

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

English Learner Advisory Committee

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 _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

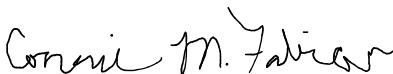
Date of Meeting

Committee

Date of Meeting

Attested:

Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Edison High	39686763932100	05/25/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Edison High School is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI) for the Students with Disabilities (SWD), (AA) African-American, Foster Youth, Homeless, Two or More Race student groups.

Description

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.

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

What did give out

Classroom Observations

How did we conduct these?

Analysis of Current Instructional Program

Edison High School utilizes strategic committees which continuously analyze school data to make recommendations about the SPSA. These committees include the following:

Leadership Team: Meeting Dates- Aug. 11, Sep. 13, Oct. 18, Nov. 15, Dec. 13, Jan. 17, Feb. 14, Mar. 21, Apr. 18

The Leadership Team meets regularly to provide analysis of the implementation of the EHS systems contributing to student achievement. The team meets to review all sources of students data, monitors the department and PLC process, and reviews AVID implementation data.

Departments/PLC's-Department Chair Academic Conference groups: Meeting Dates- Aug 23, Sept. 20, Oct. 25, Nov. 29, Jan.24, Feb 28, Mar 28, Apr. 25, May 23

The EHS department and PLC leads complete academic conferencing to review the student performance data for each department. Department chairs and leads provide a systems analysis, grading process, assessment cycle and instructional capacity evaluation of each department to provide information used to develop the SPSA.

ELAC: Meeting Dates- Sept. 29, Nov. 29, Feb. 1st, Apr. 5

The ELAC committee meets throughout the year and reviews EHS student achievement data, with specific attention regarding the progress of ELD students. ELPAC testing, reclassification rates, resources for ELD students, and review of site wide practices targeting progress for EL students is the focus.

SSC: Meeting Dates- Sep. 22, Oct. 27, Dec. 15, Jan. 27, Mar. 31, May 4, May 25

The School Site Council is composed of staff members including teachers, administrators, and counselors along with students, parents, and community members. Student achievement data is reviewed with the SSC throughout the year during which the SSC makes recommendations regarding the EHS goals and strategies and their implementation.

Professional Development Committee: Meeting Dates- Feb. 7, Feb. 8, Feb. 13, Feb 15, Feb 27, Mar 28, Apr. 14, May 1

The professional development committee reviews opportunities 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. 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. 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. Opportunities are outlined to support teachers in implementing AVID-based instructional practices. Instructional leaders 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 training based on teacher performance.

CARE Team/Safety Meeting Dates- Sep 22, Oct. 27, Nov. 17, Dec. 15, Jan. 26

The CARE Team/Safety Team focuses on the Academic and Social/Emotional intervention for students. Through an MTSS system, provide students with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities. The team is composed of teachers, counselors, and administrators who review academic performance data, behavioral and discipline data, in order to determine individual plans for students as well as recommendations for department and site wide intervention systems and resources.

PBIS Committee: Meeting Dates- Sept 12, Oct. 17, Nov. 7, Dec. 5, Jan. 9, Feb. 6

The PBIS Committee focuses on providing recommendations to increase the number of students attending class regularly and on time and monitoring of the RTI incentive program, by using PBIS strategies with the HERO software, data evaluation, student contact, rewards and consequential strategies, and other attendance monitoring means.

AVID Site Team: Meeting Dates- Aug. 2, Sep. 6, Oct. 11, Nov. 1, Dec. 6, Jan. 10, Feb. 7, Mar. 7, Apr. 4, May 2

The AVID Site Team reviews the implementation of AVID practices and strategies site wide. CCI (Coaching and Certification Instrument) is the tool used to analyze the parameters for EHS to maintain its AVID National Demonstration Site validation. The EHS Avid Site team supports teachers in implementing AVID-based instructional practices, organizes pre and post AVID Summer Institute implementation for EHS staff, provides recommendations for refinement of instructional practices and support in the implementation of AVID strategies site-wide through PLC discussions and calibration, facilitates consistent 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.

