

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Edison (61 - 510)

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

Attested:

Christopher Anderson
Typed Name of School Principal

Chris Anderson
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	05/19/2022	06/28/2022

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) student group.

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

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. 10, Sep. 8, Oct. 12, Nov. 16, Dec. 7, Jan. 25, Feb. 22, Mar. 15, Apr. 19

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- Jan. 19, 20, 24-28, Feb. 8-9

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- Aug. 24, Oct. 26, Dec. 7, Feb. 22, May. 3

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- Jul. 22, Sep. 23, Nov. 18, Jan. 27, Mar. 31, Apr. 28

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- Aug. 31, Oct. 26, Feb. 28, Mar. 21, Apr. 6, Apr. 27

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. 4, Oct. 7, Nov. 11, Dec. 9, Jan. 20, Feb. 10, Mar. 24, Apr. 7

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- Oct. 13, Dec. 8, Jan. 8, Feb. 23, Mar. 30, Apr. 20

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. 31, Sep. 28, Oct. 26, Dec. 7, Jan. 25, Feb. 22, Mar. 29, Apr. 26

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.

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.

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.

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. The Instructional Coaches use the coaching cycle and SWIVL technology to support students in reflection and refinement of instructional practices. Along with Department Chairs, Instructional Coaches provide feedback on alignment of site-adopted strategies. In order to increase consistency with rigor, relevance and quality instructional practices for EL, SPED, SED and other subgroups within like courses, teachers will be provided professional development opportunities to supplement core instruction and create shared language and teaching goals such as, outside consulting, and conference attendance. Consultants are utilized to provide professional development on instructional practices, alignment of curriculum and application of resources, trauma informed care and social emotional learning. Consultants provide support for

teachers, counselors and Admin, and varied additional support personnel assigned to EHS.

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.

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

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 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.

EHS initiatives include-

Provide support in the classroom to teachers by:

- Co-teaching
- Co-planning (content and Instructional)
- Modeling (content and Instructional)
- Targeted Feedback

Provide instructional support by:

- Differentiation of instruction
- Standards based grading
- Assessment for learning (CFUs)

Acting as a Data Coach:

- Data driven decision making
- Facilitate analysis of formative and summative assessments.

Leading Professional Development:

- Design and present effective professional development offerings to teachers.
- Design and present effective content specific professional development offerings to teachers in the three core areas –ELA, Math, Science, Social Science

(Content Coaches)

Resource Provider:

Share research and instructional best practices.

Staffing and Professional Development Strengths

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.)

STA PD dates: 7/28, 9/27, 10/18, & 1/31

Percentage of EHS teacher that attended STA PD days:

7/28, 90%

9/27, 90%

10/18, 95%

1/31, 90%

Percentage of teachers that observed another teacher's classroom and/or completed a walk through during the 2021-22 school year: 35%

Percentage of teachers, in their PLC/Collaboration meetings, that looked at data on a regular basis to inform instructional practices: 70%

Percentage of teachers that used Illuminate to access student data this year to inform instructional practices: 30%

Percentage of teachers that have received PLC training: 90%

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Problem Statement 1: Only 35% of our teacher were able to observe quality instruction to inform instructional practice during the 2021-22 school year. **Root Cause/Why:** Root Cause/Why: The pandemic and teacher substitute shortage limited teacher's availability to observe high quality instruction.

Needs Statement 2 (Prioritized): Problem Statement 2: Only 90% of our teachers have received PLC training. **Root Cause/Why:** Cause/Why: We have added a number of brand new teachers to our staff who are still learning how to apply PLC practices and decision making to improve instruction and academic student achievement. Additionally, due to the pandemic, we have been unable to develop continued tiered PLC training throughout the year.

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.

Edison HS has a focus on School-wide AVID implementation. Students utilize strategic resources. Students will be provided Edison Planners at the beginning of the school year to assist with organization. In addition, note-taking supplies, such as notebooks, highlighters, expo markers, chart paper will be purchased for students to demonstrate AVID organizational strategies. Provide first generation (and other target population) students with hands-on

experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.

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.

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 provide students with a framework to research majors and degrees offered at the universities, and then experience first-hand, each university's environment and educational opportunities. Students 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.

EHS is focused on Aligning NGSS standards and support. EHS is working to 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. Instructional focus provides that 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.

EHS offers specific CTE programs. Laptops/computers are provided for student use. Students will be using the equipment for web design and logistics software in the Logistics/Warehousing CTE Pathway, Engineering, Computer Science, Business, etc.

Assessments 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.

Career and College Readiness focus increase graduation readiness by implementing increased rigor in classroom instruction, monitoring student completion of graduation requirements, and utilizing a comprehensive guidance program to support student achievement. Career & College Curriculum is designed to support freshman students, the Get Focused/Stay Focused program will be implemented using the Career Choices curriculum. The freshman High School Success course will support students in creating a 10-year career and education plan, identifying interests and life goals to facilitate the transition to a large comprehensive high school. Students will then revisit their 10-year plan during subsequent years to ensure a focus on graduation, preparing

students for college and career readiness.

Freshmen Support is designed 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.

A comprehensive Counseling Support system monitors 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. Counselor guidance increases 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.

Incentive and Support systems designed to increase student achievement is additionally monitored through the RTI Extended Lunch/Incentive program and weekly data derived from Jupiter Grades. Monitoring student achievement through RTI enables teachers, counselors, and administrators to identify students who are achieving success academically and enables teachers to provide targeted intervention to students who require additional instruction and support. Students are provided access to the Viking Learning Center for before/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 relies on increased 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.

School-wide AVID implementation and ELD support enhances ELA/ELD and Math curriculum using AVID strategies paired with ELD focus of Speaking, Writing, Listening, and Reading. Students are provided with academic support through tutoring, academic rescue, and learning centers (EL and Special Education) to conduct small group instruction.

EHS provides an Extended/Intersession Learning environment through our comprehensive Intersession, Credit Recovery program. Edison High School hosts Intersession in June and July. Intersession provides credit recovery opportunities through the use of online learning Cyber High/Apex modules. Students will be able to enroll and the wait-list 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 serve as priority students. EHS Intersession also includes 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 Rosetta Stone. Provide technology to support video editing and student-run videos. In addition, computers (desktops/laptops) will be purchased to enhance ELD student engagement and instruction.

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

Tier 1 Academic Intervention

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

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

Tier 2 Academic Intervention

Students with the need for additional academic support are identified by counselors and placed in credit and grade recovery programs that include ELD, APEX, Algebra Repeater/Financial Algebra, Algebra Support, and Applied Writing. Through the PLC process, teachers identify students with common instructional gaps in meeting Essential Outcomes and facilitate a platooning program that targets the identified areas for additional instruction and intervention.

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 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 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 Male/Female Academy. The Academy is designed to redirect students to a college/career/community track of student achievement. Case management for mentorship will be provided with Social Work Assists.

