapter, and time was provided for students to type up their answers as a final draft in my10yearplan.com. This year during distance learning, teachers did not give workbooks to students, therefore, students typed directly into my10yearplan.com and then edited their work based off of teacher feedback through the online component. This seemed to feel like less work for the students and as a result, students had more thought out answers in the online component.</p>	<p>This year portions of the workbooks were used and uploaded using Kami or Google slides so that students could still complete activities prior to working in my10yearplan.com. This year students also only completed the work one time and directly entered their answers into the online component rather than doing the assignment twice.</p> <p>Students this year were able to complete a mock job interview which hadn't been done the prior year.</p> <p>Students completed a grade check every Friday just like before, but the grade chek this year included social emotional questions in order for teachers to check in with students during distance learning.</p> <p>Collaborative study groups were put on hold this year. Instead we had students complete learning logs. These learning logs could be about something they</p>	<p>Upon returning to in person learning, students will go back to doing collaborative study groups. There is a plan to eventually train upperclassmen students who want to be teachers, counselors, etc. to be mentors and then hopefully we can have these students in the classroom to act as mentors and study group facilitators. These mentors will have a completed 10 year plan and be able to help students create their own as well.</p> <p>Students will continue to complete grade checks every week and base their study group work on their most needed class.</p> <p>Online components will continue to be used the same way it was in the past</p> <p>Upon returning to school, students will go back to using workbooks as used the year prior, however, for the graduation cap activities I would have my team have</p>

				<p>make a plan for the next week to raise their grade.</p> <p>Collaborative study groups. Once or Twice a week, students bring work from another core class and collaborate with their peers to complete their assignments or to answer points of confusion.</p>		<p>learned at home or something that they learned in another class. Students were assigned a new learning log once a week.</p>	<p>students type directly in my10yearplan rather than input the information later..</p>
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Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 5				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S5 – a	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.			As the pandemic has continued, it has become very apparent that our students need instruction that is differentiated and tailor made to fit their needs. There is no one size that fits all. Edison High School partnered with the district LDO to offer cross-curricular ELD training to our entire staff which focused on differentiation, especially with our ELs	This strategy was effective as it served as a basis for differentiating instruction. The trainings were expanded further with detailed lessons presented by staff members on differentiating the content, product, process, and learning environment.	Our teachers still would like more differentiated training with our ELD population.	We will continue to partner with ELD teachers and LDO to deliver high-quality differentiated instruction to our teachers.
G1, S5 – b	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			Teachers are released from teaching 6 times throughout the year to attend professional development and calibrate with their PLCs. Teachers were trained on Tech Training, Growth Mindset, AVID strategies, Equity, Cultural Competency, Differentiation Strategies and SPED	All teachers attended their respective training days. New teachers attended their specified days to learn about Growth Mindset and AVID strategies. The Professional Development material was created and delivered by Edison teachers.	Due to COVID and world events the content of the professional development focused on equity issues and meeting our students' needs.	Anecdotally, participants enjoyed being trained by their colleagues and would like to continue the same format for future PD opportunities.

	and teaching goals such as, outside consulting, and conference attendance.			modifications and accommodations.	The SPED department delivered PD on accommodations and modifications for our SPED students.		
G1, S5 – c	<p>AVID:</p> <p>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.</p>	<p>Current AVID numbers:</p> <p>9: 98 students</p> <p>10: 123 students</p> <p>11: 90 students</p> <p>12: 70 students</p>		<p>Two Edison AVID teachers created and presented two opportunities to new teachers (and new to Edison) to learn about school wide AVID strategies. 8 teachers attended Digital XP Summer Institute 2020. 9 teachers are scheduled to attend Digital XP Summer Institute 2021</p>	<p>Teachers willingly participated in the program and were able to gather digital virtual teaching methods to utilize during Distance Learning.</p>	<p>As the program continues to grow, teachers are open and willing to teach the AVID Elective. AVID Scholar Athlete sections were added at each of the grade levels in an effort to increase our male percentage of AVID Elective students.</p>	<p>AVID is one of our school wide expectations. We will continue to allocate funding for AVID training so that we can maintain our AVID National Demonstration site status.</p>

G1, S5 – d	<p>PLC:</p> <p>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.</p>			<p>All departments on Edison's campus are split into Professional Learning Communities. Teachers receive 6 days per year when they are trained in an aspect of PLC work and then released to meet to refine their teaching strategies, lessons, etc.</p> <p>Our Professional Development schedule allows for PLC training six times throughout the year. In the morning, there is a schoolwide training that all departments receive and in the afternoon, department chairpersons are asked to tailor make the rest of the day with personalized PD.</p> <p>Teachers are released with sub coverage to participate in site-based Professional Development.</p> <p>The following PD was provided to the teachers:</p> <ul style="list-style-type: none">- Differentiation in partnership with the Language Development Office-PLC Calibration-Equity-Differentiation	<p>Teachers met with their PLCs during the Professional Development cycle to collaborate about teaching strategies, technical delivery and student achievement.</p> <p>All teachers attended their respective training days. New teachers attended their specified days to learn about Growth Mindset and AVID strategies.</p> <p>The Professional Development content was created and delivered by Edison teachers.</p> <p>The SPED department delivered PD on accommodations and modifications for our SPED students.</p>	<p>Due to COVID, all PD was held virtually. COVID forced all participants to adapt to virtual meetings.</p> <p>Solution Tree was not consulted for this school year.</p> <p>Due to COVID and world events the content of the professional development focused on equity issues and meeting our students' needs.</p>	<p>Anecdotaly, participants enjoyed being trained by their colleagues and would like to continue the same format for future PD opportunities.</p> <p>Next year the plan is to meet in physical spaces.</p>

G1, S5 – e	<p>ELD:</p> <p>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.</p>			<p>ELD 3 and 4 teachers were trained in ERWC Integrated ELD. The curriculum is currently being piloted across the district. ERWC provides students with the tools for college level reading and writing. It was developed by the California State University System. The Integrated ELD curriculum has embedded language activities that provide ample opportunities for meaning-making.</p>	<p>This curriculum targets our Long term English learners (6+ years in ELD). It's effective because these students have a stronger command on the language and receive additional instruction in college level reading and writing.</p>	<p>We have offered ERWC for our 12th grade students, but not for our ELD students.</p>	
	<p>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</p>		<p>Our district Language Development Office provided training for the staff on differentiation. One hour long training was provided- half was spent on the whole staff and half was spent in subject areas. Curriculum specialists provided departments with a differentiated lesson example.</p> <p>Due to COVID, monitoring forms were not provided to the site. Students' grades are monitored by their ELD teacher, counselors, and ELD coordinators quarterly. No ELAT meetings were held this year due to COVID. The ELD team uses</p>	<p># of students enrolled?</p>		<p>In the future, the ELD 4 course will be split into ELD 4A and 4B and will be worth English credit. An ELD 5 class will be added for the first time. ELD 3, 4 and 5 will utilize the ERWC Integrated ELD curriculum.</p>	

Commented [4]: how many students are LTELs?

	<p>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.</p> <p>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.</p> <p>In addition, computers (desktops/laptops) will be purchased to enhance ELD student engagement and instruction.</p>			<p>common formative assessments in four week assessment cycles.</p> <p>The English Language Acquisition Hour is provided twice weekly by two ELD teachers. Newcomers are asked to attend two 1.5 hour sessions a week where they can practice English using Rosetta Stone.</p>	<p>Was it effective? How was it measured? How many students attended?</p>	<p>The intention was to provide ELAH all year, but due to COVID, it was not implemented until November.</p> <p>Will we continue to offer this in the fall?</p>	
G1, S5 – f	<p>Counseling Support:</p> <p>Increase student achievement and college/career readiness by monitoring student completion of A-G requirements.</p> <p>Counselors monitor completion of A-G requirements for specialized programs and students with identified needs, identifying and supporting students who</p>			<p>In addition to monitoring A-G requirements, counselors offer many college and career presentations from outside sources, such as college outreach presentations and Career Technical Education options</p> <p>This strategy is implemented above.</p>	<p>Students were exposed to many options besides either local colleges or They were exposed to potential colleges they normally wouldn't be able to visit and careers that they may not have thought about before.</p> <p>This strategy's effectiveness is noted above.</p>	<p>College representatives were able to visit schools not in their service area due to COVID.</p>	<p>Continue to offer post-secondary opportunities throughout the year for career possibilities, such as continued partnership with Codestack, amazon, Delta, etc. In addition, we will continue the virtual college tours.</p>

	<p>are not on track to meet A-G requirements.</p> <p>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.</p>			<p>This strategy is implemented above.</p> <p>Scholarships, certificate programs, college applications,</p>			<p>Modification: Delete</p> <p>Modification: For 2021-2022 How counselors contribute to student achievement through Tier 1 activities : delivering classroom lessons using the Counseling Core Curriculum, such as Stress Management, Signs of Suicide, Xello, and Financial Aid.</p> <p>Tier 2 and 3 activities :</p>
G1, S5 - g	<p>Freshmen Support:</p> <p>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</p>			<p>Describe implementation of each component and include applicable data</p> <p>Major Components:</p> <ol style="list-style-type: none">1. My10yearplan.com2. Workbooks3. Grade Checks4. Collaborative study groups <p>My10yearplan.com- This is an online platform where students put the majority of their work. The work includes self exploration activities, budgets, career</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>In the year prior, students completed the work in their workbook for each chapter, and then teachers would provide time for students to type up their answers as a final draft in my10yearplan.com. This year during distance learning, teachers did not give workbooks to students, therefore, students typed</p>	<p>Describe what was significantly different about this year?</p> <p>This year portions of the workbooks were used and uploaded using Kami ir Google slides so that students could still complete activities prior to working in my10yearplan.com. This year students also only completed the work one time and directly entered their answers into the online component rather than doing the assignment twice.</p>	<p>Describe the changes made or proposed for the future</p> <p>Upon returning to in person learning, students will go back to doing collaborative study groups. There is a plan to eventually train upperclassmen students who want to be teachers, counselors, etc. to be mentors and then hopefully we can have these students in the classroom to act as mentors and study group facilitators. These mentors will have a completed 10 year plan and</p>

	during subsequent years to ensure a focus on graduation, preparing students for college and career readiness.			<p>research, goal setting, interview and job application preparation, and a 10 year plan starting with this year.</p> <p>Workbooks- These workbooks help scaffold the information that will go into my10yearplan.com. These activities include vocabulary and other additional activities to help prepare students for their my10yearplan.com entries.</p> <p>Grade checks- Students check their progress using grade checks every friday. Students are able to ask their teacher for support in other subjects as well as make a plan for the next week to raise their grade.</p> <p>Collaborative study groups. Once or Twice a week, students bring work from another core class and collaborate with their peers to complete their assignments or to answers points of confusion.</p>	<p>directly into my10yearplan.com and then edited their work based off of teacher feedback through the online component. This seemed to feel like less work for the students and as a result, students had more thought out answers in the online component.</p>	<p>Students this year were able to complete a mock job interview which hadn;t been done the prior year. Students completed a grade check every Friday just like before, but the grade chek this year included social emotional questions in order for teachers to check in with students during distance learning.</p> <p>Collaborative study groups were put on hold this year. Instead we had students complete learning logs. These learning logs could be about something they learned at home or something that they learned in another class. Students were assigned a new learning log once a week.</p>	<p>be able to help students create their own as well.</p> <p>Students will continue to complete grade checks every week and base their study group work on their most needed class.</p> <p>Online components will continue to be used the same way it was in the past</p> <p>Upon returning to school, students will go back to using workbooks as used the year prior, however, for the graduation cap activities I would have my team have students type directly in my10yearplan rather than input the information later..</p>
G1, S5 – h	<p>Conferences:</p> <p>AVID Summer Institute (June 2021- 5 Administrators, site coordinator, counselor and 10 teachers)</p>			<p>Each summer a team attends AVID Summer Institute to learn new strategies to bring back to campus. 9 teachers are attending Digital XP, which</p>	<p>Our AVID program services 368 students (approximately 14% of our student population). It is imperative that we as a team keep up to date with strategies that can</p>	<p>The Summer Institute is now all digital.</p>	<p>Since we are an AVID National Demonstration Site, we will continue to train our AVID Elective teachers and other staff to fulfill our certification requirements.</p>

				is a digital version of the in-person Summer Institute.	help not only our AVID students but also our entire population.		
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- 1) Highlight row, right click and select insert row
 - 2) Insert cursor at the end of the last row and hit tab