Standards, Assessment, and Accountability



Staffing and Professional Development

Staffing and Professional Development Summary

The EHS PLC is driven by the Mission/Vision of the school which asserts EHS will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities. EHS will be a locally and nationally renowned learning environment where students, staff, parents, and community members collaborate to ensure all students are college and career ready. The EHS faculty believe that all students can and will learn. Our staff demonstrate high expectations for all students and equitable decision making. EHS PLC's support, and strengthen high-performing collaborative teams that work interdependently toward common student achievement goals (Collaboration/Professional Reflection). Our department PLC collaboration plan follows the EHS collaboration model including Data Review, Reflection on Strengths/Obstacles, Creation SMART Goals, Selecting Common Instructional Strategies, and Common Formative Assessments. The plan for data analysis continues in action walks the week after the collaboration in which departments determine the success of the planned strategies on the SMART goals viewed in classroom settings during actual lessons. This creates the success/failure ratio of the SMART goal, which is reviewed at the next collaboration meeting.

The Edison HS leadership team outlines instructional support per department via department chair assignment. EHS employs a coaching model that is utilized to develop site wide, department, and individual teacher support through a professional development calendar. The leadership team actively coaches and provides feedback for department personnel with use of a site wide classroom walkthrough process and instructional rounds. The leadership team is provided a resource period and technology needed to implement this process. Department chairs are released periodically for instructional support and feedback as well as monthly instructional rounds.

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. 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. Department Chairs 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. Consultants are utilized to provide professional development on instructional practices, alignment of curriculum and application of resources, trauma informed care and social emotional learning.

AVID professional development opportunities will support teachers in implementing AVID-based instructional practices. Teachers and administrators 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 requires attendees to complete pre and post conference collaboration and analysis of implementation. The AVID Site Coordinator assists in the monitoring of implementation during the academic year. Conference attendees 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. EHS actively works with the 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.

EHS relies heavily on the PLC process to provide ongoing professional development and analysis of student performance. 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 re-teaching 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.

An EHS initiative is to increase staff participation in leadership groups including SSC, ELAC, school based committees (MTSS, Advisory, RTI, Safety, etc), extracurricular events, professional learning community, or department meetings. Teachers have opportunities to serve on different leadership groups that include the 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.

Staffing and Professional Development Strengths

With an average tenure for our permanent teachers of 11.4 years within the LEA, we are fortunate to have a tremendous amount of experience to draw from. Edison has been committed to locating and hiring appropriate teachers for vacancies which has been an ongoing process. By maintaining communication with training schools we are kept in the loop for those available to fill the current staffing gaps.

Professional development has been provided during the year both by Stockton Unified and our on-site teachers. Additionally the San Joaquin County Office of Education has provided on-going training to the science teachers. Collaboration has been embedded in the work day, nearly weekly, and teachers have taken advantage of this opportunity to create ongoing building within their subject areas.

EHS staffing and professional development strengths incorporate 3 areas: Strategic Planning, Data Analysis, and Instructional Design.

Strategic Planning focuses on lesson design/planning both vertical and horizontal that also includes cross-grade level planning on subject matter. Our strategic planning establishes behavioral interventions and instructional strategies.

Data Analysis has goal-setting for students based on formative assessments and intervention and extension plans based on summative assessments.

Instructional Design encompasses collaboration on curriculum analysis and application, developing and revising instruction, and differentiated instruction for significant subgroups (such as Special Ed, EL, Foster Youth, etc.)

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Consistent, site-based solutions for professional development need to be created **Root Cause/Why:** Due to substitute shortages there is a lack of ability to provide consistent trainings for staff.

Needs Statement 2 (Prioritized): Professional development skills and strategies are not broadly implemented. **Root Cause/Why:** Lack of planning, follow-through, and accountability.