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. Our 1 instructional coach was moved to Virtual Academy instruction at the beginning of the year. EHS has relied 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 2020-21 school year: 29%

Percentage of EHS students who exceeded or met the standards for Math SBAC testing 2020-21 school year: 15%

Graduation Percentage 2020-21 school year: 83.7%

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Only 29% of students exceeded or met the standards for ELA SBAC testing 2020-21. **Root Cause/Why:** Due to the pandemic, students were attending school virtually and did not have appropriate instructional support and accountability.

Needs Statement 2 (Prioritized): Only 15% of students exceeded or met the standards for Math SBAC testing 2020-21. **Root Cause/Why:** Due to the pandemic, students were attending school virtually and did not have appropriate instructional support and accountability.

Needs Statement 3 (Prioritized): The graduation percentage for the 2020-21 school year was 83.7% **Root Cause/Why:** Due to the pandemic, students were attending school virtually and did not have appropriate instructional support and accountability.

Parental Engagement

Parental Engagement Summary

Parent Coffee Talks are twice a month and have presenters sharing information ranging from high school requirements, mental health support, college and financial aid, Stockton Scholars, Cyber Safety.

ELAC parent meetings are held on a monthly 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 2-3 presenters 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 Stagg 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

Parent participation and engagement is designed 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. 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 and ELAC.

Parents are invited to attend 8th Grade Parent Night, Financial Aid Workshops, Athletic Parent Meetings, Back to School Night, 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. Input will be solicited from parents to determine additional opportunities for engagement. Parent Volunteers will be recognized and celebrated at Parent Volunteer Night.

Parent Meetings occur throughout the year and require light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These

materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do. Parent workshops are utilized to provide parents with current strategies around positive parenting, ELA & Math strategies to support their children at home. Parents will utilize the materials 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. Non-Instructional Materials are utilized 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. Technology is applied for parent engagement through the use of 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.) Data is utilized in a variety of ways by compiling statistics focused on the following: Number of families attending Parent Nights, number of Parent Nights offered through the year, number of parents involved in SCC, boosters and Alumni Association, volunteers.

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.

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.

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.

EHS seeks to 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.

Parental Engagement Strengths

ELAC Meetings Dates/Times:

8/24/21 Parents Attended: 10

10/26/21 Parents Attended: 6

12/7/21 Parents Attended: 7

2/22/22 Parents Attended: 7

SSC meetings Dates/Times for parent support and feedback:

9/23/21

11/18/21

1/27/22

3/31/22

The total number of families that showed up to an AVID event(s) this year was: 40

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 COVID regulations and low 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 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.

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.

The 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.

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.

EHS offers an extensive performing arts program incorporating music drama, dance, and other art performances for community events.

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.

EHS current chronic absenteeism rate is: 42%

Edison High School's suspension rate for the 2021-22 school year total: 6.12%

PLUS School Climate Survey:

65% of students reported high levels of school connectedness.

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

59% of students reported there was at least one adult who cared about them (PLUS).

Between 56% through 59% of students reported high levels of caring adult relationships (PLUS)

Over 63% of students felt safe (PLUS)

17% of students consistently report being bullied on campus

28% of students report racial tension at school

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Edison High School has a chronic absenteeism rate of 42% **Root Cause/Why:** Due to the pandemic, Several hundred of our students went on virtual academy. Due to a lack of accountability, many of these virtual academy students have a high absentee rate this school year.

Needs Statement 2 (Prioritized): Currently for the 2021-22 school year, Edison High School's suspension rate for the 2021-22 school year total: 6.12% **Root Cause/Why:** The majority of student suspensions are related to possession of a controlled substance, under the influence of a controlled substance, or case, attempted cause, or threatening of physical violence.

Needs Statement 3 (Prioritized): 17% of students consistently report being bullied on campus **Root Cause/Why:** This is based on PLUS School Climate Survey during the 2021-22 school year.

Needs Statement 4 (Prioritized): 28% of students report racial tension at school **Root Cause/Why:** This is based on PLUS School Climate Survey during the 2021-22 school year.

Needs Statement 5 (Prioritized): Over 63% of students felt safe **Root Cause/Why:** This is based on PLUS School Climate Survey during the 2021-22 school year.

Goals, Strategies, Expenditures, & Annual Review

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

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 ELA:

By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 500 students.

School Goal for EL students:

By EOY 2023, per ELPAC, increase the number of students who reclassify by 100 students.

School Goal for Math:

By EOY 2023, per grade data, 500 students will demonstrate proficiency in Algebra 1.

School Goal for Science:

By EOY 2023 fully align Science and Math curriculum.

School Goal for Graduation:

By EOY 2023 increase the graduation percentage from 83.7% for all students to 90.0%.

School Goal for College & Career Readiness:

By June 2023 increase college and career readiness to 50%.

Identified Need

Problem Statement 1: Only 35% of our teacher were able to observe quality instruction to inform instructional practice during the 2021-22 school year.

Problem Statement 2: Only 90% of our teachers have received PLC training.

Only 29% of students exceeded or met the standards for ELA SBAC testing 2020-21.

Only 15% of students exceeded or met the standards for Math SBAC testing 2020-21.

The graduation percentage for the 2020-21 school year was 83.7%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the graduation percentage	83.7%	90%
Increase College and Career Readiness	22%	50%
Number of students reclassifying to Fluent English Proficient	50 RFEP Students	150 RFEP Students
Number of Students performing 2 or more grade levels below	ELA 793	ELA 293
Number of students demonstrating proficiency in Algebra 1	Math 500	Math 200

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

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)

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

Professional Development/Conferences/Training:

Opportunities are provided for specific departments to receive professional development based on the PLC targeted goals and data provided through the use of site wide classroom visitation tool. Consultants will be contracted to Solution Tree to evaluate the PLC process and provide feedback on refinement. (Title I \$40,000)

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

In order to increase consistency with rigor, relevance and quality instructional practices for EL, SPED, SED and other subgroups within like courses, teachers will be provided professional development opportunities to supplement core instruction and create shared language and teaching goals such as, outside consulting, and conference attendance.

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

Partner with UC Davis and Stanislaus State University 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.

Consultants (Solution Tree)- \$40,000 - Title I -58100

Consultants (UC Davis/Stan St.) - \$14,000 Title 1 - 58100

Duplicating: \$15,000 LCFF - 57150

AVID:

Professional Development opportunities will support teachers in implementing AVID-based instructional practices. Teachers and administrators will attend the AVID Summer Institute and receive week-long training in various AVID strands, including Implementation, Critical Reading, Tutorology, and AVID Leadership for Implementation. An additional component of the training required attendees to complete "Boosts" and the AVID Site Coordinator assists in monitoring of implementation during the academic year. 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.