Goal 2 – School Climate

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a	MTSS System Through an MTSS system, provide students with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.	79% of positive responses to connectedness survey responses. 0 students attending clubs and after school activities. 0 students participating in spirit days. 0 students who qualify for RTI lunch. 13 students who have a SAP/CARE team referral # of students referred to the health center or other out of agency intervention.			a. Tiered intervention services, MTSS, SAP Care Team, Raising Youth Resiliency, ELD, APEX & Cyber High, Learning Center, and PLC b. RTI incentive program, PBIS model, PLUS program, Leadership activities, HERO behavioral management tracking	Chronic Absenteeism: 2017: 29.3% 2018: 31.5% 2019: 23.8% 2020: 27.51% Suspension Rate: 2016: 11.6% 2017: 8.7% 2018: 8.1% 2019: 6% 2020: 1 Expulsion: 2017: 3 2018: 8 2019: 2 2020: 0 a. 50 students were enrolled in PLUS 12 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.	Students did not attend clubs and after school activities due to COVID. We did not have spirit days due to COVID. b. Get Focused Stay Focused Career and College planning, Increased PLUS forums, dedicated PLUS instructor increased sections. Rti incentive program was not utilized due to students not being on campus. Due to COVID, we did not implement the 30 minute Extended Lunch period.	The money was used to hire Raising Youth Resiliency to focus on the social/emotional well being of our students, being an integral part of the CARE team, doing home visits and checking in our students during COVID. 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

		<p>1,782 responses on the PLUS survey.</p> <p>50 of students enrolled in PLUS.</p> <p>12 Forums held yearly.</p> <p># of non-duplicated students attending forums.</p>			<p>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.</p> <p>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</p> <p>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.</p>		<p>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.</p>
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G2, S1 – b	<p>Tier 1 Academic Intervention</p> <p>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.</p> <p>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.</p>	<p>76% of positive responses to connectedness survey responses.</p> <p>0 students attending clubs and after school activities.</p> <p>0 students participating in spirit days.</p> <p>0 students who qualify for RTI lunch.</p> <p>13 of students who have a SAP referral</p> <p># of students referred to the health center or other out of agency intervention.</p> <p>1,782 responses on the PLUS survey.</p> <p>50 students enrolled in PLUS.</p> <p>12 PLUS Forums held yearly.</p> <p># of non-duplicated students attending forums.</p>		<p>All students receive Tier 1 support from teachers.</p> <p>Teachers are released from teaching six times throughout the year to attend professional development and calibrate with their PLCs. Teachers were trained on Tech Training, Growth Mindset, AVID strategies, Equity, Cultural Competency, Differentiation Strategies and SPED modifications and accommodations.</p>	<p>While this is normally effective during a regular non-pandemic school year, with COVID, we have had to shift our focus. While the PLC teams still meet and collaborate regarding instructional strategies and Common Formative Assessments, adjustments have had to be made to meet the social/emotional needs of our students.</p> <p>All teachers attended their respective training days. New teachers attended their specified days to learn about Growth Mindset and AVID strategies.</p> <p>Professional Development was created and delivered by Edison teachers.</p>	<p>During COVID, we have had to focus on social/emotional support also. Teachers have recognized that students need more academic support than in the past.; therefore, they have allowed students to make up late work</p> <p>Due to COVID and world events the content of the professional development focused on equity issues and meeting our students' needs rather than instructional practices.</p>	<p>No modifications</p> <p>We will resume our previous PD schedule and integrate social/emotional learning, cultural competency and other equity issues into our AVID instructional strategies.</p>

G2, S1 – c	<p>Tier 2 Academic Intervention</p> <p>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.</p> <p>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</p>	<p>79% of positive responses to connectedness survey responses.</p> <p>0 students attending clubs and after school activities.</p> <p>0 students participating in spirit days.</p> <p>0 students who qualify for RTI lunch.</p> <p>13 students who have a</p>		<p>Counselors identify students who need additional academic support and place them into credit recovery programs, focusing on meeting the essential outcomes of each class instead of having to retake the entire semester.</p>	<p>This strategy was intended to catch and remediate the students who needed additional academic support to offer targeted instruction and intervention.</p>	<p>The intent of this strategy was to offer remediation to those students who needed to recover credits.</p> <p>The intent of this strategy was to offer parts create a tailor-made curriculum giving students the opportunity to retake identified portions that they had been unsuccessful in the semester class by retaking those portions of the</p>	<p>Describe the changes made or proposed for the future</p>

	<p>additional instruction and intervention.</p> <p>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.</p>	<p>SAP/CARE team referral</p> <p># of students referred to the health center or other out of agency intervention.</p> <p>1,782 responses on the PLUS survey.</p> <p>50 students enrolled in PLUS.</p> <p>12 Forums held yearly.</p> <p># of non-duplicated students attending forums.</p>		<p>There has been no formal Rti happening on campus due to the students not being present.</p>	<p>We were not able to implement this program due to the COVID pandemic.</p>	<p>curriculum and gaining mastery.</p> <p>We were not able to have extended lunch during the COVID pandemic.</p> <p>While we were not able to have a schoolwide Rti effort this year, teachers who have reached out to their students and found that they were struggling socially, emotionally and academically have implemented in-house</p> <p>Students typically are broken up into breakout rooms where they are offered assistance in the area of the essential outcome where they are struggling.</p>	<p>We are in the process of reworking our Rti program and will not be rewarding students with an extended lunch in the future.</p>
G2, S1 – d	Tier 3 Academic Intervention	79% of positive responses to		Edison utilizes our Mental Health Clinician, School	It has been a challenge during COVID to contact the students	We have contracted with the organization Raising Youth	

	<p>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.</p>	<p>connectedness survey responses.</p> <p>0 students attending clubs and after school activities.</p> <p>0 students participating in spirit days.</p> <p>0 students who qualify for RTI lunch.</p> <p>13 students who have a SAP/CARE team referral</p> <p># of students referred to the health center or other out of agency intervention.</p> <p>1,782 responses on the PLUS survey.</p> <p>50 students enrolled in PLUS.</p> <p>12 Forums held yearly.</p> <p># of non-duplicated students attending forums.</p>		<p>Psychologist, and Counseling staff to identify and service our students who need targeted support. CWA intervenes to do home visits and is also a part of our CARE team. The CWA Counselor attends the CARE team meetings and reports to the team regarding students on his caseload.</p>	<p>that need Tier 3 services due to distance learning. Home visits were challenging as well as making contact with the families.</p>	<p>Resiliency to assist with our highest academic needs. The RYR Counselor will be on campus during the day and will be an integral part of our intervention team, serving on the CARE team.</p>	
G2, S1 – e	MTSS Social Emotional/Behavioral	79% of positive responses to		This strategy was not implemented in full this past	This strategy was not utilized this year.	This strategy was not utilized this year.	When we return to in-person learning, we will continue to

	<p>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.</p>	<p>connectedness survey responses.</p> <p>0 students attending clubs and after school activities.</p> <p>0 students participating in spirit days.</p> <p>0 students who qualify for RTI lunch.</p> <p>13 students who have a SAP/CARE team referral</p> <p># of students referred to the health center or other out of agency intervention.</p> <p>1,782 responses on the PLUS survey.</p> <p>50 of students enrolled in PLUS.</p> <p>12 Forums held yearly.</p> <p># of non-duplicated students attending forums.</p>		<p>year. COVID taught us that our students' academic needs were closely related to their social emotional needs. To address the social/emotional/behavioral needs, we had on-site training regarding the importance of checking in with our students and finding ways to connect to them during distance learning. Additionally, we were trained as a staff regarding equity, cultural competency and trauma informed practices.</p> <p>The PLUS students held 12 forums throughout the year, addressing the most pressing needs of our students. Edison students also took part in the YouthSpeak Program hosted by SUSD where more than 900 Edison students participated. The content of the forum was data from California Healthy Kids Survey administered in Winter 2021.</p>			<p>utilize our MTSS in its intended form.</p>
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G2, S1 – f	<p>Tier 1 Social-emotional/Behavioral</p> <p>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.</p>	<p>79% of positive responses to connectedness survey responses.</p> <p>0 students attending clubs and after school activities.</p> <p>0 students participating in spirit days.</p> <p>0 students who qualify for RTI lunch.</p> <p>13 students who have a SAP/CARE team referral</p> <p># of students referred to the health center or other out of agency intervention.</p> <p>1,782 responses on the PLUS survey.</p> <p>50 of students enrolled in PLUS.</p> <p>12 Forums held yearly.</p> <p># of non-duplicated students attending forums.</p>		<p>The Rti Extended Lunch Program was not implemented. Teachers were trained in several Equity and Culturally Responsive Teaching by our own staff.</p> <p>There were no LTAs throughout the school year.</p>	<p>The Rti Extended Lunch Program was not implemented. Teachers were trained in several Equity and Culturally Responsive Teaching by our own staff.</p> <p>There were no LTAs throughout the school year.</p>	<p>There was no Rti Extended Lunch/Incentive Program due to COVID.</p> <p>There were no LTAs throughout the school year.</p>	<p>We will not implement the Rti Extended Lunch/Incentive Program in the future.</p>
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G2, S1 - g	<p>Tier 2 Social-emotional/Behavioral</p> <p>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.</p> <p>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.</p>	<p># of positive responses to connectedness survey responses.</p> <p># of students attending clubs and after school activities.</p> <p># of students participating in spirit days.</p> <p># of students who qualify for RTI lunch.</p> <p># of students who have a SAP referral</p> <p># of students referred to the health center or other out of agency intervention.</p> <p># of responses on the PLUS survey.</p> <p># of students enrolled in PLUS.</p> <p># of Forums held yearly.</p> <p># of non-duplicated students attending forums.</p>		<p>The CARE Team met twice a month to discuss the services provided for each student as well as the next steps.</p>	<p>Describe effectiveness of each component and include applicable data</p>	<p>Describe the significant material difference</p> <p>We did not have a Male/Female Academy.</p>	<p>Describe the changes made or proposed for the future</p>

G2, S1 – h	<p>Tier 3 Social-emotional/Behavioral</p> <p>Intervention needs, Behavioral Intervention Plans are created that support students in meeting goals.</p> <p>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.</p>	<p>79% of positive responses to connectedness survey responses.</p> <p>0 students attending clubs and after school activities.</p> <p>0 students participating in spirit days.</p> <p>0 students who qualify for RTI lunch.</p> <p>13 students who have a SAP/CARE team referral</p> <p># of students referred to the health center or other out of agency intervention.</p> <p>1,782 responses on the PLUS survey.</p> <p>50 of students enrolled in PLUS.</p> <p>12 Forums held yearly.</p> <p># of non-duplicated students attending forums.</p>		<p>The Soul Vike Academy was implemented to targeted students who are in need of a college/career/community path. It served approximately 20 students.</p>	<p>It was effective in its implementation where students that needed individual intensive intervention support with academics and social emotional. 14/20 students were able to recover credits and either mainstream back into general education or transfer to another school.</p>		<p>We will reassess the need for SOUL Vike Academy in the fall of 2021-2022</p>
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		attending forums.					
Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S2 – a	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.	# of students Tardy to class. # of Schoolwide tardies. # of schoolwide days absent. Attendance rate. 1 student suspended 0 students sent to ISS		This was not implemented due to COVID.	This was not effective due to COVID.	This strategy was not developed due to COVID	We will continue with this strategy in 2021-2022
G2, S2 – b	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	# of students Tardy to class. # of Schoolwide tardies. # of schoolwide days absent. Attendance rate. # of students suspended		This strategy was not implemented due to COVID.	This strategy was not effective due to COVID.	This strategy was not developed due to COVID	WHAT IS THE PLAN FOR RTI FOR 2021-2022?