Teaching and Learning

Teaching and Learning Summary

EHS Stakeholders (parents, students, and staff) developed and defined our Vision via Student Learning Outcomes. Our stakeholder group came up with a statement for each element of our vision. Student Essential Outcomes have been developed to ensure that all EHS graduates are prepared for the 21st Century. The EHS vision: Thomas Alva Edison High school will be a nationally renowned learning environment where students, staff, and community members collaborate to ensure that all students are college and career ready. Our Student Learner Outcomes are based on SOUL

S-ucceed by achieving academic and personal goals. Students will understand college entry requirements and be well prepared for post-secondary schooling by taking rigorous courses while working through adversity. This will be accomplished/measured through high school graduation that incorporates A-G completion, UC and CSU college applications, financial aid workshops, SBAC, Advanced Placement (scores and participation), Early College/Dual Enrollment courses, Career Technical Education (CTE) Pathways, Xello, and College focus field trips and events.

O-rganize information to think and communicate effectively. Students will use a variety of analytical skills to creatively interpret data, solve problems, and effectively communicate their results. This will be accomplished/measured through Student Transcripts, Student Classwork/Projects/Experiments, SBAC, ACT, SAT, AP scores, Early College/Dual Enrollment, MESA, PLTW, Skills-USA, Speech & Debate, and CTE/Pathway Courses.

U-se knowledge to prepare for college and career. Students will be exposed to different A-G and CTE classes to develop problem solving and collaborative skills for future work opportunities. This will be accomplished/measured through Career Cruising, ASVAB, Work Experience, Job Shadowing, Internships, Workability for Students with IEPs, CTE/Pathway courses, Internships & Job Shadowing, Career focused Field Trips & Events.

L-ead by making positive choices. Students will establish a proactive outlook on community awareness, extra-curricular activities, and self-improvement. This will be accomplished/measured through Community Service both on and off campus, Clubs and participants in clubs, Club activities participation, Athletics participation (not just team members), and Elective Pathways.

Teaching and Learning Strengths

The EHS teaching staff is very strong in building relationships/rapport with their students. The majority of the teaching staff demonstrate a high level of content knowledge in their lesson planning and incorporate a variety of technologically based instructional strategies. The EHS teaching staff participate in monthly collaboration and department meetings. In these meetings, the teaching staff focuses on scope and sequence, lesson planning, DOK higher thinking and questioning, culturally relevant teaching, checking for understanding strategies, lesson building, classroom management, behavior management, parent/guardian contact, formative and summative assessment creation and implementation, and D/F list data. EHS relies on department teams of teachers to provide coaching and instruction support through the year.

Percentage of EHS students who exceeded or met the standards for ELA SBAC testing 2021-22 school year: 33.02%

Percentage of EHS students who exceeded or met the standards for Math SBAC testing 2021-22 school year: 5.07%

Graduation Percentage 2021-22 school year: 88.6%

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Only 33.02% of students exceeded or met the standards for ELA SBAC testing 2021-22. **Root Cause/Why:** Due to the pandemic, many students were attending school virtually and did not have appropriate instructional support and accountability.

Needs Statement 2 (Prioritized): Only 5.07% of students exceeded or met the standards for Math SBAC testing 2021-22. **Root Cause/Why:** Due to the pandemic, many students were attending school virtually and did not have appropriate instructional support and accountability.

Needs Statement 3 (Prioritized): The graduation percentage for the 2021-22 school year was 88.6% **Root Cause/Why:** Due to the pandemic, many students were attending school virtually and did not have appropriate instructional support and accountability.

Parental Engagement

Parental Engagement Summary

It has been challenging for Edison to engage parents, staff, and the community in school/student activities. Activities are planned, notices are sent (through school messenger, email, flyers, phone calls) yet the attendance is minimal. It was thought that during the pandemic the necessity of Zoom meetings would increase participation due to the ease of attendance but this was not the case. Back-to-School Night, parent/teacher/counselor conferences, ELAC, SSC, and other meeting's provide parents the opportunities to participate in the school.