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

Consultant: (AVID Center) - \$30,000 - Title I- 58100

PLC:

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

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

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

Teachers: Additional Hourly for PLC Process/Trainings: 110 Teachers X 22 hours X \$60 = \$150,000 (Allocating \$150,000) Title I- 11500

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

Substitutes: 400 days/substitutes X \$200 = \$80,000 Title I- 11700

Conferences: Teacher- \$20,000/Title I- \$30,000 LCFF/ 52150

Admin \$20,000 - LCFF-52150

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)
\$145623	50643 - Title I
\$20000	50643 - Title I
\$84000	50643 - Title I
\$15000	23030 - LCFF (Site)
\$150000	50643 - Title I
\$40000	50643 - Title I
\$80000	50643 - Title I
\$50000	23030 - LCFF (Site)

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

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 (student planners) \$25,000 LCFF - 57150

Instructional Materials/Supplies \$25,001 LCFF - 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: \$20,000: Title I -\$20,00 LCFF/ 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)
\$25000	23030 - LCFF (Site)
\$20000	50643 - Title I
\$20000	23030 - LCFF (Site)
\$25001	23030 - LCFF (Site)

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]

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

Strategy/Activity

Assistant Principal (1.5 FTE)

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

\$91,235.33 13201 .50 FTE Assistant Principal including benefits

\$182,470.66 13201 1.0 FTE Assistant Principal including benefits

Program Specialist (1 FTE)

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

\$159,153 19101 1 FTE Program Specialist including benefits

Counseling: Counseling Support:

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

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

Counselors monitor completion of A-G requirements for specialized programs and students with identified needs, identifying and supporting students who are not on track to meet A-G requirements. Opportunities for grade and credit recovery are identified by counselors to support students in meeting A-G requirements.

Additionally, counselors will facilitate Financial Aid, college application, and personal statement workshops to support students in college preparation.

RTI: Incentive and Support

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

Career and College Readiness:

Increase graduation readiness by implementing increased rigor in classroom instruction, monitoring student completion of graduation requirements, and utilizing a

comprehensive guidance program to support student achievement.

Instructional Materials/Supplies \$28,666 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 - \$25,000: 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)
\$273706	23030 - LCFF (Site)
\$159153	23030 - LCFF (Site)
\$25000	23030 - LCFF (Site)
\$28666	50643 - Title I

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

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 chromebooks. However, teachers will need a mobile device to speak into while teaching. I-pads are the solution as they are portable and can run the software required for teachers."

Equipment: \$10,000 Title I/ \$2,340 LCFF -- 44000

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)
\$60000	23030 - LCFF (Site)
\$10000	50643 - Title I
\$2340	23030 - LCFF (Site)

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students opportunities to:

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

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

Proposed Expenditures for this Strategy/Activity

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: 2021-2022

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.

Goal 1 Strategy 1:

Increase student academic achievement through a comprehensive instructional support system through comprehensive training for the entire staff in AVID strategies, DII, technology platforms. Teacher training: Year 1/Year 2 teachers were trained in AVID strategies; Math instructional coach created cross-curricular, interactive ELA lessons for Algebra 1. Teachers met in their PLCs to develop lesson plans and analyze the data from the lesson. ELA 3 teachers were trained in ERWC. All ELA teachers platooned based on iReady scores Year 1 and Year 2 teachers had two training sessions in AVID strategies. Teachers were able to meet in their PLCs throughout the year. All ELA 3 teachers received training in ERWC and placed students into groups based on their iReady scores. Historically Edison has a complete instructional professional development calendar created at the beginning of the year. Due to COVID and other extenuating circumstances, most whole faculty trainings were completed virtually. Individually various departments took a pulse of what their particular needs were and created strategies that were beneficial to them. The ELA department implemented incentives for individual students who increased their iReady scores.

Leadership team:

Each department head is a part of the Leadership Team who coaches department members through the PLC process - checking in with each PLC, presenting analysis of assessment data, conducting classroom visits to gather instructional data. Members of the Leadership Team offer coaching and provide feedback for department personnel through on-going conversations, checking in with the PLCs during department meetings and using a site wide classroom walkthrough process and instructional rounds. The leadership teachers meet biweekly and use the visitation tool to gather data and calibrate among the Leadership Team. From there the team would analyze trends and create professional development based on this feedback. As more teachers use school-wide instructional strategies we can measure the effectiveness of student engagement using the visitation tool. The intent of this strategy is to have ongoing classroom observations and calibration among the Leadership Team. The trends would then be analyzed and professional development would be created based on this feedback. Some department chairpersons from the Leadership Team were able to get into classrooms and utilize the walk-through tool. The lack of subs prevented consistent release time for the Leadership Team. Classroom walkthroughs and instructional feedback were minimized throughout the year.

Coaching model:

Instructional coaches are available to support instruction. The math instructional coach focused the majority of his time on creating interactive math lessons for the Algebra I team.

As we shifted to distance learning, it was imperative that instruction needed to change. A group of 4 new teachers was supported with lesson planning and instructional strategies by the Math Instructional Coach. The content was taken from the curriculum (Savaas) and turned into scaffolded, culturally relevant, visually engaging, instructional strategy supported material for all students ensuring a viable and guaranteed curriculum. The work with the math instructional coach was instrumental in creating lessons integrating technology, most notably the use of a microphone and an iPad to increase engagement. The Math Instructional Coach

was able to offer technology training to the entire staff. Teachers were able to form smaller PLC cohorts to customize their learning with the coach.

Professional Development/Conferences/Training/ AVID:

Members of our AVID Elective team attended AVID Digital XP in the Summer of 2021 in preparation for the new school year. Our Professional Development schedule allows for PLC training six times throughout the year. In the morning, there is a schoolwide training that all departments receive and in the afternoon, department chairpersons are asked to tailor make the rest of the day with personalized PD. AVID Elective teachers continue to be at the forefront of excellent teaching, often sharing their ideas with the entire school during professional development opportunities. AVID Summer Institute, professional development for teachers that supports high achievement for all students. The 5 AVID teachers are responsible for maintaining their training in support of the requirements of the AVID tutorial and elective course. Although it was the intent for new teachers to attend PLC training, due to COVID, Solution Tree was very limited in their offerings for the remainder of the school year.

PLC:

PLC's remained consistent throughout the year. However, much of the year, PLCs were still utilizing virtual meetings. This format was not as productive as live meetings in the PLC. PLCs transitioned to live meetings in late Spring and the work performed, intervention, lesson planning, student work review became much more productive.

Goal 1 Strategy 2:

School-wide AVID implementation.

Resources- Planners are provided to all Edison students to assist with their organizational skills. Planners are available for all students. Students utilize the planners in each of their classes to keep track of their assignments, tests, quizzes, etc. When teachers require students to use planners, they are much more effective. Students attend field trips, listen to guest speakers, etc. to gain experiences on college/career opportunities and to supplement core instruction. While field trips are an effective method for first-generation students to learn about and experience college life, we were not able to take any field trips because the campuses/buses, etc were locked down due to COVID restrictions.

AVID: Learning Objectives: College and career research is an integral part of the AVID College Readiness System. Students are asked to begin researching colleges and careers during their freshman year and continue through the application and acceptance process as seniors. Having an intentional method of researching and comparing potential universities and career opportunities, coupled with visits to college campuses allows our students to be knowledgeable about the direction they will take with their futures. Students research colleges and careers and ultimately get to physically visit some of the college campuses that they have studied. A variety of post-secondary options are made available to the students, such as visits to a University of California, California State University system, private universities and junior college options. All Edison students are invited to participate in the field trips to college campuses. Our students welcome the opportunity to be exposed to other college communities that they may not have the resources to visit through participating in field trips. They are typically given the opportunity to ask the college tour guides questions about college life that will help to inform their decisions.

Students were given a once in a lifetime opportunity to attend Disney Institute Leadership training to experience first-hand. Our counselors hold seminars, guest speakers and assemblies to present information regarding post-secondary options. This is a somewhat effective way to disseminate the information but there are limitations with meeting all of the students' needs. Each counselor meets with his/her caseload to go over an Individual Learning Plan.

Goal 1 Strategy 3:

Align NGSS standards and support:

All science teachers attended the district sponsored professional development in conjunction with the San Joaquin County Office of Education to build phenomenon based instructional segment units that are NGSS aligned. All teachers implemented a common district wide lesson structure as well as targeted NGSS labs and common formative and summative assessments.

CTE Programs:

The goal of our CTE program is to provide employment opportunities/careers that they can begin while in high school or upon graduation. Community partnership last year - C & S - in order to jumpstart the Logistics/Warehousing CTE pathway, In n' Out Burger partnership - work permit. The Logistics/Warehousing CTE Pathway - community partnership with C & S Wholesale Grocers with job opportunities for kids graduating from the program. EHS has built an educational pathway and a community partnership with Point Quest Educational Services with employment opportunities available upon graduation. Fremont Cabinets - offered several positions to our students. EHS has a partnership with FedEx and the owner has offered employment to our CTE students. Students are able to secure employment upon graduating from the program. After 1,000 hours - students become a member of Teamsters to begin a career. Point Quest - 600 employees who specialize in non-public school education children who most students have one on one support - provides services to school districts also. Seniors are offered the ability to work for Point Quest - fully paid medical benefits, 401(k) with matching program. If students want to earn a degree, employers will offer tuition assistance with a 5-year commitment.

Assessment:

I-Ready is given at the beginning and end of each term in grades 9-11 ELA. It is given to all EL students in their ELD class 3 times a year. The diagnostic data is used to provide additional literacy lessons for students 2 or more grade levels below. MDTP is administered at the beginning of each term and a district-created math assessment is given midterm. ELA and Math teachers serve on the district steering committee to provide feedback on assessment use and instructional planning. It was through the steering committee that it was decided that the MDTP would only serve as a beginning of term assessment. Students 2-3 grade levels below. have individualized pathways and small group interventions in iReady. Savass is the curriculum and there are intervention tools that are embedded throughout. Scaffolding tools are used in each unit, as well as remediation. There are also practice SBAC tests. CAASPP has an array of resources for teachers. Data points using iReady dashboard, Savass, & CAASPP resources: Lesson Time On-Task,, Lessons Passed, Progress Monitoring (Summative)

Goal 1 Strategy 4:

Counselors meet with students on their caseload and create a high school plan. The plan is monitored and transcripts are reviewed to ensure the student graduates on time. Counselors host workshops throughout the year for information on financial aid, college, career and other subjects. Counselors support student achievement by monitoring their grades, being a liaison with teachers and offering them counseling support.

Assistant Principal (1.5 FTE)

We worked as a team to address the social and emotional intervention through COVID. Counselors and teachers focused on the social emotional aspect of what our students have been experiencing through the PD training days. The Assistant Principal was trained in PBIS through the District's monthly presentations. The focus was mainly on Returning to School and the protocols that students and staff would need to adhere to for a safe return. As we trained the staff in equity issues throughout the year, we addressed our students and the various cultures represented in our classroom, along with how to reach out to each one to meet them where they are. The PowerPoint lessons that were distributed to the staff and shared with parents in a parent meeting were effective, illustrated by the smooth opening of our return to school.

Program Specialist (1 FTE)

A program specialist was hired mid-year to facilitate the testing at the school site. The Program Specialist works with district testing personnel and the AP over testing to deliver schedules, information, etc. to the staff in a timely manner. Hiring a Program Specialist alleviated much of the logistics off of the plate of the AP so that the AP could focus on building a positive climate with the staff and families.

Counseling: Counseling Support:

Counselors meet with students on their caseload and create a high school plan. The plan is monitored and transcripts are reviewed to ensure the student graduates

on time. Counselors host workshops regarding career and college opportunities. Counselors meet with every senior to solidify their graduation plans and make plans for those students not on track. During pre-registration counselors met with students to help them choose classes that matched their post-secondary plans. Counselors meet with the school's CARE team for students on their caseload. Counselors met twice per month with the CARE team to discuss at-risk students. Other members present were the CWA counselor, Mental health clinician, school psychologist, administrators. Seniors: Even though it took way longer than normal, we were able to reach out to 95% of them.

Of the 25% of the rest of the population, the counselors filled out the pre-reg form for them. There were very helpful discussions within the team, and a curriculum fair was implemented to provide more awareness for students regarding EHS course offerings and CTE pathway work.

RTI: Incentive and Support

There was a return to formal Rti happening on campus. SUSD provided funding for incentive utilizing ESSR funds. The full Rti incentive program was renewed with some success. Attendance awards and GPA were utilized to provide students with prizes to provide an incentive for doing well in school.

Career and College Readiness, Curriculum, Freshmen Support

A.

Major Components:

My10yearplan.com

Workbooks

Grade Checks

Collaborative study groups

My10yearplan.com- This is an online platform where students put the majority of their work. The work includes self exploration activities, budgets, career research, goal setting, interview and job application preparation, and a 10 year plan starting with this year. Workbooks- These workbooks help scaffold the information that will go into my10yearplan.com. These activities include vocabulary and other additional activities to help prepare students for their my10yearplan.com entries. Grade checks- Students check their progress using grade checks every Friday. Students are able to ask their teacher for support in other subjects as well as make a plan for the next week to raise their grade. Collaborative study groups. Once or twice a week, students bring work from another core class and collaborate with their peers to complete their assignments or to answer points of confusion. In the year prior, students completed the work in their workbook for each chapter, and time was provided for students to type up their answers as a final draft in my10yearplan.com. This year during distance learning, teachers did not give workbooks to students, therefore, students typed directly into my10yearplan.com and then edited their work based off of teacher feedback through the online component. This seemed to feel like less work for the students and as a result, students had more thought out answers in the online component.

Goal 1 Strategy 5:

Students need instruction that is differentiated and tailor made to fit their needs. There is no one size that fits all. Edison High School partnered with the district LDO to offer cross-curricular ELD training to our entire staff which focused on differentiation, especially with our ELs. This strategy was effective as it served as a basis for differentiating instruction. The training was expanded further with detailed lessons presented by staff members on differentiating the content, product, process, and learning environment. Teachers are released from teaching 6 times throughout the year to attend professional development and calibrate with their PLCs. Teachers were trained on Tech Training, Growth Mindset, AVID strategies, Equity, Cultural Competency, Differentiation Strategies and SPED modifications and accommodations. All teachers attended their respective training days. New teachers attended their specified days to learn about Growth Mindset and AVID strategies. The Professional Development material was created and delivered by Edison teachers. The SPED department delivered PD on accommodations and modifications for our SPED students.

Two Edison AVID teachers created and presented two opportunities to new teachers (and new to Edison) to learn about school wide AVID strategies. 8 teachers attended Digital XP Summer Institute 2020. 9 teachers are scheduled to attend Digital XP Summer Institute. Teachers willingly participated in the program and were able to gather digital virtual teaching methods to utilize during Distance Learning. All departments on Edison's campus are split into Professional Learning Communities. Teachers receive 6 days per year when they are trained in an aspect of PLC work and then released to meet to refine their teaching strategies, lessons, etc. Our Professional Development schedule allows for PLC training six times throughout the year. In the morning, there is a schoolwide training that all departments receive and in the afternoon, department chairpersons are asked to tailor make the rest of the day with personalized PD.

Teachers are released with sub coverage to participate in site-based Professional Development.

The following PD was provided to the teachers: Differentiation in partnership with the Language Development Office, PLC Calibration, Equity, Differentiation. Teachers met with their PLCs during the Professional Development cycle to collaborate about teaching strategies, technical delivery and student achievement. All teachers attended their respective training days. New teachers attended their specified days to learn about Growth Mindset and AVID strategies. The Professional Development content was created and delivered by Edison teachers. The SPED department delivered PD on accommodations and modifications for our SPED students. ELD 3 and 4 teachers were trained in ERWC Integrated ELD. The curriculum is currently being piloted across the district. ERWC provides students with the tools for college level reading and writing. It was developed by the California State University System. The Integrated ELD curriculum has embedded language activities that provide ample opportunities for meaning-making. Our district Language Development Office provided training for the staff on differentiation. One hour long training was provided- half was spent on the whole staff and half was spent in subject areas. Curriculum specialists provided departments with a differentiated lesson example. Students' grades are monitored by their ELD teacher, counselors, and ELD coordinators quarterly. No ELAT meetings were held this year due to COVID. The ELD team uses common formative assessments in four week assessment cycles. Teachers met with their PLCs during the Professional Development cycle to collaborate about teaching strategies, technical delivery and student achievement.

The SPED department delivered PD on accommodations and modifications for our SPED students. This curriculum targets our Long term English learners (6+ years in ELD). This is effective because these students have a stronger command on the language and receive additional instruction in college level reading and writing.

Academic Support:

In addition to monitoring A-G requirements, counselors offer many college and career presentations from outside sources, such as college outreach presentations and Career Technical Education options. This strategy is implemented consistently. Students were exposed to many options besides either local colleges or they were exposed to potential colleges they normally wouldn't be able to visit and careers that they may not have thought about before.

Extended/Intersession Learning: Intersession, Credit Recovery: Intersession and continued credit recovery during school session have extended the opportunities for students to reach mastery in subject matter content and that has led to increased passage rates and reduced failure rates. Graduation rate has increased as a result.

Goal 1 Strategy 6:

Provide students opportunities to:

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

One-week Summer Bridge program.

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

B. Each department is designed to be a part of the Leadership Team but have needed to make some additions to the team. The team realized the need for an Algebra 1 department head because the needs of that large group are different from the math team as a whole. In addition, the Get Focused Stay Focused head was added to leadership. Both of these changes were instrumental in supporting our freshman class which historically struggles academically. The walkthrough tool was underutilized by department chairs as well as administrators. The intent of this strategy was for the members of the Leadership Team to be provided a resource period and technology needed to implement this process. This did not happen. In addition, Department chairs were not released daily for instructional support and

feedback nor monthly instructional rounds.

B. The focus of our Math Instructional coach focused on the use of technology for student engagement as there was a shift to live classroom engagement and instruction while incorporating and maintaining the technological skill set from distance learning. The coaching cycle or SWIVL technology was not utilized this year as there was an increased focus on resuming systematic engagement strategies. The Math instructional coach was reassigned in early 2022 and no coaching took place at EHS the remainder of the year. We were not able to fill the ELA Instructional Coach position.

B. Some AVID and general teachers were able to receive PD through course offerings in the summer through AVID Summer institute. PD was designed throughout the school year for 1st and 2nd year EHS teachers and whole faculty professional development. Consultants were limited due to COVID restrictions of outside personnel restricted on the EHS campus.

B. PLC's became more productive throughout the year, more professional development was strategically aligned and implemented for each PLC. Academic conferencing occurred for each PLC, determining next steps for redesigning student essential outcomes, funding to support the PLC, interventions and grading process.

B. Students attended virtual field trips due to COVID.

The funds that were budgeted for field trips were used minimally due to COVID restrictions. The major difference this year was that some of the funds that were set aside for field trips were used in late Spring due to COVID restrictions. The students were able to participate in some college tours.

B. There were minimal college field trips to campuses this year due to COVID restrictions. School data shows that 60% of our students are 3 or more grade levels behind in English Language Arts, demonstrating the need for additional teacher AVID training to support student needs for remediation. Due to COVID, there was a return to physical appointments on campus.

B. District personnel provided support to align NGSS Science standards throughout the year. They provided training to teachers following observation and shared results. Together teachers and consultants developed a plan of implementing strategies that increased student achievement. EHS was able to maintain all of the components of the instructional segments with the exception of hands-on labs.

B. A new CTE teacher was added to the schedule this year and we were able to offer a Logistics/Warehousing CTE pathway. Computers were purchased to update the computer labs to facilitate continued CTE growth.

B. iReady is utilized for its intended purpose but several teachers wanted to pilot the ILP intervention using 45 minutes each week. Due to a changed learning environment (distance learning) student testing participation has increased as compared to distance learning participation.

B. COVID restrictions mandated many trainings to be done virtually. Many of the issues related to PBIS supports were relevant and necessary as students returned to campus. A PBIS observation tool has been created for monitoring trouble areas on campus for when we all return to in-person learning.

B. All tests were given: iReady, SBAC, AP and ELPAC. The Program Specialist was essential in ensuring the participation rates were. However, these duties were distributed amongst the Assistant Principals and teacher department chairs. Edison maintained four Assistant Principals

B. This process took more time than in previous years due to the rebuilding of plans and implementation coming back to full time in person instruction after distance learning. In addition, the hiring of two new attendance techs and guidance techs made more availability of implementing productive actions with counselors. The return of students to campus made much more productive communication with students, FAFSA completion rates, college awareness and graduation progress.

B. The return to a schoolwide Rti incentive program has allowed teachers to reach out to their students and found that they were struggling socially, emotionally and academically to implement Response to Intervention.

B. This year portions of the workbooks were used and uploaded using Kami or Google slides so that students could still complete activities prior to working in my10yearplan.com. This year students also only completed the work one time and directly utilized the software for My10YearPlan. Students this year were able to complete a mock job interview which hadn't been done the prior year. Students completed a grade check every Friday just like before, but the grade check this year included social emotional questions in order for teachers to check in with students during distance learning. Collaborative study groups were put on hold until the Spring semester. Instead we had students complete learning logs. These learning logs could be about something they learned at home or something that they learned in another class. Students were assigned a new learning log once a week.

B. Our teachers still would like more differentiated training with our ELD population. As the program continues to grow, teachers are open and willing to teach the AVID Elective. AVID Scholar Athlete sections were added at each of the grade levels in an effort to increase our male percentage of AVID Elective students. We have offered ERWC for our 12th grade students, but not for our ELD students. This year portions of the workbooks were used and uploaded using Kami or Google slides so that students could still complete activities prior to working in my10yearplan.com. This year students also only completed the work one time and directly entered their answers into the online component rather than doing the assignment twice. Students this year were able to complete a mock job interview which hadn't been done the prior year.

Students completed a grade check every Friday just like before, but the grade check this year included social emotional questions in order for teachers to check in with students during distance learning. Collaborative study groups were put on hold this year. Instead we had students complete learning logs. These learning logs could be about something they learned at home or something that they learned in another class. Students were assigned a new learning log once a week.

B. EHS successfully implemented Intercession 3 times during the school breaks. More than 100 students participated each time, allowing students more time to complete assignments and re-test to ensure they reach mastery for a passing grade and credit recovery.

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.

C. We will continue to add to the Leadership Team as the need arises and use data to determine areas of need. A walkthrough schedule and release time will be implemented to ensure consistency in this strategy.

C. EHS will continue to seek to fill the ELA and Math coaching positions. EHS will coordinate Leadership teams' release time to visit classrooms during their common prep period twice a month (not daily) and calibrate school-wide instructional practices using classroom walk through tool. Next year, if we are able to secure an ELA instructional coach, we will return back to the coaching model utilizing the SWIVL technology to train our new teachers in our schoolwide AVID systems. We will continue to focus on technology in an effort to increase student engagement.

C. We will continue to attend AVID training for our AVID Elective teachers and potential AVID Elective teachers as well as anyone who expresses an interest in attending. Consultants will be contracted to Solution Tree to evaluate the PLC process and provide feedback on refinement. We will reach out to Solution Tree for them to visit our site once we are able to do so in order to train our new teachers. If that is not available, we will partner with the district to participate in a virtual training. Partnerships with UC Davis and CSU Stanislaus have been developed to provide instructional analysis and support for differentiation particularly with a focus on EL student needs.

C. Consultants will be contracted to Solution Tree to evaluate the PLC process and provide feedback on refinement. We will reach out to Solution Tree for them to visit our site once we are able to do so in order to train our new teachers. If that is not available, we will partner with the district to participate in a virtual training. We will continue to use this format for the coming school year, as long as we can provide the necessary number of substitutes. In the future, we will continue with our Professional Development plan to train all teachers in school wide strategies.

C. We will continue to allocate funding for college field trips and guest speakers to assist our first-generation students with opportunities. We will continue to refine and vertically articulate our system. of building on college and career readiness from freshman through senior year.

C. We will no longer send students to Leadership training. The new Activities Director will continue to attend CADA training. We will continue to have live presentations where students feel free to ask questions.

C. This process is continued for the following year. We will continue our weekly meetings with Marcus Sherman, Science Curriculum Specialist. In addition, SJCOE science trainers have offered to observe and co-teach with Edison teachers upon request. We will continue to participate in monthly professional development training with the district and SJCOE to enhance the already-developed curriculum to include both digital and in-person learning.

C. EHS continues to expand CTE offerings to meet the needs of our students. AN Additional construction teacher has been hired along with the addition of a Health and Wellness CTE pathway. Goal: keep building community partnerships; find career opportunities that fit the needs of our students; to bridge the gap between the industries that surround us.

C. Assessments are planned to be administered next year. The student performance data will be utilized for intervention, remediation, and strengthening student understanding in ELA/MATH, Rti time.

C. EHS will continue to fully implement PBIS efforts over the next school year.

C. We will have four Assistant Principals. and rehire the Program Specialist position.

C. We anticipate the success of this strategy to continue to improve in the next school year. An Advisory class has been scheduled to assist with this process. Restorative Practices and community circles professional development will be provided to all faculty.

C. Students were referred to the Viking Learning Center in addition to teachers offering academic support. We will continue to administer bus passes to students who qualify.

C. Students will fully return to doing collaborative study groups. There is a plan to eventually train upperclassmen students who want to be teachers, counselors, etc. to be mentors and then hopefully we can have these students in the classroom to act as mentors and study group facilitators. This will occur through Advisory training. These mentors will have a completed 10 year plan and be able to help students create their own as well. Students will continue to complete grade checks every week and base their study group work on their most needed class. Online components will continue to be used the same way it was in the past. Students will continue to utilize workbooks as used the year prior, however, for the graduation cap activities students type directly in my10yearplan rather than input the information later.

C. We will continue to partner with ELD teachers and LDO to deliver high-quality differentiated instruction to our teachers. AVID is one of our school wide expectations. We will continue to allocate funding for AVID training so that we can maintain our AVID National Demonstration site status. Anecdotally, participants enjoyed being trained by their colleagues and would like to continue the same format for future PD opportunities. In the future, the ELD 4 course will be split into ELD 4A and 4B and will be worth English credit. An ELD 5 class will be added for the first time. ELD 3, 4 and 5 will utilize the ERWC Integrated ELD curriculum

C. Extended year will continue as outlined, Intercession and summer credit recovery and mastery of content work for students.

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 2023.

By EOY 2023 reduce the number of Discipline Referrals by 10%.

Expulsion -

Expulsion Goal: Continue the expulsion number of 0 by EOY 2023.

2021-2022- 4 Expulsions

School Goal for Attendance/Chronic Truancy:

Attendance/Chronic Truancy -

Chronic Truant Goal: by EOY 2023 reduce chronic truancy rate to 15%

Identified Need

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%	6.12%	5%
Reduce chronic truancy rate to 15%	42%	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)

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. Additionally, the RTI Extended Lunch program rewards students who meet specific grading criteria with an extra 30 minutes of lunch once per week. The remaining students receive targeted academic interventions in their classes.

Tier 3 Academic Intervention

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

MTSS Social Emotional/Behavioral

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

Intensive Intervention Teacher (1 FTE)

Intensive Intervention Teacher will be utilized to provide Tier 2 and Tier 3 Services in support of supplemental SEL services. Teacher will coordinate services for students through the EHS We Rise Program utilizing trauma informed care and social emotional learning modalities to provide at risk students the necessary support to receive a diploma.

Teacher FTE: \$145,543 Title I--11101

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)
\$145543	50643 - Title I

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

PBIS

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

Attendance:

RTI-A comprehensive attendance plan will be implemented to promote increased attendance for all students, with a focus on students identified as Chronically Absent. To promote attendance and recognize students for going to class on time, students who have earned Perfect Attendance are celebrated at quarterly Grade Level Assemblies. These students are celebrated in front of their peers and are awarded with RTI Incentive tickets. Students with improved attendance are also monitored and awarded with RTI Incentive tickets. Bus passes are provided for students who meet the qualifications and have improved attendance. In addition to PBIS, the RTI Lunch/Incentive program is utilized to address High School Success topics and provide instruction to all students on issues related to social-emotional/behavioral concerns. Students routinely examine attendance during HSS to monitor and create attendance goals. To address tardiness, a Lunch Accountability program enables students to recover attendance due to late arrivals. This program supports students in neutralizing negative points in the HERO Behavioral Management system and allows for students to earn incentives that promote increased attendance.
RTD Bus Passes \$35,000 LCFF - 58730

HERO- The HERO behavioral management system will be utilized to identify students with attendance needs and provide positive reinforcements for students who show improved attendance and behavior. HERO will be utilized in conjunction with the RTI Extended Lunch/Incentive Program to support students by providing incentives for students meeting behavioral and attendance goals.
\$10,000 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)
\$10000	23030 - LCFF (Site)
\$35000	23030 - LCFF (Site)

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Student Participation and Engagement

Increase student participation in leadership groups (including the Leadership class, PLUS class, School site council, AVID site team and AVID demo visits etc.) to improve the social and emotional culture on campus and school connectedness.

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

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

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

of students on AVID site team

of students on SCC

of students working during the AVID demo days

of students enrolled in PLUS and Leadership

of students enrolled in a club # of clubs

Proposed Expenditures for this Strategy/Activity

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)
\$undefined	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Goal 2 Strategy 1:

MTSS: Tiered intervention services, MTSS, SAP Care Team, Raising Youth Resiliency, ELD, APEX & Cyber High, Learning Center, and PLC

RTI incentive program, PBIS model, PLUS program, Leadership activities, HERO behavioral management tracking On average, 750 students met the requirements to be recognized for incentives. At its onset, students needed to have a 3.0 GPA and no Ds/Fs; the requirements were changed to 2.0 GPA and no Ds/Fs based on teacher feedback. PLUS forums provided an opportunity for students to discuss issues that existed on campus, as well as construct solutions to address the issues. Students took ownership of their discussions and actively engaged in the collaborative experience offered by PLUS forums. Additionally, students were able to highlight some of the concerns they had and provided feedback through the PLUS survey regarding their connectedness to the staff and campus at large. While the PLC teams still meet and collaborate regarding instructional strategies and Common Formative Assessments, adjustments have had to be made to meet the social/emotional needs of our students. All teachers attended their respective training days. New teachers attended their specified days to learn about Growth Mindset and AVID strategies. All teachers attended their respective training days. New teachers attended their specified days to learn about Growth Mindset and AVID strategies. Professional Development was created and delivered by Edison teachers.

Teachers are released from teaching six times throughout the year to attend professional development and calibrate with their PLCs. Teachers were trained on Tech Training, Growth Mindset, AVID strategies, Equity, Cultural Competency, Differentiation Strategies and SPED modifications and accommodations. Counselors identify students who need additional academic support and place them into credit recovery programs, focusing on meeting the essential outcomes of each class instead of having to retake the entire semester. Edison utilizes our Mental Health Clinician, School Psychologist, and Counseling staff to identify and service our students who need targeted support. CWA intervenes to do home visits and is also a part of our CARE team. The CWA Counselor attends the CARE team meetings and reports to the team regarding students on his caseload. To address the social/emotional/behavioral needs, we had on-site training regarding the importance of checking in with our students and finding ways to connect to them during distance learning. Additionally, we were trained as a staff regarding equity, cultural

competency and trauma informed practices. This strategy was intended to catch and remediate the students who needed additional academic support to offer targeted instruction and intervention. The PLUS students held 12 forums throughout the year, addressing the most pressing needs of our students. Edison students also took part in the YouthSpeak Program hosted by SUSD where more than 900 Edison students participated. The content of the forum was data from California Healthy Kids Survey administered in Winter 2021. The RtI Extended Lunch Program was not implemented. Teachers were trained in several Equity and Culturally Responsive Teaching by our own staff. LTAs continued throughout the school year. The CARE Team met twice a month to discuss the services provided for each student as well as the next steps. The Soul Vike Academy was discontinued to target students who are in need of a college/career/community path.

Goal 2 Strategy 2:

PBIS/Attendance/HERO/Restorative Practices: HERO was strategically implemented throughout the school year. EHS utilized schoolwide Restorative Practices during this school year. Restorative Practices training was offered to employees of our district over Spring Break. 7 teachers and one administrator took advantage of the opportunity.

Goal 2 Strategy 3:

Student Participation/Engagement/ AVID: 50 students participate in two Leadership periods. 50 students participate in two PLUS classes. Describe implementation of each component and include applicable data. Students were unable to serve in these capacities due to not being on campus. Although there were student participants in Leadership groups (PLUS, Leadership, AVID, etc) the extent to which they could function was limited due to the constraints of virtual world and making meaningful connecting with school culture.

Junior/ Senior Movie Nights
School-wide PLUS forum
Senior Sunrise
Holiday drive-through giveaways

Typically this is an effective way to build ownership and/or pride in the AVID program; however, we were unable to host any AVID Showcases or physical parent nights.

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

B. Get Focused Stay Focused Career and College planning, Increased PLUS forums, dedicated PLUS instructor increased sections. RtI incentive program was fully implemented. CARE Team met strategically throughout the year and managed a caseload provided by teachers and counselors. Academically, the intent of this strategy was to offer parts create a tailor-made curriculum giving students the opportunity to retake identified portions that they had been unsuccessful in the semester class by retaking those portions of the curriculum and gaining mastery. EHS contracted with the organization Raising Youth Resiliency to assist with our highest need students in need of social/emotional, mentorship. The RYR Counselor was on campus during the day and will be an integral part of our intervention team, serving on the CARE team. We did not have a Male/Female Academy.

B. We will utilize Jupiter Grades for tracking student academics, discipline, and attendance records. EHS will continue with HERO and Restorative Practices.

B. There was no significant change due to COVID restrictions

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.

C. The money was used to hire Raising Youth Resiliency to focus on the social/emotional well being of our students, being an integral part of the CARE team, doing home visits and checking in our students during COVID. This program ended after December and 2 social work assists were hired by SUSD to provide mentorship and case management for students. Refinement of existing systems will enable the school to further develop programs. Using the RTI schedule, Edison will transition to a High School Success/Advisory format that can be used to deliver Tier 1 Intervention regarding resources and skills that will support students academically and personally. Topics to be discussed can include a review of A-G requirements, available academic interventions, as well as Health Center resources and recognizing the signs of depression. The High School Success/Advisory block will serve as a forum for classroom discussions regarding critical topics. We will resume our previous PD schedule and integrate social/emotional learning, cultural competency and other equity issues into our AVID instructional strategies. We are in the process of reworking our RtI program and will not be rewarding students with an extended lunch in the future. We will not implement the RtI Extended Lunch/Incentive Program in the future. EHS will implement a Male/Female Academy in the fall of 2022-2023.

C. Our plan for 2021-2022 is to continue HERO and Jupiter. We will collaborate with SUSD Restorative Practices trainer/s to provide training for our staff. EHS is implementing the WE Rise Tier 2-3 support model to support students who need tiered intervention. Social Work Assists will be on campus and part of the fabric of our site, providing social emotional assistance.

C. We will continue to utilize the AVID students in leadership capacities in the next 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 2023, 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

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)

All Students

Strategy/Activity

Parent Participation and Engagement

Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, College funding resources, student academic achievement, student behavior, school programs and district goals etc.

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

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

Parent Meeting - 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

Non-Instructional Supplies: \$2,486 (Title I Parent 50647) - 43200

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.

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)
\$3000	50647 - Title I - Parent
\$2486	50647 - Title I - Parent
\$3000	50647 - Title I - Parent
\$5000	50647 - Title I - Parent

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Communication

Increase communication to parents about school activities, student grades, assignments, programs, activities, events, etc. and informational meetings. Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee newsletters etc. Parents routinely receive communications through 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

\$15,000 (LCFF)- 58450 (License Agreement Jupiter Grades)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$15000	23030 - LCFF (Site)

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: 2021-2022

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.

#3

Goal 3 Strategy 1:

Parent Participation/Engagement

SSC, ELAC, Parent Teacher Conferences, 8th grade parent night, AVID nights, financial aid workshops, Website, blackboard, flyers, marquee, parent link, Jupiter grades, parent handbook, Inclusion into SSC, Leadership Team, safety team, PLC teams, AVID site team. Elective courses, PLUS, Leadership, student ambassadors, peer mentors, AVID parent night, 8th grade parent night. Barnes and Noble, Dollar General, literacy fairs, EHS alumni organization, Engagement events were not able to be hosted by the school to communicate academic issues due to COVID.

These events included the following: 2 Parent Teacher conferences held (October/February), Back to School Night, AVID Parent Night, 8th Grade Parent Night. Parents were also invited to additional events on campus, including a celebration of Student-Athletes, JROTC, and academic achievement; meetings to address attendance concerns; and invitations to participate on ELPIC and SSC. Communications that promoted parent engagement were delivered through a variety of medium: ParentLinks, Updated School website and marquee, Flyers, Closed circuit television, Parents additionally had access to Jupiter Grades, a live grade-monitoring system. Students can serve in a number of leadership capacities at the school site. Opportunities include: School Site, Council, Enrollment in PLUS/Leadership, Student Ambassadors for AVID Showcase visits. Students can serve in a number of leadership capacities at the school site. More than 100 students were enrolled in either PLUS or Leadership. These courses provided an opportunity for students to develop their leadership potential and work with other student groups. Within the AVID program, students acted as classroom leaders and Student Ambassadors during AVID Showcase visits. AVID students also worked to present aspects of their program to current and prospective students through AVID Parent Night and 8th Grade Parent Night. Edison has a partnership with Dollar General to support literacy in the community. Through donations provided by Dollar General, Edison has purchased books to place in Little Free Libraries throughout the community. Books are selected to meet a range of literacy and age levels to promote early interest in literacy. The alumni community and other members of the community at large continues to support Edison through the Boosters program and the Edison Alumni Association. Engagement events were limited. 2 Parent Teacher conferences held, Back to School Night, AVID Parent Night, 8th Grade Parent Night, Parents were also invited to additional events on campus, including a celebration of, Student-Athletes, JROTC, and academic achievement; meetings to address attendance concerns; and invitations to participate on ELPIC and SSC.

Goal 3 Strategy 2:

Communication

Parents receive information about school activities, events, upcoming parent nights, etc. through Edison's website, flyers, marquee, jupiter grades, email, google classroom, synergy (blackboard) and social media accounts.

B.

We utilize all of these methods for reaching our parents. all teachers have a google classroom for their students where announcements/events are posted. In addition, the counselors created google classrooms for each grade level where important information is disseminated. Parent surveys were administered throughout the year to gather information about the best way of contacting them. Overwhelmingly, parents would like to receive information via email.

Goal 3 Strategy 3:

Staff Participation

The required number of teachers regularly participate in the School Site Council. 4 teachers regularly attend School Site Council meetings. All teachers attend department meetings and their assigned Professional Learning Communities. There are 15 members of the AVID Site Team who met monthly to discuss the AVID College Readiness System and the Certification document. We were able to secure new scholarships funds to EHS. The district secured community COVID testing during the pandemic and continued throughout the year.

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

B. Parent Nights were held virtually this year due to COVID restrictions. We added two additional parent nights: one for Return to School and the other for Graduation. Transition of site personnel, Dedicated roles for AP and counselor in developing and implementing CARE Team, Transition of roles among AVID site coordinators, Developed working relationships with SFA and community partners in developing CTE pathways Parent Nights were held virtually this year due to COVID, developed working relationships with SFA and community partners in developing CTE pathways, Parents participated in SSTs virtually during the 2020-2021 school year, There were Multicultural Rally, Fathers on the Green or Coffee Hour during this school year. There was recognition for Parent Volunteer Night during this school year.

B. MTSS teams did meet regularly this year. The MTSS team was renewed and worked collaboratively to provide professional development for the upcoming year.

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

C. We will continue with plans as described for the future

C. We will implement the MTSS team and meet regularly developing consistent PD throughout the 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	\$737318
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	\$1452518

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	\$723832
50647 - Title I - Parent	\$13486

Subtotal of additional federal funds included for this school: **\$737318**

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)	\$715200
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: **\$715200**

Total of federal, state, and/or local funds for this school: **\$1452518**