	<p>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.</p>	# of students sent to ISS					
G2, S2 – c	HERO- The HERO behavioral management system will be utilized to	# of students Tardy to class.		We did not utilize HERO due to COVID	We did not utilize HERO due to COVID	We will utilize Jupiter Grades for tracking student	Our plan for 2021-2022 is to discontinue HERO and expand Jupiter

	<p>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.</p> <p>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.</p>	<p># of Schoolwide tardies. # of schoolwide days absent. Attendance rate. # of students suspended # of students sent to ISS</p>		<p>We did not utilize schoolwide Restorative Practices during this school year. Restorative Practices training was offered to employees of our district over Spring Break. 7 teachers and one administrator took advantage of the opportunity.</p>	<p>The training was given to such a small amount of staff that the effectiveness overall would be difficult to gauge.</p>	<p>academics, discipline, and attendance records.</p> <p>District training was available;</p>	<p>We will collaborate with SUSD Restorative Practices trainer/s to provide training for our staff.</p> <p>We are partnering with RYR (Raising Youth Resiliency) to support students who need Tier 2 intervention. They will be on campus and part of the fabric of our site, providing social emotional assistance.</p>
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 3					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S3 – a	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.	0 students on AVID site team 3 students on SCC 15 students working during the AVID demo days 42 of students enrolled in PLUS 50 enrolled in Leadership # of students enrolled in a club # of clubs		50 students participate in two Leadership periods. 50 students participate in two PLUS classes. Describe implementation of each component and include applicable data	Although there were student participants in Leadership groups (PLUS, Leadership, AVID, etc) the extent to which they could function was limited due to the constrains of virtual world and making meaningful connecting with school culture. <ul style="list-style-type: none">Junior/ Senior Movie NightsSchool-wide PLUS forumSenior SunriseHoliday drive-through giveaways	There was no significant change due to virtual restrictions	We will continue with plans as described for the future
G2, S3 – b	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		# of students on AVID site team # of students on SCC # of students working during the AVID demo days # of students enrolled in					

	<p>leadership potential and work with other student groups.</p> <p>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.</p>	<p>PLUS and Leadership</p> <p># of students enrolled in a club # of clubs</p>		<p>Students were unable to serve in these capacities due to not being on campus.</p>	<p>Typically this is an effective way to build ownership and/or pride in the AVID program; however, we were unable to host any AVID Showcases or physical parent nights.</p>	<p>Not able to implement due to COVID.</p>	<p>We will continue to utilize the AVID students in leadership capacities in the next school year.</p>
G2, S3 – c	<p>An additional leadership opportunity for students exists through the JROTC and athletics program.</p> <p>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.</p>	<p># of students on AVID site team</p> <p># of students on SCC</p> <p># of students working during the AVID demo days</p> <p># of students enrolled in PLUS and Leadership</p> <p># of students enrolled in a club # of clubs</p>		<p>Students were unable to serve in these capacities due to not being on campus.</p>	<p>Students were unable to serve in these capacities due to not being on campus.</p>	<p>Not able to implement due to COVID.</p>	<p>We will continue with plans as described for the future</p>

- To add a row:
- 1) Highlight row, right click and select insert row
 - 2) Insert cursor at the end of the last row and hit tab

Goal 3 – Meaningful Partnerships

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a	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.	# of families attending Parent Nights.		a. SSC, ELAC, Parent Teacher Conferences, 8 th grade parent night, AVID nights, financial aid workshops, b. Website, blackboard, flyers, marquee, parent link, Jupiter grades, parent handbook c. Inclusion into SSC, Leadership Team, safety team, PLC teams, AVID site team	Engagement events were not able to be hosted by the school to communicate academic issues due to COVID. 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 Nights were held virtually this year due to COVID. We added two additional parent nights: one for Return to School and the other for Graduation.	
	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		6 Parent Nights offered through the year. 3 parents involved in SCC, boosters and Alumni Association, volunteers		a. Elective courses, PLUS, Leadership, student ambassadors, peer mentors, AVID parent night, 8 th grade parent night b. Barnes and Noble, Dollar General, literacy fairs, EHS alumni organization,	b. Communications that promoted parent engagement were delivered through a variety of medium:	a. Transition of site personnel b. SAME c. Dedicated roles for AP and counselor in developing and implementing CARE Team d. Transition of roles among AVID site coordinators e. Developed working relationships with SFA and community partners in developing CTE pathways	We will resume with our Parent Nights when we are able to meet physically with our parents.

	<p>sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.</p> <p>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.</p> <p>Duplicating - \$1,471: {insert what is being duplicated}</p> <p>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.</p>			<p>boosters, scholarship development</p>	<p>ParentLinks</p> <p>Updated School website and marquee</p> <p>Flyers</p> <p>Closed circuit television</p> <p>Parents additionally had access to Jupiter Grades, a live grade-monitoring system.</p> <p>c. Students can serve in a number of leadership capacities at the school site. Opportunities include:</p> <p>School Site Council</p> <p>Enrollment in PLUS/Leadership</p> <p>Student Ambassadors for AVID Showcase visits</p> <p>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.</p>		
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					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.		
G3, S1 – b	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	# of families attending Parent Nights. # of Parent Nights offered through the year. # of parents involved in SCC, boosters and Alumni Association, volunteers		a. SSC, ELAC, Parent Teacher Conferences, 8 th grade parent night, AVID nights, financial aid workshop	Engagement events were not able to be hosted by the school to communicate academic issues due to COVID. 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 Nights were held virtually this year due to COVID. We added two additional parent nights: one for Return to School and the other for Graduation. a. Transition of site personnel b. SAME c. Dedicated roles for AP and counselor in developing and implementing CARE Team d. Transition of roles among AVID site coordinators e. Developed working relationships with SFA and community partners in developing CTE pathways	We will continue with plans as described for the future

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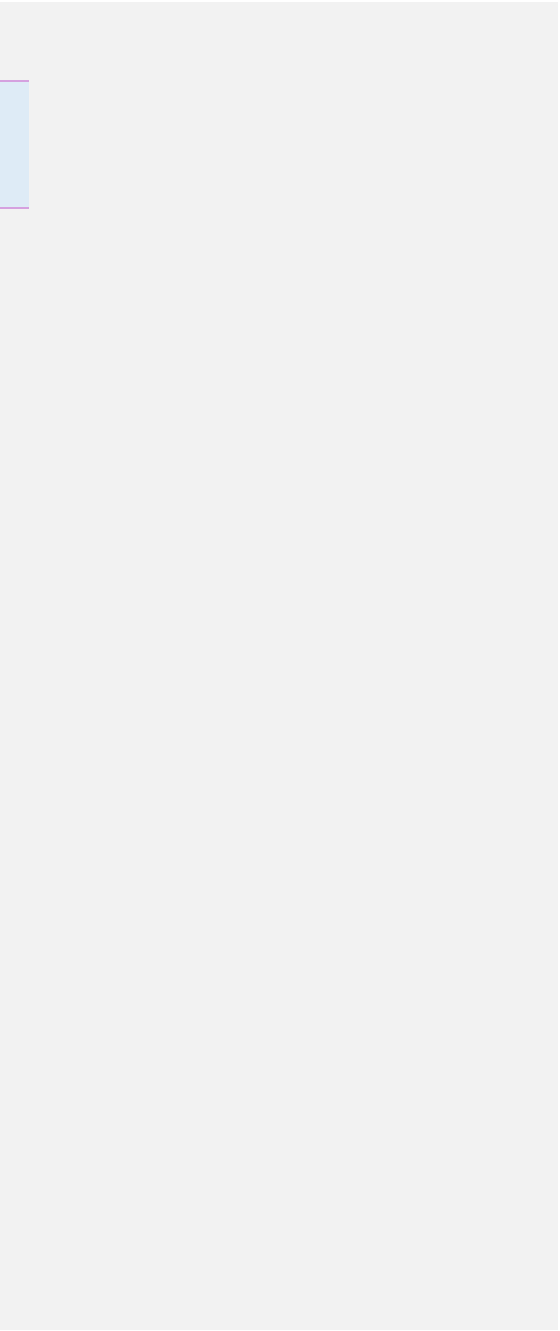
	<p>AVID Parent Night to receive information regarding A-G coursework and resources for college and career readiness.</p> <p>To address behavioral and attendance concerns, parents are invited to participate in SSTs and Mitigation hearings to identify solutions and support students. To further increase 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.</p>					<p>Parents participated in SSTs virtually during the 2020-2021 school year.</p> <p>There was no Multicultural Rally, Fathers on the Green or Coffee Hour during this school year.</p> <p>There was no recognition for Parent Volunteer Night during this school year.</p>	
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 2					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S2 – a	Communication	<p>Increase communication to parents about school activities, student grades, assignments, programs, activities, events, etc. and informational meetings.</p> <p>Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee newsletters etc.</p> <p>Parents routinely receive communications through ParentLink (district's mass communication system) that advise of upcoming activities.</p> <p>These communications enable the school to send targeted information (based on grade level, tiered GPAs for Parent Teacher Conferences, etc.) and</p>	<p>92% of Parents & Students Combined logged into Jupiter grades</p> <p>2,538 of 2,746 students where the student or parent(s) logged in..</p> <p>Those 2,538 averaged 9.1 logins per student per week.</p> <p>of parents l</p> <p>194,000 website visits during 2020-2021:</p>		<p>Parents receive information about school activities, events, upcoming parent nights, etc. through Edison's website, flyers, marquee, jupiter grades, email, google classroom, synergy (blackboard) and social media accounts.</p>	<p>We utilize all of these methods for reaching our parents. all teachers have a google classroom for their students where announcements/events are posted. In addition, the counselors created google classrooms for each grade level where important information is disseminated.</p>	<p>Due to COVID, teachers and parents were forced to communicate via technology since we were not present on campus.</p> <p>Parent surveys were administered throughout the year to gather information about the best way of contacting them. Overwhelmingly, parents would like to receive information via email.</p>	<p>We will continue with plans as described for the future</p>

	<p>information to parents of the entire student body.</p> <p>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.</p> <p>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.</p>						
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 3					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S3 – a	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	4 teachers attending SSC 0 teachers attending MTSS meetings 94% of teachers attend parent conferences or Back to School Nights. 15 teachers on the AVID and other site teams		The required number of teachers regularly participate in the School Site Council.	4 teachers regularly attend School Site Council meetings. All teachers attend department meetings and their assigned Professional Learning Communities. There are 15 members of the AVID Site Team who met monthly to discuss the AVID College Readiness System and the Certification document.	MTSS teams did not meet regularly this year.	We will implement the MTSS team and meet regularly to discuss site concerns as they arise.

	encouraged to attend extracurricular activities that include athletic events, plays, concerts, etc.						
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Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 4				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S4 – a	Community Connections Maintain and expand on community connections to ensure community support and connectedness.	# of groups who donated scholarships, items, time, or funds to Edison # of partnerships with outside resources # of Edison's Community service activities		We were unable to secure new scholarships funds to EHS due to in person COVID restrictions and limitations with virtual connections The district secured community COVID testing during the pandemic	We were unable to secure new scholarships funds to EHS due to in person COVID restrictions and limitations with virtual connections	None	We will continue with plans as described for the future
G3, S4 – b	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	# of groups who donated scholarships, items, time, or funds to Edison # of partnerships with outside resources # of Edison's Community service activities		We were unable to secure new scholarships funds to EHS due to in person COVID restrictions and limitations with virtual connections The district secured community COVID testing during the pandemic	We were unable to secure new scholarships funds to EHS due to in person COVID restrictions and limitations with virtual connections	None	We will continue with plans as described for the future