ELAC parent meetings are held on a regular basis. The meetings are provided for the parents and community members of our English Learners on campus. These sessions are hosted by our English Learner Coordinator who provides our parents with presentations each session on important topics such as Gang Violence Prevention, Graduation Requirements, School Safety, and Reclassification requirements. A raffle is offered to the attendees as well as food and snacks. Parents provide their honest feedback and suggestions to better support our English Learning community.

School Site Council (SSC), seeks parents' opinion and support on a monthly basis. Parents have the opportunity to share needs, wants, and concerns with school administration staff, learn about the school budget, and financial support for Edison high school.

AVID Parent Nights- AVID department provides college, financial aid, and study skills information to parents and guardians of AVID elective students. AVID provides Student orientation night, College awareness night, College Application assistance night, AVID Family FAFSA support night, and AVID Senior Night

EHS relies heavily on communication with all stakeholders. There is a need to increase communication to parents about school activities, student grades, assignments, programs, activities, events, etc. and informational meetings. There exists a variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee newsletters etc.

Parental Engagement Strengths

Parents routinely receive communications through Messenger service (Blackboard) 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. Opportunities for engagement and participation include the following:

- English Language Advisory Committee (ELAC)
- Parent/Student conferences
- Student Study Team Meetings
- IEP and 504 Meetings
- Principal's Coffee Hour
- School Site Council (SSC)
- Boosters
- Back to School Night
- EHS Social Media
- Ed Connect phone message service
- Website
- AVID Parent Nights

School Site Council Parent Attendance:

9.22.22: 3 parents

10.27.22: 1 parent

12.15.22: 1 parent

3.9.23: 1 parent

5.4.23:1 parent

ELAC Parent Attendance:

9.29.22: 3 parents

2.29.23: 16 parents

4.27.23: 0 parents

AVID Parent Nights

The total number of families that showed up to an AVID event(s) this year was 62

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parent committees show a low turnout for parent engagement. **Root Cause/Why:** Parent engagement remains low due to minimal interest from parents.

School Culture and Climate

School Culture and Climate Summary

Leadership and PLUS 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.

PBIS is utilized site wide to increase the number of students attending class regularly and on time by using PBIS strategies with the HERO software, data evaluation, student contact, rewards and consequential strategies, and other attendance monitoring means.

Edison's attendance initiative includes a comprehensive attendance plan 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 Incentive program is utilized to address High School Success topics and provide instruction to all students on issues related to socialemotional/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.

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 Incentive Program to support students by providing incentives for students meeting behavioral and attendance goals.

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

Student Participation and Engagement has been identified as a need to increase. EHS seeks to 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.

School Culture and Climate Strengths

The EHS Health Center is a health and wellness facility open to students attending EHS High School. By having a health center on campus, students are able to receive services in a safe, youth-centered environment. The Health Center at Edison High School offers physical and behavioral health services on campus that help lead to healthier lifestyles through Tier 2 counseling services as well as Tier 3 referrals.

Current chronic absenteeism rate: 33.8%

Total days of suspension: 847

A recent School Climate survey indicates:

- Only 64% of students feel safe at school
- Only 55% of students feel staff treats them fairly
- Only 65% of students feel they are a part of the school
- Only 52% of students would report if they knew a fight would occur
- Only 77% of students feel there is a teacher or other adult who cares about them

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Currently for the 2022-2023 school year, the total number of suspension days is 847. **Root Cause/Why:** According to a school climate survey, only 52% of students would report if they knew a fight would occur. Students are struggling with how to deal with trauma and are having difficulty in dealing with their emotions causing an inappropriate reaction to conflicts. Students lack the skills to handle conflict and emotional challenges.

Needs Statement 2 (Prioritized): Only 55% of students feel staff treats them fairly. **Root Cause/Why:** Teachers need to receive PD on dealing with students who have behavioral issues, who feel that no one cares because of trauma they have experienced and on how to develop strong, caring relationships with students. They need time and monitoring to implement.