	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.						
G3, S4 – c	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		We were unable to secure new scholarships funds to EHS due to in person COVID restrictions and limitations with virtual connections	We were unable to secure new scholarships funds to EHS due to in person COVID restrictions and limitations with virtual connections	None	We will continue with plans as described for the future

- To add a row:
- 1) Highlight row, right click and select insert row
 - 2) Insert cursor at the end of the last row and hit tab

Comprehensive School Profile Data:

EDISON HS - DMM: 6-30-21

Continuous Improvement: Decision Making Model -- Essential Questions

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i> <u>CITE RESOURCES</u>	<i>Do I know what I need to do to confirm what I do works?</i>
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 2020: No information due to COVID MATH- 2016: 15% Distance: -108.50 2017: 14.79% Distance: -114.70 2018: 11.75 % Distance: -124.80 2019: 12.44% Distance: -125.90 2020: No information due to COVID	<u>CAASPP Goal:</u> ELA- No information due to Covid 19-20 <u>CAASPP Goal:</u> MATH- No information due to Covid 19-20	Students continue to struggle to pass core classes, required for graduation. There is a lack of rigorous instruction in the classroom. Teachers have curriculum, but still lack knowledge and application of standards based instruction in ELA, Math, Social Science and Science. Teachers lack data driven decision making.	<i>SPSA Goal 1: Strategy 1</i> <i>Instructional Coaches (3 FTE- Math, ELA, New Teachers instructional coaches)</i> Provide support in the classroom to teachers by: <ul style="list-style-type: none"> • Co-teaching • Co-planning (content and Instructional) • Modeling (content and Instructional) • Targeted Feedback Provide instructional support by: <ul style="list-style-type: none"> • Differentiation of instruction • Standards based grading • Assessment for learning (CFUs) Acting as a Data Coach:	<i>SPSA Goal 1: Strategy 1</i> <i>ELA, Math, and New Teacher Coaches, along with Program Specialist</i> provide supports needed in the classroom to teachers: ~ Co-teaching ~Co-planning (content and instructional practices) ~ Modeling ~Targeted Feedback ~ Differentiation of instruction ~Standards based grading	Monitor all data points on a quarterly basis, including: <ul style="list-style-type: none"> ✓ Teacher Grades ✓ SBAC Data ✓ i-ReadyData ✓ Graduation Rate Data ✓ A-G Data ✓ Discipline Referral Data ✓ Exit Tickets at the conclusion of PDs. ✓ Student/Staff Surveys ✓ Dual Enrollment ✓ Credit Recovery ✓ Attendance Rates

<p>ELPAC: No information due to Covid 19-20 2019</p>	<p>ELPAC Goal: No information due to Covid 19-20</p>		<ul style="list-style-type: none"> • Data driven decision making • Facilitate analysis of formative and summative assessments. <p>Leading Professional Development:</p> <ul style="list-style-type: none"> • Design and present effective professional development offerings to teachers. • Design and present effective content specific professional development offerings to teachers in the three core areas –ELA, Math, Science, Social Science <p>(Content Coaches) Resource Provider: Share research and instructional best practices.</p> <p>SPSA Goal 1: Strategy 3- Science Provide curricular/ content area support by:</p> <ul style="list-style-type: none"> • Support in implementation of newly adopted curriculum. 	<p>~ Assessment for learning (CFUs) ~ Support for creating consistency in lesson planning ~Task Analysis ~ Breaking down standards and identifying essential skills. ~ Support with new curriculum ~ Driving data driven decision making ~Facilitate analysis of formative and summative assessments. ~ increase instructional time on grade level standards and appropriate remediation within the class period.</p>	<ul style="list-style-type: none"> ✓ ELPAC Data ✓ Seal of Biliteracy Data ✓ Targeted plans for individual students ✓ Priority course schedules and class placement for incoming 8th grade students as indicated by feeder schools
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<p>Level 1- 28.65%</p> <p>Level 2- 34.99%</p> <p>Level 3- 28.37%</p> <p>Level 4- 7.99%</p> <p>RFEP</p> <p>2015-2016: 3%</p> <p>2016-2017: 13.20%</p> <p>2017-2018: 25.50%</p> <p>2018-2019: 14.20%</p> <p>No information due to Covid 19-20</p> <p>ELPI: 2019</p> <p>(English Learner Progress Indicator) -</p> <p>32.3%</p> <p>No information due to Covid 19-20</p> <p>Chronic Absenteeism:</p> <p>2017: 29.3%</p> <p>2018: 31.5%</p> <p>2019: 23.8%</p> <p>2020: 19.7%</p> <p>Suspension Rate:</p> <p>2016: 11.6%</p>	<p>RFEP Goal:</p> <p>No information due to Covid 19-20</p> <p>ELPI Goal:</p> <p>No information due to Covid 19-20</p> <p>Chronic Absenteeism Goal:</p> <p>Reduce to 15%</p> <p>Suspension Rate Goal:</p> <p>No information due to Covid 19-20</p>	<p>Organization and collaboration of AP, EL Coordinator, & Program Specialist</p> <p>Student awareness of their placement, I-Ready and ELPAC status.</p> <p>Program Specialist: Coordination of ELD placement and monitoring, test preparation.</p> <p>Increased attendance interventions and monitoring needed.</p> <p>Parental involvement: attendance meetings, coffee hours, parent/teacher-academic conferences.</p> <p>APs need to be visible</p>	<ul style="list-style-type: none"> Increasing teacher content area knowledge. Promoting implementation of CCSS/NGSS. Unpacking standards and identifying essential skills. <p><i>SPSA Goal 1-Strategy 5</i></p> <p><u>EL Progress:</u></p> <p>AP will monitor EL progress for all EL students and work with the EL teachers to identify best teaching strategies that support academic language and literacy.</p> <p><i>SPSA Goal 2-Strategy 2</i></p> <p><u>Chronic Absenteeism:</u></p> <p>AP will reduce Chronic Absenteeism as measured by the all student indicator for chronic absenteeism with a special focus on reduced tardies and</p>	<p><i>SPSA Goal 1-Strategy 5</i></p> <p>~Provide supports and monitor EL progress for all EL students and work with the EL teachers to identify best teaching strategies that support academic language and literacy.</p> <p>~In addition to coaches and program specialist, <i>Bilingual Assistants</i> support EL students in their non ELD courses to access to content and skill acquisition</p> <p><i>SPSA Goal 1 -Strategy 1,3,4</i></p> <p><i>Professional Development:</i></p> <p>~ Design and present effective content specific professional</p>	<p>Monitor all data as mentioned in #1 for evaluation of the continuum.</p> <p>Monitor all data as mentioned in #1 for evaluation of the continuum.</p> <p>Monitor all data as mentioned in #1 for evaluation of the continuum.</p>
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<p>2017: 8.7%</p> <p>2018: 8.1%</p> <p>2019: 6%</p> <p>No information due to Covid 19-20</p> <p>Expulsion:</p> <p>2017: 3</p> <p>2018: 8</p> <p>2019: 2</p> <p>2020: 0</p> <p>Graduation Rate</p> <p>2016: 82.10%</p> <p>2017: 85.40%</p> <p>2018: 82.10%</p> <p>2019: 84.50%</p> <p>2020: 83.7%</p> <p>College/Career Prepared</p> <p>2016: 19.3%</p> <p>2017: 23.9%</p> <p>2018: 22%</p> <p>2019: 22.2%</p> <p>No information due to Covid 19-20</p>	<p>Expulsion Goal:</p> <p>0</p> <p>Graduation Goal:</p> <p>90%</p> <p>College/Career Preparedness Goal:</p> <p>No information due to Covid 19-20</p>	<p>at all times during the school day to make student connections and influence personnel to do the same.</p> <p>Implementation of Restorative Practices</p> <p>Mentorship Program</p> <p>Use of PLC time to support Tier 1 intervention and SAP process for Tier 2</p> <p>Graduation Rate:</p> <p>Increase in Graduation Rate by 6.0% to move California Dashboard indicator</p> <p>Minimum Increase in College/Career Readiness Rate by 8.0% to move California Dashboard Indicator</p> <p>Minimum Increase in College/Career Readiness Rate by</p>	<p>increased attendance to 1st period. AP will align with SAP and the SST process to reduce Chronic Absenteeism as measured by specific subgroup indicators for chronic absenteeism with a special focus</p> <p><i>SPSA Goal 1- Strategy 4</i></p> <p><u>Suspension Rate:</u></p> <p>(1 FTE Assistant Principal) will provide students with academic social and emotional intervention to improve student behavior that promotes increased learning opportunities. The AP will provide training on alternate positive behavioral intervention and support to teachers and staff.</p> <p><i>SPSA Goal 1- Strategy 4</i></p> <p><u>Graduation Rate:</u></p> <p>AP will monitor the all student progress in graduation rate and evaluate policy and procedure to ensure all students have the ability</p>	<p>development offerings to teachers in the four core areas –ELA, Math, Science, Social Science and new teachers in all subject matter</p> <p>~Guide teachers in instructional equity and culturally responsive teaching practices</p> <p><i>SPSA Goal 1- Strategy 1</i></p> <p>Counselors and Administrators work with students who have failed core classes will have priority placement in retaking courses with a strong teacher. Students who are repeating the class will be grouped separately from students who are taking the class for the first time.</p>	<p>Monitor all data as mentioned in #1 for evaluation of the continuum.</p> <p>Monitor college/career readiness data for evaluation.</p>
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<p>UC/CSU A-G 2017: 40% 2018: 43.1% 2019: 42.90% No information due to Covid 19-20</p> <p>School Climate Survey Results: No information due to Covid 19-20 2018-2019 40% of students reported high levels of school connectedness.</p>	<p>UC/CSU A-G Goal: No information due to Covid 19-20</p> <p>School Climate Goals: No information due to Covid 19-20</p>	<p>7.0% to move California Dashboard Indicator</p> <p>Provide AP information to parents and students. Pre-registration counseling by counselors to encourage enrollment in AP classes</p> <p>Include AP study groups in RTI program.</p>	<p>to meet A-G and/or Graduation standards.</p> <p><u>College/Career:</u> AP will increase the number of students who are college and career ready as indicated in the All Student Indicator by establishing consistency in rigor for each course offered through establishing and regular monitoring of site-wide instructional norms, PLC data analysis protocols, SBAC aligned essential outcomes, common formative assessments, D/F grade comparison by course, and common grading policies.</p>	<p><i>SPSA Goal 1- Strategy 4</i> Increase student enrollment in post-secondary education (including community college, UC/CSU, private colleges and universities, tech schools)</p> <p><i>SPSA Goal 3- Strategy 1</i> <i>Parental involvement:</i> attendance meetings, coffee hours, parent/teacher-academic conferences, FAFSA support, college and career research.</p>	
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<p>Over 66% felt part of the school (PLUS) across each grade span.</p> <p>67% of students reported there was at least one adult who cared about them (PLUS).</p> <p>Between 25% through 56% of students reported high levels of caring adult relationships (PLUS)</p> <p>Over 67% of students felt safe (PLUS)</p> <p>2019-2020 10% of students consistently report being bullied on campus</p> <p>61% of students report feeling safe at school</p> <p>28% of students report racial tension at school</p> <p>No information due to Covid 19-20</p>		<p><80% of students report having an adult at school who tells them when they do a good job</p> <p><80% of students report feeling safe at school</p> <p>>5% of students consistently report being bullied on campus</p> <p>>10% of students report racial tension at school</p>	<p>SPSA Goal 2- Strategy 1 & 2 <u>Social/Emotional Support:</u> An additional <u>AP</u> that will lead the site's <u>MTSS Initiatives</u> to improve school climate, enhance school safety, reduce unnecessary discipline referrals, improve academic engagement, increase average daily attendance, reduce tardiness, strengthen student connectedness and school pride, expand staff skill in effective supervision and PBIS, transform staff into active problem solvers, promote job satisfaction and collegiality among staff.</p> <p>The school needs to increase trauma informed, culturally responsive instructional support, and equity practices to teachers. The school needs to</p>	<p>SPSA Goal 2- Strategy 1 & 2 <u>Social/Emotional Support:</u> Counselors, administrators and mentor continue and expand to improve school climate, enhance school safety, increase use of restorative practices, reduce unnecessary discipline referrals, improve academic engagement, increase average daily attendance, reduce tardiness, strengthen student connectedness and school pride, expand staff skill in effective supervision and PBIS, transform staff into active problem solvers, promote job satisfaction and collegiality among staff.</p>	
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		<p>increase services to best support students with peer and teacher conflicts, mental health, family conflicts, sexual identity, self-esteem and individual worth.</p> <p><i>SPSA Goal 1- Strategy 4</i> <u>Program Specialist</u> (1.0 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.</p> <p>Program Specialist would take over the responsibilities of ELPAC Coordinator which test students (ELPAC, I-Ready, SBAC, SAT, etc), Monitors reclassifications, monitors student progress and creates</p>	<p><i>SPSA Goal 2- Strategy 2, 3</i> <i>Fund incentive programs</i> to support and encourage reduction in Chronic Absenteeism, grades, behavior, and school connectedness.</p> <p>Continue to provide students with academic social and emotional intervention to improve student behavior that promotes increased learning opportunities.</p> <p>Provide training on alternate positive behavioral intervention and support to teachers and staff.</p> <p><i>SPSA Goal 3- Strategy 1,3,4,5</i> <i>Community Partnerships:</i></p>	
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			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.	Reach out to the community to provide internships and presenters to students to grow understanding and access to local trades and career paths. Increase student enrollment in post-secondary education (including community college, UC/CSU, private colleges and universities, tech schools)	
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Progress