Needs Statement 3 (Prioritized): Only 65% of students feel they a part of the school. **Root Cause/Why:** Teachers need to receive PD on dealing with students who have behavioral issues, who feel that no one cares because of trauma they have experienced and on how to develop strong, caring relationships with students. They need time and monitoring to implement.

Needs Statement 4 (Prioritized): Only 77% of students feel there is a teacher or other adult who cares about them. **Root Cause/Why:** Teachers need to receive PD on dealing with students who have behavioral issues, who feel that no one cares because of trauma they have experienced and on how to develop strong, caring relationships with students. They need time and monitoring to implement.

Needs Statement 5 (Prioritized): Only 64% of students feel safe at school. **Root Cause/Why:** Insufficient Campus Security or administrators assigned to our site. Not having enough assistant principal on site prevents us from having adequate support and guidance to avoid disciplinary consequences.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

School Goal for Math By EOY 2024, per CAASPP results, increase the percentage of students who meet or exceed math standards by 10%. School Goal for EL students: By EOY 2024, , increase the percentage of students who make progress towards English Language proficiency by 10%. . School Goal for English:: By EOY 2024, per CAASPP results, increase the percentage of students who meet or exceed English standards by 10%. School Goal for Science: By EOY 2024 fully align Science and Math curriculum. School Goal for Graduation: By EOY 2024 increase the graduation percentage from 88.6% for all students to 93%. School Goal for College & Career Readiness: By June 2024 increase college and career readiness to 50%.

Identified Need

Consistent, site-based solutions for professional development need to be created

Professional development skills and strategies are not broadly implemented.

Only 33.02% of students exceeded or met the standards for ELA SBAC testing 2021-22.

Only 5.07% of students exceeded or met the standards for Math SBAC testing 2021-22.

The graduation percentage for the 2021-22 school year was 88.6%

Parent committees show a low turnout for parent engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the graduation percentage	88.6%	93%
Percentage of students making progress towards English language proficiency	51%	61%
Percentage of students who met or exceeded math standards for 21-22 school year CAASPP	5.07%	15%
Percentage of students who met or exceeded English standards for 21-22 school year CAASPP	33.02%	43%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
Foster Youth
Low Income
English Learners

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 for instructional support and feedback as well as monthly instructional rounds. Instructional Coaching: (1 FTE Instructional Coaches - Centralized Service) will provide further support through co-teaching, co-planning, or demo lessons in the classroom. 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. Teachers, counselors and admin will have an opportunity to attend conferences for professional development to improve instruction and provide targeted interventions of support. 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 . Partner with SUSD Language Development Office to target professional development with a concentration of the EL population at Edison High School. Differentiated instruction and best practices to assist language acquisition across the curriculum will be the focus. 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. Duplicating services provided to support feeder schools acquire AVID information and feedback. Duplicating resources to provide students and parents information regarding the EHS AVID program and activities to prepare them for transition to EHS 9-12 grades. Teachers receive instructional guides. 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. Duplicating \$12,000 (Title I; object code: 57150) \$3,000 (LCFF; object code 57150) 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. 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. *Teachers: Additional Hourly for PLC Collaboration, Workshops, Training, Professional Development, Curriculum Writing, Leadership: 110 Teachers X 40 hours X \$60 = \$264,000 (Allocating \$265,000) Title I- 11500 *Counselors: Additional Hourly for PLC Process: 9 Counselors X 133 hours X \$50 = \$59850 (Allocating \$60,000) Title I- 12500 *Substitutes: 500 days/substitutes X \$200 = \$100,000 Title I- 11700 *Conference Workshop: \$125,000/Title I- 52150; \$10,000 LCFF/ 52150 *Consultant Agreement (instructional) \$40,000 Title I - 58100 *Duplicating \$12,000 Title I - 57150; \$3000 LCFF - 57150

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	50643 - Title I
\$125,000	50643 - Title I
\$40,000	50643 - Title I
\$3,000	23030 - LCFF (Site)
\$265,000	50643 - Title I
\$60,000	50643 - Title I
\$100,000	50643 - Title I
\$12,000	50643 - Title I
\$10,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Low Income
- Foster Youth

Strategy/Activity

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. Duplicating services provided to support feeder schools acquire AVID information and feedback. Duplicating resources to provide students and parents information regarding the EHS AVID program and activities to prepare them for transition to EHS 9-12 grades. 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 \$25,867 Title I - 57150 Instructional Materials/Supplies \$24,000 Title I - 43110 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: \$50,000: Title I - 57250 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

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

Amount(s)	Source(s)
\$25,867	50643 - Title I
\$50,000	50643 - Title I
\$24,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

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

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Assistant Principal(s) (2.5 FTE) Assistant Principal(s) will provide students with academic social and emotional intervention to improve student outcomes that promotes increased learning opportunities. Edison will hire a fifth AP to support the current APs with shared duties. The AP(s) will oversee all academic and student support systems at EHS and provide training on alternate positive behavioral intervention and support to teachers and staff. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) 3 @ .5 FTE Assistant Principal and 1 FTE Assistant Principal including benefits \$509,750 LCFF - 13201 Program Specialist (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." 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. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) 0.5 FTE - Title I \$76,028 (Object Code 19101) Coordinate SPSA implementation and School Site Council support with admin, identify students who need intervention, grade/credit data, and action walk data, as well as identify students who need additional support and connect them to programs and resources, assist with parent needs assessment and presentations, technology needs and inventory, 0.5 FTE - LCFF \$76,028

(Object Code 19101) Coordinate all state, district, and common assessments, CAASPP and ELPAC preparation, monitor ELD students, data and schedules, assist with ELAC meetings and record keeping. 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 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. Instructional Materials/Supplies \$28,600 Title 1 - 43110 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. College and Career: 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 - \$2,606: LCFF 43110

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$509,750	23030 - LCFF (Site)
\$76,028	23030 - LCFF (Site)
\$76,028	50643 - Title I
\$2,606	23030 - LCFF (Site)
\$28,600	50643 - Title I
\$39,616	23030 - LCFF Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

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. 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. 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. Extended/Intersession Learning: Intersession, Credit Recovery Edison High School will be hosting Intersession. 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 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. 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 I-Pads. I-Pads provide easy access to mobility, transition from Learning Centers to access varied sources and locations of instruction across the campus. I-Pads are easily carried and small in size for adequate student use. Provide technology to support video editing and student-run videos. In addition, computers (I-Pads) will be purchased to enhance ELD student engagement and instruction. "Edison High School has the largest number of English Language Learners in the district with over 600 students in our ELD program. Furthermore, 90+ of those students are newcomers. One huge challenge is meeting the linguistic needs of these newcomers, some of whom speak the indigenous dialect of such countries as Honduras and Ecuador. Other students come from Arabic speaking countries such as Yemen who don't use the latin-based alphabet. Chromebooks at times are not helpful due to lack of language development, no exposure to technology or education before arriving to the United States, or the reliance upon Arabic alphabet. One potential way to reach these students is using Microsoft Translate on their student Chromebook. However, teachers will need a mobile device to speak into while teaching. Ipad's are the solution as they are portable and can run the software required for teachers."

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$60,000	50643 - Title I
\$10,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategies/activities 1, 2,3 , 4, 5, & 6 were effective in the following areas: Teacher Training and Collaboration, Teacher PD,, Resources, Instructional Supplies,, Tutoring, Program Specialist, Assistant Principals, Classroom Technology, CTE, and field trips.

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

The following areas in strategies/activities 1, 2, & 3 that were not able to use/complete were: Consultants, college & career readiness, instructional coaching,, PLC., aligning NGSS standards and support, and schoolwide implementation of AVID.

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.