school search

Edison High School

2020-2021

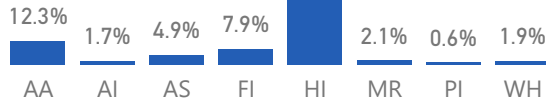
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

February



2425

Count



January

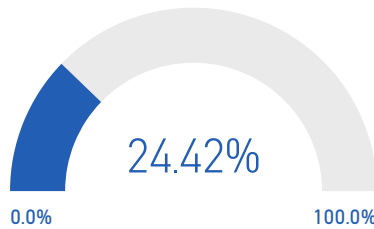


CWA

57

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

76%

ELA: K-11

On-Track K-8

(Blank)

Percent



Participation

0%

Math: K-8

On-Track K-8

(Blank)

Percent



Participation

63%

MDTP-Fall

Nearly + Ready

20%

Percent-Fall

High School: No Credits Earned



134

102

120

87

10

12

English Learners February

ELPAC IA

57%

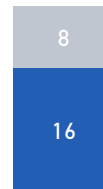
Percent GL Tested

ELPAC IA

8

Total Tested

Reclassification



RFEP ● Complete ● Eligible

Curriculum:

Tests Administered Through Feb 1st

Benchmark

(Blank)

Total Test Count

Ready Class

(Blank)

Total Test Count

Saavas

55

Total Test Count



PLUS Winter 2021

School Climate

20.8%

79.2%

At my school, there is a teacher or other adult who really cares about me.

28.9%

71.1%

I feel like I am part of this school.



Enrollment

school search

Edison High School

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

-4↓

Dec-Jan change

01-Aug

2525

Enrollment

06-Jan

2491

Enrollment

02-Sep

2490

Enrollment

07-Feb

2425

Enrollment

03-Oct

2493

Enrollment

04-Nov

2493

Enrollment

05-Dec

2495

Enrollment

SUSD RA v2

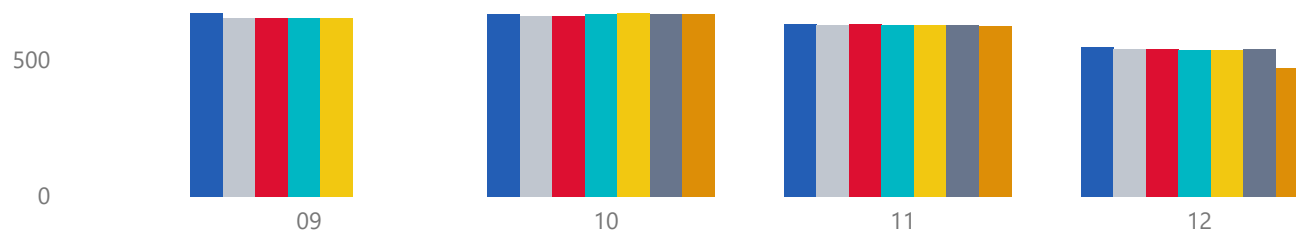
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

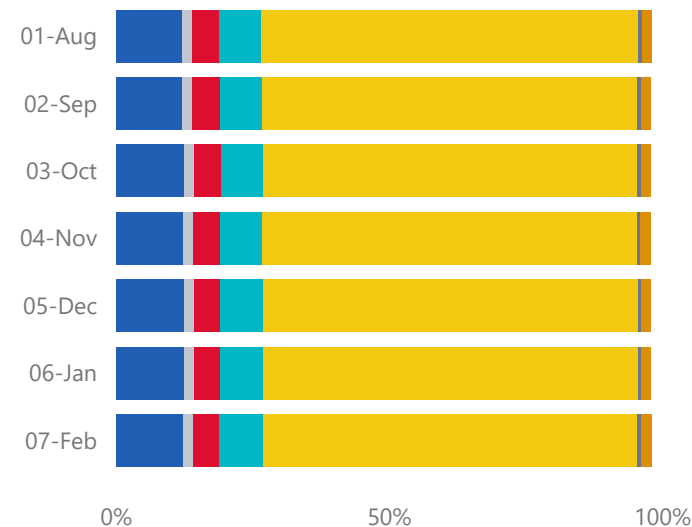
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan ● 07-Feb



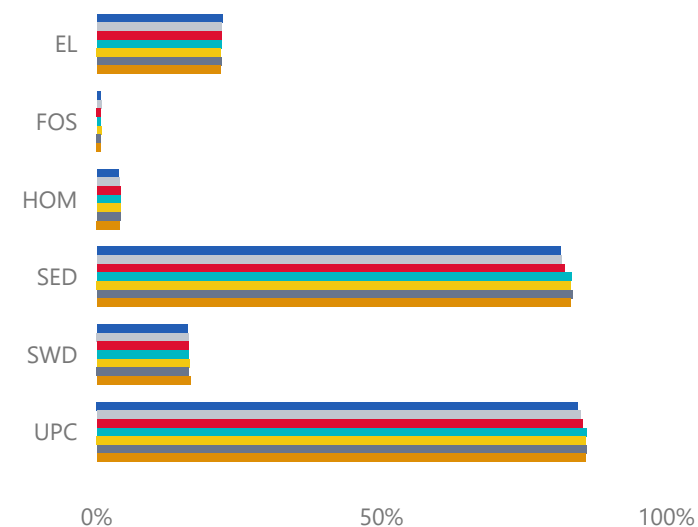
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Edison High School

Month

All

2020-2021

Connections

01-Aug

9.45%

Rate

01-Aug

235

Count

02-Sep

16.11%

Rate

02-Sep

406

Count

03-Oct

23.12%

Rate

03-Oct

587

Count

04-Nov

20.89%

Rate

04-Nov

533

Count

05-Dec

23.50%

Rate

05-Dec

600

Count

06-Jan

24.42%

Rate

06-Jan

628

Count

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

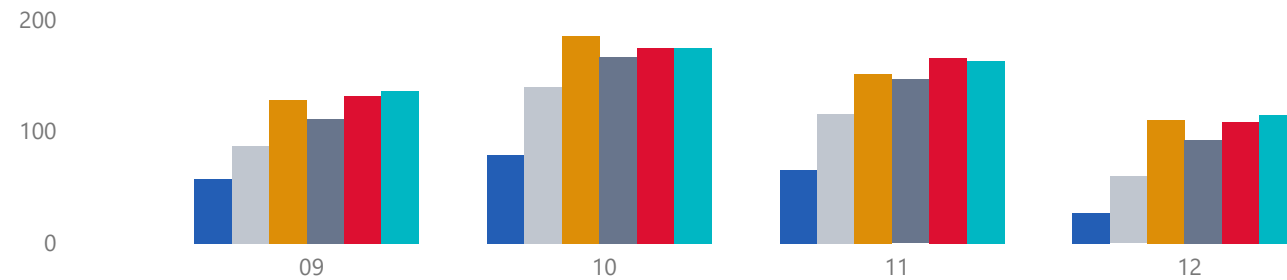
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

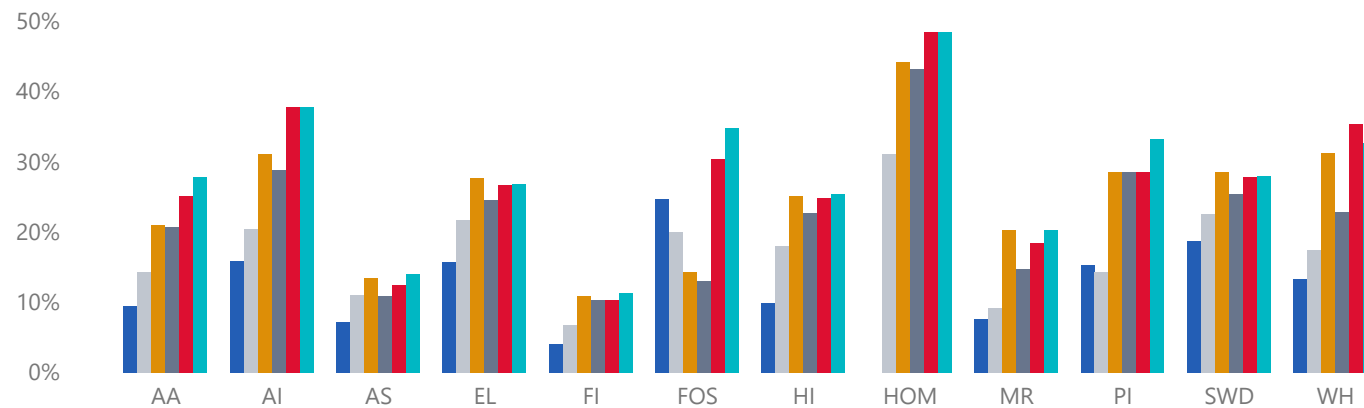
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



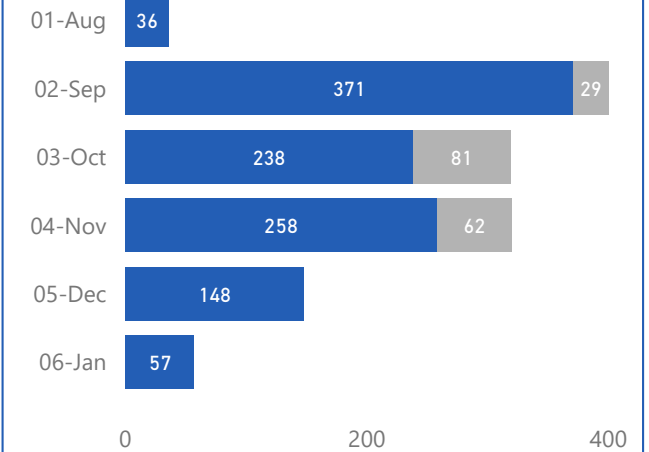
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

<div>Participation</div> <div><div>67%</div><div>76%</div><div></div></div> <div><div>Fall</div><div>Winter</div><div>Spring</div></div>	<div>On Track</div> <div>(Blank)</div> <div>Fall</div> <div>(Blank)</div> <div>Winter</div> <div></div> <div>Spring</div>	<div>iReady Percent On-Track</div>	<div>F-W Growth</div> <div>(Blank)</div> <div>All</div> <div>F-S Growth</div> <div></div>
<div>Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments: * iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as: 1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target. 2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level. 3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic <div>Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow Source: Research; Program Exports Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter. High School Data Currently Not Reported</div><div>SUSD RA v1.1</div></div>	<div>2+ Below</div> <div>(Blank)</div> <div>Fall</div> <div>(Blank)</div> <div>Winter</div> <div></div> <div>Spring</div>	<div>iReady Percent Two or More Years Below Grade Level</div>	<div>iReady F-W Typical Growth</div>
	<div>No Growth</div> <div>(Blank)</div> <div>All</div> <div>(Blank)</div> <div>Winter</div> <div></div> <div>Spring</div>	<div>iReady Percent No Growth (since Winter 2019)</div>	

Participation			On Track			iReady Percent On-Track			F-W Growth		F-S Growth	
0%	0%		(Bla...			(Blank)						
Fall	Winter	Spring	Fall			All						
			(Bla...									
			Winter									
			Spring									
			2+ Below			iReady Percent Two or More Years Below Grade Level						
			(Bla...									
			Fall									
			(Bla...									
			Winter									
			Spring									
			No Gro...			iReady Percent No Growth (since Winter 2019)						
			(Bla...									
			All									
			(Bla...									
			Winter									
			Spring									

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus:

Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

iReady F-W Typical Growth

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

- * **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).
- * **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).
- * **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

- * 30 minutes: percent of students averaging 30 minutes per subject per week
- * Passed Lesson: percent of students passing online instruction (<70%)

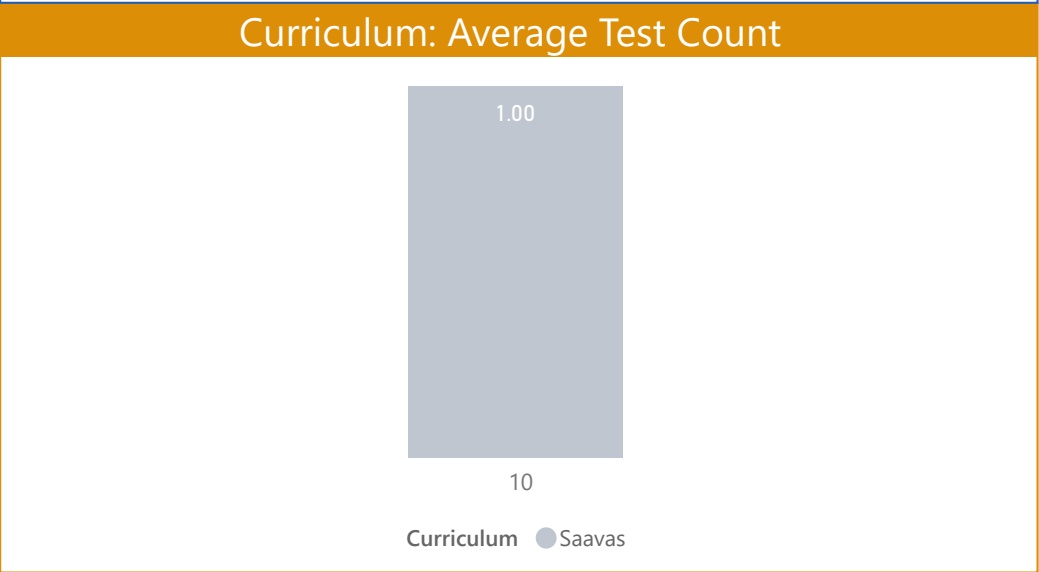
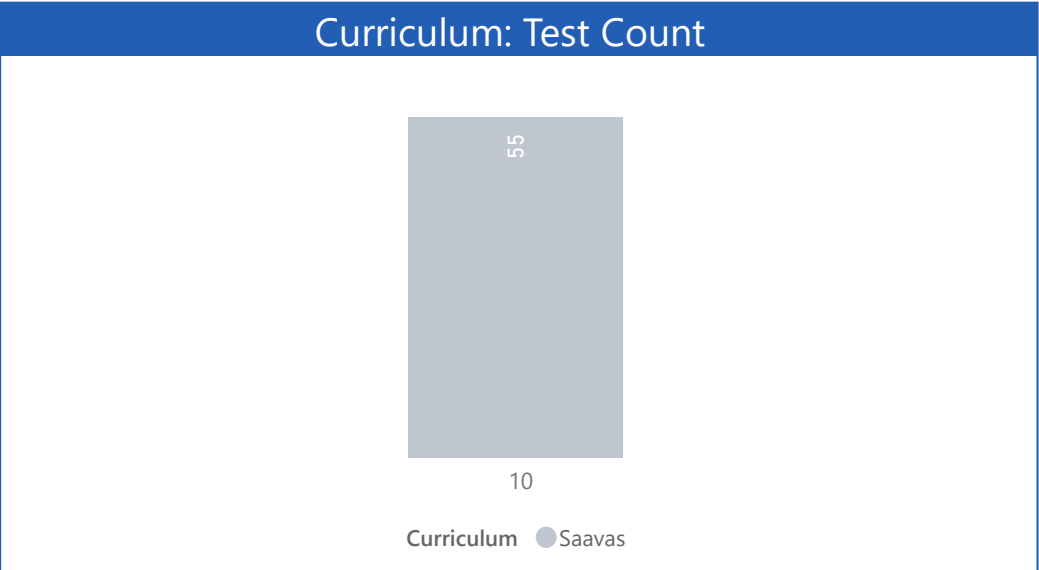
Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated

Feb 2021	Ready Class	Saavas	Benchmark
Curriculum Assessments	(Blank)	55	(Blank)
	Total Test Count	Total Test Count	Total Test Count

Sequence	Reporting Week
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Online Instruction: 30+ minutes

Online Instruction: Passed Lessons 70%+

SUSD RA v1.1

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

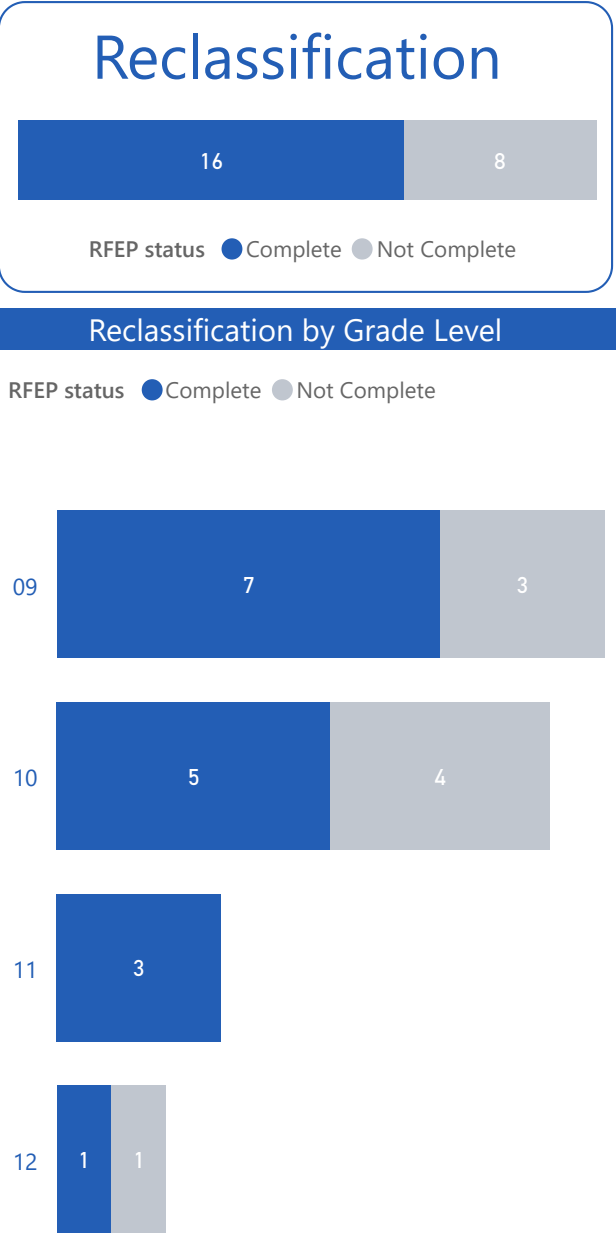
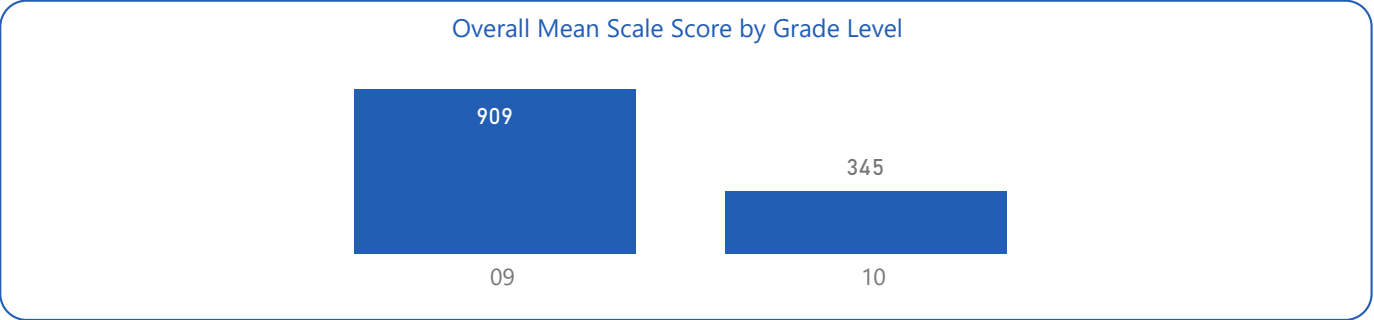
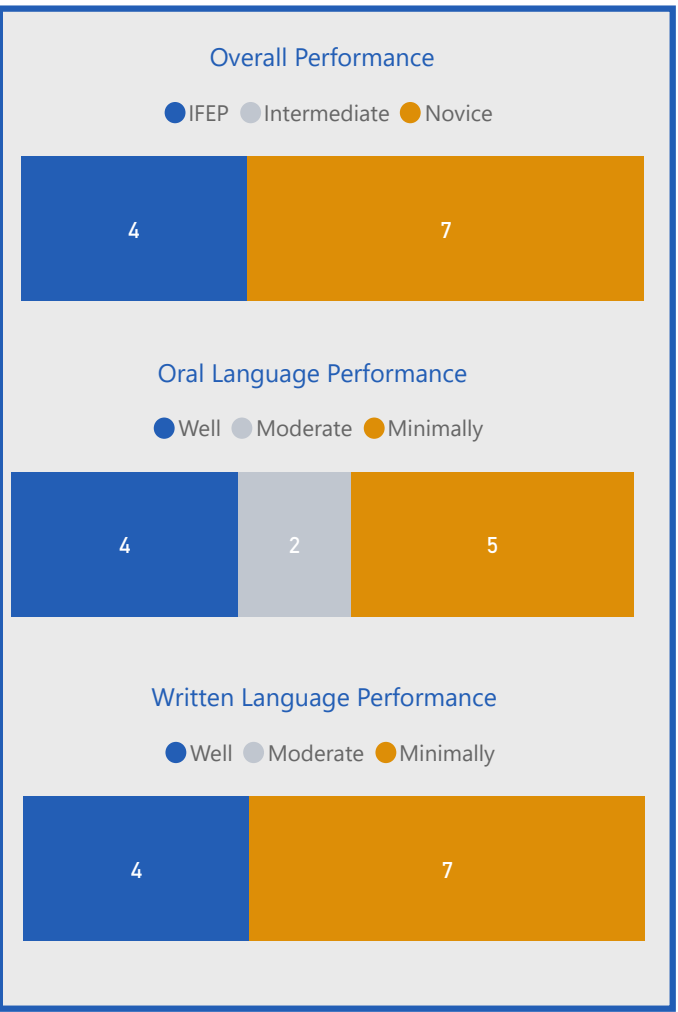
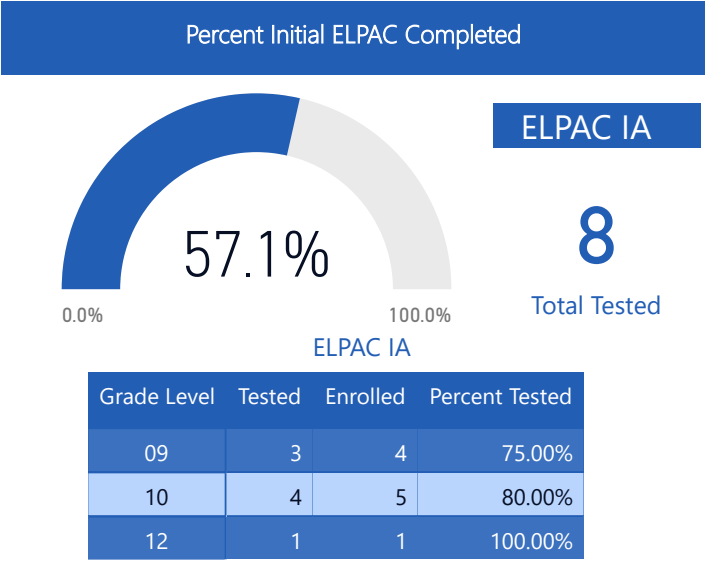
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

- 1. Not Completed (met all criteria), documents not processed, designation is not complete
- 2. Completed: documentation has been processed and students are designated as

RFEP.
Navigation: NA
Source: Research; ELPAC; Illuminate



School Climate

school search

Edison High School

Grade Span

All

2020-2021

Question Priority

All

Term

1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

Navigation: Use Filters to select Term, Grade Span, Question
Source: Student Support Services - PLUS program
Frequency: Reports are updated after administration (3x a year);
Updated: Win2021

Count
(Blank)

Grade 4-5

Count
(Blank)

Grades 6-8

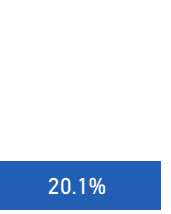
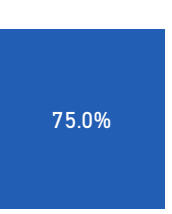
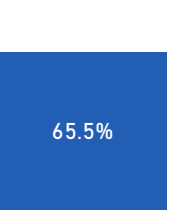
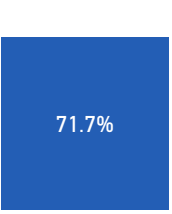
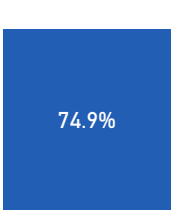
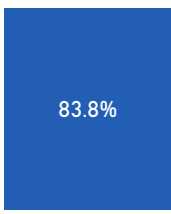
Count
859

Grades 9-12

Count

859
All

All Responses

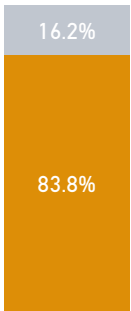


I feel like I am part of this school.

I have been cyberbullied in the last 30 days.

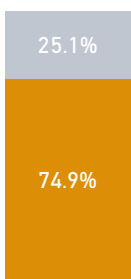
I feel like my voice matters to adults at my school.

At my school, there is a teacher or other adult who believes that I will be a success.



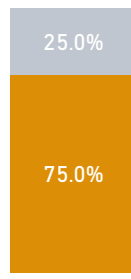
9-12

At my school, there is a teacher or other adult who really cares about me.



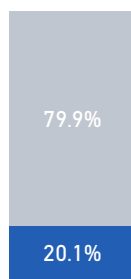
9-12

I feel safe in my school.



9-12

There is a lot of tension at my school between different cultures, races, or ethnicities.



9-12

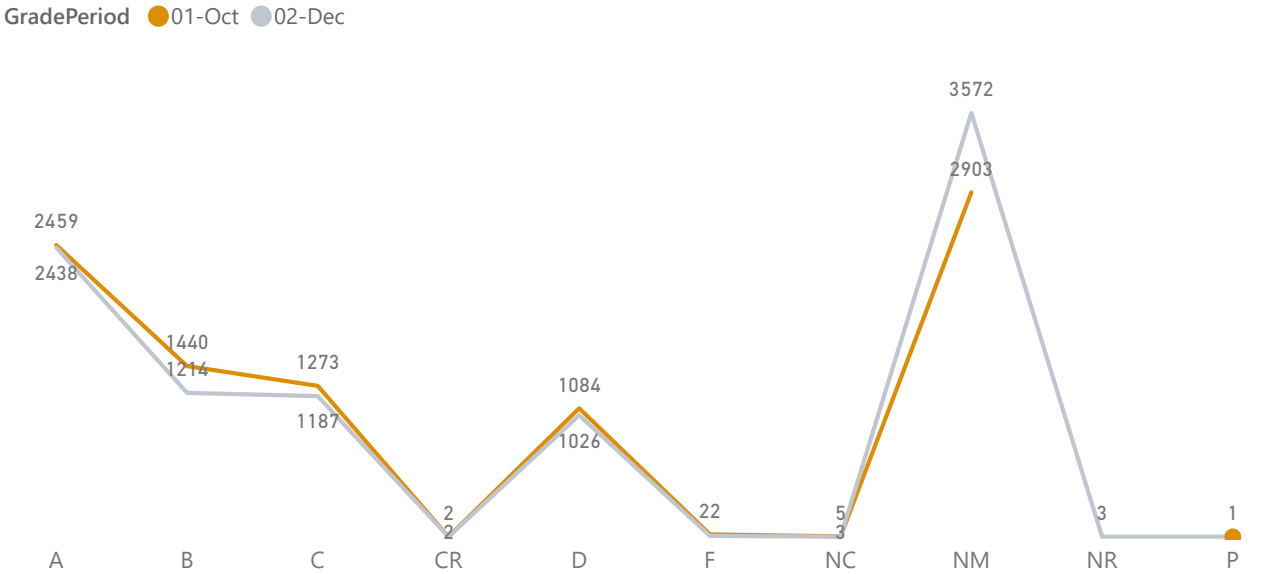
Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

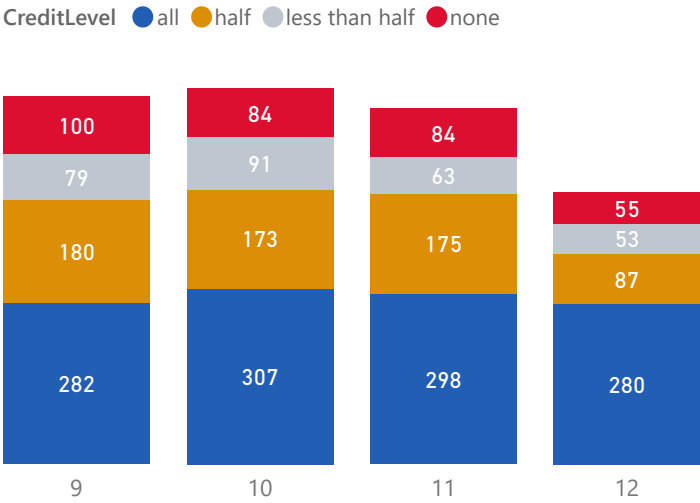
- * Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
- * Credits Earned: Credits earned as indicated on transcript
- Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
- * All: all credits attempted were earned
- * Half: more than half of credits attempted were earned
- * Less than half: less than half of credits attempted were earned
- * None: no attempted credits were earned

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after end of term, test; Updated: January 2021

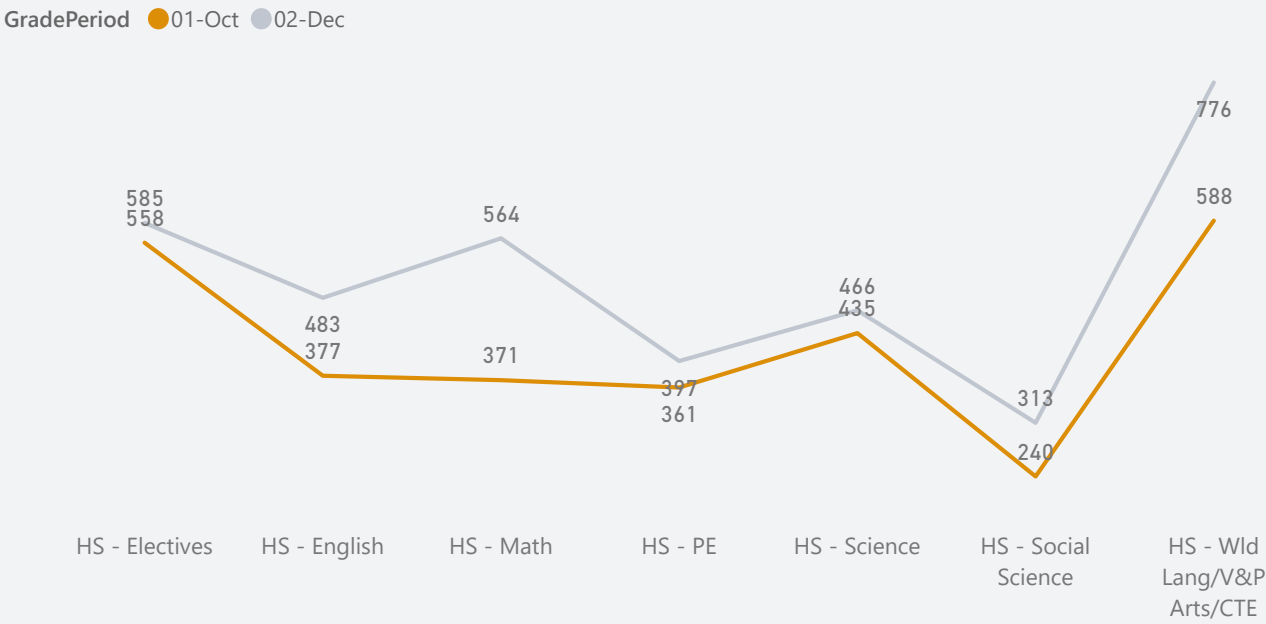
Grade Distribution and Term



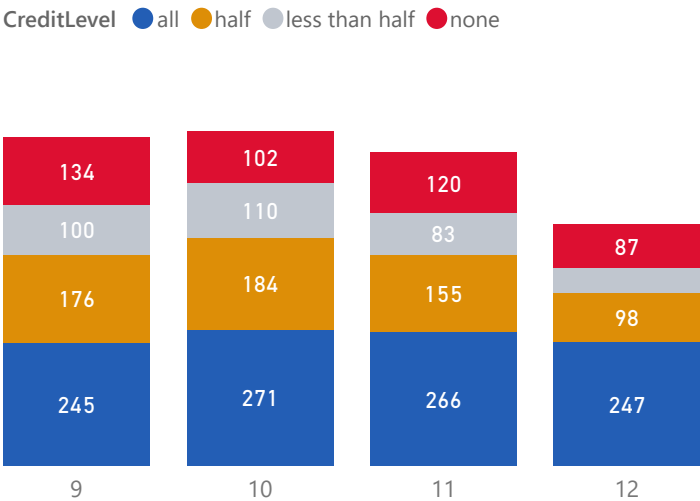
Credits Earned (October)



Subject and Non-Passing Grades

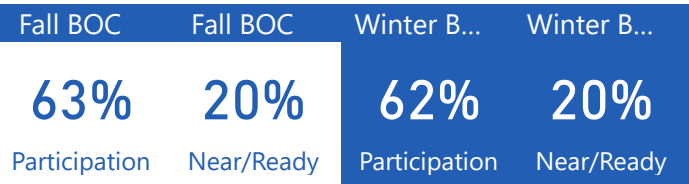


Credits Earned (December)

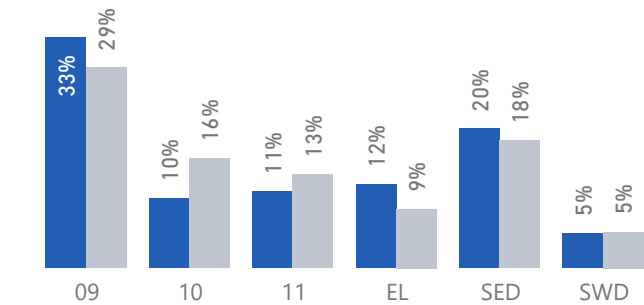


MDTP (9-12 math course enrollment) The Mathematics Diagnostic Testing Project (MDTP) is administered at the beginning of course (BOC) and indicates students readiness for currently enrolled math course.

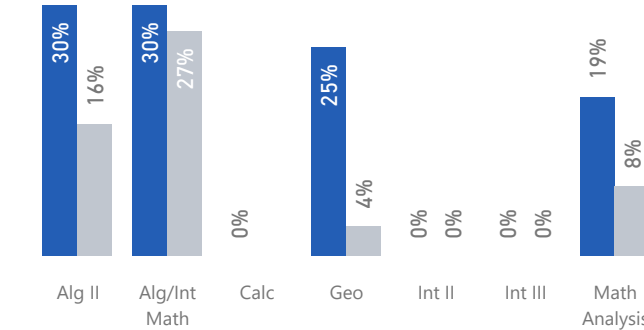
-- Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30) Updated March 2021



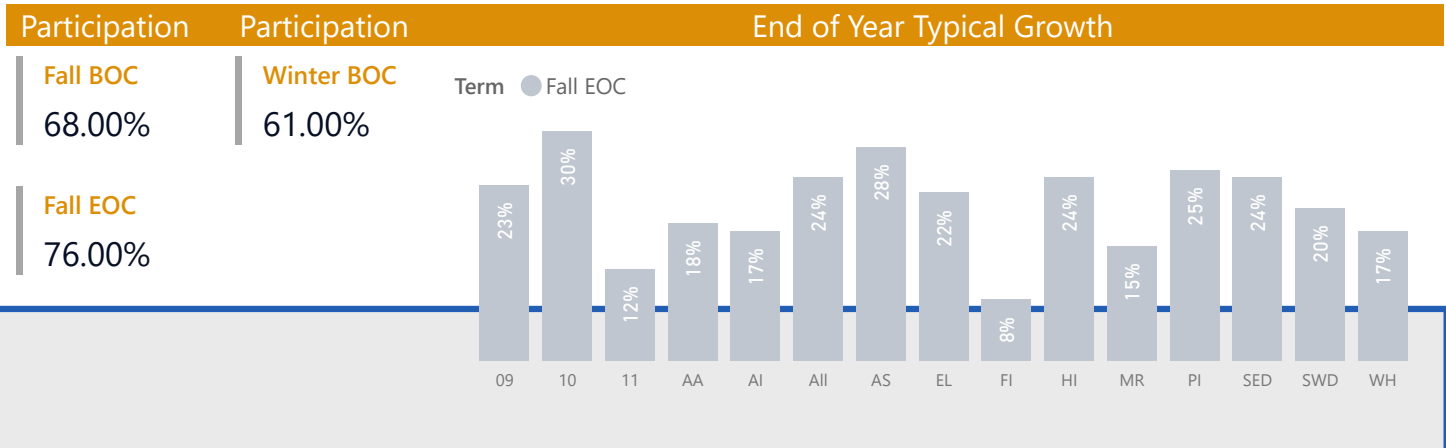
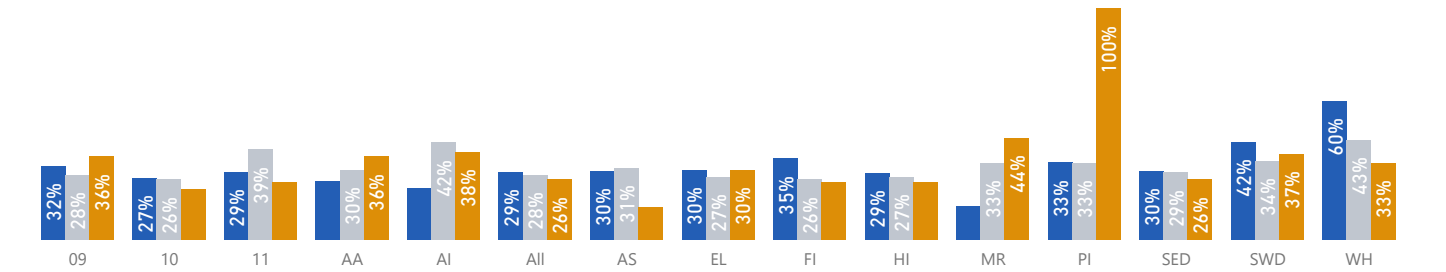
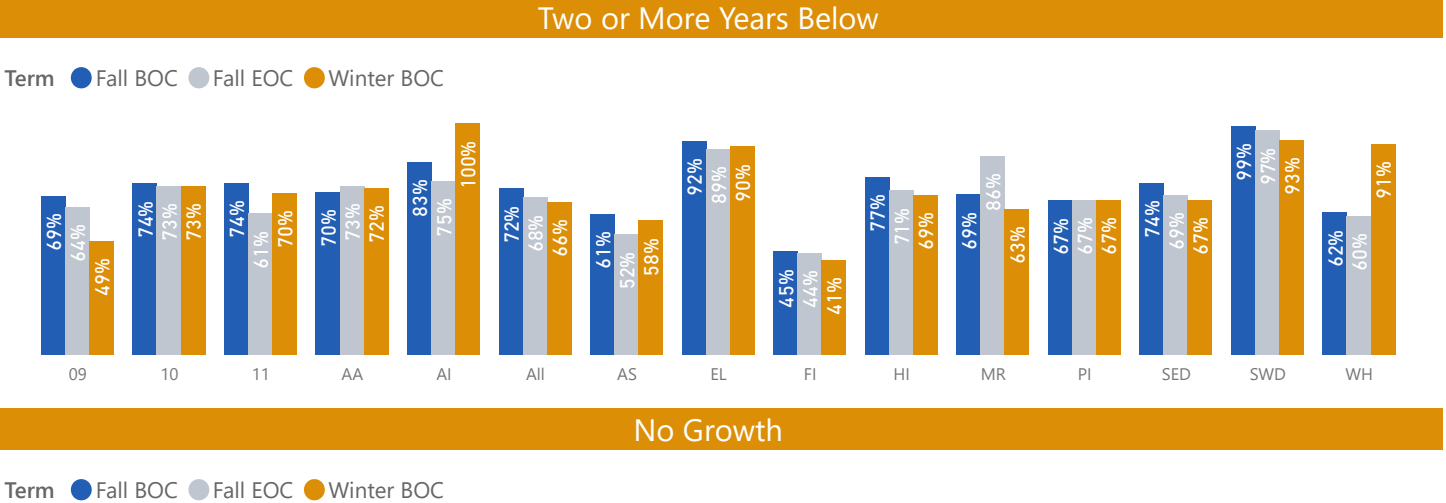
Term ● Fall BOC ● Winter BOC



Term ● Fall BOC ● Winter BOC

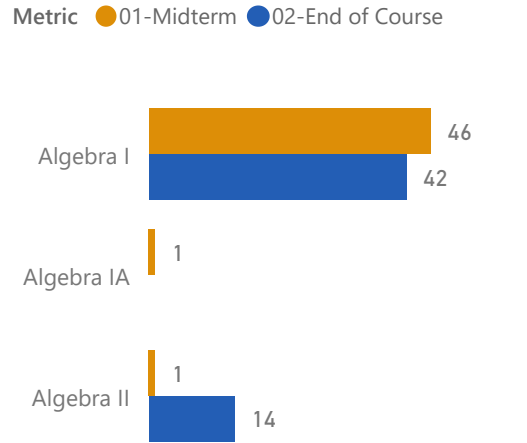


iReady ELA (9-11) ELA diagnostic is administered 2x in each term (Beginning and End of Course -- BOC/EOC) for students enrolled in grade level ELA course. Updated March 2021

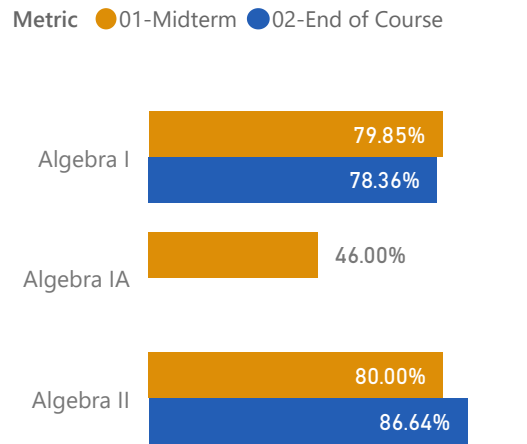


Math HS Course Exams: midterm and end of course exams. Navigation: NA; Source: Illuminate; Updated: February 2021

Math Assessment Administered b...



Average Math Assessment by Co...



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published
- * v2 020521 update: Enrollment; Engagement, English Learners
- * v2.2 021821 update: Curriculum Assessment; PLUS winter;
- * v2.3 022521 redesigned HS grades/test

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)
- * HS Math Course Exams: Algebra 1, Algebra 1A, Geometry, Algebra II (Illuminate)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

<div>Participation</div> <div><div>0%</div><div>0%</div><div></div></div> <div>FallWinterSpring</div>			<div>On Track</div> <div>(Bla...)</div> <div>Fall</div> <div>(Bla...)</div> <div>Winter</div> <div></div> <div>Spring</div>			<div>F-W Growth</div> <div>(Blank)</div> <div>All</div> <div>F-S Growth</div> <div></div>		
<div>Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments: * iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as: 1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target. 2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level. 3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic <div>Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow Source: Research; Program Exports Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter. High School Data Currently Not Reported</div><div>SUSD RA v1.1</div></div>			<div>iReady Percent On-Track</div>			<div>iReady F-W Typical Growth</div>		
			<div>2+ Below</div> <div>(Bla...)</div> <div>Fall</div> <div>(Bla...)</div> <div>Winter</div> <div></div> <div>Spring</div>					
			<div>No Gro...</div> <div>(Bla...)</div> <div>All</div> <div>(Bla...)</div> <div>Winter</div> <div></div> <div>Spring</div>					
			<div>iReady Percent Two or More Years Below Grade Level</div>					
			<div>iReady Percent No Growth (since Winter 2019)</div>					

Recommendations and Assurances:

Site Name: Edison High School

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

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

English Learner Parent Involvement Committee

5-12-21

Date of Meeting

Other committees established by the school or district (list): _____

Date of Meeting

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

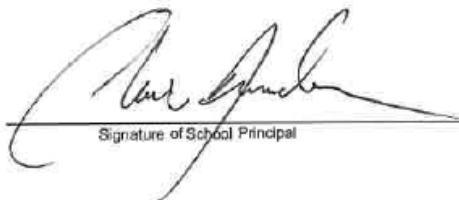
This SPSA was adopted by the SSC at a public meeting on 7-22-21

Date of Meeting

Attested:

Chris Anderson

Typed Name of School Principal



Signature of School Principal

7-16-21

Date