No changes will be made to strategies/activities 1-6. The goal is to be able to get to all items that were missed during the 2022-23 school year.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: Maintain a yearly suspension rate of less than 5% by EOY 2024. By EOY 2024 reduce the number of Discipline Referrals by 10%.
Expulsion - Expulsion Goal: Continue the expulsion number of 0 by EOY 2024. 2021-2022- 4 Expulsions School Goal for Attendance/Chronic Truancy: Attendance/
Chronic Truancy - Chronic Truant Goal: by EOY 2024 reduce chronic truancy rate to 15%

Identified Need

Only 33.02% of students exceeded or met the standards for ELA SBAC testing 2021-22.

Only 5.07% of students exceeded or met the standards for Math SBAC testing 2021-22.

The graduation percentage for the 2021-22 school year was 88.6%

Currently for the 2022-2023 school year, the total number of suspension days is 847.

Only 55% of students feel staff treats them fairly.

Only 65% of students feel they a part of the school.

Only 77% of students feel there is a teacher or other adult who cares about them.

Only 64% of students feel safe at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continue the expulsion number of 0	4	0
Maintain a yearly suspension rate of less than 5%	6.4%	5%
Reduce chronic truancy rate to 15%	33.8%	15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

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. 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. 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Low Income Foster Youth English Learners All Students
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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 and academic incentive tracking 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. # of students Tardy to class. # of Schoolwide tardies. # of schoolwide days absent. # of students suspended # of students sent to ISS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$12,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Low Income Foster Youth English Learners All Students
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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. Instructional Materials/Supplies \$5,000 Title I 43110 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategies/activities 1-3 were effective in the following areas: Tier 1, 2, and 3 service, , HERO,

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

The following areas in strategies/activities 1, 2, & 3 that were not able to use/complete were:: PBIs, attendance , intensive intervention teacher, restorative practices, and student participation/engagement.

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.

No changes will be made to strategies/activities 1, 2, & 3. The goal is to be able to get to all items that were missed during the 2023-24 school year.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: By the end of year 2024, 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

Parent committees show a low turnout for parent engagement.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

English Learners
All Students
Foster Youth
Low Income

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 - 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. \$3,000 - Parent Meeting - (Title I 50647- Parent : 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} \$3,000 (Title I Parent 50647) - 57150 Instructional Materials/Supplies - \$1494 (Title I Parent 50647) - 43110 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. Non-Instructional Supplies: \$2,486 (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 \$5000 (Title I Parent 50647) - 44000 # of families attending Parent Nights. # of Parent Nights offered through the year. # of parents involved in SCC, boosters and Alumni Association, volunteers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,000	50647 - Title I - Parent
\$3,000	50647 - Title I - Parent
\$2,486	50647 - Title I - Parent
\$5,000	50647 - Title I - Parent

\$1,494	50647 - Title I - Parent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
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 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 \$13,000 (LCFF)- 58450 (License Agreement Jupiter Grades) Community Assistant (0.75 FTE) will initiate contact with new families and orient them to the school and its program. Community assistant will write, implement, and evaluate parent surveys He/she will 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. He/she will assist the site manager with setting up projects to enhance and encourage parent involvement. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) \$61,200 (LCFF) - 22901

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$13,000	23030 - LCFF (Site)
\$61,200	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.3

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

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategies/activities 1, 2, & 3 were effective in the following areas:: Staff participation, communication/Jupiter Grades

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

The following areas in strategies/activities 1, 2, & 3 that were not able to use/complete were:: parent meetings, parent workshops, parent involvement/engagement.

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.

No changes will be made to strategies/activities 1, 2, & 3. The goal is to be able to get to all items that were missed during the 2021-22 school year.

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	\$908,475.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,623,675.00

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 (\$)
50643 - Title I	\$893,495.00
50647 - Title I - Parent	\$14,980.00

Subtotal of additional federal funds included for this school: \$908,475.00

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 (\$)
23030 - LCFF (Site)	\$675,584.00
23030 - LCFF Salary Contingency	\$39,616.00

Subtotal of state or local funds included for this school: \$715,200.00

Total of federal, state, and/or local funds for this school: \$1,623,675.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Justin Gann	ELAC

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. 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 05/25/2023.

Attested:

Principal, Justin Gann on 05/25/2023

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov