THOMAS ALVA EDISON HIGH SCHOOL WASC SELF-STUDY REPORT 2016-2017

EDISON OUR ALMA MATER, GIVE FORTH THY LIGHT
GUIDE US TO KNOWLEDGE, WISDOM AND RIGHT
WHEREVER WE MAY WANDER, LET US NEVER FAIL
EDISON FOREVER, ALMA MATER HAIL

EDISON STUDENTS RECEIVING RECOGNITION FROM SUPERINTENDENT, ELISEO DÁVALOS, PH.D., FOR MAINTAINING A 4.0 G.P.A.

SCHOOL LEADERSHIP TEAM

Brian Biedermann, Principal

Valente Aguilar, Assistant Principal

Magenda Cruz, Assistant Principal

Kerena Skillman, Assistant Principal

Brett Toliver, Assistant Principal

DEPARTMENT CHAIRS

Gina Atad-Burgess, Mathematics

Samantha Borba, Physical Education

Kathryn Corona, Special Education

Kathryn Del Porto-Bianchi, Electives

Nicole Perez, Science

Amanda Riggs, English

Celia Robles, World Language

Aldrich Sabac, English

Angelo Sandoval, Social Science

Alicia Taylor, Mathematics

Mary Yamuni, Science

COORDINATOR/DIRECTOR

Brian Batugo, Activities Director and PLUS Coordinator

Kristi Lee, AVID Coordinator

Richard Lynch, Athletic Director

Chanthou Thoeun, EL Coordinator

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JOSEPH ABUJEN (PHOTOGRAPHED WITH EDISON HIGH SCHOOL BASKETBALL TEAM) A STUDENT IN OUR SPECIAL EDUCATION PROGRAM, AND ATHLETE, IS SEEN HERE RECEIVING SPECIAL RECOGNITION AT A BOARD MEETING.

Preface

The self-study process at Thomas Alva Edison High School began in spring of 2016, with a faculty meeting in which the process and purpose of the self-study was presented to certificated and classified staff. The five classifications were then presented in detail to allow staff to make an informed decision of which category they could contribute to most. Once focus groups were balanced, each group was assigned two leads and an administrator. Focus groups became a standing agenda item at all faculty, Professional Learning Communities (PLC), leadership and department meetings. In the focus groups, staff members were given a copy of the old report, along with a graphic organizer to gather their ideas as they collaborated on current prompts and indicators. Groups synthesized findings, analyzed data, shared strengths, and evaluated the effectiveness of their findings.

As each group made progress in their findings, leads met once a week with an administrator to review responses, as well as overall strengths and areas of growth. At our weekly leadership meetings, leads would share their findings to help determine and refine our critical learner needs and school-wide action plans. In order to include all stakeholders, systems were put in place to communicate findings and purpose of WASC with parents, students, and leaders in the surrounding community through events and grade-level assemblies hosted at Edison. After completing a draft of each of the chapters, demographic data, implications, critical learner needs and action plans were presented to the staff, School Site Council, community based partners such as Peacekeepers, AVID Site Team, and ELPIC parents and students.

Over the course of the self-study process, the Expected School-wide Learning Results were transitioned into School-wide Learner Outcomes. The decision was made to retain the iconic SOUL acronym that reflects the culture of Edison High School; SOUL Vikes is a rallying call that the community of alumni and current students use to identify with expectations of school pride. In addition to the School-wide Learner Outcomes (SLOs), Edison uses its Mission and Vision to identify the academic standards that guide the instructional process. Not only are students held to a high standard of achievement, but staff and additional stakeholders are also held accountable for the learning that occurs to ensure students are college and career ready. For example, coaches and advisors require students to attend after school tutoring, instead of practice or events, if their grades fall below 2.0.

An analysis of student data confirmed the previously identified growth targets of the self-study process, primarily the need for greater K-12 articulation, a systematic response to intervention, and additional blended learning and CTE courses to increase access to 21st century skills. Through an examination of already established systems, changes have been made to address these areas of growth. As part of our long-range action plan, existing programs are being refined to equip students to meet the School-wide Learner Outcomes. See Appendices A1 and A2 for measurable site goals and SLOs bookmark.

"Twelve years ago I was a student at this very school, and it is not the same school I once attended. As a product of Stockton Unified School District and Edison High School, I am proud to work in the same system that helped to nurture me. But the systems in place at Edison High School today are not the same, they are better. The teachers, staff, and administrators work tirelessly towards creating an environment that directly support students. And since I have begun working here as a teacher, I have only seen students and staff strive towards continued improvements. This is a significant change not only for the school, but is even more significant for the local community." – **Aldrich Sabac**, English Department Chair

Chapter 1: Student/Community Profile and Supporting data and Findings

POLICE OFFICERS FROM THE COMMUNITY ENGAGING IN DIALOGUE WITH EDISON STUDENTS

A. General Background and History

Thomas Alva Edison High School is one of four comprehensive high schools in Stockton Unified School District. The surrounding neighborhoods are well-established; therefore, the school serves as an important representation of the many generations who have attended Edison. Established in 1941, Edison High School has become an integral part of the community landscape in South Stockton, California.

Our student population is just over 2100 and represents the diversity of our community. 62% of students are Hispanic, 12% are Black or African American, 11% are Filipino, 5% are Southeast Asian and roughly 2% are White. According to the latest U.S. Census Report, Stockton is the 13th largest city in California with a population of 305,658. The median income is roughly $45,347 per family. The population of the area includes Hispanic 41.3%, white 22.3%, Asian 21.2% and Black or African American 12.2%. Statistics show that 74.9% of Stockton residents have a high school diploma or higher and 17.4% hold a bachelor's degree or higher.

Community support is an unyielding presence that has helped Edison High School face inherent challenges. Leaders in the surrounding community, such as Chaplains, Peacekeepers, Edison Alumni, Edison Boosters, Edison's Hall of Fame and local businesses have made it a priority to ensure that all students receive equitable educational opportunities through donations, on-going fundraising, as well as social and emotional support. Edison pride runs strong; therefore, our site has become a center of hope that has diligently enforced policies and increased resources that have ensured the safety of the campus and basic needs of our students. See Community Outreach Crate 1 for news articles.

Edison has kept alive the belief that parents are the key to student success. The school has made efforts to reach out to parents and the community in various ways, including AVID Parent nights, Education Parent Night, a summer Pre-registration Orientation known as Stockton Unified 8th Grade Parent Night, and Information night for eighth graders and their families, ELPIC (English Learner Parent Involvement Committee), and School Site Council. Active parents have helped reach out to encourage more involvement as well, voicing their opinions as to the needs of students and the value of attending parent meetings. This includes parents who serve on Edison's School Site Council and ELPIC (English Learner Parent Advisory Committee). These two committees are each responsible for identifying student needs in order to establish relevant community-based partnerships.

The misconception that our parents are disengaged is an issue our site set out to dispel. Our parents truly care; however, according to data shared at a PLC conference, it was revealed many believed they would interfere if they tried to get involved. To strengthen this relationship, we looked for ways to educate staff and parents on how to communicate more effectively. Recently, Edison hosted its highest attended parent night using a system we learned about from Luis Cruz at the Soluciones PLC Conference, attended by a cross-curricular group of teachers and administrators. The focus was to educate our parents and differentiate the message and resources they received. Parents were invited to different time frames. The first hour was spent celebrating our parents whose students were A-G compliant and passing all classes, the second hour was spent informing parents about how to ensure their students became A-G compliant and fill in minor gaps in their educational plan. The third hour was for parents whose students were failing multiple classes and in danger of not graduating. It was our most successful effort to increase parent involvement and a plan we will continue to refine.

The State and Federal programs mandated at Edison come from a variety of funding sources. Title I and LCFF money is available to support EL students, parent involvement, professional development, human capital necessary to achieve academic goals, substitutes, and additional compensation to allow teachers to continue the PLC process beyond their contractual time. This specifically includes helping disadvantaged students receive resources to allow them to meet standards, providing services to homeless students, and funding the Migrant Education Program. Title II funding aims to improve teacher quality. Title III focuses on limited English proficient (LEP) students, Beginning Teacher Support and Assessment (BTSA), Extended Day Programs, and the English Language Acquisition Program (ELAP). In addition to academic support, Edison houses a school-based Health Center, which relies on the partnerships of several community organizations such as Valley Community Counseling, San Joaquin General Hospital, Delta Health Care, and Community Medical Center. The addition of these partnerships has increased the frequency of support services provided in the comprehensive on-site Health Center, namely, anger management, grief counseling, and substance abuse counseling, in an effort to ensure that students' urgent needs are met more effectively. In addition to medical services, Edison also houses a Head Start Program where local families can enroll their preschoolers to receive educational services. See Appendices B1-B4 for Migrant Education, Health Center, Head Start and Alumni pamphlets.

Edison currently has a staff of ninety-four certificated teachers, of which 42 are female and 52 are male. There are sixty classified staff members, which are made up of 25 female and 35 male. We have a range of ethnicities represented at our site that includes Black or African American, Native American, Asian, Filipino and a majority Latino and White. Currently included within our staff are five counselors; an administrative staff consisting of one Principal and four Assistant Principals; a school

psychologist; a Library Media Technician; a Resource Specialist; Interpreters for the deaf and hard of hearing; health center staff, which includes a part time Doctor, Nurse, Grief Counselors; a Speech Pathologist; an onsite School Resource Officer; and a Social Worker (promoted to a new position in April).

Together, the leadership team and staff have made a collective commitment to provide an equitable education that prepares students for post-secondary success. Below are our mission and vision statements which are continuously reviewed and refined:

MISSION STATEMENT

Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.

VISION STATEMENT

Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents, and community members collaborate to ensure that all students are college and career ready.

EDISON HIGH SCHOOL

Mission
Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of postsecondary opportunities.

Vision
Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents, and community members collaborate to ensure that all students are college and career ready.

EHS

Student Learner Outcomes

*S*ucceed by achieving academic and personal goals

*O*rganize information to think and communicate effectively

*U*se knowledge to prepare for college and career

*L*ead by making positive choices

IMAGE OF MISSION AND VISION POSTER DISPLAYED ACROSS CAMPUS AND CLASSROOMS.

SCHOOL-WIDE LEARNER OUTCOMES

School-wide Learner Outcomes reflect the ongoing vision of Edison High School. These outcomes were adapted to align with the recommendations from a prior WASC visit to capture initiatives that will suit the needs of our students. School-wide Learner Outcomes is a system that has allowed our students and staff to focus on the essential purpose of our mission and vision. A team of teachers sought to reinstate "Soul-Vikes," a decades-old term with which alumni would strongly identify. And, as many Edison alumni have children who attend Edison, the hope was that the term would already be familiar to a significant portion of the student body. The team used "SOUL" as an acronym for the shift from ESLRs to SLO's which promote success, organization, utilize, and lead.

WASC ACCREDITATION HISTORY

During this 2016-2017 school year, Edison High School will complete its 12th full self-study. In 2011, during our last full self-study, Edison received a six year accreditation with a three year mid-term visit, which occurred in 2014.

In 2011-2012, Edison High School had not met adequate yearly progress. A significant factor contributing to this was an overall lack of student achievement in reading, writing and mathematics—particularly among certain subgroups on the CAHSEE, although they met their own growth targets. However, Edison did make overall growth on the API for four consecutive years. At this time the school was calculated to have been in Program Improvement 5.

In 2014, Edison was in year 3 of Program Improvement due to the lower percent-proficiency of some subgroups of students. In 2012 and 2013 our Hispanic, Socioeconomically Disadvantaged, and English Learner subgroups did not meet the AYP Percent-Proficient criteria, though other criteria were met.

Currently, the API is no longer measured due to the changes in state standards and high stakes testing. When last measured, we were considered a Program Improvement site with a designation of PI 4. Although we continued to make growth, we still did not meet CAHSEE goals. To improve reading, writing and mathematics we have continued to focus on PLC, school-wide AVID, and DII, PBIS/Plus and math pull-out intervention.

Edison High School considers all stakeholders when making decisions. This includes efforts to seek parent input, which is gathered through various meetings such as ELPIC, which reaches out to our English Language Learner population, as well as School Site Council, which is held once a month and requires parent attendance to make decisions. We also have parents attend our AVID school-site meetings to educate them on the program, receive input and encourage additional parent participation school-wide. See Appendices B5 and B6 school site council sign-in and agenda.

Our parents and stakeholders are contacted through School Messenger, our school website, letters mailed home, fliers and direct phone calls. Students that are in foster youth and special needs subgroups are contacted by our site social worker, school psychologist and case managers.

Last year, Stockton Unified School District wanted to increase parent and community involvement and invited each of the four high schools to host LCAP meetings at their site. Edison held their first Local Control Accountability Plan (LCAP) meeting January 21st to 65 attendees that included parents

and other stakeholders, such as students. Stockton Unified School District (SUSD) stakeholders, including bargaining units, community members, county programs, community organizations, and others have been involved in the development of the 2016-17 LCAP in a number of ways described below. The focus of each meeting is to receive community input regarding three topics: school learning environment, pupil outcomes, and engagement.

The district did extensive outreach to students and this year received more than 1,000 responses to questions surrounding the SUSD 2016-17 LCAP. Responses indicated a recommendation of more academic help for students, both those performing at or above proficiency and those who have not met standards. The 2015-16 LCAP survey was exhaustive and the district is relying on the results of 3,500 responses for continued updates on the multi-year plan. In June, a Board Study Session included a presentation on the status of the draft LCAP and Annual Plan, and a walkthrough of the document highlighting the changes and consolidations.

Following the study session, on June 21, 2016, a public hearing was held to present the final LCAP and Annual Plan. District staff presented a walkthrough of the document highlighting changes and consolidations, then took notes on public comment. A review of the public comments was conducted by the LCAP Team and district level Administrators for appropriate responses, if any. On June 28, 2016, district staff presented the final LCAP and Annual Plan for approval to the Board of Trustees that included the following goals for Edison High School:

b. Goal	c. Metric
Priority Area 1: **Basic Services Goal:** To provide students and teachers the foundational/basic service supports to ensure student achievement is met with students reading at proficient or above by the 3rd grade, proficient or above in applied algebraic mathematical concepts by the 9th grade, and college or career ready by the 12th grade.	Metric: SUSD Human Resource Reports Metric: SUSD District Textbook Sufficiency Resolution Metric: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)
Priority Area 2: **Implementation of State Standards Goal:** To provide students and teachers the resources appropriate to implement, teach and acquire knowledge of state standards/concepts to ensure student achievement is met with students reading at proficient or above by the 3rd grade, proficient or above in applied algebraic mathematical concepts by the 9th grade, and college or career ready by the 12th grade.	Metric: SUSD Curriculum Department Unit of Study Master List Metric: SUSD Site Master Schedules, Synergy
Priority Area 3: **Parent Involvement Goal:** To provide parents/guardians with open and active communication, resources and knowledge tools to support their student to be academically, socially, and emotionally successful ensuring student achievement is met with students reading at proficient or above by the 3rd grade, proficient or above in applied algebraic mathematical concepts by the 9th grade, and college or career ready by the 12th grade.	Metric: SUSD District and Site Participation Reports Metric: SEIS database

Priority Area 4: **Pupil Achievement Goal:** To provide students with open and active communication, resources and knowledge tools to support themselves and their peers to be academically, socially, and emotionally successful ensuring student achievement is met with students reading at proficient or above by the 3rd grade, proficient or above in applied algebraic mathematical concepts by the 9th grade, and college or career ready by the 12th grade.	Metric: SUSD Illuminate by PT School Metric: CALPADS Metric: CELDT
Priority Area 5: **Pupil Engagement Goal:** To provide students with opportunities that are positive, meaningful, and academic centered to support themselves and their peers to be academically, socially, and emotionally successful ensuring student achievement is met with students reading at proficient or above by the 3rd grade, proficient or above in applied algebraic mathematical concepts by the 9th grade, and college or career ready by the 12th grade.	Metric: SUSDs Student Information System, BiTech Metric: CALPADS
Priority Area 6: **School Climate Goal:** To provide students and teachers with a school environment that promotes healthy learning and engagement opportunities to be academically, socially, and emotionally successful ensuring student achievement is met with students reading at proficient or above by the 3rd grade, proficient or above in applied algebraic mathematical concepts by the 9th grade, and college or career ready by the 12th grade.	Metric: SUSD Student Information System and CALPADS Metric: California Healthy Kids Survey (CHKS)
Priority Area 7: **Course Access Goal:** To provide students with fair and consistent opportunities that ensure students read at proficient or above by the 3rd grade, proficient or above in applied algebraic mathematical concepts by the 9th grade, and college or career ready by the 12th grade.	Metric: CALPADS
Priority Area 8: **Other Pupil Outcomes Goal:** To provide students opportunities that promote college and career readiness ensuring student achievement is met with students reading at proficient or above by the 3rd grade, proficient or above in applied algebraic mathematical concepts by the 9th grade, and college or career ready by the 12th grade.	Metric: MAP

See Crate 4 for SARC report.

Listed below is the URL for the full district LCAP:

http://www.stocktonusd.net/cms/lib010/CA01902791/Centricity/Domain/160/2016-2017%20LCAP/2016-2017%20LCAP%20Annual%20Update%20for%20SUSD%20v3%20-%20Final%20and%20Approved%20without%20cover%20art.pdf

B. SCHOOL PROGRAM DATA

During 2013-2014 and 2014-2015, Edison was on a 4x4 block schedule with 90 minute periods and two terms of 40 credits each. In 2015-2016, we moved to a traditional schedule with the school year divided into two semesters of 30 units each. Edison High School now operates on a six period day, with an optional zero and seventh periods. Classes are 60 minutes on a regular bell schedule and 43 minutes on Student Success Days. School start time is 7:25 a.m. with a common 30 minute lunch period from 11:40-12:10. Students have a release time of 2:20 p.m. on regular days and 12:08 on Student Success days. The district has a current graduation credit requirement of 210. Students meet with their counselors yearly to update their four year plan. Students who are on track to graduate and qualify for authorized absence are required to complete a request form to give them late start or early release. See Appendices C1-C8 for bell schedule, instructional calendar, minimum day schedule, graduation requirements, four year plan, A-G requirements, authorized absence form, and master schedule.

Edison's intervention programs consist of Response to Intervention for Math, online instruction and after school tutoring through APEX and the Viking Learning Center. Partnerships to advance learning through MESA and STEM are supported through relationships established with San Joaquin Delta College (Delta) and the University of the Pacific (UOP). Independent Study is a program offered to students that meet qualifications and is operated from our site. ELD, ELPIC and Migrant ED (in collaboration with the San Joaquin County Office of Education are programs which support English Language Learners. These students are also enrolled in Algebra support class and SDAIE classes to provide Math and English support. Socioeconomically disadvantaged students receive accommodations, such as bus passes, free and reduced school lunch and access to Edison's clothes closet. Students that are classified as needing Special Education services can be enrolled in two different programs, RSP and SDC. Students, parents and staff are involved in the decision making process for their students through IEPs, which are state mandated. Students enrolled in the SDC

program also have the opportunity to take advantage of the Learning Center throughout the day and the Special Education Workability program. An additional way that Edison supports its diverse students is through the Native American Indian Education Center, which is located onsite near the Health Center. See Appendices C9 and C10 for a Native American pamphlet and Workability description.

a. Intervention Programs

A percentage of Edison's total Title I budget is allocated for instructional coaching, professional development, PLC collaboration time, and substitutes to provide coverage for released teachers. Additional funds are allocated for instructional coaches. Unfortunately, due to the teacher shortage, the district was unable to secure qualified personnel to fill our instructional needs; therefore, in response to this shortage, department chairpersons are compensated 20% of their salary to provide differentiated coaching to address areas of growth within their departments. Edison has taken the initiative to implement these systems in order to properly address the needs of our student groups identified for intervention. Our site has a unique system in place to foster autonomy and build shared leadership. We have created a guiding coalition which consists of department chairs and administration. Each department chair is released monthly to conduct instructional walk-throughs using a tool that was created based on professional development. This tool measures the fidelity with which teachers are applying the expected school-wide instructional strategies to support all learners and provide targeted training. See Crate 4 for budget by expenditures.

TEACHERS COLLABORATING ON A SKIT TO SHARE WHAT THEY LEARNED WITH THE STAFF AFTER ATTENDING A PLC TRAINING.

Title I funding also allows Edison to send teachers to AVID Summer Institutes, State and National Conferences and on-site trainings to expose them to current instructional practices and research. Teams that are attending these conferences build site capacity upon their return through a presentation and discussion of their findings. Teachers are released every other month to receive on site Professional Development. The Professional Development focuses on writing across the curriculum and allows departments to collaborate and apply what they have learned. Student product becomes the focus of the data analysis trainings, where common rubrics are used to assess student work and refine implementation of the strategies. On-going teacher support is provided

through site-based instructional coaching, staff collaboration meetings and data team meetings. See Crate 3 for training materials and product deliverables.

Recent examples of the professional development provided to Edison staff includes Academic language Learning (A.L.L.), a 2-part training which was presented to staff by a current teacher on campus, who is one of four AVID staff developers. Furthermore, we used our walkthrough data to provide targeted development. Teachers were released, based on need, to observe strategies being implemented in real time. As teachers observed lessons, administrators and department chairs facilitated conversations and then provided collaboration time for teachers to integrate findings. Utilizing on-site expertise has enabled teachers to implement strategies and receive immediate feedback, while also providing a local resource to address concerns. See Appendices D1 and D2 for a professional development schedule and targeted professional development matrix.

In combination with AVID training and professional development, Edison staff participate in professional learning communities to improve instructional practices that support student learning. In order to provide research-based training to facilitate the PLC process, each school year Edison sends teacher teams to PLC Conferences. The Professional Learning Communities Conference continues to show us the process that is increasingly recognized as the most powerful strategy for sustained, substantive school improvement.

Staff at Edison utilize a variety of AVID and SDAIE strategies and resources to support the EL student population. AVID strategies are used site wide and implementation is an expectation across the board in all classes. Teachers use the PLC process as a vehicle to collaborate. Counselors and the EL site 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 site coordinator to support any students who have not shown adequate growth or who have regressed. To help students reach their goals for reclassification, administrators visit ELD classrooms to present the importance of MAP and CELDT testing. Students receive MAP testing goal forms which lists their current score and their target score. This allows students to visualize their success. Common formative assessments are also used to respond to students immediately who are experiencing difficulty. Administration, department chairs and literacy/math coaches conduct instructional rounds in all classes; however, there is an ELD focus on the walkthrough tool to ensure that SDAIE strategies are being used regularly. Targeted professional development and instructional materials are provided as needed to support teachers in providing effective instruction for EL students. See Appendices D3-D5 for a MAP testing goal form, reclassification requirements, and Academic Language Scripts.

In order to meet the academic needs of our students, we have also allocated funds for teachers to run an after school-program called the Viking Learning Center. The Viking Learning Center is housed in the same building as our APEX program. This allows tutors to support students through one-on-one or small group instruction and communicate with core teachers to use data to target students below proficiency level. Through the PLC process, additional compensation is available to strengthen collaboration among teachers to support the development of common formative assessments. The compensation of professional time outside contractual hours enables teachers to assess student learning, adjust and differentiate instruction appropriately and use data to make informed

instructional decisions. This support allows students to build the skills necessary to access core instruction. See Appendices D6 for the Viking Learning Center schedule.

Edison High School has a variety of services and systems in place to service students designated with special learning needs. This includes 504 plans that provide accommodations or modifications for students with disabilities identified under ADA, as well as an Individualized Education Program that creates specific plans for each student with identified disabilities under I.D.E.A. A Resource Specialist Program is available for students with disabilities working toward a High School Diploma (general education). Students are supported in the RSP program through study skills classes and a learning center that provides the skills and scaffolding to support them in their general education courses. Special day classes are offered to differentiate instruction for students with mild to moderate disabilities and severe disabilities. Students identified as deaf or hard of hearing also receive support services in a special day class, as well as sign language interpreters in all classes.

Edison provides many local intervention systems to support our students. One of these programs includes a Migrant Education Program (MEP), which provides migrant children and their families educational opportunities, supplemental instruction, and social services. Students receive guidance through Secondary Academic Advisors (SAA) who help them develop a four year educational plan and monitor student progress toward graduation. Our (MEP) students have the opportunity to receive academic enrichment after school, Saturday and summer programs.

An additional local intervention includes Rosetta Stone, an after school program facilitated by two English teachers. The primary focus of the program is to support our recent immigrant students, and students who have a CELDT score of Beginning to Intermediate. Students meet three times a week for one hour. We currently have twenty students enrolled: eight males, twelve females and a range of ethnicities that include Mexican, Yemeni, Chinese, Hmong, and Filipino. Languages spoken include Spanish, Arabic, Mandarin, Hmong, and Filipino. See Appendices D7 for teacher recommendation forms.

Another significant subgroup on our campus is our socio-economically disadvantaged, a population that consists of students who have been identified as homeless and foster youth. To ensure that these students have the resources to attend school, Edison distributes bus passes to provide a reliable source of transportation and consistent attendance. In addition to transportation, Edison provides basic necessities such as clothing and food. Through the clothes closet, students have access to gently used items that have been donated from staff and community members. Students are also provided a free breakfast, lunch and after-school snack through the cafeteria. All students at Edison have access to our on-site Health Center that provides a range of free services including general medical care, counseling, first-aid, flu shots, teen pregnancy prevention and support, health education, laboratory and pharmacy services.

The Native American Indian Education Center is an intertribal center located on the Edison High School campus. Their purpose is to meet the culturally related academic needs of American Indian students in SUSD, as well as increase community awareness and appreciation of American Indian culture and heritage by offering an open door policy to all SUSD students, staff and parents. To meet state standards and culturally related academic needs of Native American students in SUSD, the

center provides tutorial services in school and at home, reviews student data and cumulative folders, and provides one-to-one and small group in-class academic assistance.

Edison offers a Student Assistance Program (SAP), which provides a comprehensive model for prevention, intervention and support services or systems of care. These services are designed to reduce student risk factors, promote protective factors and increase asset development. This team is made up of a variety of stakeholders, including administrators, counselors, school psychologist, Spec. Ed. dept. chair, social worker, and our Health Center coordinator. SAP referral forms are made available to all Edison staff via the school's website. When staff members identify a student that may show signs of distress, lack of engagement, dramatic change in appearance/behavior, and/or health concerns, they are encouraged to complete a form that they refer to a counselor to begin the intervention process. SAP team members routinely review referral forms and discuss approaches to support individual students. See Appendices D8 for SAP referral form.

In order to address the diverse learning needs of students at Edison High School, an intervention period was implemented beginning Semester 2 of the 2016-17 school year and take place every regular Friday. This intervention period reflects the Response to Intervention model that seeks to support students before they fail. As a reward for students who have met GPA requirements of 3.0 or above and received no failing grades on their Semester 1 report card, an extended lunch period will be offered to these students. The thirty minute window that is created by shortening each period of the day by 5 minutes will enable teachers to provided targeted intervention to students who demonstrate need. Interventions can include re-teaching of materials, an opportunity to retake tests or quizzes, or even an environment more conducive to making up missing assignments; i.e. a study hall. This is the latest effort that staff at Edison are undertaking in order to improve the education experience for students and to increase student academic achievement.

Every year counselors conduct grade level workshops in classrooms to cover pertinent topics such as high school graduation requirements, A-G requirements, different college choices, College testing info such as PSAT, SAT and ACT and study resources available. This year they changed the format to attempt to be more effective. In October at the ninth grade level counselors brought students to the career center through the PE and JROTC classes. We split them into small groups of about 15 students and they rotated through three stations about 15 minutes each. By doing this they feel that they paid attention more in the small groups and they were able to get up and move around more in addition to hearing from three different counselors so it kept their interest. Counselors did a pre/post survey and the data indicated that there was growth in their knowledge of the information presented, and it also indicated areas that require further elaboration.

In the 11th grade workshops in December counselors divided the groups again, but this time they separated those students on or even close to being on track with A-G requirements from those not on track to graduate, or at risk of not graduating. With the A-G groups they did an A-G evaluation so they know if they are on track, and presented options if they were not. They also created a College Board account and they were able to see how to link their PSAT scores to Khan Academy to study for the SAT or if they didn't take the PSAT they were shown Khan Academy to use as a study guide. In addition counselors exposed them to the different college systems in California and average GPA and SAT scores at some of the more popular schools. They also explained the timelines for taking the SAT/ACT and the process for getting fee waivers for these schools.

Counselors met with Seniors in September a class at a time in the career center and did an overview about dates, deadlines, and other pertinent info related to seniors such as FAFSA, SAT dates, College application deadlines, college types, how to choose a college, scholarships, etc. Then each student met with their counselor for a one on one conference. In those conferences counselors were able to assess the particular needs of each student and make a follow-up plan for each one. From these meetings they were able to create lists of students for the guidance technicians to follow up with workshops such as San Joaquin Delta College presentations and application workshops, FAFSA night, college field trips, UC and CSU application workshops, SAT registration completion, ASVAB testing, and Delta College assessment testing.

Counselors will be meeting with the 10th grade students as soon as first semester grades are available late January or early February. They expect the format will be a combination of the 9th and 11th grade workshops. To ensure that students get a chance to log onto Career Cruising, we will also share the PSAT scores with them and help them link to Khan Academy. We will be meeting with every 9th-11th grade student in January and February to choose classes for next year. During those one-on one conferences we will take time to get them back into Career Cruising for more college/career exploration.

b. Online Programs

To address building 21st century skills, Edison offers a range of online programs. This includes online instruction, which is offered to our students through a program called APEX that provides students with access to the full course catalog. This allows students to have access to courses that may not be otherwise available. This program is available to students during and after school in the VLC and is staffed with fully credentialed teachers who manage the program by printing practice work and unlocking assessments. APEX is an asynchronous program that allows students to advance their education at an accelerated pace or allows individuals who are credit deficient to make up courses and focus on graduation requirements. In order for students to be placed in this course, there is an orientation process with counselors to ensure proper placement. See Appendices E1 and E2 for APEX student learning contract and application.

In the 2014-2016 school years, Edison housed a program for Stockton High School called Advanced Path Academy (APA). This program, fully funded outside of Edison, fostered a blended learning model that connected students with the resources and the learning environment needed to succeed. APA was for students, not only at Edison, but elsewhere in the district, who needed credit recovery in order to meet graduation requirements. This program was staffed with three fully credentialed teachers, one student data technician, and one administrator. Over time the system transitioned to Stockton High School, where graduation data was already being processed. Logistically it was decided to move APA to their site where it is now permanently located.

In addition to APEX we have offered a program called Proximity Learning. This allows us to back-fill vacancies in order to avoid collapsing courses such as French and Chemistry. Credentialed teachers are able to remote in and lecture while students complete work and assessments online. Although instruction is done virtually, an on-site teacher facilitates the classroom environment.

2015 EDISON HIGH SCHOOL GRADUATES REPRESENTING MESA, STEM, AND AVID

c. Focused Programs

Edison High School has remained constant in its Mission and Vision of improving post-secondary opportunities for students by ensuring all students are college and career ready. A key development to address the lack of proficiency in student performance on academic assessments has been the implementation of school-wide AVID strategies as a means to increase student engagement and foster critical thinking and writing opportunities throughout each lesson. On March 17, 2015, Edison was named an AVID National Demonstration School. Demonstration sites undergo a rigorous validation process and are required to be revalidated every few years to ensure high levels of implementation, with quality and fidelity to AVID strategies. To achieve the honor of being an AVID Demonstration Site, a school must exhibit a college-going culture evident throughout the campus, through rigor and high expectations for all students. Edison's core AVID Elective program must provide excellent tutorials and quality implementation of the curriculum. A demonstration school takes on the role of being an AVID learning site for other schools and organizations to observe in action. Edison has hosted three AVID events to date. See Appendix E3 for AVID observation schedule. See Crate 2 for AVID strategies and student binders.

Edison currently has four AVID 9 sections, four AVID 10 sections, three AVID 11 sections, and two AVID 12 sections. For students interested in enrolling in AVID, they must complete an application form that requires a parent signature, and go through an interview process. Once students are accepted into the program, they have a different elective teacher each year. There is one counselor specifically assigned to AVID that students meet with regularly. AVID teachers are content specific teachers as well, so they bring grade level and subject specific expertise, allowing students to be exposed to different teaching styles and information. Our on-site AVID coordinator is currently the only teacher that has all sections of AVID; she has two sections of seniors. See Appendix E4 for schedule of AVID elective classes.

Teaching AVID is a voluntary position that teachers can include in their interest survey; however, in order to teach the elective, teachers must attend an AVID Summer Institute training. During the 2015-2016 school year, teachers in all content areas participated in a training cycle of several AVID strategies, which in addition to formal workshops, has included demonstration lessons, collaboration

time, and student work analysis sessions. Combined with this support is the expectation that teachers in all disciplines use AVID strategies on a regular basis. The leadership team conducts daily Focus Walks, as part of their responsibilities as instructional coaches, using an electronic data collection tool. The team has refined the focus walk tool on more than one occasion to better capture data relevant to effective AVID implementation across the curriculum and to better plan site-based trainings targeting teacher needs. As new initiatives are being adopted, the walkthrough tool is revised to implement these site-wide expectations. See Crate 3 for walkthrough tool.

To establish clear expectations for incoming AVID students, our administration team communicates information with students through grade-level assemblies. They model school-wide expectations, such as focused notes, marking the text, positive behavior, as well as college and career readiness. Students and parents can receive more information prior to enrolling at Edison High School through our district's 8th Grade Parent Night. Parents and students attend an informational assembly that provides an opportunity to apply and interview at the culmination of the presentation. In order to qualify for the elective, students must fall within a list of criterion which includes the following: being the first in their family to attend college, qualifying for free or reduced lunch, 2.0-3.5 GPA, and being a traditionally underserved student. See Appendices E5-E8 for freshman orientation pamphlet, 8th grade pre-registration form, course description, and presenter schedule.

Step-up to Writing is a program that we had in place to address writing needs school-wide and can still be seen throughout classrooms, especially foundational courses; however, with the transition to Common Core we are slowly phasing out this program and will spend this year replacing it with A.L.L., and AVID writing curriculum.

"I joined AVID so that I could have a better chance at making it to college. The skills and techniques that we learned in AVID prepare us as young adults for post-secondary success. AVID teaches us how to take responsibility of our future and take advantage of the resources that are provided. Joining AVID was the best decision I've made. AVID isn't for ordinary students you have to be willing to work hard and you got to be willing to push yourself. AVID has made me turn my mindset around. At first I didn't think I was going to go to college until I joined AVID. AVID opened my eyes and showed me that my options are not limited and that I am more than capable of going to college. I believe all students should take advantage of AVID its like a cheat sheet to get into college they give you all the right information you need to be successful in life and in college. Whoever is the founder of AVID I would love to personally thank them because this program has changed my life." – **Taejo'n Anderson,** 12th grade AVID student

Students in Edison's STEM Program participate in a rigorous four-year coursework, emphasizing advanced problem solving and reasoning skills, that carry students well beyond the basic courses required for graduation. Students participate in activities and projects involving inquiry, research, and problem solving through critical thinking. At the completion of our program, students will be prepared for a four year post-secondary educational institution.

 The Edison STEM Program is unique in that it offers the highest level of mathematics and science classes available to high school students including: AP Biology, AP Chemistry, AP Calculus AB & BC, Anatomy & Physiology, and Physics (not all courses are offered each year). In addition, we offer Engineering pathways which include robotics and a unique variety of engineering courses in our state-of-the-art engineering building. We are also currently in the second year of implementing Project Lead the Way (PLTW) curriculum and will add the third layer of this program in the engineering program next year. This includes courses such as Intro to Engineering Design where students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. We are also in the process of developing a Computer Science pathway which should begin in the 2017-2018 school year. This is being done in collaboration with Project Lead the Way (PLTW) and the expectation is that Edison High will also become a recognized PLTW school. [See appendix B16 for evidence of student work. See Appendix E9 for the Project Lead the Way informational page and course description form.

Students work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and an engineering notebook to document the work. It also includes Principles of Engineering, where students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process, documentation, collaboration, and presentation. Edison also has developed an Engineering pathway that will lead students to certification and college bound careers. Edison is currently in articulation talks with Delta and the University of the Pacific with our Engineering Program. Students enrolled in PLTW courses take classes in the new Engineering and Vocational Education Building which was completed in December 2013. The new building houses next generation equipment designed to make our students competitive in their post-secondary pursuits.

Edison High School partners with the University of the Pacific to offer students the opportunity to participate in the MESA program. The purpose of the program is to expose students to Math, Engineering, and Science and has been offered since 1996. MESA is an open enrollment club and class that has no prerequisites to join and meets UC A-G requirements. The MESA class consists primarily of students enrolled in the STEM program and compete in several competitions throughout the year. Students complete collaborative, hands-on projects that include building bridges out of balsawood, creating a prosthetic arm that is programmable, and designing a model heart. Competitions and events include Quiz Bowl, Pacific MESA day and Northern California MESA day. Edison students have performed consistently well at these competitions for many years. Last year, Edison High School took first place in the MESA Quiz Bowl beating out seven other local high schools. See Crate 2 for examples of student work.

For specialized programs, such as Wood Shop (no longer offered as of 2016-17 school year), Engineering and Drafting, teachers must obtain a Career and Technical Education credential. Teachers in these focused programs facilitate a range of student/teacher interactions. As educators, they foster collaborative learning environments that allow them to lecture, facilitate the building of shared knowledge, and provide intervention. They also act as advisors and mentors through clubs and extra-curricular activities, which may require additional hours outside the contracted day in order to attend MESA competitions, AVID showcase events, and host performances.

"First of all, I was drawn to the STEM program when I transferred here my sophomore year because I felt as if it would make my high school experience a fun challenge. I wanted to be involved in programs that had to do with math, science and engineering because it would help me further my education beyond the average school classes. Also, I loved being around people that have the same interests and goals as myself. I chose MESA as one of my clubs when I first moved to Edison because I liked the idea of being hands on in projects related to math, science and engineering. This would be my third year participating and I think it will help me in post-secondary education because I want to join a mesa club in college. It also helped me socialize with people of the same interests."
– **Edith de la Rosa,** 12th grade STEM and MESA student

The Success Center has become a central location that provides access to college and career resources for all students. It is currently staffed with two rotating guidance technicians that help students find scholarships, financial aid information, and develop long-term plan for post-secondary success. They prepare workshops and work with local colleges to inform students about their options.

In order to expose our students to college level rigor and to begin earning under graduate credits, Edison High School has established a relationship with our local community college. San Joaquin Delta (Community) College currently offers Guidance 19, Criminal Justice, Psychology, English 1A, and History 17a. Course offerings change by semester based on enrollment at Edison and staffing from Delta. Students attend these classes on Edison's campus, following the same scheduling offered at Delta. These courses align with the college schedule and are offered a few days a week. The Delta enrollment process requires students to complete a placement assessment. Scoring requirements depend on the course students are applying for.

Students enrolled in the Independent Study program at Edison complete a set number of courses each semester as they are outlined in the Stockton Unified School District course descriptions. All course objectives are consistent with the established district guidelines. Assignment and work-related forms include additional descriptions of the major objectives and activities of the course of study covered by the agreement and the methods for evaluating the student work. According to district policy for independent study in grades nine through twelve, no more than three (3) weeks may elapse between the date an assignment is made by the teacher and the date it is due, unless an exception is made in accordance with district policy. Stockton Unified School District provides teacher services, instructional materials, and other necessary items and resources as specified for each assignment. Students agree to meet with or report to the teacher regularly, in accordance with the frequency, date, time and location specified in the course contract or the assignment and work-related form. Here at Edison, students check-in once a week with a certificated teacher to review their progress and submit assignments. Students are expected to complete five hours of work each week, which is collected and evaluated by the certificated teacher who oversees the program and acts as their liaison with counselors.

Peer Leaders Uniting Students (PLUS) is a program for students interested in learning and practicing positive life skills. Students participate in peer tutoring, mentoring, peer education, peer counseling, mediation/conflict resolution, and group facilitation. Each quarter students focus on a different topic that includes leadership, personal growth, team building, and issues relevant to our campus. There are specific text books and ancillary materials used in this course—and our PLUS team and teacher receive training through the district, as well as through the founder of the program. The course is made up of 27 students. The forums are typically made up of an additional 30-45 students that have a specific connection to the issues being discussed.

To build relationships with our feeder schools, PLUS teams from these schools are invited to our site for a large team building forum. PLUS students hold forums to receive peer input from current issues happening on campus, which are determined through a survey given to all students. The focus on positive school culture allows students to focus on reaching their goals for post-secondary goals. This class meets every day and holds forums once a month. Through the forum process, students create solutions to resolve current issues on campus and the surrounding community. They build leadership

skills and establish relationships with local business through community service activities. See Appendix E10 for PLUS course description and survey data. See Crate 2 for PLUS evidence and activities.

> I have been in PLUS my entire high school career. I was President of PLUS my sophomore and junior year. I have also been Class Vice President my freshmen year, Class president my sophomore year, Vice President of ASB my junior year, and am currently the ASB President. PLUS has not only been a huge part of my high school experience but my life as well. PLUS has educated me on how I should treat others and be opened of those around me because we never know what a person may go through. The PLUS program to me is family and each year our family continues to grow as we are open to all individuals no matter who they are or what they look like. One of my favorite activities in PLUS are the forums we put together. This gives the PLUS team a chance to connect with students who are looking for a place to fit in or their voice to be heard about issues on campus and our surrounding community. I love that PLUS allows students to speak their minds and reach out to students to help solve issues and make connections.
> – **Kassandra Barraza**, Senior & ASB President

Work Experience Education is the bridge between the classroom and the world of work. The course embraces all levels of competencies and academic achievements. All students, including those with particular needs, have the opportunity to strengthen the connection between school and work and to develop positive attitudes required for success. The Work Experience Teacher/Coordinator will counsel and determine which category is best suited for each student and assess job hour requirements for credit allotment. A student may move from one category to another without change of course title. In addition to on-the-job work experience, students are required to attend a weekly Work Experience Related Instruction class at their school site. Students 16 years or older who are in grades 11- 12 and who are employed at approved "work-for-pay" jobs, may be enrolled in Work Experience Education. In this course, students may take five (5) or ten (10) units per semester with a total maximum of 40 credits. Businesses in partnership with our site include both local, family-owned business like Eddie's Pizza and Valley Lumber, as well as larger corporations, such as Costco.

C. Demographic Data

PARENT EDUCATION LEVEL 2014-2015

■ 2014-2015 ■ 2015-2016 ■ 2016-2017

	High School Diploma	Some College	College Graduate	Graduate	Not a High School Graduate	Decline/Unkown
2014-2015	490	295	160	85	645	70
2015-2016	515	320	160	95	710	50
2016-2017	610	355	160	120	820	45
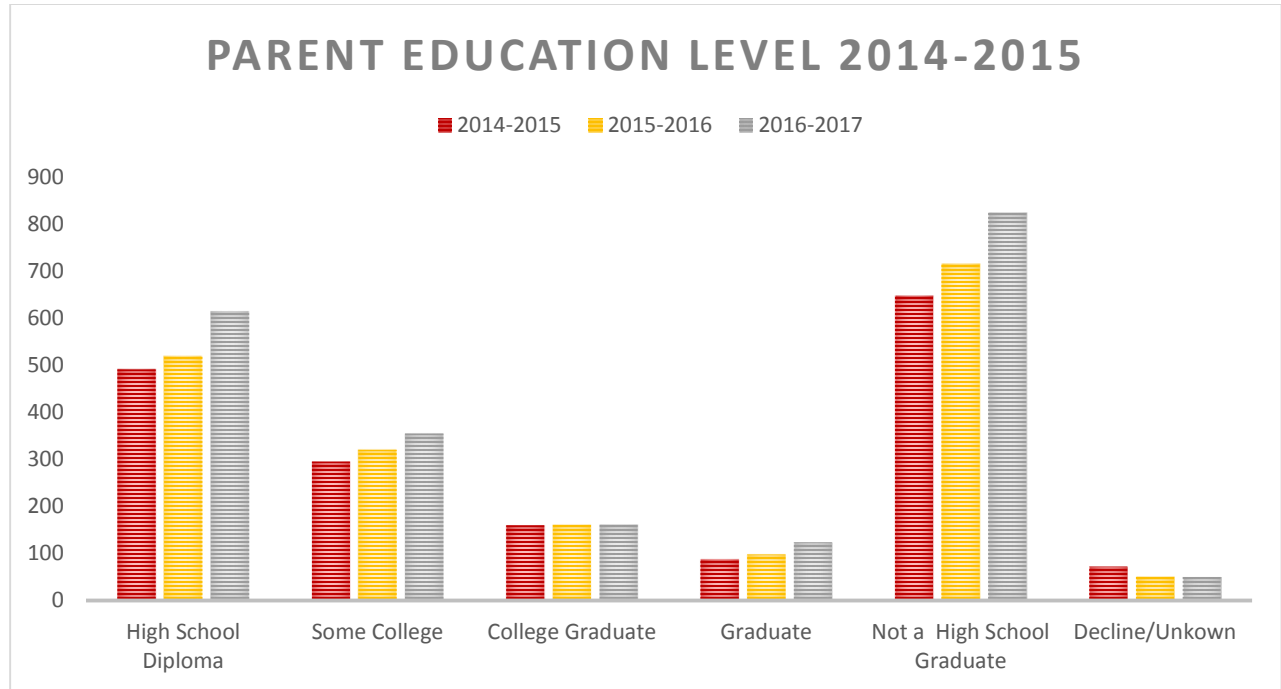
During the past three years Edison has seen an increase in all categories in regards to parent education levels. From the 2014-2015 school year until present, data shows that many parents received a high school diploma or attempted post-secondary education. For the 2016-2017 school year we currently have our highest student enrollment, resulting in our highest combined percentage of parents with high school diploma or higher education experience.

FREE AND REDUCED LUNCH

■ Series 1

	2014-2015	2015-2016	2016-2017
Series 1	94	96	96
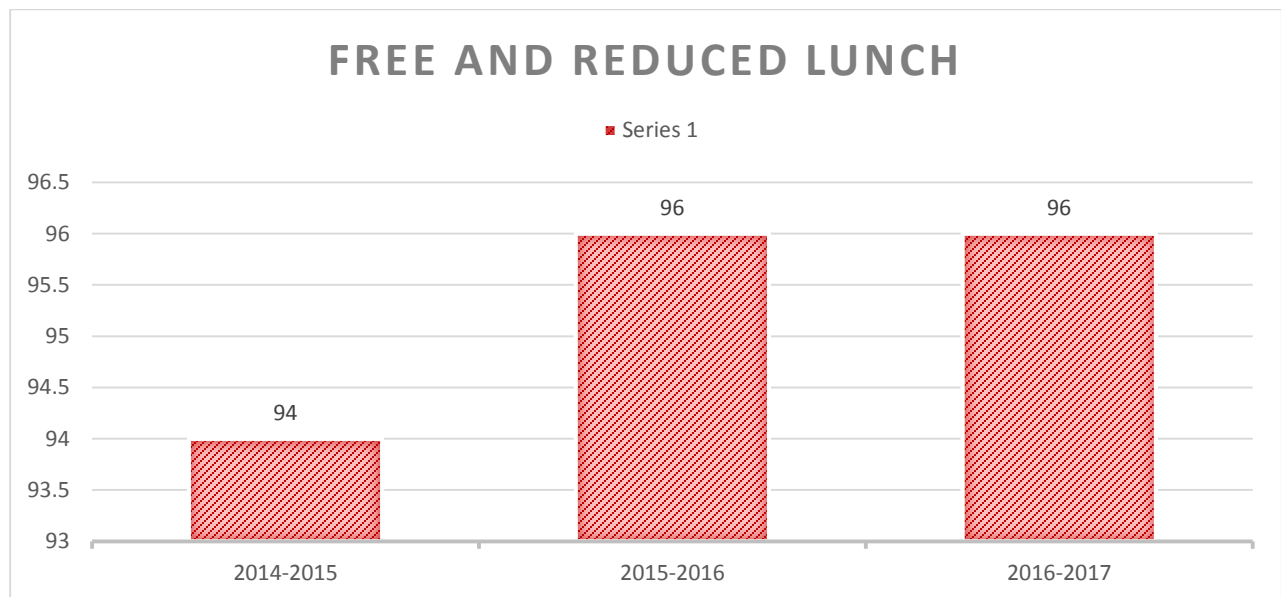
During the past three years our socioeconomic data has remained consistent, reflected in the percentage of students on free and reduced lunch.

ENROLLMENT BY GRADE LEVEL 2014-2017

Legend: ■ 2014-15 ■ 2015-16 ■ 2016-17

	Grade 9	Grade 10	Grade 11	Grade 12
2014-15	501	518	470	467
2015-16	535	509	498	454
2016-17	605	557	483	474
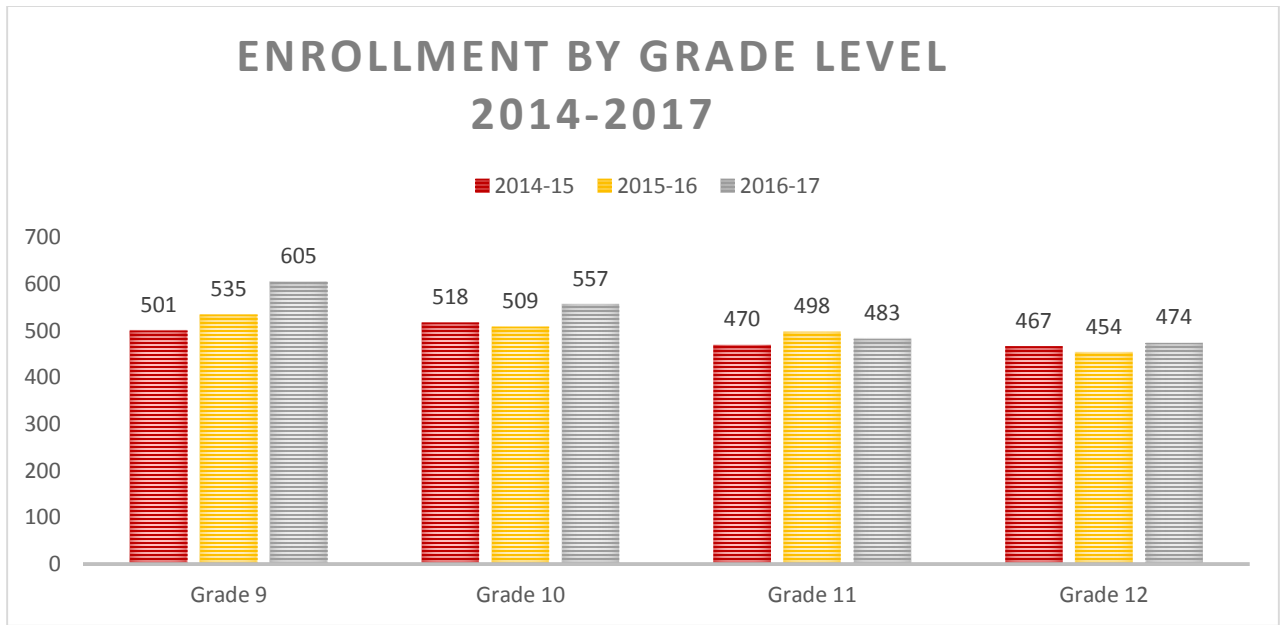
Overall enrollment at Edison has remained relatively consistent; however, in our current 2016-2017 school year, Edison has its highest enrollment to date totaling 2,119 students. We believe this is due to the success of our focused programs, such as AVID and STEM, which has attracted more students from our feeder schools.

ENROLLMENT BY GENDER

Legend: ◆ Female ■ Male

	2014-15	2015-16	2016-17
Female	944	953	1020
Male	1012	1043	1099
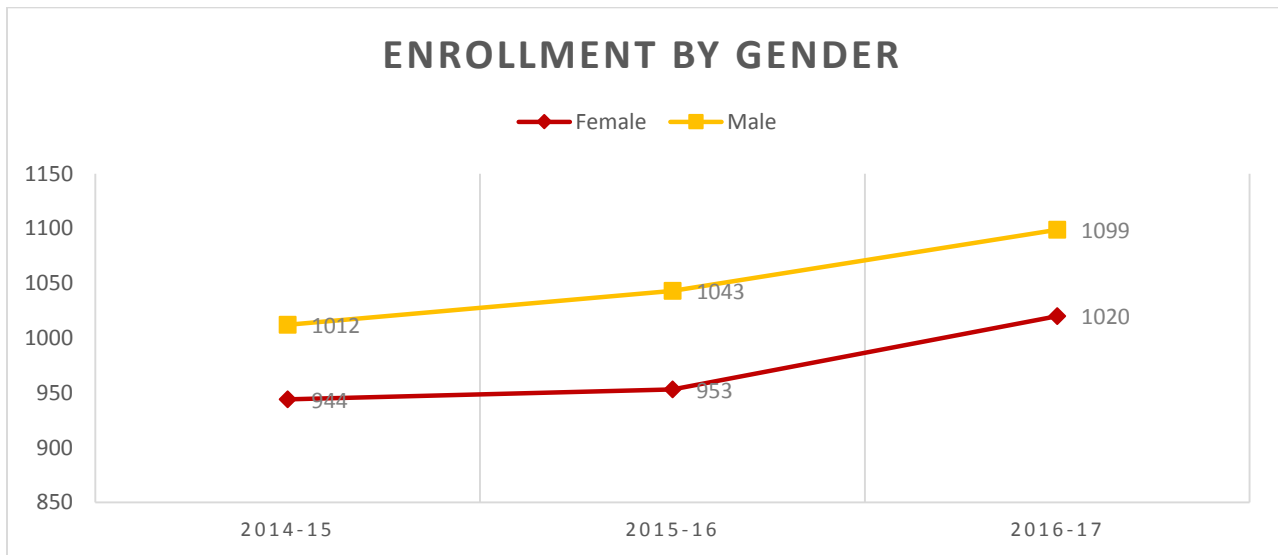
Due to the programs at our site, we have seen an increase in overall student population. Our male population continues to be significantly larger than our female population.

ENROLLMENT BY ETHNICITY

■ 2014-2015 ■ 2015-2016 ▨ 2016-2017

	Asian	Black or African American	Filipino	Hispanic	White	Other
2014-2015	173	231	263	1162	39	88
2015-2016	165	227	256	1207	53	88
2016-2017	176	263	232	1311	36	100
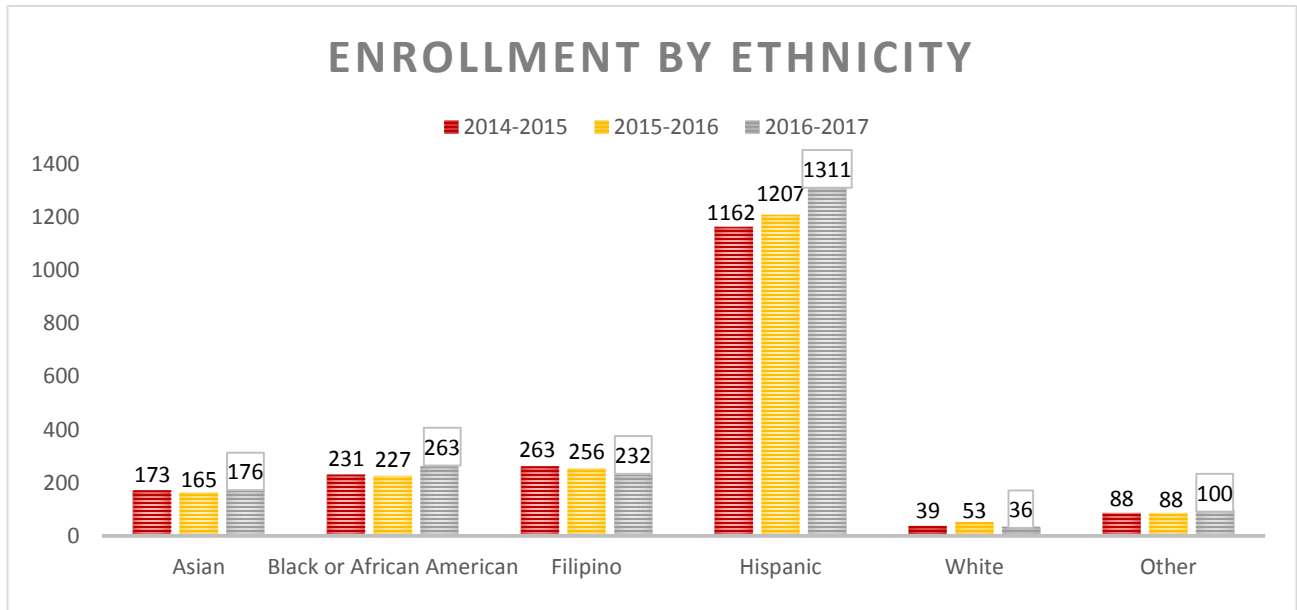
Enrollment of Hispanic students has increased by roughly 5% from the 2014-15 school year to the 2016-17 school year which mirrors the residency demographics of the state. Enrollment of other demographics have no significant change. Our "other" category includes American Indian, Pacific Islander and students who selected two or more.

ENROLLMENT BY PRIMARY LANGUAGE

■ 2014-2015 ■ 2015-2016 ▨ 2016-2017

	Cebuano (Visayan)	English	Filipino (Pilipino or Tagalog)	Hmong	Lao	Spanish	Other	Undisclosed
2014-2015	42	475	29	90	29	500	49	742
2015-2016	40	599	44	73	28	688	52	472
2016-2017	38	865	65	72	19	990	70	
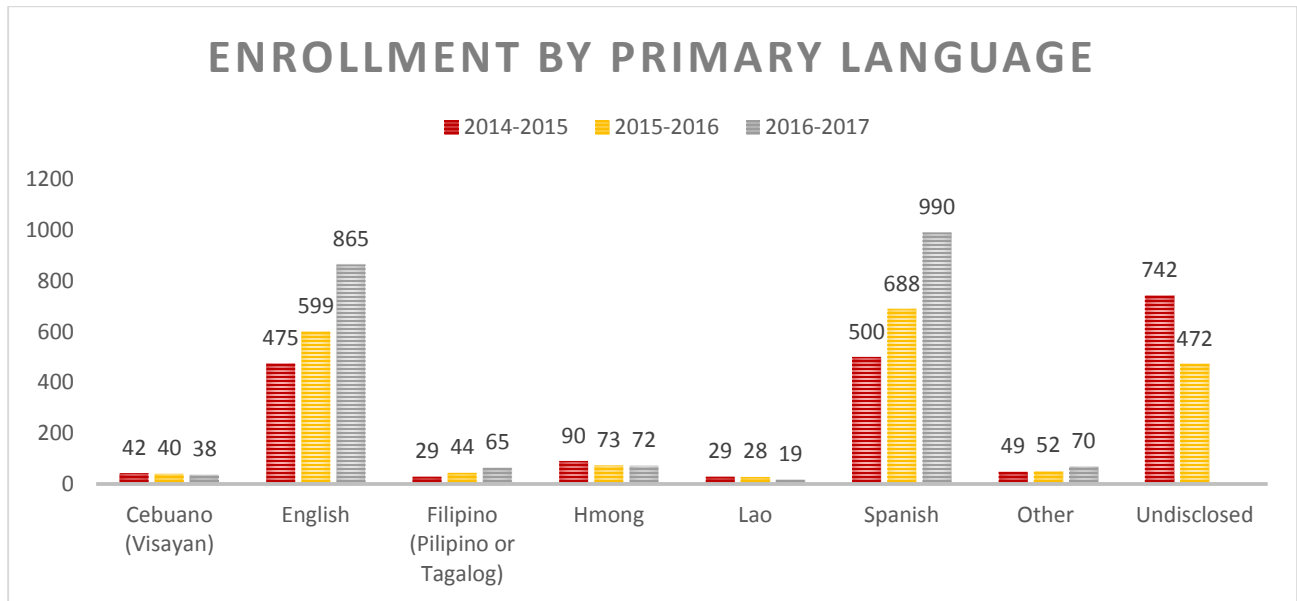
In the 2016-17 school year, 47% (990) of our students identify their primary language as Spanish while 41% (865) distinguish English as their primary language. While there appears to be a surge in Spanish and English selection in the 2016-17 school year, this information may be misleading as the option to select undisclosed was not available.

TITLE I BUDGET ALLOCATION

- Professional Development ■ Instructional Materials ■ Services

Services
35%

Professional
Development
62%

Instructional Materials
3%
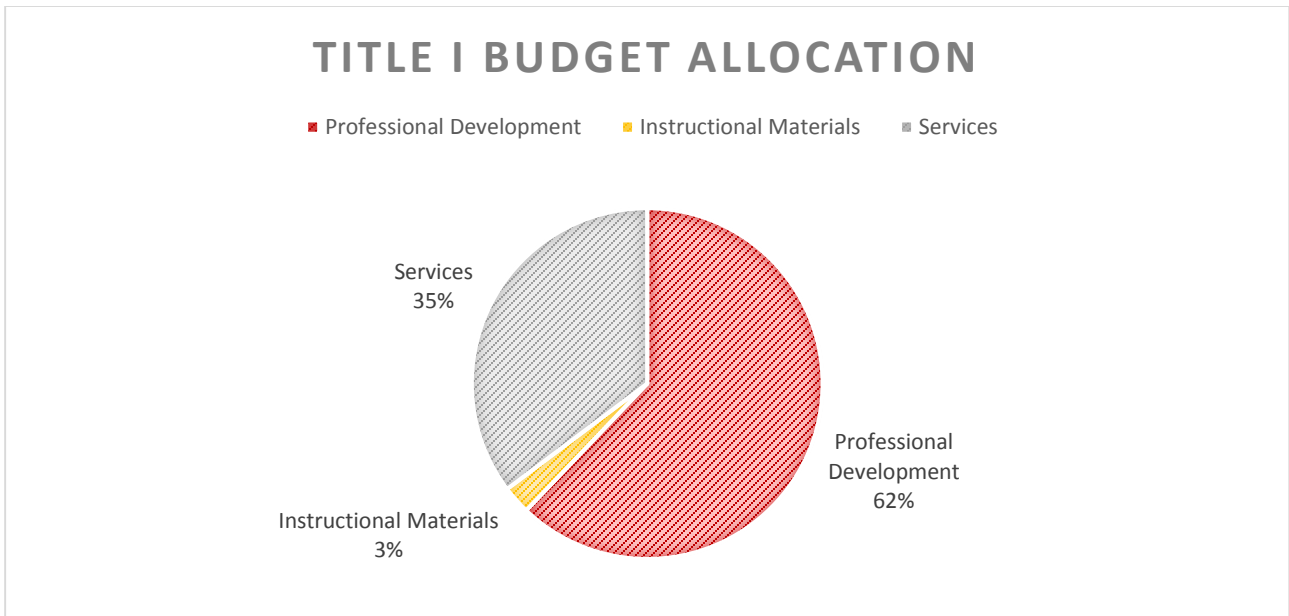
Most of the budget is allocated to build adult capacity. This allows on-site professional development presented by staff, which supports instructional coaching and time for professional learning communities to collaborate outside of contracted hours.

SPECIAL EDUCATION ENROLLMENT

2014-2015	2015-2016	2016-2017
91	118	122
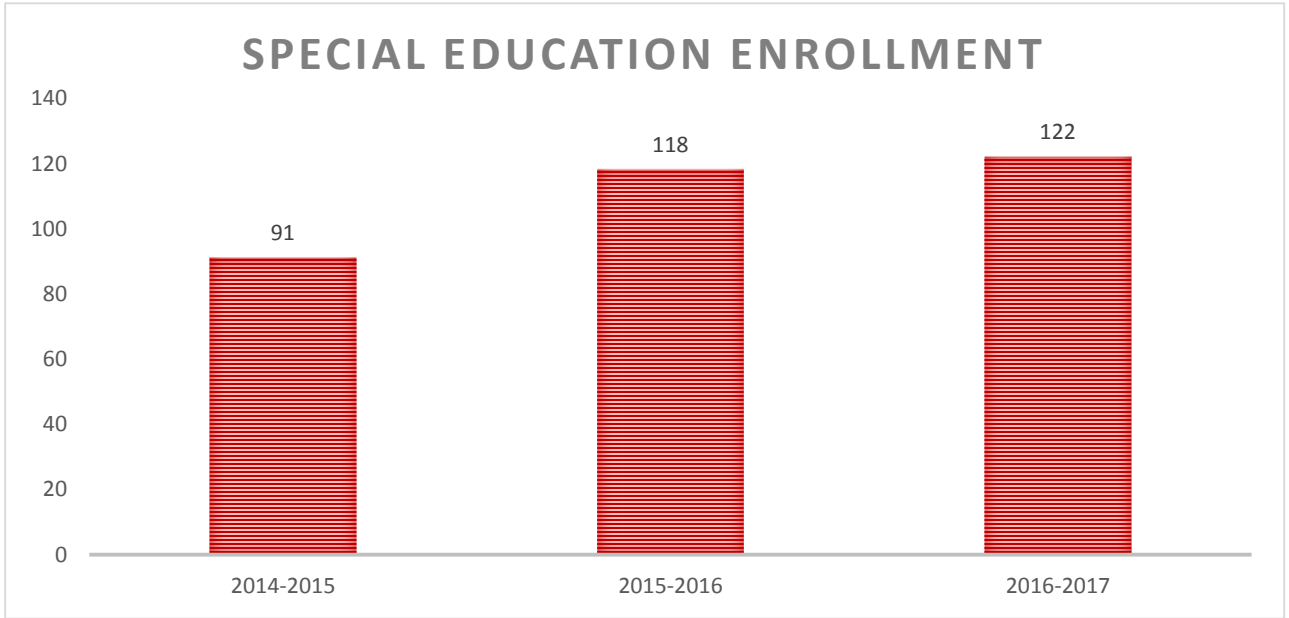
Edison High School has the largest subgroup of special education students among comprehensive high schools in the district. The enrollment has steadily increased over the last three years due to services provided at the site.

STUDENTS ENROLLED IN FOCUSED PROGRAMS

Legend: STEM, APEX, AVID, PLUS, MESA, Independent Study, Delta, Work Experience

2014-2015: STEM 91, APEX 115, AVID 283, PLUS 24, MESA 38, Independent Study 30, Delta 77, Work Experience 273

2015-2016: STEM 118, APEX 428, AVID 338, PLUS 26, MESA 35, Independent Study 19, Delta 69, Work Experience 281

2016-2017: STEM 122, APEX 153, AVID 371, PLUS 25, MESA 32, Independent Study 5, Delta 138, Work Experience 120

Due to the addition of Delta courses, AP numbers have fluctuated. AP Chemistry and Biology course offerings were originally intended to alternate years; however, AP Chemistry has been taught only once because interest in AP Biology has been higher. To meet the interests and learning needs of students, AP Biology will continue to be offered as needed to address the demand. During 2016-17, interest and enrollment was low for both AP Biology and AP Chemistry resulting in the retraction of both course offerings. Enrollment in AVID has increased as students have become more familiar with the program through site-wide practices and strategies.

STUDENTS ENROLLED IN HONORS COURSES

Legend: English, Mathematics, Sciences, World History, Electives

2014-2015: English 209, Mathematics 177, Sciences 225, World History 105, Electives 168

2015-2016: English 188, Mathematics 194, Sciences 145, World History 122, Electives 103

2016-2017: English 245, Mathematics 222, Sciences 195, World History 92, Electives 110
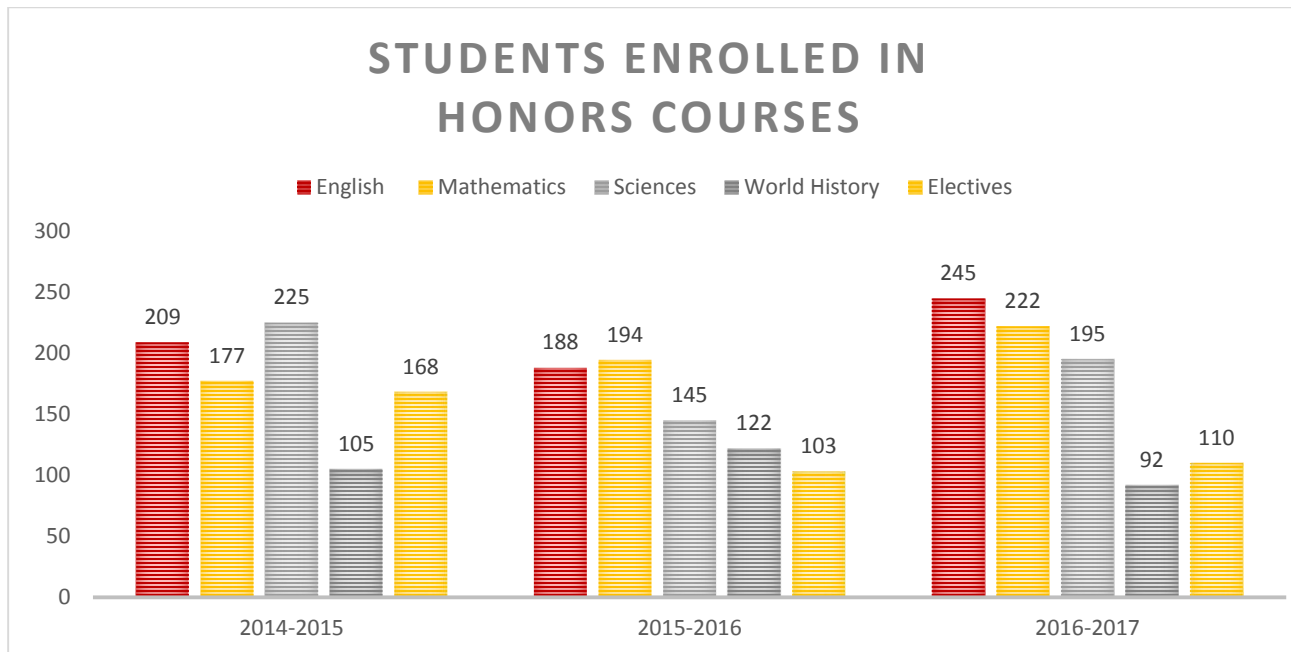
In the 2015-2016 school year, we transitioned to a six period schedule. Our numbers of students enrolled in honors courses increased in every subject with the exception of World History, which declined by 30 students.

LANGUAGE PROFICIENCY NUMBERS

Legend:
- ■ English Learners (EL) (red)
- ■ Initial Fluent -English Proficient (FEP) (yellow)
- ■ Reclassified Fluent English Proficient (RFEP) (gray)

2014-2015: EL 424, FEP 200, RFEP 618
2015-2016: EL 486, FEP 168, RFEP 644
2016-2017: EL 514, FEP 125, RFEP 696
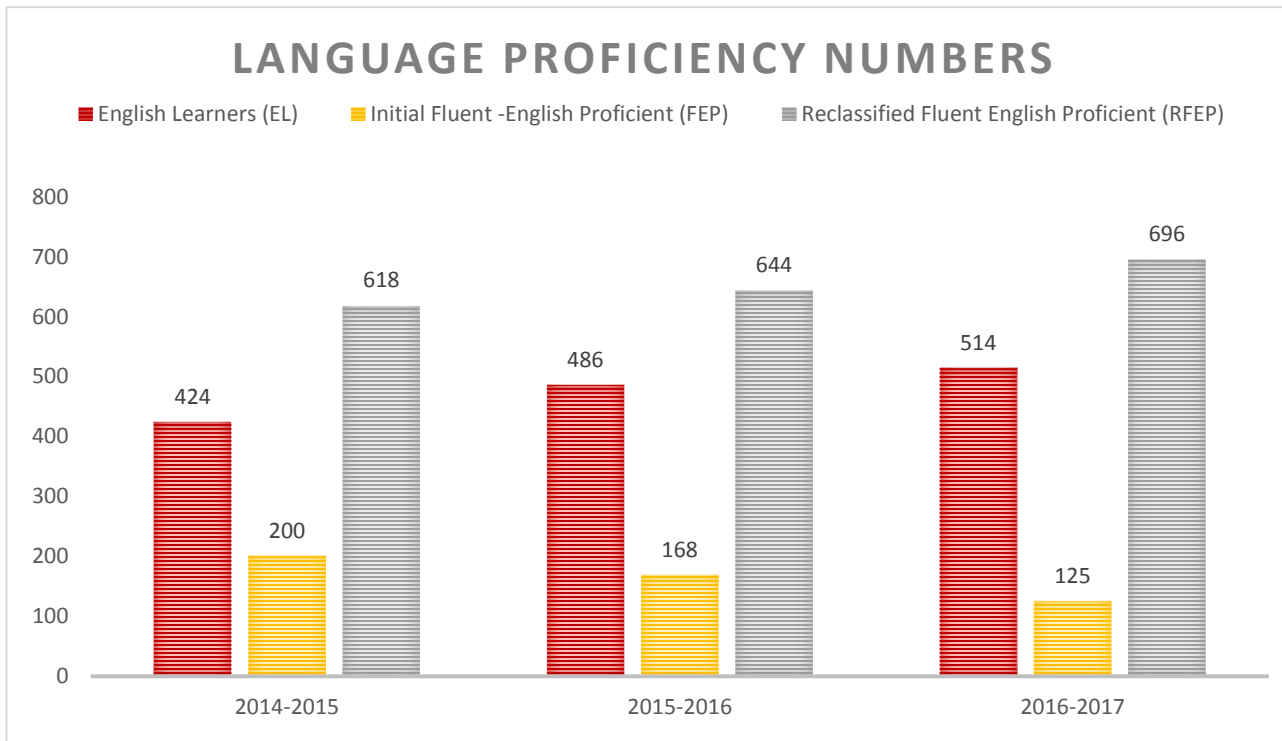
NUMBER OF STUDENTS THAT HAVE BEEN RECLASSIFIED EACH SCHOOL YEAR WHILE AT EDISON		
2014-2015	2015-2016	2016-2017
24	37	106

The number of reclassified students has steadily increased from the 2014-2015 to the 2016-2017 school year. Students in the ELD program are informed of the requirements necessary for reclassification and receive instruction and support from teachers to meet their individual goals.

ENROLLMENT IN AP COURSES											
	Art history	Chem /Bio	Calc AB/BC	Language	Literature	Spanish	Stats	Studio Art	US Gov.	US History	World History
2014-2015	18	13	56	52	60	12	32	1	49	17	32
2015-2016	x	19	35	117	21	x	24	2	x	12	31
2016-2017	x	x	57	81	53	x	46	5	133	18	32

Due to the increase in Delta course offerings, our History and English enrollment numbers have decreased. The enrollment numbers for Chemistry and Biology have decreased as well, resulting in reduced course offerings. Neither course was offered during 2016-2017.

EDISON MUSIC TEACHER AND STOCKTON UNIFIED'S FOUNDER OF STUDENT MARIACHI MEL SUGUITAN WAS INDUCTED INTO THE MEXICAN AMERICAN HALL OF FAME FOR HIS OUTSTANDING CONTRIBUTIONS TO STUDENTS AND MUSIC.

C. Eight State Priorities

In addressing state priority one, Edison currently does not have any national board certified teachers; however, Edison has a diverse staff that includes a total of 94 teachers of which 52 are male and 42 are female. Our teacher break down for ethnicity is as follows:

Edison's certificated staff has a range of educational levels. 47 have obtained bachelor's degrees, 50 teachers have a master's degree and three have a doctorate's degree. 98% of teachers are appropriately assigned pursuant to Education Code and are fully credentialed in the subject areas and for the pupils they are teaching. Below is a graph that illustrates years of educational service within the district.

**YEARS OF EDUCATIONAL SERVICE
WITHIN THE DISTRICT**
2016-2017

Legend: 0-5, 6-10, 11-15, 16+
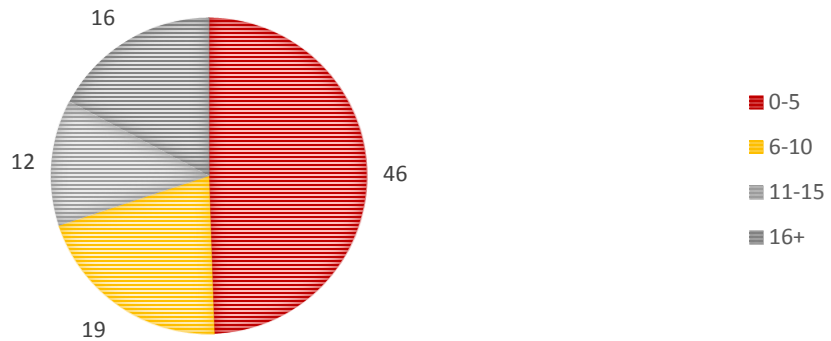
Of the 46 teachers that currently have 0-5 years of service within the district, 31 are receiving site support for maintaining intern, temporary and probationary status. Nine of our teachers are currently going through the Induction Program, formally known as BTSA, and are supported by on-site teachers that receive training through the district to properly support teachers through the program. 14 teachers are receiving intern support and are also mentored on site by district-trained Edison teachers. We currently have 18 paraprofessionals who meet the requirements of the Elementary and Secondary Education Act.

All certificated staff meet once a week on Thursdays for alternating faculty and department/PLC meetings. These days are built in to the contract so all certificated staff are required to attend. Outside of contractual time, 46 teachers are involved in advising extracurricular activities, 7 of which coach on campus and 39 advise various clubs.

Pupils have access to standards-aligned instructional materials. Stockton Unified School District is dedicated to providing students with quality instructional resources and has introduced a few creative solutions to the chronic textbook shortage issues that it has faced. The district is currently moving towards digital textbooks and providing students with 1:1 access to computers through the deployment. Currently, though, we are at a 1:2 ratio with 33 chrome carts holding 32 chrome-books each. The district has purchased digital textbooks for the foreign language department starting the 2016-17 school year and has provided staff with training on its access and use. In other courses (Biology, IPS and History) the district has printed open source material from CK12. Teachers have the opportunity to create their own textbook using CK12 within their PLC to ensure that all of the key elements and standards are taught to proficiency. This solution, though, is not always ideal.

Edison is currently using class sets of textbooks in History and ELD 3 in order to ensure that all students have access to the same resources. Students may check out a book from the library if they need access at home for these courses. The English department and Math departments do not rely on textbooks for instruction; instead they rely on their PLC generated material. Teachers have access to textbooks and many have class sets of textbooks for reference, others have access to district created units of study but those have been proven to need additional refinement to meet the current CCSS standards. The PLC generated material in all courses is far superior to other methods in providing meaningful and challenging instruction to our students.

QUARTERLY SITE INSPECTION SUMMARIES				
COURSE	TEXTBOOK	INCOMPLETE SET	SOLUTION	CK12
ELD 3	VISIONS C	SHORT 50	CLASS SET	
BIOLOGY	CK12		PRINT	600
IPS	CK12		PRINT	500
AMERICAN GOVT	MADRUGERS AMERICAN GOVT	SHORT 20	CLASS SET	
AP US GOVT AND POLITICS	AMERICAN GOVT 10TH EDITION. CK12	SHORT 110	CLASS SET/PRINT	CHAPTERS 1-8 134
WORLD HISTORY	WORLD HISTORY THE MODERN WORLD, PRENTICE HALL 2007	SHORT 200	CLASS SET	550
US HISTORY	THE AMERICAN VISION: MODERN TIMES, GLENCOE MCGRAW HILL, 2006. PRINT	SHORT 200	CLASS SET/PRINT	CHAPTERS 1-8 470

In our quarterly site inspection summaries, on October 7, 2015, Edison received an overall total score of 56% and on February 29th, 2016 Edison received an overall total score of 72%. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. Administration and a plant supervisor works frequently with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Our custodial staff works hard to provide students, staff and community with a clean and well-maintained environment. The primary challenges for our staff include maintaining a clean campus, dealing with incidents of vandalism as they occur and the expected wear and tear of having 2100+ students use the facilities on a daily basis. One plant supervisor, custodial manager, three day time custodians and seven night shift custodians make up the custodial staff. See Appendix F1 for quarterly site inspection summary.

To ensure our science facilities are meeting requirements, Edison has policies and procedures for laboratory time, chemical storage and facilities, which meets the UC A-G course requirements. The chemistry department, as well as all other sciences using chemicals, maintain an on-going inventory on all chemicals. The district initially conducts the inventory of chemicals on site throughout the year and completes random inspections. Teachers are expected to update their chemical inventory

annually to ensure proper use and storage as well as disposal. Each school year there is a safety training which teachers complete by viewing a video. Custodial staff and our art and drama/elective teachers go through safety trainings as well. Lab waste and hazardous materials are picked up every three months.

The science department schedules laboratory time to meet the UC A-G requirements. Every science room has lab stations of 26:1 with the exception of two rooms that house 32:1. 20% of class time should be spent in lab; however, not all sciences are A-G. For example, Integrated Physical Science is not a course that requires lab time. Every classroom is outfitted with lab equipment, which allows labs to take place in class. To ensure the safety of teachers and students, each room is equipped with eye wash stations, showers, fire blankets, and fire extinguishers. Everything, including water, is required to be properly labeled. To ensure proper chemical storage, all chemicals are secured in acid cabinets, alcohol cabinets, or in chemical-storage rooms.

Safety of students, staff and community is a priority at Edison. Staff and students participate in campus drills for earthquake, fire and lockdown scenarios. We have a system in place called Share911 that allows our local police to communicate the status of our emergency. The roles that staff must take on during these drills are reviewed with staff annually. Emergency procedures and routines are posted in each classroom and in school offices.

Campus Security Monitors (CSMs) work to ensure the safety of all students and staff on campus. CSMs are staggered throughout the day to provide sufficient coverage for the monitoring of over 2100 students. When scheduling necessitates movement, CSMs are further staggered to maintain the safety of visitors and attendees at events, including athletics. CSMs also maintain the safety of the campus by reinforcing protocols for behavior. In addition to monitoring safety, CSMs are frequently the first point of contact for visitors to the site and will direct parents to the appropriate staff member.
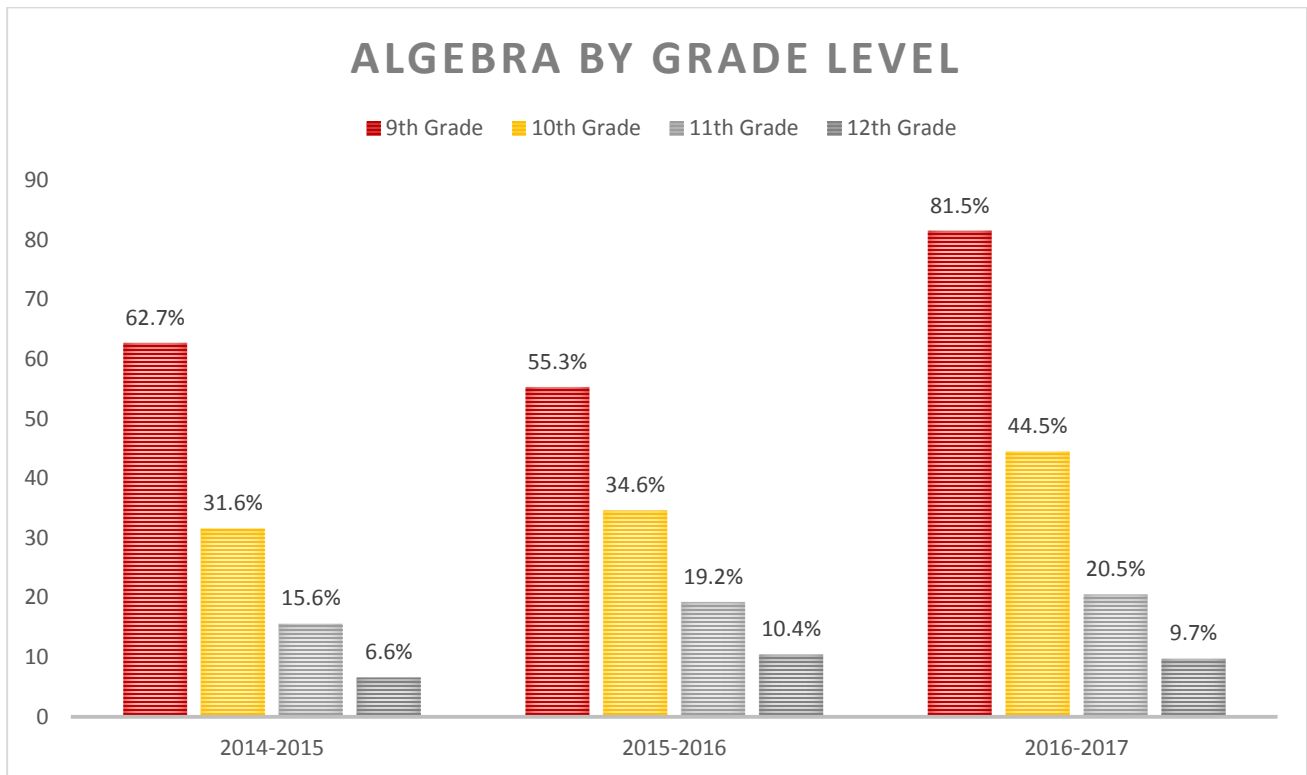
In order to implement academic, content and performance standards Edison has adopted systems, such as professional learning communities (PLC) and AVID to ensure an equitable education for all students. The PLC process allows teachers to collaborate on creating a scope and sequence using essential standards. Prior to each semester, teachers are expected to refine their outcomes by using data to determine which standards are a priority for their students. Essential outcomes are posted online, which provides students and parents access to the curriculum as well as an understanding of what is needed for students to succeed in each course. This focus allows teachers to address skills necessary to allow students to access the rigor of Common Core standards. To measure student performance, teachers use this process to create a variety of assessments for each essential outcome. Over the last six years we have collected teacher input to refine the PLC process. Our forms have been modified to reflect the PLC cycle and highlight strategies to appropriately differentiate instruction. Teachers use pre-and post-assessments to measure overall growth for each standard. During PLC time, data analysis forms are used to discuss common formative assessments based on the skills and concepts identified in each essential standard. Every six weeks, departments submit their PLC data and the leadership team reviews them. Feedback is provided for refining the process. This allows teachers to use data to adjust instruction and create consistency in the classroom. See Appendix F2 for PLC Formative Assessment Data Analysis example. See Crate 3, or the following link, for examples of essential outcomes. http://www.stocktonusd.net/domain/3330

Edison is still in the process of refining our grading policies. In the 2015-2016 school we began common grading discussions among each PLC. Our focus was to create consistency among each grade level and content. Most departments on campus have policies in regards to tests and grading. A high percentage of teachers allow students to re-take tests and allow late assignments. We recently attended a Solution Tree training hosted by Tim Brown that has inspired our Superintendent to begin thinking of a district-wide grading policy. He will visit again in January to continue the discussion with the entire staff. The shift is focused on removing barriers in student learning and encouraging teachers to allow test re-takes, remove participation and attendance from overall grading and revise homework policies.

To ensure students with exceptional needs have access to, and are enrolled in a broad course of study, that includes all of the subject areas, Edison has two programs in place: Resource Specialist Program and Special Day Class. Our RSP classes mainstream a majority of their students with a schedule of five general education classes and one study skills class, while some students qualify to have a completely mainstreamed schedule. SDC students are enrolled in specialized academic instruction 50% of the time or more. In addition, our unduplicated pupils are supported through LCAP funding that allows our EL students to enroll in ELD and SDAIE courses for English and Math.

UC A-G requirements			
Year	Enrollment	Total Number of Seniors	Number of students completed
2014-15	2145 Students	513 Seniors	140
2015-16	2169 Students	490 Seniors	156
2016-17	2279 Students	506 Seniors	In Progress

Due to students' stagnant progress in intervention courses students do not have room in their schedules to enroll or complete A-G coursework. Students remain in support classes rather than enrolling in coursework to complete the A-G requirements.

ALGEBRA BY GRADE LEVEL

Legend: 9th Grade, 10th Grade, 11th Grade, 12th Grade

Year	9th Grade	10th Grade	11th Grade	12th Grade
2014-2015	62.7%	31.6%	15.6%	6.6%
2015-2016	55.3%	34.6%	19.2%	10.4%
2016-2017	81.5%	44.5%	20.5%	9.7%

The number of 9th grades taking Algebra increased because all 9th graders are enrolled in Algebra during the 2016 school year. During the 2015-2016 school year some 9th grade students were only enrolled in Algebra support. In addition, most students are no longer taking Algebra in the 8th grade due to a district directive. The number of students repeating Algebra is about the same between the two school years.

STUDENT PARTICIPATION IN ATHLETICS

■ 2014-2015   ■ 2015-2016   ▨ 2016-2017

	Male			Female		
2014-2015	275			266		
2015-2016		311			297	
2016-2017			187			210
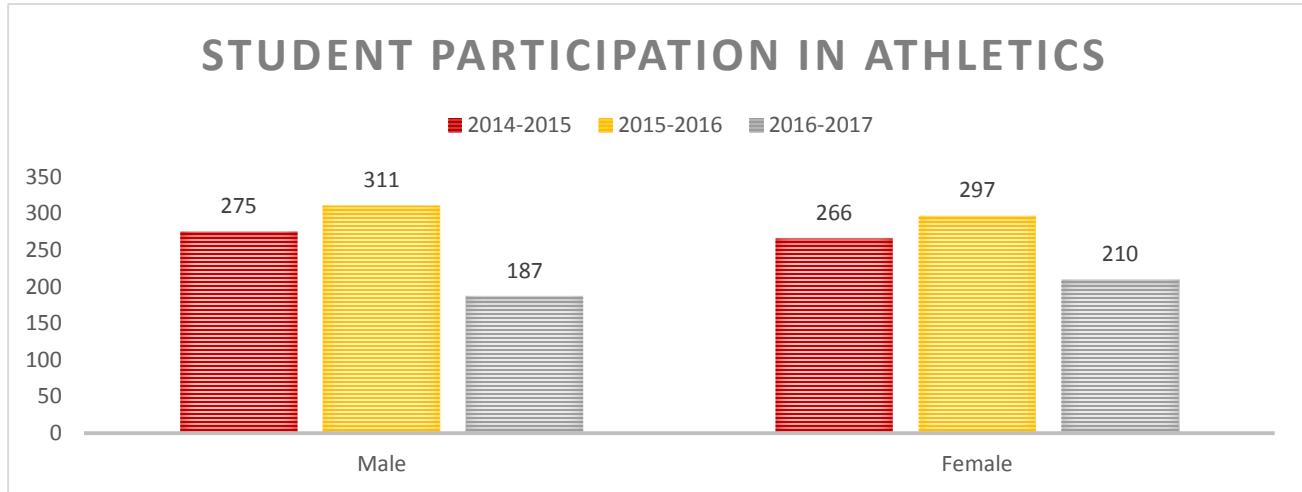
2016-2017 student participation in athletics data will only include fall and winter numbers, as data for spring sports is not yet available. Edison High School has won several league titles in men's and women's basketball, as well as men's and women's tennis over the last few years. Edison had a female state wrestler advance to become the first state champion. We also have had 14 athletes advance to the NFL and one to the NBA. Many of our athletes compete in more than one sport. All athletics have ASB accounts and are chartered as clubs. Below is a list of our sports by season:

CLUBS AND ORGANIZATIONS:

CHINESE DIM SUM	PLUS
ONE VOICE	HOMEWORK CLUB
AVID	VIKINGS FOR CHRIST
CLASS OF 2019	LULAC
KAPWA FILIPINO	POLY CLUB
ATHLETICS	HMONG
WORKABILITY	GREEN THUMB CLUB
CLUB 79 (BAND)	CLASS OF 2018
EDISON HIGH SCHOOL BALLET FOLKLORICO	INTERACT
GAY/STRAIGHT ALLIANCE	KEY CLUB
CIRCLE OF FRIENDS	LEAGUE OF LEGENDS
NHS/CSF	MARIACHI SANGRE DE ORO
STEM	GOOD GAMING CLUB
EXPLORANDO EL MUNDO	SKILLS USA
NATIVE AMERICAN CLUB	CLASS OF 2020
SPEECH & DEBATE	BLACK STUDENT UNION
EHS ANIME CLUB	MECHA
VISUAL ARTS CLUB	AP GATE
EDISON CHESS CLUB	DHOH
CLASS OF 2017	YEARBOOK
VIKING THEATRE COMPANY	SHREDISON HIGH SKI CLUB
CERAMICS CLUB	JROTC
CIP/COMMUNITY INVOLVEMENT	MESA

Fall Sports:	Football, Volleyball, Cheerleading, Girl's Golf, Cross Country, Water Polo, Girl's Tennis
Winter Sports:	Basketball, Wrestling, Soccer, Cheerleading
Spring Sports:	Badminton, Baseball, Boy's Golf, Boy's Tennis, Track and Field, Swimming, Softball

We currently have over 800 students participating in co-curricular activities. Students can organize themselves into clubs by following the club charter process through Edison High School's Associated Student Body. Students form clubs based on interest, athletics and academics. Students draft a constitution, elect a President, Vice President, Secretary and Treasurer, and find an Advisor to sponsor their club. Club Advisors are selected by students. They are chosen based on teacher availability and whether or not they can sponsor meetings in their classrooms during lunch or after school. After approval by Student Council, students participate in a fall and winter Club Rush event to recruit students to their club. Clubs meet regularly as outlined in their club charter during lunch or after school. They fundraise for club events following approval procedures outlined by ASB Council. See appendix F3 for a Club List.

2015-2016 ELA CAASPP DATA 11TH GRADE							
GRADE LEVEL	# OF STUDENTS ENROLLED	# OF STUDENTS TESTED	% OF ENROLLED STUDENTS TESTED	% STANDARD EXCEEDED	% STANDARD MET	% STANDARD NEARLY MET	% STANDARD NOT MET
11TH GRADERS	480	438	91.3%	7%	35%	26%	32%

Reading			Writing			Listening			Research/Inquiry		
Demonstrating understanding of literary & non fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
12	51	37	14	54	32	9	62	29	20	55	25

Edison experienced the highest ELA growth in the district; however, our site needs continued refinement and rigor to align with the demands of Common Core. Reading continues to be a weakness with 37% of students below standard grade level. School-wide Academic Language and Literacy (ALL) training using AVID strategies needs to continue to be implemented and refined. Edison has to move past surface level instruction towards an in depth analysis in order to meet the rigor needed to demonstrate competency on the exam. On site AVID coaching and increased instructional rounds has assisted and will continue to assist the site's refinement. Instructional Rounds data indicates that students are not being exposed to high levels of rigor. On site Professional Development (AVID) is being targeted to ensure teachers are receiving Academic Language and Literacy training.

Writing continues to be a weakness with 33% of students below standard grade level. Implementing school wide writing strategies to incorporate Academic Language and Literacy strategies as well as other AVID strategies needs continued refinement. In order to support those students who are below standard, a fully effective RTI system is in the process of being implemented to identify student needs and address them in a timely manner Differentiated instruction must occur to meet the individual needs of our students, especially since we have a full inclusion RSP program and a high percentage of ELLs.

Training students and teachers how to take online assessments is a priority. Students and teachers need to be aware of the importance of the assessment (why is the assessment relevant to the student) prior to taking the assessment. The PLC process is embedded into all systems at Edison resulting in improved instruction; however, teachers need to commit to the PLC process and implement the AVID strategies with fidelity. Our school cannot make a conclusion based on a single test but will need to continue to continue to make improvements as stated above to see if these will increase our proficiency in all areas and then make comparisons to the 2015-2016 results.
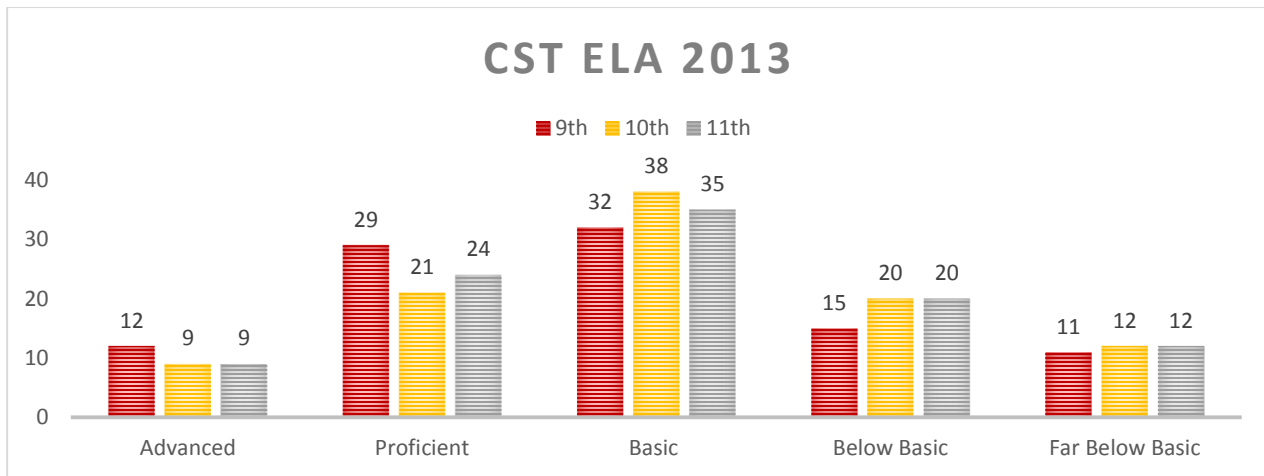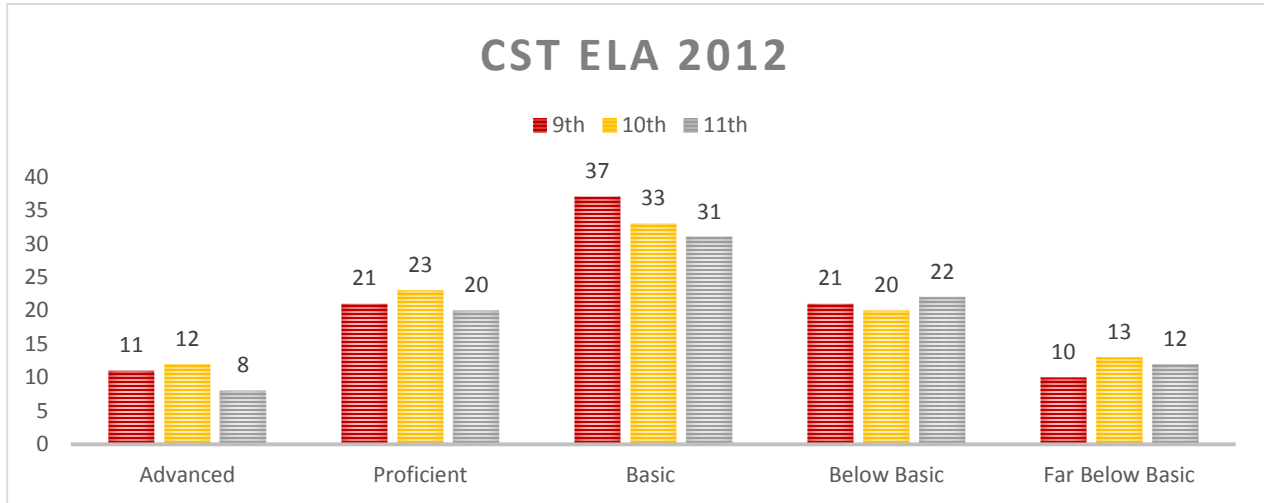
2015-2016 MATH CAASPP DATA 11TH GRADE

GRADE LEVEL	# OF STUDENTS ENROLLED	# OF STUDENTS TESTED	% OF ENROLLED STUDENTS TESTED	% STANDARD EXCEEDED	% STANDARD MET	% STANDARD NEARLY MET	% STANDARD NOT MET
11TH GRADERS	480	441	91.9%	3%	11%	26%	59%

Grade Level	Concepts & Procedures			Problem Solving & Modeling/ Data Analysis			Communicating Reasoning		
	Applying Mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	%Below Standard
Grade 11	8	26	66	6	44	50	4	66	29

Math continues to be a struggle on our campus. A large percentage of our incoming freshmen are not ready for Algebra I as indicated by MAP scores. Aside from offering Algebra Readiness courses, a fully effective RTI program needs to be developed that identifies student needs and addresses them in a timely manner. Differentiation in instruction must occur to meet the individual needs of our students.

A major mathematical weakness is in problem solving and data analysis with half of Edison's students being unable to use appropriate tools and strategies to solve real world mathematical problems. Edison's teachers need to increase the rigor and relevance of their lessons within their PLC through engaging and problem-based learning. This refinement will support a variety of learners and make the assignments both challenging and accessible to all students. Another weakness is in applying mathematical concepts and procedures, indicating that while students may be able to complete assignments in a direct instruction setting, they may not be able to apply mathematical concepts when given a real world scenario.

CST ELA 2012

■ 9th ■ 10th ■ 11th

	Advanced	Proficient	Basic	Below Basic	Far Below Basic
9th	11	21	37	21	10
10th	12	23	33	20	13
11th	8	20	31	22	12

CST ELA 2013

■ 9th ■ 10th ■ 11th

	Advanced	Proficient	Basic	Below Basic	Far Below Basic
9th	12	29	32	15	11
10th	9	21	38	20	12
11th	9	24	35	20	12

From 2012 to 2013, ninth grade students saw an overall growth between proficiency bands. Tenth grade students increased in the number of students meeting Basic, but decreased in Advanced and Proficient while eleventh grade students saw slight growth.

CST ALGEBRA 1 2012

■ 9th ■ 10th ■ 11th

	Advanced	Proficient	Basic	Below Basic	Far Below Basic
9th	0	6	22	50	22
10th	0	4	14	50	32
11th	0	5	12	50	33
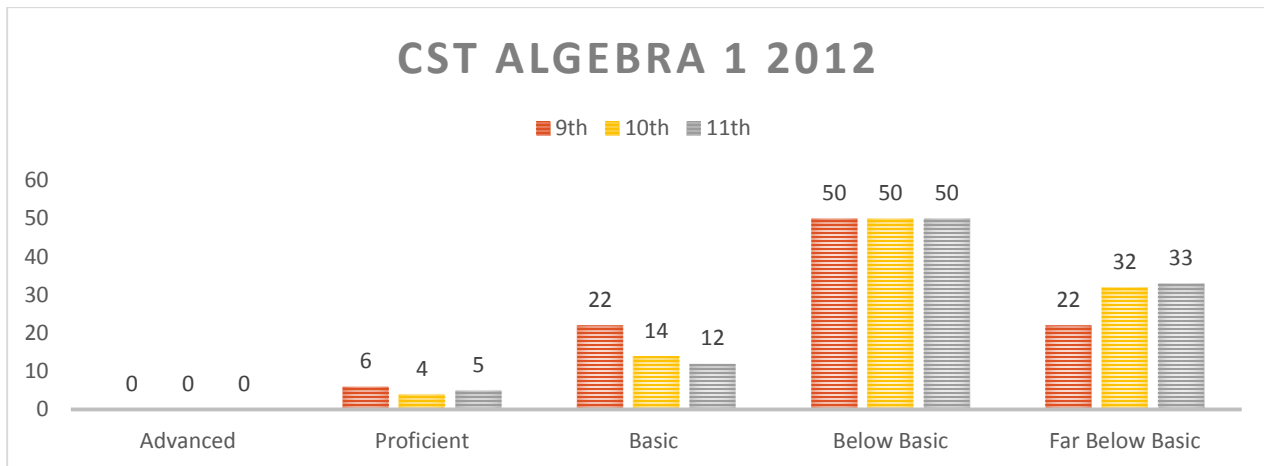
Students lack foundations in basic math functions causing increases in Below Basic and Far Below Basic results.

CST ALGEBRA 1 2013

■ 9th   ■ 10th   ▤ 11th

	Advanced	Proficient	Basic	Below Basic	Far Below Basic
9th	0	10	33	39	17
10th	0	5	20	47	29
11th	0	0	12	55	12
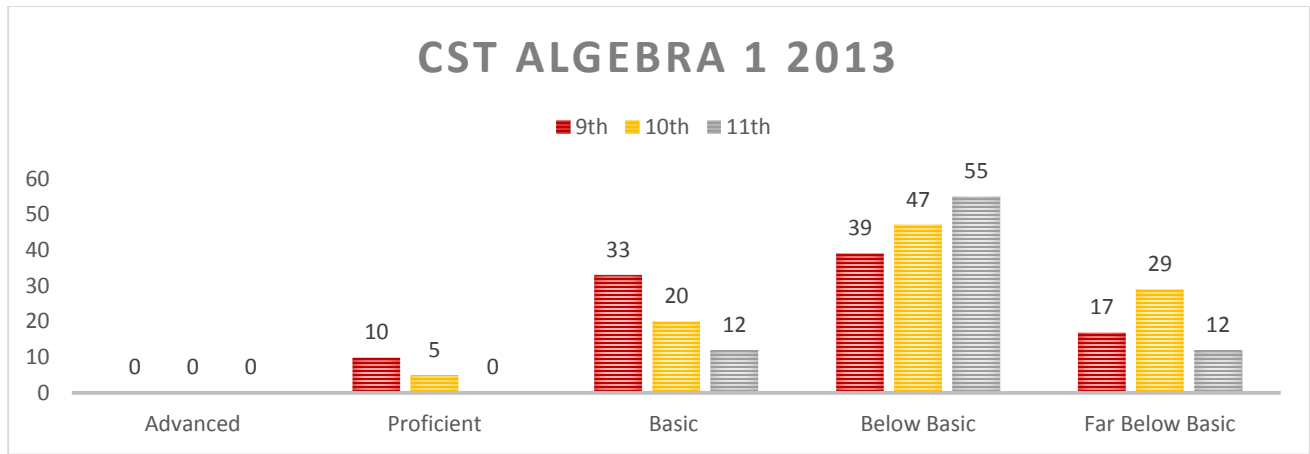
More students are becoming familiar with basic mathematical functions, but continue to have minor errors in math that continues to result in higher numbers of Below Basic students. For CST results for other subject areas please reference appendix D2. See Appendix F4 for results for all subject areas.

Year		AYP Criterion	Participation ELA MATH		Proficient ELA Math		Graduation
2013-2014		15 of 21	Yes	Yes	34.3%	52.6%	Yes
2014-2015		10 of 11	Yes	No	29%	14.4%	Yes

In 2013, our API growth count included 1,233 students. We had a total growth API of 672. We needed to score 65% overall in Math and ELA CAHSEE assessments to meet our AMOs, but we only scored 35% in ELA and 38% in Math. Although we never met our proficiency rates on the CAHSEE we did meet our growth targets on CSTs. These results were part of our rationale for implementing AVID school wide. See Appendix F5 and F6 for School Quality Snapshot and CBEDs.

EAP Results				
SCHOOL YEAR	SUBJECT	TESTED	DEMONSTRATED READINESS	DID NOT DEMONSTRATE READINESS
2014-15	English	350	68	281
	Math	205	70	135
2015-16	English	434	181	253
	Math	434	64	370
2016-17	English	In Progress	In Progress	In Progress
	Math	In Progress	In Progress	In Progress

In 2014-2015 34.1% of students demonstrated math readiness on the EAP assessment. In the following year, we decreased to 14.7%. In 2015-2016 14.7% of students demonstrated math readiness on the EAP assessment. In 2014-2015 19% of students demonstrated ELA readiness on the EAP assessment. In the following year, we experienced an increase of 22%. In 2015-2016 14.7% of students demonstrated math readiness on the EAP assessment and 41.7%in English readiness.

ASSESSMENT RESULTS						
Year	**SAT**					
	Number Tested	**Average Reading Score**	**Average Math Score**	**Average Writing Score**	**Average English Score**	
2014-15	165	419	435	420	M.C. - 42.1 Essay – 6.7	
	ACT					
	Number Tested	**Average Reading Score**	**Average Math Score**	**Average Composite Score**	**Average English Score**	**Average Science Score**
	68	19	20	19	18	19
2015-16	**SAT**					
	Number Tested	**Average Reading Score**	**Average Math Score**	**Average Writing Score**	**Average English Score**	
	166	416	438	415		
	ACT					
	Number Tested	**Average Reading Score**	**Average Math Score**	**Average Writing Score**	**Average English Score**	
	30	21	21	18	20	
2016-17	**SAT**					
	Number Tested	**Average Reading Score**	**Average Math Score**	**Average Writing Score**	**Average English Score**	
	120					
	ACT					
	Number Tested	**Average Reading Score**	**Average Math Score**	**Average Writing Score**	**Average English Score**	

Scores for both SATs and ACTs have remained fairly consistent, as well as the number of students taking the SAT test. The number of students opting to take the ACT has decreased.

AP Exam DATA	2013	2014	2015	2016
Total AP Students	188	222	185	235
Number of Exams	293	365	285	333
AP Students with Scores 3+	56	47	46	45
% of Total AP Students with Scores 3+	29.8	21.2	24.9	19.1

The number of students enrolled in AP courses and/or taking the AP exam continues to fluctuate based on available course offerings. As more students opt to take Delta courses in lieu of AP, we anticipate the number of students taking the exam will also decrease correspondingly.

API Data Groups	2011 Growth API	2012 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
School-wide	615	660	672	649	647
Black or African American	573	618	581	591	589
American Indian or Alaska Native	577	633	671	627	624
Asian	673	679	674	675	675
Filipino	739	772	778	763	763
Hispanic or Latino	585	638	662	628	626
Native Hawaiian or Pacific Islander	-	-	-	-	-
White	649	660	595	635	638
Two or More Races	-	-	-	-	-
Socioeconomically Disadvantaged	606	650	666	641	641
English Learners	542	577	621	580	577
Students with Disabilities	391	422	428	414	414

CELDT (ANNUAL ASSESSMENT) RESULTS					
Year	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning	Number Tested
2014-2015	4%	34%	38%	14%	9%	421
2015-2016	8%	34%	33%	13%	12%	456
2016-2017						

42% of our EL students made CELDT proficiency (Level 4 or 5) in 2015-16 compared to 38% in 2014-15 reflecting continued growth; however, the percentage of students at Level 1 or 2 increased minimally from 23% in 2014-15 to 25% in 2015-16. Additionally, Edison's EL population increased from 421 students in 2014-15 to 456 students in 2015-16. Edison's data over the last two academic years has maintained a static standard deviation curve with the curve favoring the Intermediate/Advanced levels with minor movement towards Beginning. Edison has worked to ensure that students know the importance of the CELDT test, its effect on reclassification, and to take the test seriously. Edison has had an influx of EL newcomers and has 35 more EL students in 2015 than 2014. With the increase in student population, Edison must continue to provide outreach to EL families and provide them with information on support structures in place at Edison. Edison must also implement an effective RTI process to identify and serve students who need more individualized support.

READING	2014-2105 % MET GROWTH	2015-2016 GROWTH TARGET %	2015-2016 % MET GROWTH	2016-2017 GROWTH TARGET %
OVERALL	53%	55%	55.3%	57.5%
GRADE 9	49%	51%	562%	58.4%
GRADE 10	58%	60%	54.3%	56.5%
AMERICAN INDIAN OR ALASKA NATIVE	39%	42%	53.1%	55.5%
ASIAN	58%	61%	50.0%	52.5%
BLACK OR AFRICAN AMERICA	52%	54%	51.1%	53.6%
FILIPINO	48%	51%	62.9%	64.7%
HISPANIC	54%	56%	55.5%	57.7%
WHITE	75%	76%	50.0%	52.5%
ENGLISH LEARNER	62%	64%	59.2%	61.3%
SPECIAL EDUCATION	60%	62%	40.4%	43.4%
SED	54%	56%	55.3%	57.5%
NATIVE HAWAIIAN/PACIFIC ISLANDER	0%	0%	0%	0%

Rigorous curriculum design units (RCD units) were created by the district to help transition to the Common Core. Our department chairs were invited to help build the units and found that they interrupt the PLC process; therefore, we continue to focus on the systems we currently have established. MAP data has served as a benchmark assessment to measure student growth in reading and mathematics. Below are our results for the last three years.

Our 10th grade students have the highest percentage of students meeting their reading growth at 58%, compared to our 9th graders at 49%. Additionally, our White population has the highest percentage at 75%, compared to our Black African American subgroup at 52%. ELs and SPED Ed students have significantly larger percentage of students meeting their growth targets (62% and 60%, respectively) compared to the school average (53%). Student scores are increasing; however, several students are not meeting expectations in relation to MAP scores.

Edison needs to ensure that all students understand the importance of MAP and take the test seriously. Also, continued instruction on how to take online assessments will be provided to staff, where they will learn how to analyze data. Teachers need to commit to the PLC/DATA Team Process and use the MAP scores to guide their instruction and the conversations in their teams. Edison's administration will provide support for teachers to download and analyze the data.

MATHEMATICS	2014-2105 % MET GROWTH	2015-2016 GROWTH TARGET %	2015-2016 % MET GROWTH	2016-2017 GROWTH TARGET %
OVERALL	54%	56%	52.6%	55.0%
GRADE 9	51%	54%	49.1%	51.6%
GRADE 10	58%	60%	56.5%	58.7%
AMERICAN INDIAN OR ALASKA NATIVE	38%	41%	46.4%	49.1%
ASIAN	63%	65%	55.7%	58.0%
BLACK OR AFRICAN AMERICA	67%	68%	41.7%	44.6%
FILIPINO	56%	58%	65.6%	67.3%
HISPANIC	52%	54%	52.1%	54.5%
WHITE	38%	41%	52.2%	54.6%
ENGLISH LEARNER	51%	54%	45.0%	47.8%
SPECIAL EDUCATION	54%	56%	41.5%	44.4%
SED	54%	57%	52.4%	54.8%
NATIVE HAWAIIAN /PACIFIC ISLANDER	0%	0%	0%	0%

Our 10th grade students have the highest percentage of students meeting their math growth at 58%, compared to our 9th graders at 51%. Additionally, our Black African American population has the highest percentage at 67%, compared to our White subgroup at 38%. SED and SPED Ed students are performing the same as the school average (53%) and ELs have a slightly lower percentage meeting growth at 51%. Student scores are increasing; however, several students are not meeting expectation in relation to MAP scores.

As a community, we are making strides to ensure that all students understand the importance of the MAP assessment and take it seriously. Also, continued instruction on how to take online assessments will be provided to staff, where they will learn how to analyze data. Teachers need to commit to the PLC/DATA Team Process and use the MAP scores to guide their instruction and the conversations in their teams. Teachers can no longer ignore the data and Edison's administration will provide support for teachers to download and analyze the data.

School Year	1st Semester D	1st Semester F	2nd Semester D	2nd Semester F
2014-2015	679	1,135	723	1,342
2015-2016	1212	1879	1226	2000
2016-2017	134	1700		

Number of Ds and Fs increased because our site transitioned from a block schedule to a six period day; therefore, semesters 1 and 2 of the 2014-2015 school year reflects only four courses compared to the 2015-2016 school year, in which students were enrolled in 6 courses.

SCHOOL	SCHEDULE	DS	FS
EDISON	6 PERIOD	496	818
FRANKLIN	6 PERIOD	978	1504
STAGG	6 PERIOD	728	1460
CHAVEZ	4X4	425	467

This graph represents numbers of Ds and Fs district-wide. The numbers represented here do not include electives. Chavez is the only school currently on a 4x4 block.

HABITUAL TRUANT STUDENT COUNT

School Name	13-14 School Year	14-15 School Year	15-16 School Year
Edison	392	525	573

As our overall student population increased, as did student truancy rate.

Chronic Absenteeism Rate
The total number of students (unduplicated) that were enrolled at one point at Edison in 2015-16 is 2,220. Out of those, 624 students were absent 10% or more of the time. According to the formula, you divide the students absent 10% or more by the total enrollment. **624/2220 = 28.11%**

Dropout Rates		
School Year	**Total Graduate Completers**	**Dropouts**
2014-2015	374	69
2015-2016	402	52

Due to our APEX program and after school learning center, students have had more opportunities for credit recovery due to the transition from block to traditional schedule. Graduation credits dropped from 220 to 210, allowing students to meet requirements more easily.

EDISON ATTENDANCE RATE

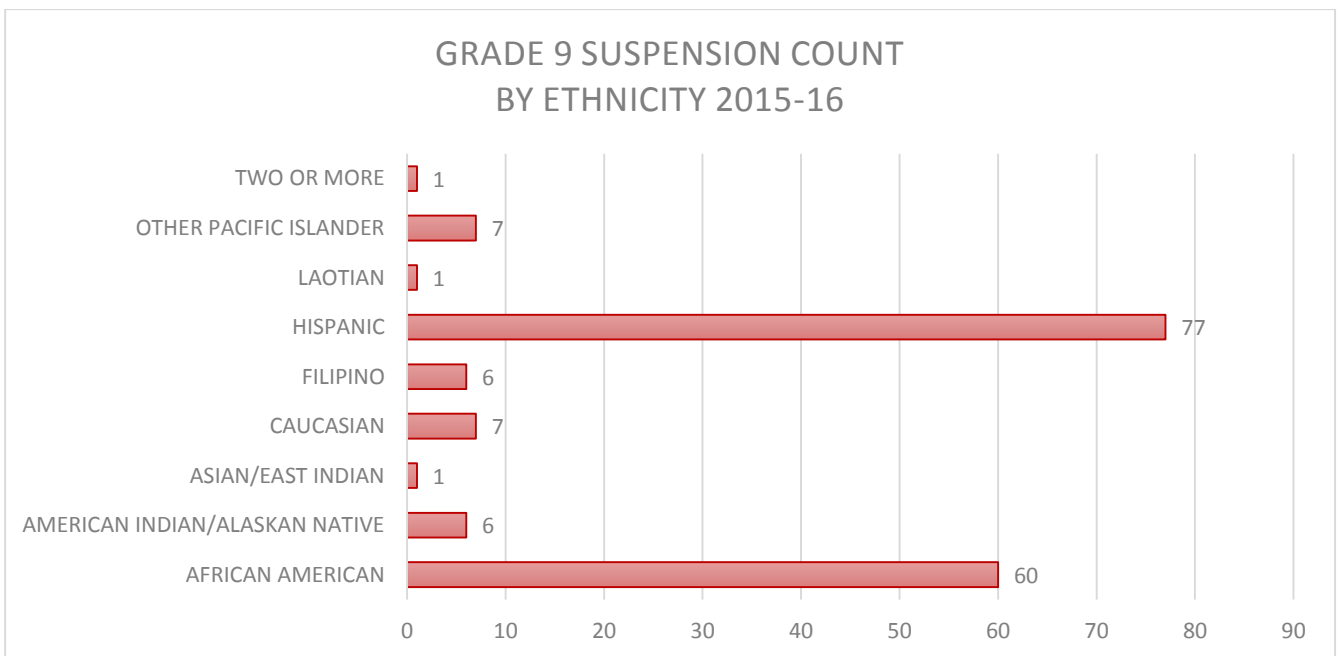| School Year	Period 2 Reporting Period	Annual
2014-2015	92.64%	91.68%
2015-2016	92.90%	92.36%
2016-2017	94.14%	(1st 3 months)

Although we have a high tardy rate, we have a high attendance rate. Records are pulled second period to provide a more accurate number of students on site. The district is funded based on the P2 reporting period (approximately months 1-8).
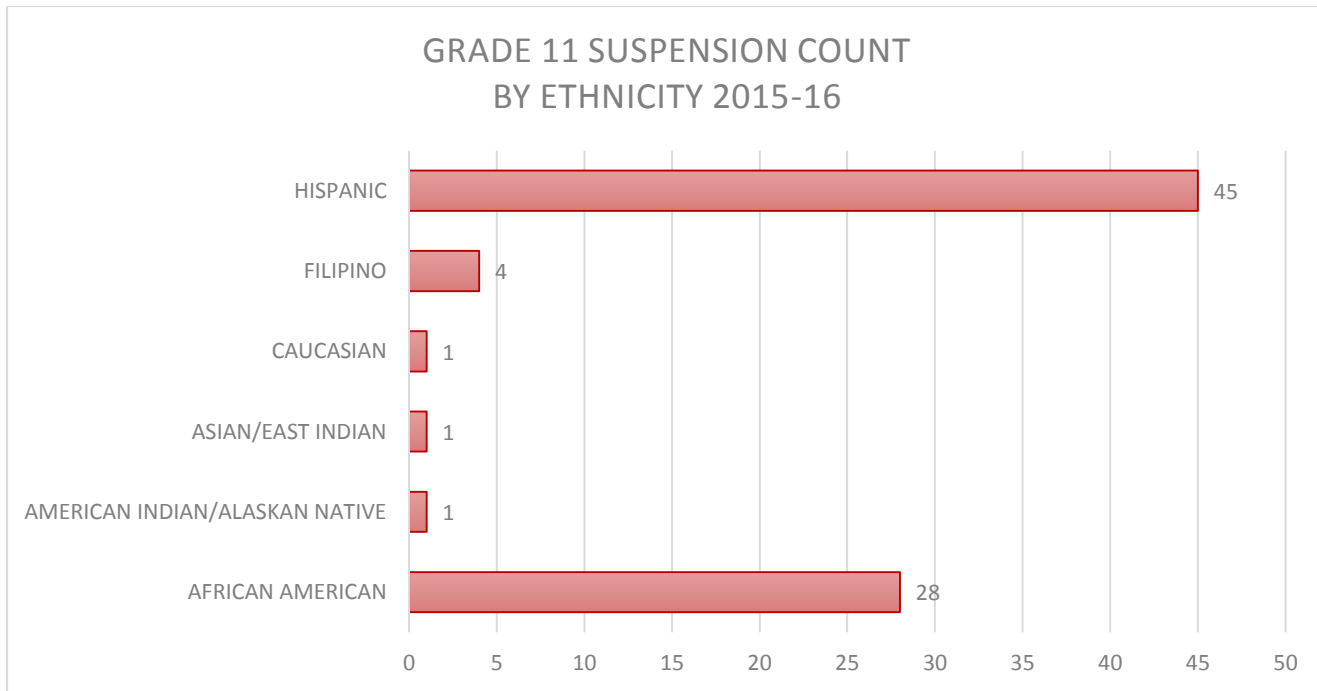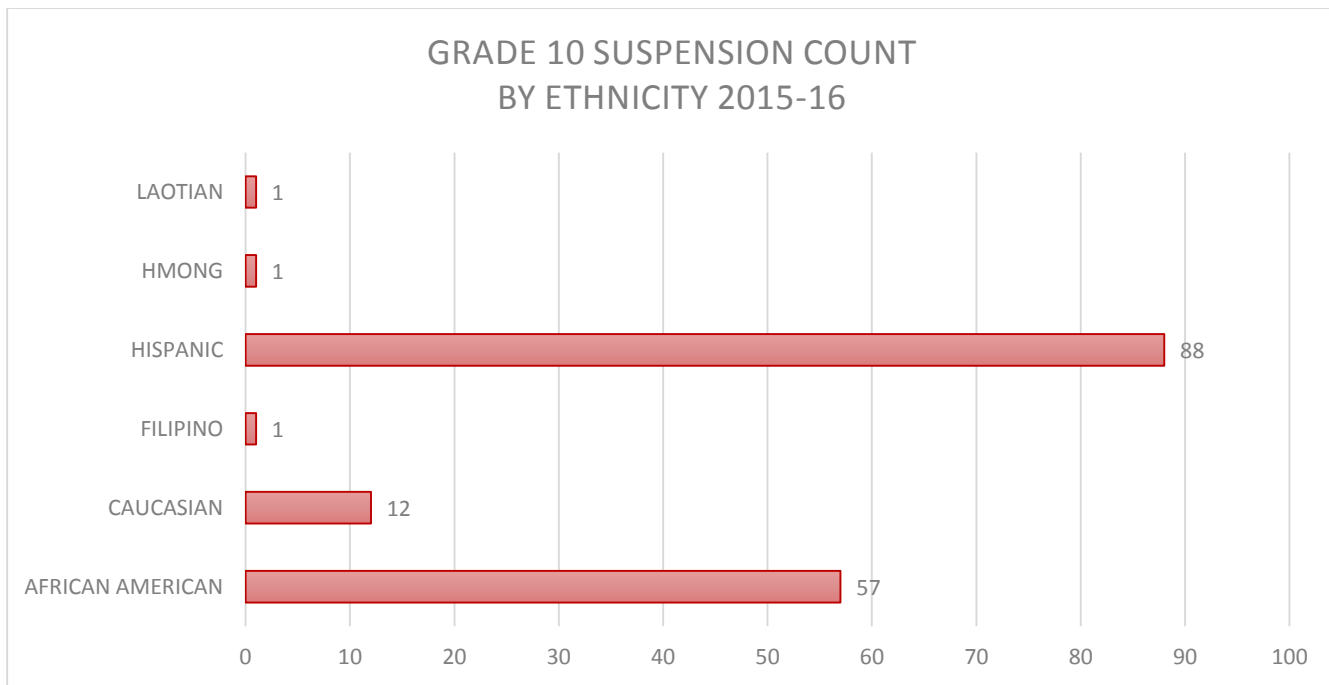
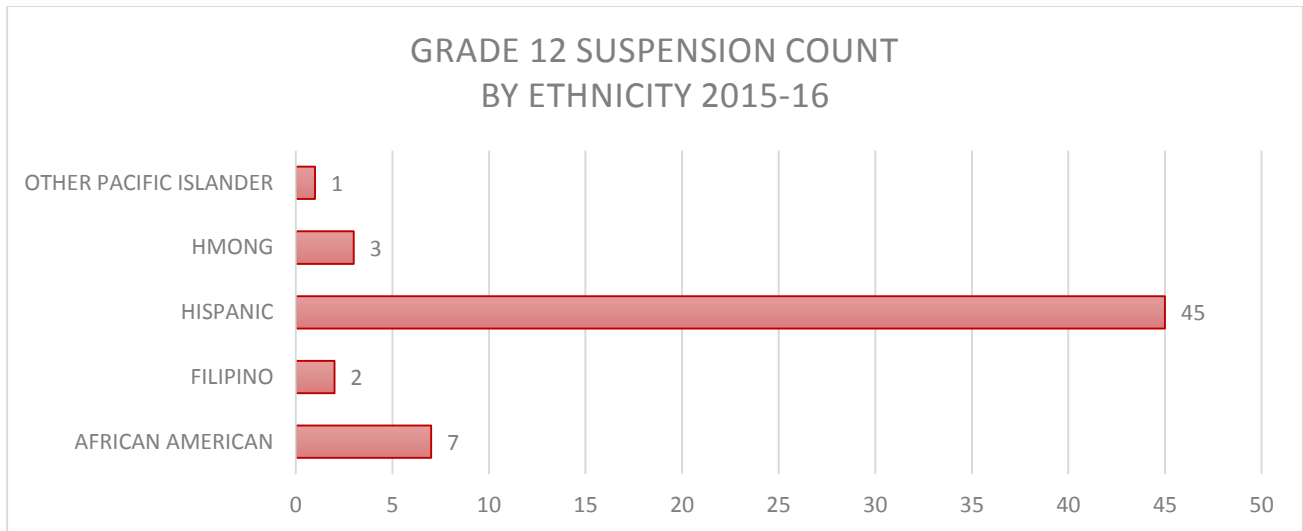| Year	Total Number of Expulsions	Grade	Gender
2015-2016	2	Tenth Grade	Male

Edison has a no-fight contract, which falls under a stipulated expulsions in which case Edison no longer has to report due to changes in disciplinary protocols.

DISCIPLINE DATA

■ 2014-2015 ■ 2015-2016 ■ 2016-2017
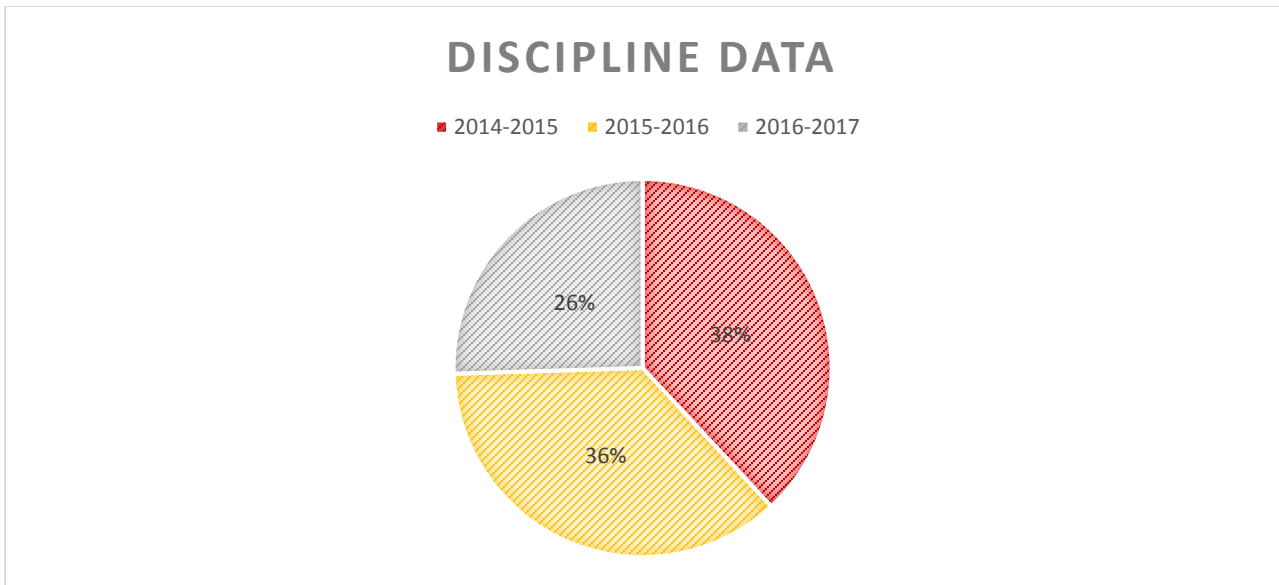
Our discipline issues have steadily declined. This is due to interventions such as the SAP referral process, and discipline referral process. A restorative justice program held after school helps students make better choices and focus on learning. As of December, 2016-2017 discipline totals are currently at 143. Based on trends, the total number is projected to be 572.

GRADE 9 SUSPENSION COUNT BY ETHNICITY 2015-16

GRADE 10 SUSPENSION COUNT BY ETHNICITY 2015-16

Ethnicity	Count
LAOTIAN	1
HMONG	1
HISPANIC	88
FILIPINO	1
CAUCASIAN	12
AFRICAN AMERICAN	57

GRADE 11 SUSPENSION COUNT BY ETHNICITY 2015-16

Ethnicity	Count
HISPANIC	45
FILIPINO	4
CAUCASIAN	1
ASIAN/EAST INDIAN	1
AMERICAN INDIAN/ALASKAN NATIVE	1
AFRICAN AMERICAN	28

GRADE 12 SUSPENSION COUNT BY ETHNICITY 2015-16

Ethnicity	Count
OTHER PACIFIC ISLANDER	1
HMONG	3
HISPANIC	45
FILIPINO	2
AFRICAN AMERICAN	7

E. School-wide Learner Outcomes

Edison high school has created four school-wide learner outcomes (SOUL) that focus on (S)succeeding by achieving academic and personal goals, (O)organizing information to think and communicate effectively, (U)using knowledge to prepare for college and career, and (L)leading by making positive choices. The outcome we are choosing to focus on is letter O, organizing information to think and communicate effectively.

Organizing and communicating effectively is crucial to our students' success. Many of the school-wide strategies we have implemented rely on these skills to prepare our students for rigorous instruction and post-secondary opportunities. Students can be seen achieving this throughout each step of a lesson. Focused notes are a school-wide expectation. Students use this as a tool to organize input and can communicate learning goals by recalling the daily learning objectives and essential question. They continue this throughout the lesson as they collaborate in structured, guided and independent practice to reinforce learning. There are many other school-wide strategies, such as Socratic seminars and philosophical chairs, that help students specifically build organization and communication skills. They collaborate in group discussions, using textual evidence to stimulate thoughtful dialogue, teaching them soft skills for college and career readiness. See examples of student work in Crate 2.

E-House SOUL

Student Learner Outcomes

Succeed by achieving academic and personal goals.

Organize information to think and communicate effectively.

Use knowledge to prepare for college and career.

Lead by making positive choices.

BOOKMARK PROVIDED TO PARENTS AND STUDENTS TO INFORM THEM OF OUR SCHOOL WIDE LEARNER OUTCOMES.

F. Perception Data

Stakeholders were given the opportunity to participate in completing a survey which allowed them to express how they view the school. The survey questions were created from WASC criteria indicators in an effort to align shareholder perceptions to the self-study process. A variety of surveys were administered to target each group of stakeholders including parents, students, staff (certificated and classified) and community. Each survey is approximately 20-25 questions and was given both online and as a hard copy. Below are questions that provide a snapshot of stakeholder perceptions.

CERTIFICATED STAFF PERCEPTION DATA	
1. THE SCHOOL HAS A CLEAR VISION OF WHAT STUDENTS SHOULD KNOW AND BE ABLE TO PERFORM.	70%
8. THE SCHOOL EFFECTIVELY SUPPORTS PROFESSIONAL DEVELOPMENT WITH TIME, PERSONNEL, MATERIALS AND FISCAL RESOURCES TO FACILITATE ALL STUDENTS ACHIEVING THE ACADEMIC STANDARDS AND THE EXPECTED SCHOOL-WIDE LEARNING RESULTS.	73%

SCORES INDICATE COMBINED PERCENTAGE OF PARTICIPANTS SCORING A 1 OR 2 ON A LIKERT SCALE, WHERE A 1 REPRESENTS STRONGLY AGREE AND 5 STRONGLY DISAGREE.

CLASSIFIED STAFF PERCEPTION DATA	
6. EDISON EFFECTIVELY PREPARES STUDENTS FOR EITHER COLLEGE OR TECHNICAL PREPARATION PROGRAMS AND CAREER-RELATED JOBS.	73%
10. THE SCHOOL FACILITIES ARE SAFE, FUNCTIONAL, AND WELL MAINTAINED.	68%

SCORES INDICATE COMBINED PERCENTAGE OF PARTICIPANTS SCORING A 1 OR 2 ON A LIKERT SCALE, WHERE A 1 REPRESENTS STRONGLY AGREE AND 5 STRONGLY DISAGREE.

STUDENT PERCEPTION DATA	
6. The school prepares students for college and career opportunities.	71%
7. The school provides opportunities for career exploration.	61%

SCORES INDICATE COMBINED PERCENTAGE OF PARTICIPANTS SCORING A 1 OR 2 ON A LIKERT SCALE, WHERE A 1 REPRESENTS STRONGLY DISAGREE AND A 5 REPRESENTS STRONGLY AGREE.

CAMPUS SERCURITY STAFF PERCEPTION DATA	
6. Edison effectively prepares students for either college or technical preparation programs and career-related jobs.	72%
8. Edison maintains a safe campus.	71%

SCORES INDICATE COMBINED PERCENTAGE OF PARTICIPANTS SCORING A 1 OR 2 ON A LIKERT SCALE, WHERE A 1 REPRESENTS STRONGLY AGREE AND A 5 STRONGLY DISAGREE.

See Crate 1 for results for the remaining perception surveys.

THOMAS ALVA EDISON HIGH SCHOOL WASC SELF-STUDY REPORT 2016-2017

CHAPTER TWO

EHS

"ALL GREAT LEADERS ARE TEACHING, AND ALL GREAT TEACHERS ARE LEADING."-RICHARD DUFOUR

Chapter 2 Significant Developments at Edison since Previous Full Self-Study

EDISON STUDENTS PARTICIPATING IN A TEAM BUILDING ACTIVITY AT A PLUS FORUM.

Edison High School is committed to improving instruction and increasing the rigor of the educational experience for students in the classroom. Although we have gained over 120 students since our 2014-2015 school year, our dropout rates have decreased, while our graduation rates have increased from 80% to 88% since the last school year. Since our last full self-study in 2011, there have been some significant changes in our instructional schedule. Edison introduced the block schedule in the spring of 2009 and maintained this plan for seven years. In the 2014-2015 school year, a proposal was presented to staff to transition to a traditional six-period schedule. After receiving a 98% approval, Edison adopted a 6-period day to allow for common preps in order to strengthen staff development and collaboration. The schedule change allowed for more money to be allocated towards targeted professional development and build adult capacity. The transition was also student-driven and intended to allow for higher learning retention. In previous schedule sequencing, students taking courses tied to high stakes testing in the fall/winter were at a disadvantage in the spring because of the gap in exposure to material. There was also an issue for students taking pre-requisite courses and then having to potentially wait multiple terms before taking the next course in a sequence.

With the block schedule, Edison was focused on small learning communities, a system that didn't meet the needs of our students. Therefore, when Edison transitioned to the six-period day we adopted Professional Learning Communities (PLCs). This allowed us to put the focus back on student learning by using data-driven collaboration to adjust instruction. STA (Stockton Teachers Association) approved scheduling modifications for teachers to work an additional 18 minutes outside of their contract, thus allowing for collaboration time to be embedded within the school day. Student success days are implemented each Thursday with a student release time of 12:08 pm. Staff meet at 12:45 on Student success days for the specific purpose of engaging in professional learning communities and participating in faculty meetings. Edison, thorugh the approval of the School Site Council, has made it a priority to focus funding on building instructional capacity. Edison has taken the initiative to offer staff opportunities for off-campus training as well as on-site professional development led by our leadership and administration team. Trainings are scheduled for every other month; the time in between is used for student data analysis to measure implementation and success. We currently have four AVID staff developers that lead our on-site professional development.

In addition to common formative assessments, teams also use MAP data to serve as a benchmark assessment to measure student growth in reading and mathematics. This is an assessment that is administered three times a year. Students take the test in the fall, winter and spring. Student scores are increasing and the school met its overall growth target. 9th grade students exceeded their target percentage of 51% with 56.2% of students meeting their reading growth. EL students have a significantly larger percentage of students meeting their growth targets (59.2%) compared to the school average (55.3%). Our data shows a decrease in our 9th grade results; however, as one of our current action plans we are hoping to bridge the gap between high school and K-8 articulation.

AVID has been offered as an elective course at Edison since 1999; however, with the shift to Common Core, AVID became a school-wide system that provided strategies that allowed us to transition to the new standards. On March 17, 2015, Edison was named a National AVID Demonstration Site. This unique recognition means that Edison has proven they are implement reading and writing strategies school-wide. This has impacted our AVID graduation rates. Last year 100% of our AVID students graduated and 92% of those students were accepted into a four year university. In addition to the success we have had in the elective program, Edison is able to also differentiate instruction for all learners and make literacy a cross-curricular priority. This school-wide approach has impacted our ELD program by increasing reclassification rates to 10% of EL students in the 2015-16 school year. The assistant principal that oversees our ELD program makes classroom visits prior to the assessment and provides students with a graphic organizer to create personal goals for reclassification. This knowledge has empowered the students to take responsibility and ownership of their scores to actively seek to increase their success on both tests. Due to differentiated instruction and an increase in literacy school-wide, this has helped our students increase their ELA scores on many high stakes tests. For example, on the EAP assessment students had an overall growth of 22% in the 2015-2016 school year. Students also saw an increase in overall achievement on the CASSPP with an overall increase of 14% in English Language Arts and literacy.

The 89 million dollar ongoing remodel at Edison High has brought about significant changes. Our Engineering building was constructed in the 2013/14 school year and brought national attention to the school after being mentioned in President Obama's State of the Union address. Completion of the AVID building in March of 2017 will allow AVID to house all AVID elective teachers and create a

space for showcase visits, as well as additional space for collaboration and professional development. The funding for this construction was made possible through a Stockton Unified School District Bond Issue for Measure E and Measure Q. Measure E, which passed with a 67.45% vote, authorized the district to increase its debt by $114 million through issuing general obligation bonds in that amount. It also authorized the district to impose whatever additional property taxes are required to repay these bonds. Measure Q was implemented to improve the quality of education and student access to computers and technology, renovate science labs, repair restrooms, modernize and upgrade schools and classrooms throughout the District, construct additional classrooms and facilities, and replace outdated temporary portable classrooms with permanent classrooms. These upgrades have allowed our STEM and PLTW programs to have access to cutting-edge technology to expose our students to project based learning that is aligned to advanced curriculum. We are also in the process of developing a Computer Science pathway which should begin in the 2017-2018 school year. This is being done in collaboration with Project Lead the Way (PLTW) and the expectation is that Edison High will also become a recognized PLTW school. Our new AVID building has integrated open spaces that will allow students to participate in meaningful collaborative activities, such as tutorials, Socratic seminars and philosophical chairs.

Edison High School and SUSD have been implementing the PLUS Program (Peer Leaders Uniting Students) to further their efforts to build a safe school environment for all students since winter 2012. During the 2016-17 school year, Edison established a course making PLUS an elective—whereas before it was simply a pull-out program. PLUS is a youth facilitated program that utilizes social leadership qualities to connect all students on campus. A diverse cross section of student leaders facilitate a series of activities that create communication, connections, care and community amongst a student body. Utilizing best practice strategies, the PLUS Team student leaders serve as the liaison between the student body and the adults on a campus. In 2014, students were surveyed about campus climate, culture, and safety. There were six statements that indicated our school was above or below the normal threshold as compared to other schools in Stockton Unified School District. The following statements were at or above threshold (district percentage) and indicated a higher percentage who identified with these statements:

- I do not go to any of the activities on campus because I do not have anyone to go with (26%, Threshold: 22%)
- In the past year, I have been offered, sold, or given illegal drugs by someone on school property (21%, Threshold: 17%)
- There is a lot tension at my school between different cultures, races, and ethnicities (27%, Threshold: 27%)

The following statements were below the threshold and indicated there was a lower percentage who identified with these statements:

- There are activities here at school that I enjoy participating in (73%, Threshold: 74%)
- At my school there is a teacher or other adult who really cares about me (69%, Threshold: 74%)
- I have friends my age that really care about me (84%, Threshold: 89%)

Because of this data, Edison High School's PLUS Team initiated a series of forums and activities that promoted inclusion, engaged in Red Ribbon Week and drug awareness campaigns, and participated in Yellow Ribbon Campaign suicide prevention presentations. The goal was to increase inclusion and to bring in students who feel they are at the margins of the campus community. When the survey was taken again in 2016, the results were as follows:

- There are activities here at school that I enjoy participating in (77%, Threshold: 68%)
- At my school there is a teacher or other adult who really cares about me (73%, Threshold: 68%)
- I have friends my age that really care about me (86%, Threshold: 80%)
- I do not go to any of the activities on campus because I do not have anyone to go with (26%, Threshold: 22%)

Compared to percentages from 2014, the following statements experienced a decrease:

- In the last 30 days I have smoked Marijuana at least once (2014: 12%, Threshold: 13%; 2016: 9%, Threshold: 17%)
- In the past 30 days I have smoked cigarettes at least once (2014: 3%, Threshold: 7%; 2016: 2%, Threshold: 7%)
- In the past 30 days I have at least once drink of alcohol (2014: 17%, Threshold: 24%; 2016: 12%, Threshold: 17%)
- In the past year, I have been offered, sold, or given illegal drugs by someone on school property. (2014: 21%, Threshold: 17%; 2016: 9%, Threshold: 19%)

Data shows that five of the statements were no longer at a critical level. This indicates that Edison has a more inclusive, supportive, and positive campus climate and culture as compared to data from two years ago. Additionally, all statements regarding drug and alcohol use have decreased since 2014.

Edison High School conducted its last full self-study and visit in 2011. There was an onsite midterm review in 2014. The school-wide key areas for follow-up from these visits were:

School-wide Critical Areas for Follow-up	Assessment of Progress
There is a critical need to improve student performance on all state-wide and district measures.	Since our last self-study, Edison has been adapting to the changes in testing. Edison has continued to demonstrate growth in testing performance; however, teachers are continuously examining research-based instruction that will better prepare students for state-wide and district assessments.
A concerted effort needs to be made to improve the rigor of the educational experience for students and to empower students to increase their active engagement in the learning process.	Exposure to a rigorous curriculum continues to be an area of focus for the site, with AVID students being strongly recommended to register for AP or Delta course work. As an AVID demonstration site, all students are exposed to a college-going atmosphere. The use of AVID strategies, in combination with DII and data-adjusted instruction, has increased student engagement with their own learning. Staff at Edison continue to implement strategies that increase student engagement in the learning process and improve instructional practices.
There needs to be a concerted effort to help departments in their examination of student work and assessing student work according to school-wide expected standards of performance aligned with identified learning objectives.	The PLC process continues to be an area for focus and refinement. Edison utilizes its leadership team to facilitate the PLC process; however, with the addition of over twenty new faculty members, some PLC teams have had to review the initial components of the process. Existing PLCs continue to work with newer

	members to engage in discussion in order to promote higher standards for student learning.
Opportunities for cross-curricular learning, thematic approaches to teaching and learning and writing across the curriculum need to become an integral part of the school's organizational structure and become embraced by both core and elective department.	We promote the use of academic literacy across disciplines through the use of critical reading and writing strategies, in both core and electives classes. The next step in the PLC process will be to engage in cross-curricular learning and build upon the approaches already being utilized in core classes.
There needs to be a school-wide emphasis on helping teachers master and employ effective differentiation strategies, including SDAIE, in their classes to appropriately address identified student learning needs.	Edison offers targeted professional development to facilitate the use of effective instructional strategies for new teachers as well as trainings to address identified areas of need in instruction. The implementation of Academic Language and Literary training (ALL) is one way that Edison has worked to address identified areas of need including exposure to academic language. Professional development continues to focus on research based strategies that will improve instructional practices and increase student achievement.
Recommendations: There needs to be a school-wide effort to build on the very strong foundation that has been created so far, and move the school forward to achieve truly powerful teaching and learning for every student, every day, and in every classroom.	

In order to continue implementing and monitoring our school-wide action plan, we took the recommendation provided by WASC, which was to continue to refine the strong systems we have in place. These systems include PLC, AVID, DII, and PBIS/PLUS. The eight state priorities were categorized by the district to create three areas of focus: 1) student achievement, 2) response to intervention and 3) school culture. To ensure Edison meets these areas of focus, we created site specific systems to deliver challenging and meaningful instruction. This approach has allowed us to use well-designed programs with clear objectives and growth targets, with research-based strategies and a systematic timeline to meet defined objectives school-wide.

| SYSTEM	GROWTH TARGETS	SHORT TERM	IMPLEMENTATION	MEASUREMENT
PLC	85%	CFA EVERY SIX WEEKS	▪ Determine by subject and course ▪ Meet weekly ▪ Data Analysis form ▪ Common Formative Assessments	Quarterly ▪ PLC agenda ▪ Instructional rounds

AVID	100%	60% IMPLEMENTATION WITH FIDELITY	▪ On-site professional development ▪ School-wide ▪ Rigor and relevance	Quarterly ▪ Instructional rounds tool ▪ AVID survey
PBIS/PLUS	25%	SUPPORT 36 INDICATIONS	▪ Plus course created ▪ Monthly forums	Quarterly ▪ Perception surveys ▪ Forum participation ▪ SAP referrals ▪ Direction Survey ▪ Hero ▪ Rubric
DII	85%	INSTRUCTIONAL ROUNDS	▪ Standards and measurable objectives ▪ Lesson structure and sequence ▪ Student engagement ▪ Feedback and correctives ▪ Proactive classroom management	Quarterly ▪ PLC agenda ▪ Instructional rounds

Identified areas of need resulted from a review of the recommendations from the WASC committee and district identified priorities, as they pertain to Edison's student population. Our growth targets were determined by the leadership team, to align with district goals, using data and perception surveys. These systems have had an impact on student learning resulting in overall growth in trend data. While three out of the four systems have higher growth targets, due to the new changes in the PBIS/PLUS program there is a new rubric scoring system which has recently been implemented.

 Part of our school-wide action plan is to prepare students for 21st century learning. The systems we currently have in place are providing a solid foundation for students to compete in a global economy. To continue to refine this process, we are moving towards integrating a system to support blended learning, which will allow teachers to combine classroom learning with online learning. This, in part, will allow students to control the pace of their learning.

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CHAPTER THREE
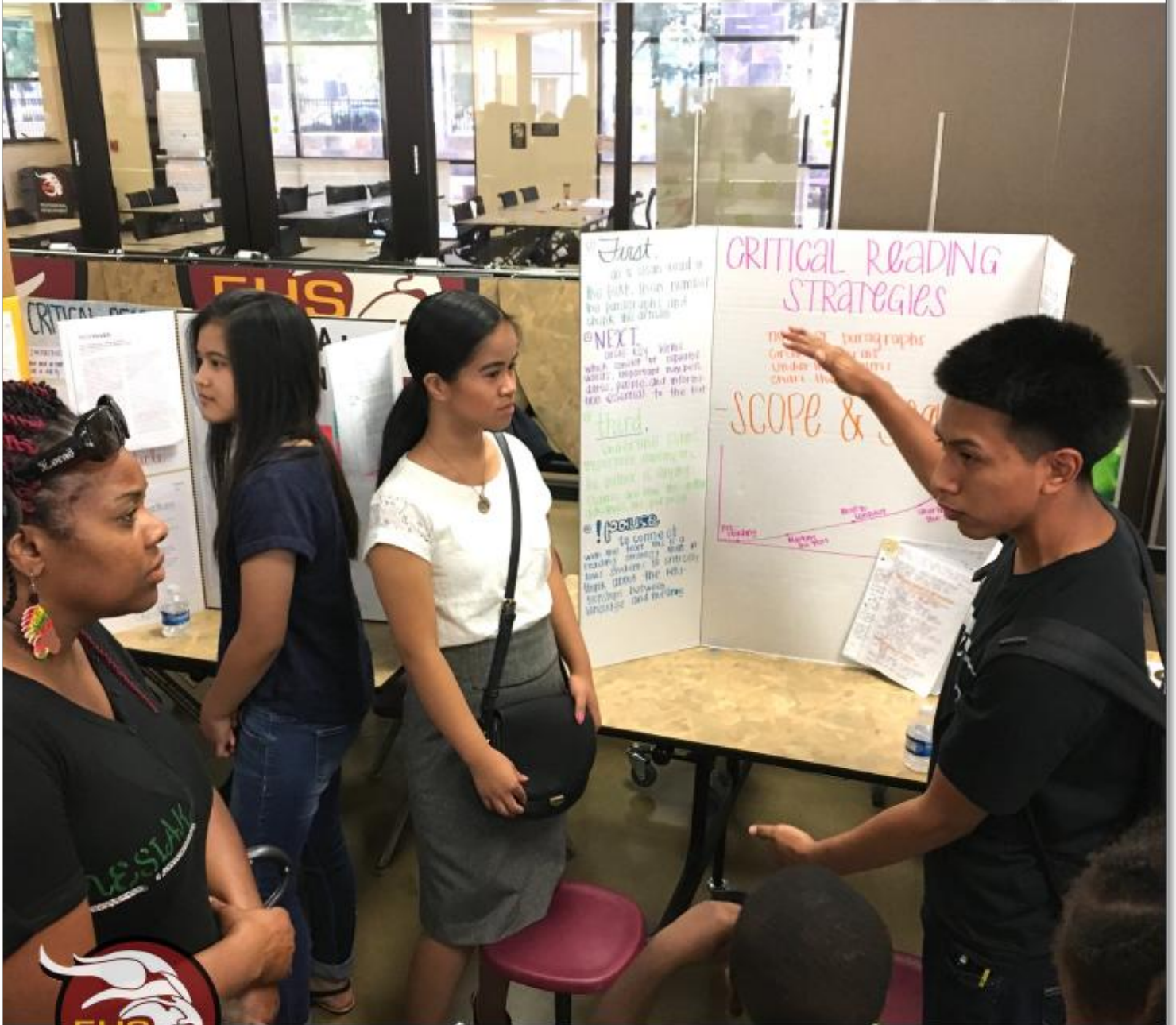
"ALL GREAT LEADERS ARE TEACHING, AND ALL GREAT TEACHERS ARE LEADING." –RICHARD DUFOUR

Implications of Profile and Progress Data

- Attendance for the 2016-2017 school-year, based on second month data, is 94.14%. This is a 2% growth from the previous year, which indicates that students want to be here.
- Edison had its highest enrollment in the 2016-2017 school year with 605 freshman enrolled, which indicates that focused programs have attracted student interest.
- Transitioning from Small Learning Communities to Professional Learning Communities has allowed time for teachers to collaborate on instructional practices and adjust instruction using real time data.
- AVID has allowed us to transition to Common Core using a familiar system, based on already implemented strategies, to support reading and writing standards and push literacy strategies school-wide.
- 100% of AVID students graduated high school and 98% of students were accepted to a four year university, indicating the elective is an effective college and career readiness system.
- In the 2015-2016 school year, 68.2% of seniors were not A-G compliant. This is due to students' stagnant progress in intervention courses that prevent them from taking A-G course work.
- A-G Completion on campus is severely hindered by Algebra II and Chemistry passage rates.
- Over 3,000 combined Ds and Fs were recorded for 2016-2017 semester one grading period, which is similar to the data for the 2015-2016 school-year, indicating failure rates have stayed consistent.
- Edison currently has 2:1 technology access for students, due to a recent passing of Measure E, Edison will have 1:1 technology and increase digital literacy to meet API, CTE course requirements and meet the needs of student career survey interests.
- 81.5% of ninth graders are taking Algebra I, since the course is no longer offered at the K-8 level.
- Mathematics continues to be a weakness with 85% of 11th graders below standard grade level, which indicates a need for a response to intervention program.
- In 2015-2016 50.9% of ninth grade students did not meet their Math MAP assessment growth target.
- In 2015-2016 14.7% of students demonstrated math readiness on the EAP assessment, which is 19.4% less than the previous year.
- Reading continues to be a weakness with 58% of 11th graders below standard grade level, which indicates a need for a response to intervention program.
- In 2015-2016 43.8% of ninth grade students did not meet their Reading MAP assessment growth target.
- In 2015-2016 41% of students demonstrated ELA readiness on the EAP assessment, although this is an increase of 22%, this still does not meet our overall growth target.

Critical Learner Need #1: K-12 Articulation

There is a need to continue to address articulation with our feeder schools, through the use of AVID strategies, to increase student proficiency in mathematics and English language arts.

Aligns with Priority Area 2

Correlated School-wide Learner Outcomes:

- Succeed by achieving academic and personal goals
- Use knowledge to prepare for college and career

Critical Learner Need #2: Response to Intervention
To address the diverse learning needs of our students Edison is implementing interventions to decrease D and F rates and elevate the levels of rigor in intervention support classes to increase UC A-G course completion. We currently have tier one interventions through core instruction and are in the process of refining tier 2 and 3 intervention.

Aligns with Priority Area 5 and Area 7
Correlated School-wide Learner Outcomes:

- Succeed by achieving academic and personal goals
- Organize information to think and communicate effectively
- Use knowledge to prepare for college and career
- Lead by making positive choices

Critical Learner Need #3: 21st Century Skills
There is a need to increase technology literacy and career education to prepare our students for the unique demands of a global society.

Aligns with Priority Area 8
**Correlated School-wide Learner Outcomes:**

- Succeed by achieving academic and personal goals
- Organize information to think and communicate effectively
- Use knowledge to prepare for college and career

Important Questions
- How are we creating time to align with k-12 schools?
- Are monthly regional meetings with feeder schools addressing articulation needs?
- What data are we going to use to assess if RTI is working?
- How do we implement integrated Math school and district-wide?
- How do we refine tiered two and three interventions to allow students to reach tier 1?
- How are we going to utilize intervention coaches to address real-time data?
- How do we increase the number of students enrolled in programs like Project Lead the Way?
- How do we increase digital literacy across curriculum?
- How do we adjust scheduling so all of Area 1 are on the same waiver?

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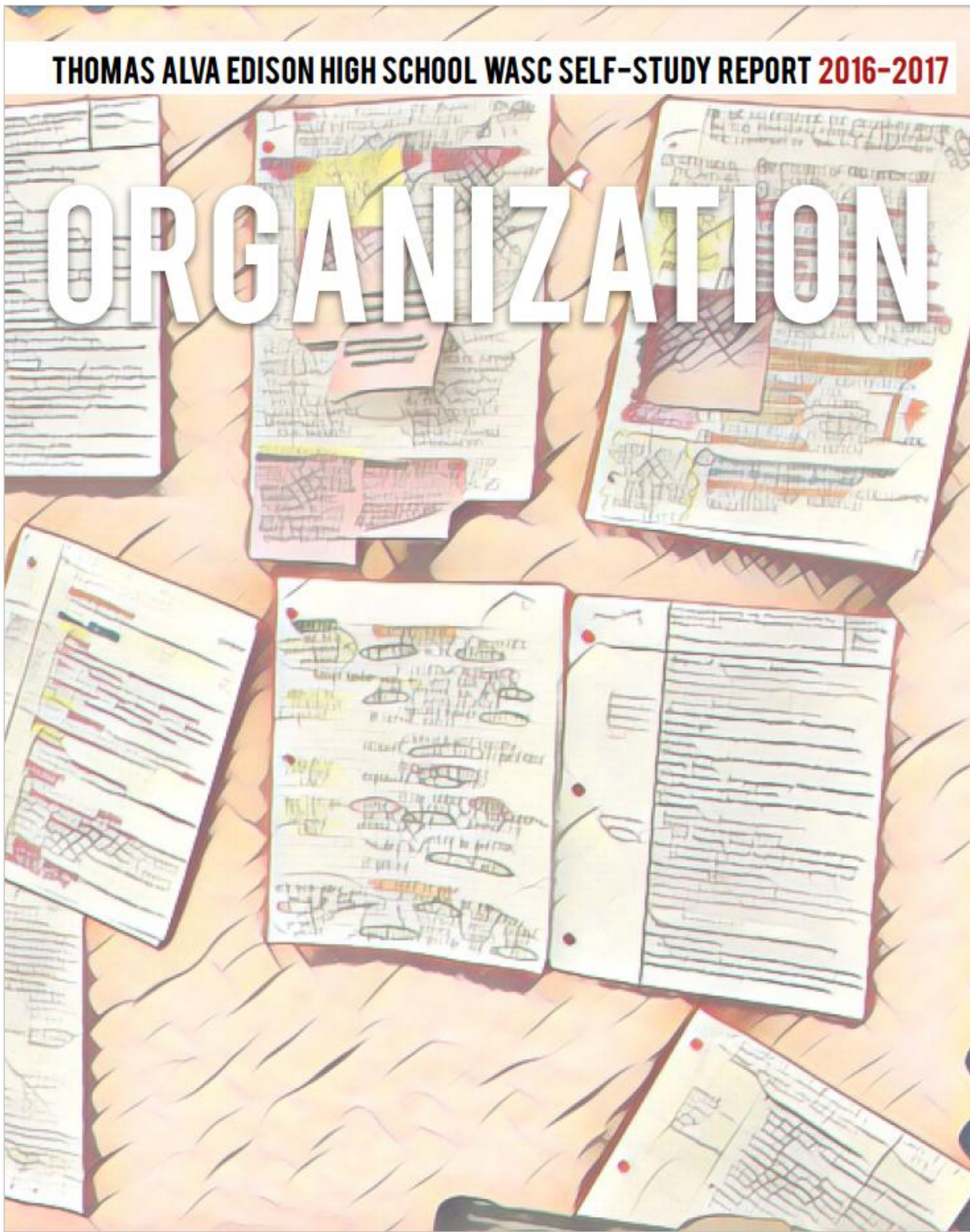
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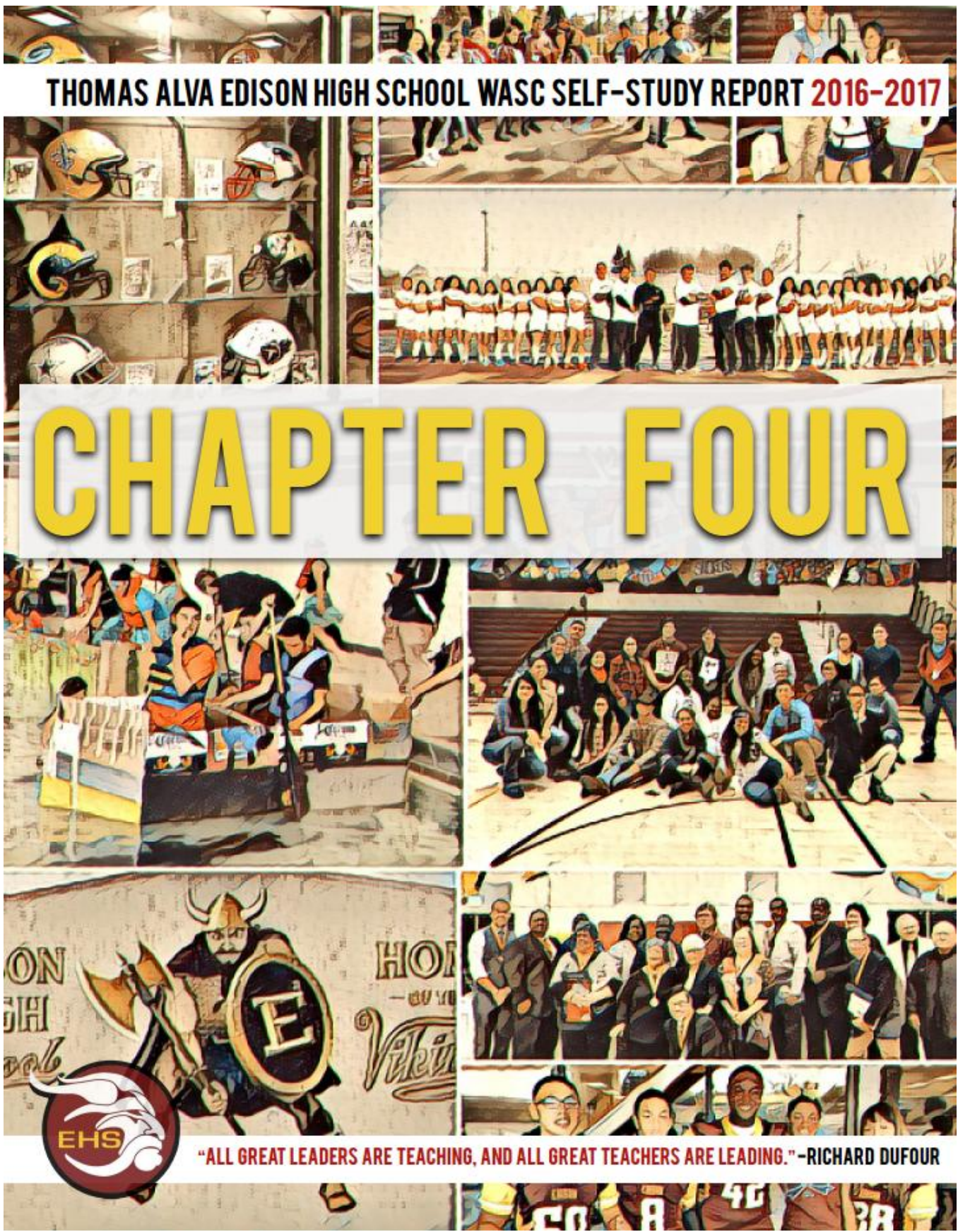
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ORGANIZATION

Chapter IV: Self-Study Findings

Based on the criteria in each category:

1. **Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.**

2. **Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.**

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. **Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)**

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. **The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.**

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1.   Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

> **Online Programs: iNACOL Standard A: Mission Statement**: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The purpose of Edison's mission and vision is to describe the skills that students in our care need to possess in order to succeed in post-secondary opportunities. In 2013 Edison's stakeholders reviewed the 2011 mission and vision and found it to still be appropriate for the school's current goals and aligned to the district and state goals; the group decided to break the mission into three buckets to narrow the school's focus and ensure that each initiative aligns to those buckets: Student Achievement, Response to Intervention, and School Culture. Edison's big four initiatives inside of these buckets are: School wide PLCs, AVID, PBIS, and Direct Instruction.	Mission and vision statements Schoolwide Learning Outcomes
Leadership and all District L-CAP stakeholders continue to be involved in routine monitoring, review and adjustment of the mission and vision statements. Through the implementation of the Professional Learning Communities, staff members are much more involved in instruction and looking at preparation of students to be college and career ready than in previous years as the PLC process allows teachers to help teachers. There is less governance by the administrators and more staff involvement through the use of our Leadership Team who also serve as Department Chairs. These same leaders assist the Administrative Team in monitoring classroom visits, instruction and providing feedback.	PLC sign-in sheets/groupings
On the journey to Edison High School becoming an AVID National Demonstration site on March 17, 2015, utilizing AVID strategies school wide became the focus for instruction. AVID's mission is to close the achievement gap by preparing ALL students for college readiness and success in a global society, which aligns beautifully with the missions of Edison High School and Stockton Unified School District. Edison's mission and vision provide the WHY behind what we do at Edison High School and begin each training and faculty meeting.	Copies of PowerPoints from staff meetings/trainings
It is a school wide expectation that students are taking Cornell notes during instruction. It is further advised that the students interact with those notes through repetitions as they study for their rigorous coursework. Teachers frequently check for understanding throughout the delivery of lessons through the use of inquiry, as well as use engagement strategies that allow students to work collaboratively to access the curriculum. In addition, students are taught the skill of Critical Reading and it is an expectation that teachers are allowing opportunities for students to utilize this strategy as they access rigorous text and become college and career ready.	Cornell notes samples from various classrooms Classroom portfolios with samples of WICOR strategies.
Direct Interactive Instruction (DII) is the format of lesson design for Edison High School which has replaced Explicit Direct Instruction (EDI).	

As the name connotes, the instruction is a modeling strategy that teaches new concepts and leads to gradual release of responsibility to the students as they master content. As we move forward toward making our students more college and career ready, the expectations in the classroom for the teachers also becomes more rigorous. It is an administrative expectation that teachers are using DII to teach concepts as well as expecting students to take Cornell notes and provide opportunities to participate in Critical Reading activities. All of these components are monitored on our walk-through tool and when their absence is noticed, there is a conversation with one of the administrators. Our school wide goal for implementation of AVID strategies is to train 95% of our teachers in AVID strategies and to observe 65% of our teachers using the strategies with fidelity. The strategies of implementing AVID school wide and Direct Interactive Instruction have been effective as we are now nationally known for our AVID program and helping more students be college ready and college prepared as they master content across the curriculum.	

Development/Refinement of Vision, Mission, School wide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and school wide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and school wide learner outcomes.*

Findings The mission and vision statements are revisited every two years with the assistance of all stakeholders. In 2013 Edison's stakeholders reviewed the 2011 mission and vision and found it to still be appropriate for the school's current goals and aligned to the district and state goals. This refinement is evidence that Edison has maintained its goals and direction established in 2011. In 2013, the group decided to break the mission into three buckets to narrow the school's focus and ensure that each initiative aligns to those buckets: Student Achievement, Response to Intervention, and School Culture. The Expected School wide Learning Results have been replaced by School wide Learner Outcomes in title but the goals remain the same as they still are the guiding force behind Edison's goal and our focus and mission has been consistent. Students in the Leadership Class have taken ownership of educating the rest of the student	 Mission/Vision buckets and initiative alignment

body about SOUL. The effectiveness of this ownership is that many students across the campus know what it means to be a SOUL Vike. In fact, it is now an item on our Instructional Rounds Walk through Tool. Students are asked what SOUL is and they are able to explain it. As we have evolved over the course of the last few years, we have adopted Professional Learning Communities, defined rigor and what that looks like in the classroom, as well as developed 21st Century learners who are competent in digital literacy and possess the ability to Write, use Inquiry, Collaborate, are Organized and are skillful readers. The PLC process has been largely attributed to our success as it has served as the expectation of the adults on campus to collaborate about student achievement. Initially during the creation of the mission and vision statements, all community stakeholders, including board members and the superintendent were invited to give input. The departments were then asked to contribute their ideas about what the school should deliver to students and Edison's future. The information was collected, organized and synthesized by a committee of teachers who then drafted the original mission and vision statements, as well as the Expected School wide Learner Results.	

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The current mission and vision statements reflect the culture of Edison High School. As people walk onto our campus, one of the first comments they make is that they "feel" that the students and staff are serious about what we do for students and it is apparent when walking through classrooms. Edison holds regular parent meetings: LCAP, ELPIC, PT Conferences, AVID Parent Night, Eduparent night and 8th grade parent night where our parents and stakeholders are invited to learn about programs, our mission and vision and how we meet the needs of our students. Since becoming a national demonstration site for AVID, Edison has hosted triannual AVID showcases which highlight our mission, vision and SLOs.	Agendas Current mission and vision

Our mission and vision is a standing agenda item at faculty meetings, as it provides the "why" behind what we do. Everything we do is reflected in the mission and vision, thereby giving the students, parents and members of the school and business community an understanding of who we are. The Mission/Vision is posted prominently on our webpage for parents to access and is posted as the footer in all official Edison letters and documents. In order to narrow our focus, the mission/Vision is broken into three buckets which guide all actions around our campus and all initiatives must fall under one or more of those buckets.	

A2.   Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

> **Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence

Edison's Governing Board, the School Site Council, approves the Single Plan for Student Achievement, which encompasses the action plans and school budget. This body meets monthly/bimonthly to discuss and approve numerous activities and programs that directly relate to student support and achievement. Each year parent members for the Governing Board are sought out through flyers placed in registration packets that are mailed out to all students through the summer mailings. A message is then sent through School Messenger about the upcoming elections and votes are collected at Back to School night. Teacher representatives (and alternates) to School Site Council are nominated yearly and elected by vote of the entire faculty during faculty meetings and the results are sent via email to staff. The policies and procedures are clearer than they have been in the past and better relationships are being built through more specific and comprehensive communication among stakeholders. The governing board has parent, staff, and teacher representatives. Although the school faculty participates yearly in electing its own teachers to be representatives to the governing board, there needs to be more information and communication on how to join, who is on the governing board is for those who are new to the site and may not have received the initial information. To address this, Edison will be posting this information in its staff website in 2017 for all stakeholders to have access. In order to ensure understanding for all stakeholders, we will be posting information on the School Site Council's policy and procedures on the parent page of the Edison website in 2017 including the purpose of the board and how what is done with this governing body aligns our School wide Learner Outcomes and other school wide initiatives. Information regarding the SSC meetings are posted 72 hours in advance on the school's main door along with an agenda and the previous meeting's minutes. The Dates and locations of the meetings are provided to staff via email in Principal's weekly email.	Agendas & Minutes of monthly meetings. Flyers sent to parents Sign up list of parent volunteers from back to school night Vote counts & ballots from teacher rep. elections

2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
The degree to which the school community understands the governing board's role is minimal although the information is provided in multiple ways. Information on the role and attendance of school site council is listed on the school's website in the handbook, it is sent home in the summer as well as along with the summer packet for students. Information on School Site Council is also presented to staff during department meetings and meeting times are sent over email. Teachers and staff are aware that the School Site Council exists and is involved in the decision-making processes of school programs and fiscal matters. It is not known at this time how aware parents are of the role of the SSC or how to be involved. However, an explanation and nomination information is communicated to the parents through the annual Registration Packet which is mailed home each year. Parents are invited to vote at Back-to-School Night. Those with the most votes are notified and they serve on the School Site Council for two years. The communication between Edison's School Site Council and the staff is improving. There is a clear alignment between Edison's mission and vision, Stockton Unified's Mission and Vision and AVID's Mission and Vision. Few individuals not directly involved with the School Site Council (SSC) are unaware of its role or routine duties. During a Title I parent meeting, parents who attended were informed of the SSC and of their rights to be involved. The LCAP meetings served to inform the parents and public of the school's funding source and to connect the school site council and its role in the school to this source. In order to ensure understanding of this process for those who may not have received the information on the purpose of the school site council, Edison will be updating its website to include this information in 2017.	Handbook L-CAP needs to be added

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
As parental involvement is one of the 8 Areas of State	L-CAP
Priorities that must be addressed with the Local Control and Accountability Plan, it is imperative that parental involvement is present in order to receive funds. Edison High School has attempted to include parents in the following ways where they can get information on the school's governance board and funding sources: Summer mailers, LCAP meetings, ELPIC meetings, Parent Nights and the Edison Handbook.	LCAP powerpoint Handbook Website
In order to make this information more visible to the public, Edison will be posting this information on its website in 2017.	

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
Edison works closely with its governing board and the board has direct access to the school's improvement plan for student achievement is reviewed by the school site council directly before it is sent to the director for review and finally the board. Edison's SIPSA is written to reflect the state and district priority targets to ensure alignment. This alignment is seen in Edison's mission and vision buckets: RTI, Student Achievement, and School Culture. The alignment is furthered in the analysis of Edison's initiatives within those buckets: PLC, AVID, PBIS, and DII. This alignment allows Edison to narrow its focus and remain on task to meet its target goals while supporting district and state goals.	Actual year-end evaluation Faculty agenda? PowerPoint? SBAC Data
Student performance is regularly reviewed to assess the overall programs and operations of the school. The newly-hired District Superintendent has emphasized the importance of using data to drive the instruction. He has met throughout his brief tenure with the principals of our 55 schools after assessing the data of our students. The data from the initial SBAC was released and our district as a whole scored very low. Edison High School has done a better job than all other schools. Our data was 17% higher than other sites. This is credited to utilizing AVID strategies school wide. Our Math data	

was 1.5%, which was the same across the district. The expectation of the District Superintendent is that each site will raise its data in English Language Arts and Math by 10 % in the next year.	

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
Annual mailers are sent home informing parents and stakeholders of the uniform complaint procedure (UCP). Stakeholders may also gain access through the district website or the school itself. After completion, the form is sent to the district office and then redirected to the appropriate oversight personnel. The UCP addresses "allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP)."	
The process is effective in directing the issue to the appropriate personnel who has direct oversite over the issue to be handled. For example, a staff member who files a UCP will likely have their complaint reviewed by the Principal of that school and addressed at the sight level.	

A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Indicators with Prompts

***Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
The School's Single Plan for Student Achievement is written by the site administration and guides all of the school's actions. The plan is reviewed by school site council, the directors and board for review and is reviewed and adjusted yearly to meet the current needs and direction of the school. Every year, data is gathered and evaluated by the administration to make adjustments on critical learner needs and in funding buckets and then reviewed with the school site council with a rationale for the goals and changes. Critical short and long term goals are established and monitored to identify trends and needs for future adjustment of the plan. Main changes to the plan focus around implementation of our four initiatives: PLC, AVID, PBIS, and Direct Instruction with input from Edison's leadership team. Edison High School's administration team has moved to the Distributive Model and has empowered the Leadership Team (Department Chairs) to discuss items and take action on matters of school improvement.	Department Meeting Sign-in Sheets Single Plan for Student Achievement AVID Professional Development sign-in sheets Common pages
After a large district wide push for Explicit Direct Instruction, it was replaced by Direct Interactive Instruction as a way to increase student engagement. Data is collected and analyzed to see that the expectations of delivering lessons is performed in this manner. Professional development opportunities are then created when the need arises.	
To support student achievement, Edison has moved from a block schedule with eight classes to a regular schedule with six. As a result of assessing graduation, failure rates and AP test score data, the school reverted back to a 1-6 period day in 2015. The staff voted for this model after multiple options were presented. The number of students taking the AP tests have increased in the last six years. This	

change was initiated in an effort to help the students to be more successful on the AP tests in the Spring. The reasoning was that it was too long of a time period between finishing the class in the fall and taking the AP test in the spring.

A major component of the school's Single Plan for Student Achievement is Professional Learning Communities. Implemented in 2011, each content area is divided into teams that work together to plan, implement, monitor and assess the effectiveness of their teaching in an effort to assist students in mastering "essential" skills. In order for PLCs to work to their optimum, collaboration that targets student achievement needs to influence the Student Learner Outcomes.

A second major component of the school's Single Plan for Student Achievement is the calibration of instruction among all teachers, all disciplines, for all students. In addition to the Direct Interactive Instruction is the expectation that teachers use WICOR strategies in each lesson. Now in our fourth year of site-based AVID training, each teacher is well-versed in creating lessons that incorporate the school's initiatives. The PLCs work on the creation of lesson plans to help with this process.

In 2014 as we were preparing for the shift to the Common Core Standards, all teachers were trained in Literacy Standards and College and Career Readiness Standards in an effort to promote organization, critical thinking and effective writing across the disciplines.

Since Edison has a large percentage of English learners, the leadership has made a strategic push to target the academic achievement of the school's EL population. As we analyzed the data from our SBAC scores and MAP scores, it was noted that we needed to focus on our EL population. A conscious effort was made to increase achievement in this population. Each EL class is visited before the testing cycle by the EL coordinator and Assistant Principal to prepare them mentally? For the test. The students were given their individual CELDT and MAP scores from the previous year from which they created learning goals. Teachers received paid training on how to successfully prepare students for the CELDT test. In addition, teachers were given CELDT blue prints, released test questions, and common lesson plans with which to prepare students.

As a result, by the end of the first MAP test cycle, 28 students were reclassified in Fall of 2016. We celebrate the success of our ELs by

| constructing a Data Wall in the Professional Development Room. Additionally, parents were personally visited at their homes by one of the Assistant Principals and were invited to a special evening ceremony where they were recognized with a certificate. All parents attended this event. | |

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
In order to ensure the effectiveness of the Single Plan and that all critical areas are addressed, the SPSA is aligned to the school's mission and vision, district goals, and state goals. The Single Plan for Student Achievement is modified annually using the analysis of student performance data. The administration team reviews data to identify discrepancies and determine the critical academic needs of the students as well as areas for school improvement. Trends are also studied with the intent of determining whether curricular and program changes addressed in the Single Plan are necessary and effective. Edison's Single Plan and WASC Action Plans are aligned. School wide Learning Results has changed to Student Learner Outcomes, which we call SOUL. These are the expectations that we want our students to be able to do by the time they leave our campus. S – O – U – L stands for: Our Action Plan consists of four campus initiatives: Professional Learning Communities (PLCs), Advancement via Individual Determination (AVID), Direct Interactive Instruction (DII) and Peer Leadership Uniting Students (PLUS). Any new initiative needs to fit into one of these categories or we do not implement it.	SPSA Mission/Vision

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Edison's leadership team is an integral part of the decision making process. The leadership team comprises of department chairs who review and provide input to items which effect the school as a whole. They also serve to take new suggestions and together input from all staff on campus.	Teacher spreadsheet
In 2011 the leadership team created the mission and vision with input from the staff and then revised the mission to include the three buckets for our initiatives and to ensure a narrow focus for our efforts.	Master schedule
The leadership team leads the professional development of the school using data from the Edison Walkthrough tool and their release observations. Edison has four trained AVID trainers who are able to lead the campus in our AVID initiatives and train the staff effectively. Teachers are released for all day trainings biquarterly and subs are provided for staff.	
The Edison leadership team are released to complete walkthroughs monthly to gather data and provide training to staff to ensure that expectations are met.	
The leadership team meets weekly and the department chairs not only have input on the agenda but run the meeting with assigned duties (note taker, time keeper, and monitor).	
The Edison staff leaders participate in the PLC process to lead the teams through creating common essential outcomes which direct their instruction. Teachers hold each other accountable in their PLC to ensure that all staff follow the PLC process and have each established their own norms. Each PLC established their own Essential outcomes for teaching and regularly work through the PLC cycle to analyze data and adjust instruction. Teachers have curricular autonomy in this manner and work together to create common formative assessments, summative assessments and lesson plans. The teachers evaluate data and have autonomy in modifying lessons and objectives for the course based on student data and student need.	
All teacher leaders give feedback on the master schedule and all teachers give feedback on their preferred teaching schedule.	

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
Internal communication is handled at the school through email, group meetings (Professional Learning Communities) and individual meetings (Departments). The Site Liaison Committee in particular exists as the primary structure for staff and administrators to communicate internally about concerns and differences on site.	PLC Meeting minutes/notes
As defined by the STA (Stockton Teacher's Association) contract, the grievance procedure exists as a structure for conflict mediation and internal communication. Site representatives are elected annually to provide representation and moral support between teachers and administration.	STA Contract STA Roster of Site Representatives
The school has attempted to hold monthly meetings for new teachers on effective teaching strategies, classroom management, and productive collaboration. The Principal and AVID Coordinator held the initial New Teacher training. Although these meetings have not been held on a consistent basis, new teachers have the support of administrators and department chairs. The culture of the school is conducive to collaboration and assistance.	New Teacher Meeting Agendas
To support teachers' implementation of their training, as well as to identify teachers who need additional training, Edison's administrators frequently evaluate teachers. Prior to evaluations, administrators inform teachers of the California Standards for the Teaching Profession (CSTPs) they will evaluate the teachers upon. Additionally, after informal walkthroughs of a teacher's class. Edison's administrative team provides the teacher with a copy of Instructional Norms worksheet assessing the teacher's compliance Direct Interactive Instruction (DII) and AVID (*Advancement Via Individual Determination) methodology. This routine allows teachers to informally receive feedback, as well as help to identify areas of academic strengths and weakness during a given lesson.*	Evaluation form.

A4.   Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a

systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
All prospective candidates for hire are required to submit an application with the human resources department. Edison High School will interview candidates based on the need of the school. The interview panel is made up of administration, teachers, parents and other staff members. Candidates who are selected have met the minimum qualifications based on the district hiring practices. All staff members are given the opportunity to attend professional development on and off site.	Employment files Master schedule List of professional development offerings Professional development agendas AVID and AP summer institute attendance list Mentors and candidates in induction list Intern support providers and interns
When the master schedule is created, teachers are assigned a specific schedule based on their preparation and qualifications. Staff members who teach in specialized programs such as STEM and AVID have backgrounds which allow them to teach or attend training before they start teaching those courses.	
Teachers who are hired as interns are assigned an onsite veteran teacher usually from the same department to work with them. Intern teachers also have an offsite teacher working with them as well. Teachers who are complete their credential and are in the district induction program are also provided with a veteran teacher to support them.	
When creating the master schedule, any change in assignment is verified with HR to ensure that the appropriate credentials are held for the assignment.	
Teachers who need additional support are evaluated and given a Program Improvement Plan (PIP) to provide staff with specific areas and suggestions for growth for each assessed indicator. Teachers may also be pared with a veteran teacher if they are put on PAR.	

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
When the master schedule is created, teachers are assigned classes based on their background and qualifications. Teachers who teach AVID courses must attend training during the summer so they can learn the curriculum needed to teach AVID. Teachers who teach AP have the opportunity to attend AP summer institutes where they can learn about requirements for each AP test. Teachers who are scheduled into PLTW courses attend an intensive summer training which walks them through each lesson unit to ensure understanding. New teachers are assigned a PLC to help them prepare their lessons and classroom. The district and the site hold new teacher orientation to support new teachers.	Master schedule AP and AVID summer training attendance list New teacher orientation agenda

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Edison High School uses a layered communication system. The leadership team meets weekly to talk about current procedures and practices. The leadership team consists of department chairs, and administrators. The information from the leadership team meetings is passed on to the staff at department meetings and staff meetings. Staff members provide feedback and input during these meetings. The department chairs take back the information to the leadership team meetings for more discussion and or resolution. For the past, several years each faculty member has been given a faulty handbook at the beginning of the year. The handbook provides information such as yearly calendar; administration and counseling assignments by alphabet; school rules; instructional strategies and graduation requirements. Each teacher brings the handbook with them to faculty meetings and professional development so that other information may be added to the book. At every faculty meeting, there is an area on the wall called a parking	Instructional guides Safety handbooks in classrooms Emergency procedures

lot where teachers can leave questions or feedback. The administration addresses this after every faculty meeting. Electronic communication between administration and staff is ongoing every day. In addition, there is electronic communication among the members of each PLC and department. Every classroom has a safety band book where teachers can go to get information on the proper procedures for fire drills, evacuation drills or other emergency situations.	

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the school-wide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
A majority of Edison High School teachers have been trained in Direct Interactive Instruction (DII) and AVID strategies. The use of DII and AVID strategies in the classrooms is an expectation. Edison has been providing Professional Development for its teachers in AVID strategies since 2012, delivered by our very own teachers. Four of our staff members are AVID Staff Developers and we have utilized their strengths in moving forward with our Professional Development. All teachers are released to attend onsite professional development every two months. These trains focus on different AVID strategies and are streamlined for each department. Edison's Instructional Rounds Tool provides immediate feedback to the teachers who are observed. The data gathered by the administration and department chairs is used to provide targeted training by department. The common Pages of the 2015 School Site Plan (SIPSA) clearly outlines how Edison will distribute resources for professional development, such as sub coverage and materials for AVID and PLC.	DII training sheets AVID training sheets Instructional rounds tool Coaching reflection sheets Instructional Rounds data Professional Development Sign-in Sheets SIPSA common pages

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Each teacher is reviewed and evaluated by an administrator through a formal evaluation process every two years. This cycle includes a pre-observation, observation and concludes with a post-observation. During this process, the administrator and teacher choose one element each on which to focus the observation. The administrator and teacher discuss the upcoming lesson, the administrator observes the lesson and writes recommendations based on the performance of the teacher relative to the elements chosen and concludes with recommendations for improvement for growth. Where there is a clear need for additional assistance in the process of growth, a teacher can be assigned to work with a Peer Assistance and Review (PAR) coach.	Evaluation Schedule Completed Evaluation Edison Instructional Rounds Tool Data and analysis from observations
Whereas this process is a formality within the Stockton Teachers Association Union, it does not prove to be very effective when a teacher is observed two times during the school year. However, each department chairperson is released for a Coaching Day once per month to observe his or her department with the use of the Edison Instructional Rounds Tool. The results of the data are discussed at the following Leadership Meeting and the Professional Development is planned based upon the areas of growth for each department.	

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

> **Online Programs: iNACOL Standard G: Financial and Material Resources**: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Edison has made very drastic changes to its structure and funding based on data to support student achievement, one of the biggest shifts was the shift off of the 8 period block schedule which opened funding for other areas. Edison High School went back to a six-period day beginning in the fall of 2015. Edison High School had been on a 4x4 block since the 2009 school year. This decision was made so more money could be allocated to other areas decides staffing. In addition, it was believed that moving to a sixth period day would offer more support for students so the material covered in each class would not be covered so quickly. This was especially true for students who were taking support classes for English and Math. Edison High School is committed to helping their teachers continuously improve their instructional practices. To facilitate this Edison High School devotes resources to professional development for all faculty members. Since the 2012-2013 school year Edison High School has provide 6-8 professional developments days per year for every faculty member. The faculty members are trained in their departments and the professional development is tailored to meet the needs of each department. For example, the math department received training on how to implement the common core standards in their classrooms. This included learning new engagement strategies to use with students.	Mission and Vision
	Sixth period day schedule
	Master schedule
	Professional development calendar
Edison High School devotes resources to maintain specialty programs on campus. This includes creating new courses and eliminating courses that no longer serve the needs of our students. For example, after Edison started using PLCs instead of SLCs some of the courses that had been offered when Edison had SLCs were no longer offered because the course did not reflect he mission and vision of Edison High School. In addition, because the AVID program was expanding there were more teachers trained to teach AVID and more classes added for each grade level. As a result of the new Engineering building which opened in January of 2013 has been able	

to offer more engineering courses. These changes are all reflected on the master schedule for each school year. To meets the needs of students and help them prepare for college and careers beyond high school Edison High School offered classes from San Joaquin Delta College. Students who take these courses take them at Edison High School taught by a Delta teacher. Students receive both high school and college credit for these courses.

Edison's SPSA is aligned to the LEA goals, our Mission, Vision and SLOs and resources have been generously allocated to support the initiatives under those goals with an emphasis on paying for subs to release our teachers to professional development or to send them to conferences for professional development.

Goal 1: By July 2017, the percentage of all students (grade 11) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.
By July 2017, the percentage of all students (grades 9-11) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

Goal 2:
By July of 2017, the percentage of all students (grade 11) meeting their expected MATH growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percent of students and shall have no less than 20 percent proficient in Math.
By July 2017, the percentage of all students (grades 9-11) meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math.

In order to support goal 1 and 2 resources have been allocated to purchase instructional materials, pay for additional staff (1.5 additional program managers, and one counselor), PLC collaboration, AVID professional development, MESA, and RTI coaches.

Goal 3:
By July 2017, the percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year.

By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year.

By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent.

In order to support these goals, funds have been allocat4ed for EL monitoring, SDAIE professional development, instructional support, EL textbooks, intervention teachers, and additional compensation to support the PLC process.

Goal 4:

By July 2017, school climate and safety of all stakeholders will be improved by providing a welcoming and safe environment as indicated in the triannual PLUS survey.

By July 2017, attendance rates will grow by 2 percent.

By July 2017, suspension rates will continue to decrease as indicated in bimonthly trend data.

By July 2017, disproportionate student suspension rates of all significant subgroups will continue to decrease with significant attention to 48900k.

By July 2017, expulsion rates will continue to decrease.

By July 2017, disproportionate student expulsion rates of all significant subgroups will continue to decrease.

In order to support these goals, funds have been allocated for the purchase of the HERO software to monitor positive and negative behavior, the creation of the PLUS course and forums, and the MTSS PLC.

Goal 5:

Will promote the involvement of parents and community members in the education of their children, using parent outreach strategies so that parents in the district are active participants in the education of their children. Edison will increase their parent participation on campus by 10% by the end of the 2015 school year.

In order to support this goal, funds have been allocated for subs for parent meetings and instructional materials, communication to parents, and Jupiter Grades to increase communication to parents.

Goal 6:

By June 2017, increase the percentage of students graduating high school.

By June 2017, decrease the percentage of students who drop out of high school.

By June 2017, increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or

programs of student that align with state board approved career technical educational standards and framework by 10 percentage points from prior year.

By June 2017, increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher by 5 percentage point from prior year.

By June 2017, increase the percentage of students (grade 11) who will demonstrate complete preparedness in ELA and Mathematics pursuant to SBAC's Early Assessment Program assessment by 5 percentage points from prior year.

By June 2017, increase the percentage of students (grade 9) meeting grade level proficiency in Algebra concepts from prior year.

In order to support this goal, funds have been allocated for AVID, PLC, Engineering and special programs, test prep and additional support personnel.

Goal 7:

Professional Learning Community Teams will be implemented with fidelity throughout the 2016-2017 school year. 85% of our PLCs will meet and implement with fidelity throughout the 2017-2018 school year as measured by our PLC product deliverable tool/agenda and common formative assessments.

Goal 8: Edison became a AVID National Demonstration School Site and implements AVID strategies throughout the campus during the 2014-2015 school year. All classrooms implement AVID strategies in their classrooms.

Goal 8: Edison became a AVID National Demonstration School Site and implements AVID strategies throughout the campus during the 2014-2015 school year. In 2016-17 100% of classrooms will implement AVID strategies in their classrooms.

To fund this goal, Edison has allocated funds for AVID onsite PD and offsite conferences, additional compensation, sub release for training, path trainings, and to create a college going atmosphere.

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
There are processes operating in relationship to district practices for developing an annual audit including protections against mishandling of institutional funds. The annual budget is based on student enrollment but is accounted for and allocated through the SPSA which is aligned to the district's LEA goals. The SPSA is reviewed and approved by the School Site Council and district staff and is regularly monitored by site level and district personnel. Rationales must accompany purchases to ensure that they meet the LEA and school's goals as well as the outlined expectations of funding sources. Accounting practices are largely conducted at the district level. There are a series of checks and balances in place to protect against the mishandling of funds. ASB accounts are audited throughout the school year by an outside source.	School budget School site council meeting minutes

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
Edison High School is one of the oldest campuses in Stockton. In 2008 the city of Stockton voted and passed measure Q. This measure provided schools with $89 million to remodel Edison High School to ensure the facilities are adequate to meet the 21st century needs of students and to support STEM programs. The technology infrastructure has been upgraded to handle large broadband data transfer and to ensure wireless internet in classrooms and buildings school wide to meet 21st century teaching standards. Edison is currently in year 5 of 10 for the remodel and Edison High School will continue with the rebuilding and remodeling of the campus until all buildings have been remodeled. Edison High School maintains the current facilities they have so they are safe for all students and faculty as evaluated in the triannual custodial evaluation tool and the yearly William's Act evaluation.	Blueprints for new construction William's Act evaluation Custodial evaluations

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulative, and laboratory materials are effective. Edison High School has used district funds to purchase 36 Chrome carts that may be used in the classroom. The chrome carts may be checked out by teachers to allow students to do research, create presentations, and other activities that support student learning. The chrome carts are used during MAP testing and the CAASPP test. Some departments have created books for their students using online resources. The school site council can allocate money for new equipment, software or other instructional materials if it is directed to do this.	Chrome carts Teachers orders School site council meeting agendas and minutes

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Edison High School is committed to helping all teachers be successful. This includes allocating funds to hire an additional counselor and 1.5 additional program managers to support teacher and student need. Beginning in the fall of 2011 Edison has offered professional development to all staff member. There is professional development provided to the entire staff every two months. This professional development is tailored to each department's needs. For Example, the staff most recently has been trained on the use of appropriate academic language and literacy in the classroom. During the past, several years the faculty has been trained in the use of focused notes, DII, WICOR, as well as other classroom strategies to increase student engagement in the classroom. Edison High School has sent all teachers to a PLC conference so they can become familiar with the PLC process. There are opportunities for teachers to attend training during the summer for AVID and AP courses. In addition, teachers who teach specialized courses like the Prep USA engineering courses attend extensive training during the summer. Edison is continually developing new courses so that students are prepared for the 21st century. Next year Edison will be offering courses in computer science including coding and programming.	Professional development calendar Professional development agendas Master schedule

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of

appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
In order to ensure that site resources are aligned to the LCAP, the site aligns all of it's funding through the SPSA to the school's mission/vision and district LEA goals. This alignment ensures that Edison's narrow focus on research-based initiatives can be implemented with fidelity. The SPSA, initiatives and school's mission/vision is reviewed by the SSC and Leadership team to ensure continual coordination of funds. The leadership team that is now in place has developed a process of continual review of data. The data that is gathered and reviewed is used to measure student learning results and school wide teaching effectiveness. The proficiency of teachers is measured by looking at this data and these measures are used to place our most effective teachers with our most needy students, and vice versa. Each PLC has created essential outcomes for each subject taught at Edison. The PLC continually work together creating formative assessments, lesson planning and analyzing data.	Date analysis form each PLC Walkthrough tool data SPSA

A6.   Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
For every club on campus there are systems in place that must be followed before the club receives any money. Each club must submit a request to the student leadership after any activity. If the activity is approved the accounts clerk writes the check and the principal signs it.	Student council minutes Accounts clerk receipts

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence

CS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

 Findings: Student Learner Outcomes are in place; Professional Learning Communities are utilized each week. Instructional coaches (department chairs) visit classrooms on a regular basis to determine what support teachers need.

The purpose of Edison's mission and vision is to describe the skills that students in our care need to possess in order to succeed in post-secondary opportunities. In 2013 Edison's stakeholders reviewed the 2011 mission and vision and found it to still be appropriate for the school's current goals and aligned to the district and state goals; the group decided to break the mission into three buckets to narrow the school's focus and ensure that each initiative aligns to those buckets: Student Achievement, Response to Intervention, and School Culture. Edison's big four initiatives inside of these buckets are: School wide PLCs, AVID, PBIS, and Direct Instruction.

Over the past six years Edison High School has established systems at different levels to insure open communication, faculty collaboration and student achievement are all taking place. The leadership team communicates with administration and staff on a regular basis. Every teacher is assigned to a PLC based on the courses they are teaching. This provided all new teachers with a support system they can use when they have questions or concerns. Each PLC regularly meets to analyze data, lesson plan, and create common formative assessments. Every teacher has the opportunity to attend on site professional development. Edison High School is a national AVID demonstration site. Every teacher has been trained in the use of AVID strategies in the classroom. Students are expected to take focused notes in all classes. The AVID strategies used by teachers are help increase student engagement and achievement. The leadership team visits all classrooms using a walk-through tool developed by the leadership team. The purpose of these visits is to make sure the systems put in place such as learning objectives, essential questions, focused notes and WICOR or being used consistently in the classroom by all teachers. The reason for the visits is to identify areas where teachers might need more support, or targeted professional development.

In order to ensure that site resources are aligned to the LCAP, the site aligns all of it's funding through the SPSA to the school's mission/vision and district LEA goals. This alignment ensures that Edison's narrow focus on research-based initiatives can be implemented with fidelity. The SPSA, initiatives and school's mission/vision is reviewed by the SSC and Leadership team to ensure continual coordination of funds.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

Narrowing of the focus of the Mission and Vision into three "buckets" and four initiatives.

Alignment of funds to the Mission, Vision and District LEA and LCAP goals.

The monitoring system for DII, AVID and PLCs.

The PLC process is used by teachers in most subject areas to analyze data, create formative assessments, and plan future lessons.

The leadership team works to support their departments and directly communicates with the administration.

There is a system in place that provides onsite regular professional development so teacher can continually improve their instructional practices.

Edison High School offers a range of core and elective course for students to take.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

Create more RTI options for students who need extra support in their classes and allocate future funding.

Communication between staff and school site council so all staff members know the purpose of school site council.

Improve communication between school site council, faculty, parents and the community.

Increase parental involvement.

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CURRICULUM

Category B: Standards-based Student Learning: Curriculum

Based on the criteria in each category:
1.   **Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.**
2.   **Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.**

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.
3.   **Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)**

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.
4.   **The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.**

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Edison uses research based instructional strategies in all of its classrooms and monitors the use of those strategies through regular walkthroughs and teacher feedback. Edison has provided training to its teachers in Direct Interactive Instruction (DII), AVID (Advancement Via Individual Determination) with Academic	AVID Nationally Recognized Demonstration Site AVID program still consistent and grow in numbers

	STEM School recognized by POTUS Engineering pathways
Language and Literacy training, and has restructured its collaborative time to follow the PLC process. Edison has aligned these initiatives to its mission/vision and the SPSA in order to ensure the viability of the programs. The school's restructuring into PLCs is believed to be the key to the effectiveness of its curricular programs. The PLC process has enabled teachers to work collaboratively to support student learning and determine essential outcomes that students will need to master in order to achieve academic success. Implementation of the PLC structure has also facilitated the growth of two substantial programs on Edison's campus: AVID and STEM. The AVID program (Advancement via Individual Determination) currently services approximately 390 students at Edison High School through 13 AVID Elective sections in the Master Schedule and promotes a college-going mindset. The success of the AVID program has led to an initiative to implement AVID strategies site-wide. Students in all courses are exposed to AVID strategies that include a focus on Cornell Notes, Critical Thinking, and Academic Language and Literacy. All of these strategies share a singular goal of supporting students in becoming college and career ready. The STEM program allows students to participate in a rigorous course of study that includes four years of mathematics, science, and technology courses that emphasizes advanced problem solving and reasoning skills well beyond the basic courses required for graduation. Students who are enrolled in STEM coursework will exit with career readiness skills upon completion of the program. In order to ensure the viability of the program, Edison has adopted PLTW (Project Lead the Way) as its main pathway and has focused its STEM program on Engineering and in 2017 will be offering the Computer Science PLTW pathway courses to gauge interest and grow the program.	

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
With the rollout of the Ca-CCSS, Edison increased the effectiveness of its PLCs by asking them to first deconstruct and analyze the new standards. Teachers worked in groups to identify changes to the standards and worked with the district's Units of Study to ensure the appropriate lessons and rigor. After deep analysis of the standards, many teachers found the Units of student not meeting the level of rigor expected by the standards. Edison reacted to this finding by working within the PLC to identify essential outcomes and to establish common formative, summative assessments and to create lesson plans which more closely met the expectations of the standard. Edison continues to refine its lessons in order to provide more rigorous and relevant curriculum. Students in all classes receive a challenging and meaningful education that will prepare them for college and career readiness. Edison high school promotes a college-going mindset through implementation of AVID strategies site-wide. Students are exposed to a rigorous, Common Core-aligned curriculum in their core classes and have the option of also enrolling in Honors, AP, or Delta-articulated coursework. The AP curriculum taught at Edison is highly challenging and syllabi are submitted for AP approval annually. Edison High School also houses the STEM Magnet program that utilizes Project Lead the Way (PLTW) as its foundational curriculum. Students in this program are challenged through project-based learning that emphasizes critical thinking and decision-making. Additionally, students who are identified as RSP through the IEP process have mainstream exposure to the general education curriculum. These students are continually challenged and receive support to guide their academic success.	Mainstream RSP Standardized Grading Essential Outcomes PLC generated Lessons

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
Edison's movement away from the Advanced Path program means that its primary online instruction comes from the APEX program with trained teachers monitoring and supervising the course. Trained certificated teachers run the APEX program both during the school day and after school. The program uses a combination on reading, note taking, tutoring, course work, dry labs and quizzes as well as Essays and large unit Test to meet the academic standards outlined in the CCSS. Students who are strong independent learners do very well in this course.	APEX course description

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
Edison High School has integrated the Professional Learning Communities (PLC) with the intentions to help all students to be college and career ready and to align its initiatives to the CCSS. Edison provides direct training on the implementation of WICOR and AVID strategies in the classroom and teachers work in their departments and PLC to align these initiatives with the CCSS standards and the SLOs. Regular walkthrough data is analyzed to refine instruction and to department chairs are released to provide additional assistance to teachers who need support. The PLC process has given teachers the opportunity to collaborate outside of their discipline and curriculum to ensure that all students receive high levels of learning and to ensure the alignment of the skills and concepts being taught and the expected rigor of the CCSS. The consistency between the PLC groups has given teachers the opportunity to create smart goals, essential outcomes, and to analyze the effectiveness of instruction by comparing common assessments to ensure a high level of learning for all students. Finally, all PLC members gather and analysis the Data collected to drive their instruction. Most importantly, this allow PLC members to identify students who need additional time and support in their learning	Department Chair Walk through tool PLC AVID Cornell notes Student feedback

Integration among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Edison has aligned its academic and CTE course through the adoption of Project Lead the Way. PLTW Engineering and Computer Science courses are supported through the STEM Elective courses: Anthropology, Anatomy, Calculus, Physics and other AP courses. Introductory courses outside of AP and PLTW are offered for students to gauge interest in the programs and to provide support for students who would like to be introduced to Computer Science or Engineering but who may not be ready for the rigor: Web Design	PLC meeting and deliverables RAFTS and the key star outline AVID program STEM program pamphlet

and Business Skills (Computer Science), Problem Solving (Engineering). Integration of curriculum within PLCs has been a focal point of discussion that has led to the identification of Essential Outcomes. It is the goal of the school to continue the PLC process and move toward cross-curricular integration. Although Edison is in the process of transitioning from the Step Up to Writing Program, this program has been implemented across disciplines site-wide. Additionally, AVID and WICOR strategies are being used in all classes and has created a common language and practices regarding writing for the benefit of all students.	PLTW pathway

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Edison has articulated with its feeder schools concerning the skills and strategies that are necessary for incoming students to have success at the high school level. To support our feeder schools, Edison hosts an 8th Grade Parent Night to educate parents of potential incoming freshmen about the unique programs and opportunities available to their students. Edison also visits the feeder schools prior to registration to inform the students of the importance of MAP for correct placement and to introduce them to some of the programs on campus. Additionally, the site principal works with feeder school principals to implement AVID strategies that will provide consistency when students enter Edison and promote their continued success. As part of the emphasis on PLCs, administrators from feeder schools also take part in the PLC process through conference attendance with Edison staff. The collaborative process ensures that Edison staff are able to work with feeder schools to provide an effective educational experience for students. Since AVID strategies are critical to the success of students, Edison also facilitates a presentation by the site AVID Coordinator to feeder schools that informs them about the AVID program. The AVID Coordinator, along with current AVID students, visits feeder schools prior to registration and presents information to incoming students	Student Tracker Clearinghouse data 8th Grade Parent Night PPT Feeder School Visit Calendar Delta Course Offerings MESA Program/Delta

about the opportunities available to them through enrollment in the AVID elective courses.

To articulate with elective programs, Edison High hosts a Zone Concert every May. Feeder music programs come to Edison for the day and rehearse with the high school band program in preparation for a concert that same evening. The exposure to the high school environment provides incoming students an opportunity to experience the elective at the secondary level.

The final articulation that Edison has is with postsecondary institutions in the local area. Edison offers its students the opportunity to take the Delta Junior College placement exam on our campus. Students are able to enroll in Delta Junior College courses on the Edison campus by meeting the minimum requirements as outlined through the Compass Exam. Students who are enrolled in a Delta class receive dual enrollment upon completion for the course. Edison's STEM and MESA programs also works in partnership with the University of the Pacific and Delta to ensure students who exit the program are prepared for the rigor demands of an education in the engineering pathway.

Edison's purchase of Student Tracker through the National Clearing House allows Edison to track student movement within colleges to identify effectiveness of programs. The data shows that students who enter the Engineering, AVID or STEM pathways have an increased chance of entering and graduating from college. | |

2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

> **Online Programs: iNACOL Standard H: Equity and Access**: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Edison is in its seventh year of Professional Learning Communities (PLC). Courses are designed to meet A-G requirements necessary for post-secondary education and also teach skills necessary for immediate job placement upon graduation. All classes utilize AVID (Advancement Via Individual Determination) strategies of engagement and the DII structure of lesson planning and presentation. College courses are also offered on campus during the academic school year for students who want to get ahead of their college requirements.	List of courses CTE courses: Web Design, Drafting, Intro to Engr Design, Principles of Engineering, Principles of IT Delta Courses 8th grader's math courses
Counselors visit feeder schools to promote AVID and STEM programs. A select number of 6-8 graders from our feeder schools visit the campus annually to shadow students and therefore make valid registration choices. Students have the option of choosing an educational program that meets their educational goals. Feeder schools also send eighth grade students during the academic year to take high school math courses that are unavailable at the elementary level to advance in their learning capacities. For students who are unable to shadow, Edison invites students and parents from the community to attend an 8th Grade Parent Night where each program is explained and parents are helped in choosing the correct program and course offering based on their student's need. The counselors review the chosen classes to ensure that they are appropriately placed based on their grades, EL Status, MAP scores and student self-selection.	Career Exploration Activities: Construction Trades Fair ACED Festival Competitions: STEM, MESA, JROTC, Delta Engineering Day, Skills USA Regional University Campus Visits Career Cruising 8th grade parent night Career Center Director's Calendar and Records Scholarships Awards
Edison's Career Center Specialist works with students to obtain financial aid and scholarships. The specialist and the Guidance Department organize trips to colleges and bring representatives from community colleges, universities, vocational schools and military institutions to familiarize students with their various post-secondary options. Edison also uses the Career Cruising program to introduce students to careers and colleges that they may be successful in. The program gives the detailed information on the requirements for the career and gives the students suggestions for which pathway to follow to meet their college and career goals.	

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Edison High School has begun the process of linking instructional content to post-secondary education through the PLC process and the use of AVID strategies school wide. Teachers regularly use DII and AVID strategies to continue and enhance the learning experience with the activation of prior knowledge, thus increasing the relevancy of concepts for the students and aligning with the school's mission and vision. Project Lead the Way, the engineering pathway available to students, offers a rigorous curriculum to support students in developing and strengthening critical thinking strategies and problem-solving skills. Students enrolled in PLTW coursework are able to access curriculum that provides a real-world application of skills that translates to college and career readiness. In order to ensure a rigorous curriculum, Edison provides teachers with bi-monthly professional training on site in order to ensure that AVID-WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies are used in every classroom. Edison's site AVID trainers are utilized to support the training and refinement of WICOR strategies in the classroom; these strategies are monitored through the Edison Walkthrough tool which provides feedback to the teachers and data for the leadership team to review and refine PD with. In 2016 Edison added a Rigor/Relevance framework question to its walkthrough tool. The results of that are mixed but seem to indicate that in most classrooms both the rigor and relevance are too low and focus on the knowledge, comprehension and application content in one subject. Edison needs to increase the rigor and relevance of its lessons in order to increase the rigor of the course and increase student connections to the materials. In order to meet the needs of all students, Edison teachers are trained in Direct Instruction, Academic Language and Literacy as well as WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies to ensure that all students are exposed to rigorous instruction with appropriate scaffolding. Edison's high population of EL learners means that all teachers use EL and SDAIE strategies in their classroom to ensure understanding and use strategic grouping and organization in order to ensure success of all students.	SLOs Mission/Vision ALL Training WICOR Trainings DII trainings

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
Edison's online APEX courses are offered during the school day and after school for credit recovery. The courses within APEX meet A-G course expectations and are monitored by trained staff. APEX uses A-G compliant dry labs for its science courses.	APEX course descriptions

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Parent, student and staff meet quarterly to discuss students' academic progress and discuss their areas of improvement. Parents have access to their student's academic performance through Jupiter Grades and are able to communicate with teachers regarding student learning. Counseling staff routinely meet with students to review and revise students' learning plans and assess coursework. During Parent Teacher Conferences, teachers and counselors are available to meet with students and parents to assess student performance and progress toward meeting learning plans and postsecondary goals. Parents are able to communicate concerns about student performance and are provided with strategies to support their students in monitoring progress toward postsecondary goals. Counselors visit the students yearly to discuss or establish a four year plan for the students based on their established or changing college and career goals. Students who fail multiple classes are evaluated by the counseling staff and administration when appropriate to ensure that appropriate placement is made in the school, programs and courses. Student who are misplaced have their schedules adjusted to fit their learning style and needs. SSTs are held for students who need more academic or social/emotional support and referrals are sent to outside programs for students needing mental health support outside of that offered in the health center.	Parent/teacher conference AVID night Jupiter Grades

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Students are given the opportunity to take a variety of CTE, AP, Honors and AVID courses based on their interests and future goals. These courses will help prepare our students to transition for postsecondary options. Schoolwide AVID strategies has been the most influential in ensuring that our students are able to make the transition from high school to college or career. AVID strategies are used in all courses and students within the AVID elective are expected to take an AP or CTE course to get exposed to the rigor of college and to smooth the transition. Edison also offers PSAT testing to all of its 10th graders to expose them to the rigors of college testing. Edison provides AVID students with the opportunity to visit colleges to get a feel for the expectation of college and "college life" and recently funding has been opened up so that all students could potentially participate in those field trips. 100% of our AVID students apply for college and 92% of students were accepted to a 4 year university. Moving to AVID schoolwide means that the college going atmosphere no longer is present only in the AVID elective but is seen and felt schoolwide. All students are given the opportunity to take rigorous courses to prepare them for college and career. All students learn about colleges and careers through the Career Cruising program in the career center. Career Cruising provides students with the opportunity to review career choices and find out what would be a good match based on their interests. Through Career Cruising, students are able to identify colleges that will meet their postsecondary needs and the requisite skills necessary for their career objectives. Additionally, progress-monitoring options are available to support students in assessing their readiness in transitioning to college, career, and other postsecondary options.	APEX CTE AP Courses Delta Courses Career Cruising

ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

As an AVID national demonstration site, AVID WICOR strategies are used site wide to increase rigor in the classroom while ensuring that all students are able to access the material. Edison High School utilizes the PLC process to communicate and discuss strategies for supporting student learning. Teacher teams develop Essential Outcomes during the PLC Process to guide instruction and develop curriculum and communicate these Essential Outcomes with parents and students through the school's website. The PLC process has been

instrumental in the development of curriculum that addresses student learner needs and aligns with the school's Mission and Vision.

In addition to the PLC process, specialized programs that include AVID and STEM/PLTW provide students with access to a rigorous curriculum that focus on preparing them for postsecondary education and other pursuits. Edison's decision to take AVID strategies site-wide is an integral part of the success our students have had and the exposure to high expectations and rigor enables our students to experience success in their postsecondary experiences. The STEM Magnet program, using Project Lead the Way, also provides our students with an avenue to access rigorous curriculum that centers on the use of Critical Thinking and Reasoning Skills to Problem-solve. This program focuses project-based learning and students who complete the pathway exit with the requisite skills necessary for entrance into the field and the foundation for further education in engineering-based learning.

Promotion of A-G completion is a primary focus for the Counseling Department at Edison. Teachers and counseling staff communicate the importance of taking rigorous A-G courses with both parents and students. Students who complete A-G are able to meet the minimum requirements for entrance to the California State University/University of California system. To further advertise A-G, classrooms that meet the requirements have posters at the entrance to the class indicating which category the course satisfies. This is one strategy that Edison uses to further emphasize the goals we have that align with our Mission and Vision.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. AVID WICOR strategies seen in all classrooms.
2. Cornell Notes used in All Classrooms.
3. DII Strategies
4. AVID and STEM Program alignment to CA-CCSS
5. Advanced and CTE course offerings for all students

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. Targeted collaboration among the PLC based on data to drive instruction using common formative assessments which are directly aligned to the established essential outcomes.
2. Intentional delivery of the lesson with the goal of increasing rigor and relevance in the lesson.

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INSTRUCTION
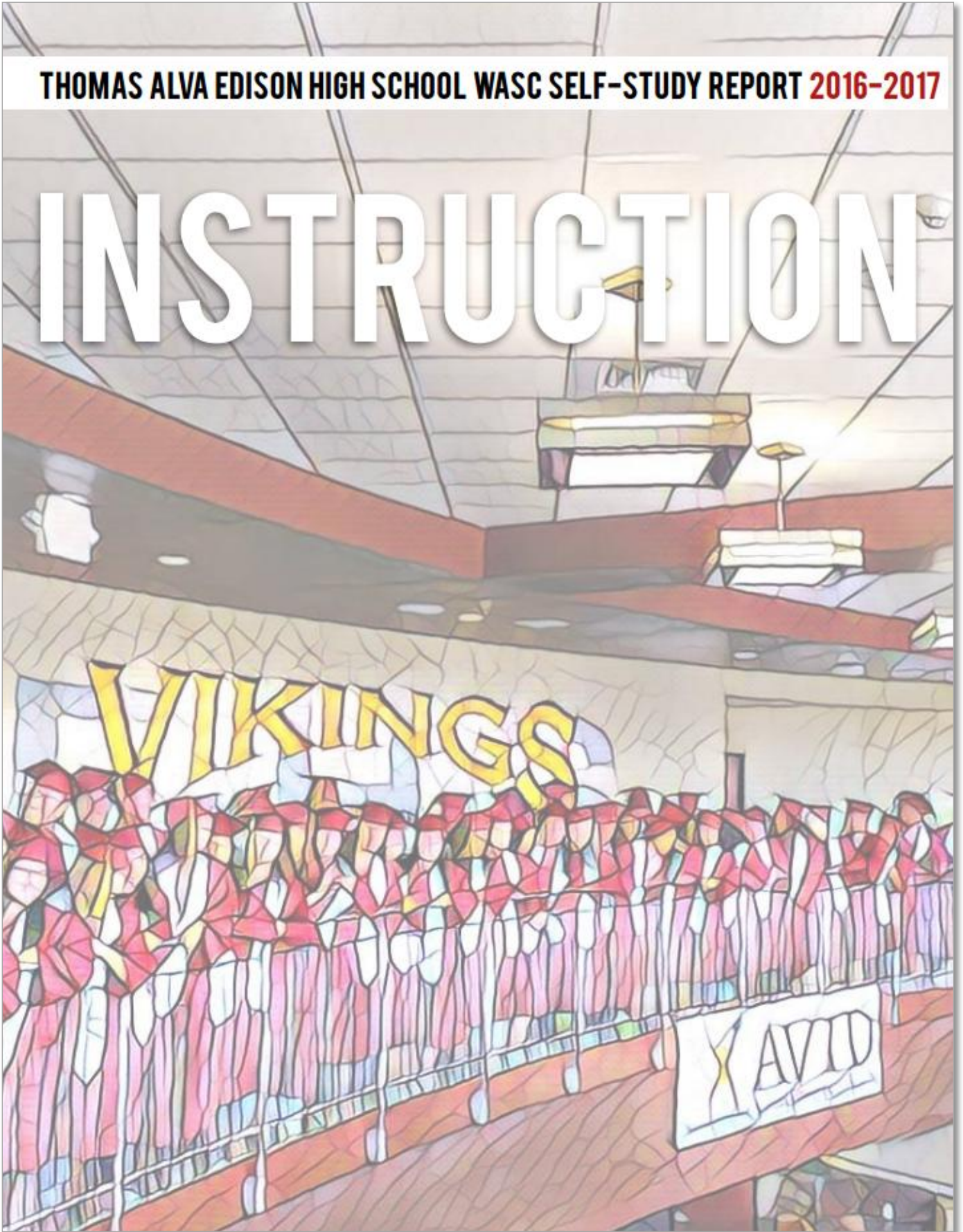
Category C: Standards-based Student Learning: Instruction

Based on the criteria in each category:
1. **Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.**
2. **Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.**

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.
3. **Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)**

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.
4. **The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.**

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
Edison High School staff are part of a Professional Learning Community (PLC). The implementation of PLCs has guided discussion among staff to create and deliver a rigorous, challenging, and relevant education to students that includes the use of formative assessments to drive instruction. All subjects have created Essential Outcomes which are available online for parents to review. The goal of the PLC process is to utilize student performance data from formative and summative assessments to deliver challenging and meaningful instruction. PLC members meet	PLC Norms
	PLC Agendas
	PLC data forms
	PLC scheduled meeting times and locations
	Observational Rounds Data
	Coaching Feedback Summaries
	AVID training sign-in sheets

to discuss student data and make decisions on student review or enrichment thereafter. In addition, all staff members are trained in AVID strategies. Staff members utilize critical reading strategies, Cornell Notes, and structured discussions including Socratic Seminars and Philosophical Chairs across disciplines site-wide. During the 2016-17 school year, teachers in all disciplines have been trained in the implementation of Academic Language and Literacy strategies to increase the use of academic language in the classroom. PLCs also focus on lesson planning following the Direct Interactive Instruction (DII) model. Students at Edison are exposed to these normed practices in all of their classes, and in combination with the use of Cornell Notes, are provided with a consistent standard of instruction. Additionally, the implementation of learning objectives and essential outcomes site-wide has familiarized students with academic language. Learning objectives are now standards-based and correspond with the essential outcomes and common core literacy standards. Providing students with clearly defined learning objectives has served to strengthen and increase student learning by enabling students to identify the requirements for and methods of demonstrating proficiency on a specific objective. The PLC process has been critical to the improvement of instruction in the classroom. Teachers now meet as a PLC group to help students become proficient with content and skills. As new teachers become part of the Edison High School staff, they are provided with training that focuses on the use of DII and AVID strategies. PLC conference opportunities are also available to new teachers and provide a refresher for veteran members of the staff. The support and training provided to teachers corresponds to the normed expectations that students are exposed to site-wide in all of their courses.	Essential outcomes Formative Assessments Learning objectives. Focused notes whiteboards PLC Data Analysis forms Student work displayed in classrooms

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
A web-based credit recovery option is provided to students through APEX. Students at Edison are able to take advantage of APEX to make up credits at a pacing that is individualized based on student needs. This program enables students who are credit-deficient to potentially remain on the same graduation track as their grade-level peers.	master schedule grades attendance graduation numbers

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
All classes at Edison use site norms of daily Learning Objectives and Essential Questions to guide instruction. Students are provided with a clear understanding of the skills required to meet the lesson objective. The lesson objectives used for classroom instruction are derived from the Essential Outcomes that are PLC-established as being critical for the course.	Common formative assessments essential outcomes Learning objectives Essential questions Rubrics
In addition to Learning Objectives and Essential Questions, students are familiarized with proficiency levels for MAP testing. Students are tested thrice-yearly and assessment results are used for modification of instruction based on learner needs. English Learner students are also informed of proficiency levels that must be met on the MAP assessment in order to meet the requirements for reclassification. As of October 2016, 34 students have been reclassified and students continue to work toward reclassification based on individual goals and an understanding of proficiency levels.	Walkthrough Data MAP Goal sheets (individualized)
As the transition to Common Core continues, curriculum is being modified to reflect the standards in each curricular area. Daily Learning Objectives and Essential Questions are critical to communication of proficiency standards and are a site-wide expectation for daily instruction. The Essential Outcomes are another source of information for students and parents to determine what will be taught and when in the classroom.	
Students and parents at Edison continue to be informed stakeholders regarding the requirements for demonstrating proficiency, both on district assessments and within the classroom. A goal of site norms of a 3-part Learning Objective will facilitate the communication of expected performance levels with students to help them understand proficiency standards.	

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Differentiation of instruction continues to be an area of focus that Edison High addresses through a collaborative analysis of best practices and common formative assessments. Professional development has been offered to address the differentiation of instruction through AVID and DII strategies. Additionally, teachers discuss differentiation within their PLCs and implement best practices within the classroom to meet diverse learner needs. Within the classroom, teachers work to deliver instruction that meets the learning needs of students. Refinement of instruction occurs as teachers provide additional resources and scaffolding to support student learning and engagement. As teachers regularly participate in the PLC process to evaluate instructional practices, best practices are shared within the curricular team to improve instruction for all students and address the needs of students who require additional support. In addition to in-class interventions, Edison offers pull-out support in the media center through an on-site Math Intervention Specialist. Targeted support is also provided to mainstreamed RSP students through the Learning Center. When appropriate, multimedia resources are utilized to support classroom learning. Students have access to Chromebook carts in core classes that enable teachers to integrate technology into curriculum design. Teachers also allow students to submit work in multiple ways where technology might not be readily available for students.	Master schedule Student work from intervention Walkthrough tool data Professional Development Sign-in sheet Professional Development Schedule.

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

> **Online Programs: iNACOL Standard K: Instruction**: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Frequent and routine collaboration within the site's PLCs and Professional Development for staff ensures that teachers are trained to implement various strategies that improve the delivery of instruction. Effective strategies, paired with high expectations for students, enable students at Edison to achieve and meet academic goals. In order to ensure that teachers are current in research based instructional strategies, Edison provides all of its staff with bimonthly on-site professional development in AVID strategies for writing, inquiry, collaboration, organization, reading, and Academic Language and Literacy. The PD is supported through coaching from the department coaches and the PLC process. In order to meet the learning needs of students, Edison has shifted from an Explicit Direct Instruction (EDI) model to Direct Interactive Instruction (DII) model that focuses on the gradual release of responsibility to students. The DII model enables teachers to utilize strategies that increase student engagement and provides live data through the use of frequent checks for understanding. Additional research-based strategies include the site-wide use of Cornell/Focused notes, as well as implementation of Academic Language and Literacy. Sentence frames are provided to assist in the use of academic language and the Productive Partner Protocol establishes the expectations for academic language in peer and classroom discussions. Increased rigor through the use WICOR-based instruction has driven the curriculum at Edison to address the school's mission and vision.	lesson plans walkthrough observations common formative assessments agendas training sign-in sheets ALL sentence frames Productive Partner Protocol

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
The APEX program (on site until 2016) was overseen by an administrator to ensure that teachers were competent with not only the technological aspect of the course but with effectively assessing student work to ensure a high level of rigor. For all online courses, procedures were outlined and reviewed to ensure competency.	APEX Expectations

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Teachers at Edison are trained in the use of DII strategies that promote student engagement and the release of learning to students. To that end, teachers act as facilitators in the classroom to empower students to use inquiry in order to meet their individual learning needs. The use of guided and independent practice in instruction are site norms. Teachers also use frequent checks for understanding to monitor learning with some teachers relying on educational apps that randomize selection of students to provide equitable opportunities for responses (Random Name Picker). The STEM Magnet program provides students with the opportunity to engage in project-based learning with an emphasis on advanced problem-solving and critical thinking skills. Within the program structure, teachers act as facilitators to support students in the use of inquiry and research in preparation for success in a four-year postsecondary education. Finally, teachers are provided as tutors after school in the Viking Learning Center to help students that are not meeting essential outcomes. Within the structure of AVID elective courses, teachers routinely use Socratic Seminars as a practice that enables student to construct their own learning through student-driven discussion. Teachers act as facilitators on a limited basis to guide students as they engage in their own learning. In order to support teachers in the implementation of AVID and DII strategies, department chairs are released monthly to coach the members of their department. Those teachers are compensated for	Lesson plans PD on use of Coaching Frames Systems for Random CFUs Boat Regatta Magnet/Stem Course Outline Viking Learning Center sign-in sheet Walkthough Data

their time as an instructional coach and provide the site with valuable walkthrough data which guides professional development at the site.	

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Edison monitors student engagement and activities through the Edison Walkthrough tool. The leadership team regularly monitors class activitiy looking for engagement and WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading). Students are expected to organize their learnings and apply them at a rigorous level using their Cornell notes in future lessons.	CFU Walkthrough data PLC Data Analysis Forms Common Rubrics for Socratic Seminars AVID student binders Delta courses
A system is in place in the classroom to regularly check for student understanding of their learning. Higher level questions and academic discussions, including Socratic Seminars and Philosophical Chairs, require students to access their learning and construct their own knowledge based on discussions with peers.	
The findings from the checks for understanding are used to inform classroom instruction and provide the basis for discussions within PLCs. Best practices are also evaluated and implemented in the classroom to further drive instruction and provide opportunities for student to access their learning.	
WICOR-based instruction continues to challenge students to use inquiry to extend learning opportunities, either through the use of inquiry for clarification purposes or the application of concepts. Students have the ability to demonstrate their knowledge within their classrooms, and should they choose, can enroll in Delta-articulated coursework that further extends their learning opportunities by requiring higher cognitive levels.	

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
APEX and Advanced Path student work is evaluated by a trained certificated teacher. The teacher uses rubrics to evaluate work and to ensure that the students meet the expected rigor of the coursework. Teachers monitor coursework and quizzes to ensure that the student's work is authentic. Teachers regularly meet with students ensure understanding of the content.	APEX student work.

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
There is much evidence to support student demonstration of higher level thinking and problem across the campus. As most teachers are AVID trained the implementation of higher level thinking, such as Costa's Level of Questioning can be seen on focused notes across the campus. In addition, using the DII training, teachers are accustomed to checking for understanding several times per class to allow students ample opportunities to demonstrate higher level thinking and problem solving. Students in some Advanced Placement experience writing Document Based Question essays that challenge students to take a side of prompt and use evidence to support their positions. Students are also challenged to reason and problem solve during Philosophical Chair Debates and Socratic Seminars. Collaborative strategies are taught to our teachers through in-house PD and the PD is refined based off of data from our walkthough tool. To facilitate student learning, small group collaboration is integrated by most teachers to support peer-to-peer interactions. This strategy enables students to engage with their peers, share ideas and justify their thinking. Productive Partner Protocols are used to help guide students in effective communication, and Academic Language and Literacy strategies also promote higher level thinking within the group context.	Use of sitewide AVID strategies Direct Interactive Instruction Cornell Notes Checking for Understanding DBQs Productive Partner Protocol

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes..*

Findings	Supporting Evidence
Students use technology to assist them in achieving academic success to a great extent. Edison has 33 chrome carts which can be checked out from the library for research, assessment and assignments. Teachers have the ability to allow the use of personal computers in the classroom to increase student achievement and engagement but due to the fact that not all students have access to a cell phone or other computer at all times activities based around these devices are limited and chrome carts are favored. Currently students are given Google accounts to work on documents and assessments, both independently and collaboratively. Teachers are able to create google classrooms but require training to implement this effectively. The online grading program Jupiter Grades allows students to take ownership of their academic success by staying updated on their grades, communicate with teachers, and complete assignments and assessments. Jupiter's Juno also allows teachers to create assignments and quizzes for students to take and submit online and receive direct feedback from the instructor. Units are able to be populated as well as web searches and collaborative projects. Additionally, students have access to the Illuminate website which provides feedback on assessment performance. Students are able to take teacher generated assessments online and the data can be evaluated through the illuminate teacher portal. Numerous students use technology in order to communicate with teachers including email and Jupiter. Some teachers use outside online resources such as class dojo or Remind 101; the Remind app is an example of a tool that provides a method of communication regarding due dates and clarifying questions. Finally, students can be assessed using Juno doc exams, a platform for assessing student learning across PLCs.	Jupiter grades juno doc exams illuminate Exams and data School webpage LCD projectors Remind App Google Classroom

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Students at Edison high have a variety of materials and resources available to them beyond the textbook. Edison has over 35 chromecarts on campus with 32 chrombeooks in each cart in order to allow students to have access to a variety of software programs, online resources and programs to extend and demonstrate their learning. All students have google for education accounts and have additional access to technology in the career center located in the Media Center. Edison teachers have access to this technology as well so that they can work in their PLCs to extend learning beyond the textbooks and present PLC generated lessons.	APEX Program Sign-in sheets
	Master Schedule for APEX classes
	Learning Center
	Chromebook Checkout Logs
	Rosetta Stone Program for EL students
	Performing arts flyers
	E Building Layout
All teachers at Edison High School have access to LCD projectors, document cameras, and laptops. These devices are utilized to deliver instruction in the classroom on a routine basis. Students also utilize these devices to present projects and presentations. In order to better deliver instruction to students, teachers are encouraged to use realia and visuals to support diverse learner needs. Within the Electives Department, student performances in the areas of band, choir, and drama serve as extensions of learning beyond the textbook.	
CTE teachers and specialty classes also have access to specialized programs, technology and resources specific to their instruction. For example, Edison has a full woodworking shop. PLTW classes use VEX kits and autodesk to demonstrate learnings and have access to the Green Lab for advanced mechanical design. Our Tech classes also have aces to Computer Aided Design Software and the 3D printer.	
For the past 3 years, Edison has offered at-risk students the opportunity to enroll in APEX, a credit-recovery program aimed at getting students back on track for graduation. Access to APEX's digital curriculum initially was made available onsite after school and from remote locations. As of 2016-17, Edison has expanded the APEX program and it has transformed into its own class. Edison now offers APEX classes during 5th and 6th period in E103. Additionally, from 2013 to 2016, Edison also housed Advance Path Academy, an alternative to a traditional high school setting whereas students pursue their high school diploma via online classes. Advance Path Academy utilizes the same adaptive curriculum as APEX and includes individualized learning plans in which students work on a customized set of courses at their own pace and move on as soon as they demonstrate mastery in each subject area	

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Edison offers various opportunities for students to engage in career preparation for all students. All courses offered at Edison are being evaluated to ensure that they meet College and Career standards: they are A-G compliant or in the CTE pathway. Courses that do not meet college or career pathways will be removed from our course offerings. Additionally, Edison offers "Work Experience" for upperclassmen that are on track to graduate and would benefit from the experience. Our Work Experience teacher connects students with paid job opportunities, for example this summer our students have the opportunity to work with Kaiser Medical group. Edison also provides students with the opportunity to participate in Mock Interviews where the community and business leaders interview our students while reviewing their skills, resume, and letters of interest in order to better prepare them for their future career. Edison has adopted PLTW as our career pathway and is offering courses in Engineering and Computer Sciences in order to provide students with training and real world application of core concepts. Edison also has a full woodworking shop to engage students who may tend towards construction fields. In every class, teachers relate content to real world experiences to make content relevant and engaging. Edison has begun tracking our rigor and relevance of lessons using the rigor and relevant framework in our walkthrough and have found that course work for core classes could improve in both areas. This school year, counselors have started to expose students to Career Cruising. Since 2013, numerous Seniors and Juniors have had the opportunity to enroll in San Joaquin Delta College classes on campus. The AVID program allows opportunities for graduates return to campus to work as AVID tutors. Various clubs, such as Key Club, Interact, and MESA arrange job shadowing and community service opportunities for members. Mr. Balcao, our work	sign-in sheets master schedule attendance field trip slips work permits

experience teacher, helps supervise 122 student workers on campus. Students are given real world experience as daycare operants when enrolled in infant care classes in the Headstart program. Students who are enrolled in Special Education are provided with the opportunity to participate in the Workability program when they reach 16 years of age. This partnership with local businesses allows students to gain practical training and job skills that may translate to continued employment outside of the program. The exposure to hands-on training for our Special Education population is critical to support the development of life skills that will help students succeed outside of the academic environment. Although many opportunities are provided on campus for some students to gain career awareness, exploration, and preparation, not all students are provided these opportunities. More efforts are needed to provide career preparation opportunities to all students.	

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Edison's online Advanced Path and APEX programs provide students the opportunity to gain A-G compliant course credit while simultaneously providing them with necessary computer skills for college and career. Students learn to use programs, keyboarding, printing, word processing and other tech skills to complete assignments while also learning how to complete tasks with deadlines and asking for assistance for difficult assignments. Students enrolled in Proximity learning gain experience with webcasts, online instruction and independent learning skills in additional to necessary computer skills.	APEX coursework Proximity learning coursework

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Since the last full self-study, improvements continue to be made to support instruction at Edison High School. Edison has been innovative in its approach to Professional Development, utilizing on-site expertise to drive training. This has resulted in the ability for teachers to connect with colleagues to address critical learner needs. Immediate support and feedback has enabled teachers to deliver meaningful and effective instruction.

A driving force to improve instruction at Edison has been the integration of research-based teaching strategies. Implementing AVID strategies site-wide have served to improve the quality of instruction provided to all students, as well promoting college- and career-readiness as aligned with the school's vision. A site-wide expectation of Cornell Notes has also supported student learning through increased interactions with notes. Teachers have been instrumental in supporting the site-wide use of Cornell Notes as a tool for student learning.

The PLC process has also been instrumental in improving instruction at Edison. This collaborative process has provided a forum for teachers to discuss best practices and brainstorm ways to increase instructional efficacy. The routine collaboration that occurs helps to support teachers as they work with colleagues and site administrators to deliver effective instruction to promote an increase in student learning.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

DII model of lesson planning

PLC - Essential outcomes

Sitewide AVID strategies

Increase in use of technology

APEX credit recovery program

Walkthrough tool leads professional development

Major progress in reclassifying EL students.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

PLC teams do not share a common prep making collaboration and timely data analysis difficult.

Lack of a campus-wide writing model.

No real structure for career preparation activities are not available for all students. Many of the opportunities on campus are not provided by curriculum, but provided by clubs and programs such as AVID.

Differentiation for SDAIE students is not prevalent on campus.

High School Success Program to address freshmen needs.

Rigor and Relevance in coursework needs to improve

Category D: Standards-based Student Learning: Assessment and Accountability

Based on the criteria in each category:
1. **Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.**
2. **Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.**

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.
3. **Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)**

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.
4. **The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.**

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the school-wide learner outcomes.*

Findings	Supporting Evidence
Edison uses the PLC process to effectively analyze data from common formative and summative assessments. The data is disaggregated and analyzed using the Data Analysis Protocol Cycle. The cycle moves PLCs from establishing learning goals (Essential Outcomes), creation of the assessment, to administration, analyzing the assessment data and finally refinement of instruction based on student performance.	Illuminate Reports MAP Reports PLC Data Analysis Protocols Essential Outcomes (online)

Based on individual teacher data, those teachers with students who have achieved proficiency or mastery of a standard, share their best practices used in teaching the lessons so that future lessons may be refined to include those best practices. PLCs use a combination of resources to collect and analyze data including JUNO, Illuminate, Google Docs, as well as traditional paper tests and alignment of grading criterion using rubrics. PLCs also work to collect and analyze data from state and local test sources including SBAC and MAP. Edison teachers have access and have been trained in gathering and analyzing MAP data based on the class breakdown report provided in MAP; they also have customized reports built in Illuminate which give them access to MAP, CELDT, EL, IWEN, and SBAC scores to inform their instruction and make strategic decisions in their classroom. Teachers have also worked to identify target groups through their PLC cycle process to better meet the needs of those target groups.	

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Edison informs its stakeholders about its progress towards achievement of the academic standards, college and career-readiness standards and schoolwide learner outcomes through a variety of electronic and personal communications. Edison's website offers parents a snapshot of its current reality which includes demographic, testing results and academic goals. The website also provides parents with the CCSS standards in Math, English and literacy standards, as well as the NGSS science standards. The school also supplies the District and state reporting agencies with data which is available on external websites. Edison invites parents on campus regularly to inform them of our current reality and progress towards our goals. AVID hosts biannual parent nights and Edison hosts a yearly parent education (Eduparent night) night where parents are informed of the graduation requirements, resources available, homework and instructional strategies, Student Learner Outcomes (printed on bookmarks), and	Website Connections to Resources Parent Night Sign in sheets AVID Parent night sign in sheets STEM presentation Jupiter Logins

school connectedness. For the last two years, Edison has hosted district-provided parent nights which give additional information on school and instructional expectations and specific instruction on scholarship and graduation requirements. Parents are invited to participate in our ELPIC and LCAP meetings and School Site Council. Parents receive regular progress and report cards and teachers connect with parents at parent teacher conferences which are offered quarterly. Specific programs follow up with additional connections; AVID has regular communication with the AVID students and the STEM program has a probation letter which is sent home to inform parents of their student's progress. STEM also holds grade level meetings to inform the students of their current status.	Parent Teacher Conference Sign-in Sheet ELPIC Sign in sheets LCAP Sign in sheets RAD Sign in sheets

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Academic Standards: Edison High School and Stockton Unified is committed to the constant review and analysis of student performance through the use of Illuminate to collect, disaggregate, analyze and report performance data to teachers, counselors and other stakeholders of the community in an effective and timely manner. This online assessment and reporting system includes district, state, local and teacher-created assessment data. Examples of these assessments include: CAASPP (CST, SBAC, CAA, CMA, CAPA), MAP, CELDT, teacher generated formative and summative assessments, PFT, PSAT, SAT. Scores and other performance data can be filtered by grade level, ethnicity, SED, IWEN and EL status. This data is used to inform Edison staff of their students' academic progress. In order to expose our students to college-level testing requirements and academic rigor, the district provides all sophomores access to the PSAT which is taken in the fall; additionally all AVID student take honors and AP level courses. Edison also offers the San Joaquin Delta College Compass Exam to identify the student's level of	Illuminate reports Map Reports Map Training Dates PSAT testing schedule AP course list SJDC Compass Exam sign-up

proficiency in both ELA and Math. Students may also take advantage of Delta College courses on campus.	
Teachers, in their PLCs, create formative and summative assessments collaboratively which are then administered to all students in the same week. The data is then analyzed by the team and decisions are made on how to reteach or modify instructions to ensure mastery by all students.	Illuminate Assessments Juno Assessments Google Docs
Edison staff members are committed to using Jupiter grades to report assessment and progress data to students and families. The cross curricular data is accessed by staff (academic and extracurricular) members to provide support for that student in all areas of instruction and to ensure college and career readiness. Students and parents use Jupiter grades to monitor student performance and to access/submit assignments and support material. Students, staff, and parents use Jupiter as the primary tool to communicate student progress and to establish behavior and academic supports.	Jupiter Grade Login info
PLCs have created essential outcomes that are aligned with the CCSS/NGSS standards which identify the academic course expectations for the year. Most PLCs have established common grading practices in order to ensure course expectations on rigor is calibrated and consistent within that discipline.	Essential Outcomes online PLC Syllabus PLC Data Analysis Protocol
In order to monitor students' A-G completion rate and college/career readiness, the counseling staff visits the students yearly to update the students' year plans; in 2016, we have switched efforts to complete this through the Career Cruising program in our career center. The district has also made available a tracking report through Illuminate which monitors attendance, behavior, assessments and course completion to quantify their readiness. Edison staff has received a level one introductory training on accessing and using this report to monitor student progress during their 4-year tenure.	Career Cruising schedule SUSD Behavior Reporting in - Illuminate/Training dates

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
Prior to 2016, Edison offered instruction through the Advanced Path program for students who were credit deficient. Those students were monitored at all times to ensure the integrity of the work that they submitted matched the ability of the student and that the program was presented with fidelity.	Proximity Grades APEX Enrollment
In 2016, students were enrolled under a separate school (Stockton High) but were housed here at Edison. Advanced Path was moved to Stockton High where students are able to continue working on credit recovery to obtain a high school diploma. Students that fit the Advanced Path model were recommended to Stockton High to finish their program.	APEX student progress APEX Enrollment Advanced Path Blue Folders APEX Enrollment
In order to provide high levels of instruction, Edison hosted an online Chemistry and French course in the 2015-16 school year through Proximity Learning so that students could continue their studies after Edison lost the personnel to host the class on site. Students in both APEX and Proximity were housed on campus and all courses and tests were taken online with a credentialed staff member and online professor using chromebooks. Student achievement and progression were determined through a combination of analysis of coursework and assessments administered by the online professor. Students were monitored by a credentialed staff member at all times to ensure the integrity of the work submitted.	

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Each PLC has identified Essential Outcomes (EO) for their core curriculum; for each EO, PLCs have established learning objectives, created formative assessments with Smart Goals for student achievement, taught the lesson, given common assessments, and then finally analyzed the data on those assessments to adjust curricular and instructional approaches. Regular common formative and summative assessments are given to monitor student growth and effective teaching strategies of teachers within each PLC. Teachers set goals for growth based on the data provided and note common weaknesses and strengths in students' abilities as they correspond with the teacher's teaching style. Based on the data evaluated from the common formative assessment, teachers reteach the lesson with the newly established standard teaching practice to ensure that student gaps are filled and needs are met. Many PLCs provide students the opportunity to demonstrate proficiency through scaffolding, re-teaching and studying opportunities. Edison uses the PLC cycle to plan and modify instruction based on data analysis of common formative and summative assessments. PLCs meet at least weekly to review formative and summative strategies to measure student progress and guide instruction. This data is scrutinized and teachers identify what needs to be retaught, what instructional strategy worked, what interventions occur for those who did not reach mastery or for those who need extension. Teachers review formative and summative assessment data to identify specific learning gaps between teaching styles and techniques used to deliver the lesson so they can appropriately teach skills needed to meet the essential outcomes and learning goals.	Data Analysis Protocol PLC Common Grading APEX Advanced Path Tests completion PLC Cycle Data Analysis Protocols Essential Outcomes Sample formative/Summative assessments MAP Reports Juno CELDT Scores

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
In order to assist students in achieving their academic and personal goals and to ensure students are college and career ready, Edison has a variety of online programs to provide students the opportunity to take remedial courses and make up credits, as well as extending their learning by taking more advanced courses that may not be offered otherwise.	Proximity Grades APEX Enrollment
Proximity Learning In 2015-16, Edison's two Proximity Learning courses in Chemistry and French used an online platform for students to submit performance tasks as well as participate in online formative and summative standard-based assessments to demonstrate student proficiency. The data from these results were evaluated by the Proximity Teacher of Record and lessons were adjusted based off of Proximity's data collection process. Edison staff ensured that the work submitted was authentic and supported the students in submission and completion of work.	APEX student progress APEX Enrollment Advanced Path Blue Folders APEX Enrollment
Advanced Path Prior to 2016-17 school year, Edison's Advanced Path program used a combination of small group and online instruction to meet the needs of the students. Students were required to complete coursework prior to taking standards-based assessments. Assessments must be mastered at 70% on the standards before the students were able to move on to subsequent chapters. Student writings were graded by trained staff that evaluated the work and adjusted instructional strategies by following the PLC process.	
APEX Students enrolled in APEX take online courses either during the school day or after school in the VLC. Students can make up courses or take advanced courses and make up credit deficiencies. Students take the course online with trained teacher of record who monitors progress. Students were required to complete coursework prior to taking standards-based assessments. Assessments must be mastered at 70% on the standards before the students were able to move on to subsequent chapters. Student writings were graded by trained staff that evaluated the work and provide students with individual assistance and tutoring as necessary.	

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Edison uses the PLC cycle to plan and modify instruction based on data analysis of common formative and summative assessments. Each PLC has identified Essential Outcomes (EO) for their core curriculum; for each EO, PLCs have established learning objectives, created formative assessments with Smart Goals for student achievement, taught the lesson, given common assessments, and then finally analyzed the data on those assessments to adjust curricular and instructional approaches. This cycle occurs formally a minimum of 6 times a year for each PLC with some completing a formal cycle for each common formative administered. Data is collected through a variety of methods, Illuminate, Jupiter Grades (Juno), Google Forms, teacher assessment and evaluation. Interactive Notebooks and AVID binders show growth over time and are viewed as an assessment; instruction is modified based on the degree of growth seen. Regular assessments are given to monitor schoolwide growth using the MAP (Measures of Academic Performance) assessment for ELA, Math, and Science which is given three times a year. Detailed results of these assessments are given to the teachers and students to monitor growth and areas of weaknesses and strengths. Students set goals for growth based on their last three scores. Teachers can identify specific standard gaps so they can appropriately teach skills needed for grade-level lessons. MAP results are also used by counselors to ensure that students are appropriately placed and by our RTI (intervention) Math teacher to pull our students who need support.	PLC Data Analysis Protocol Common Assessments Illuminate assessments JUNO assessments Google Form assessments Interactive notebooks AVID binders MAP progress report MAP training Performance Tasks 4 year Plan CFU aligned with LO/EQ

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards. Edison monitors classroom progress by first establishing Essential Outcomes for learning based on the CCSS/NGSS within each PLC. The PLC process identifies prerequisite concepts and common assessments to monitor classroom and subject growth for each Essential Outcome (EO). The EOs are posted online for student and parent use and reference. Within each classroom, teachers post their Learning Objectives (LO) and Essential Questions (EQ) and these are regularly referenced and explicitly taught during the lesson. Teachers regularly check for understanding using AVID and DII strategies as well as formative assessments. The PLCs establish common formative assessments and use these to monitor learning and provide feedback to both teachers and students on their progress towards the essential outcomes.	EOs online Walkthrough Data EQ/LO to communicate Expectations
Teachers have received training on the above strategies and regularly receive PD on CFUs, AVID, DII, EO, and Assessment strategies to ensure the effectiveness and regular use of these strategies. Administration and Department Chairs regularly complete walkthroughs and log the extent that these strategies are seen in the classroom and to monitor student output.	SLO Online SOUL Bookmarks Announcements
Teachers regularly complete data analysis on assessments to identify areas of student strengths and weaknesses and to adjust the lesson to ensure student understanding of the concepts to ensure their movement towards proficiency/mastery.	PLUS Surveys
Student understanding of essential learnings is monitored through the Edison Walkthrough tool and evaluated regularly with the leadership team.	
SLO:	
The student learner outcomes were established before 2010 using the acronym SOUL under the title of ESLR. The SOUL acronym is still relevant to today's CCSS career/college readiness standards; therefore, our student learner outcomes have received little adjustment.	
Succeed by achieving academic and personal goals. Organize information to think and communicate effectively.	

| Use knowledge to prepare for college and career.
Lead by making positive choices.

Bookmarks have been made and distributed to students with the SLOs and the "SOUL VIKE" chant has been a reoccurring cheer to rally students for events and sports games. Campus Security Monitors stop students regularly to ask them if they know what SOUL stands for and the acronym appears on our Mission/Vision posters which appear through campus and classrooms. Additionally, Edison has made a concerted effort to ensure that parts of the SOUL acronym are announced daily over our PA system during the regular daily announcements. | |

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community*

Findings	Supporting Evidence
Evaluation of assessment has been a weakness for Edison High School in the past; to rectify this, Edison has implemented the PLC process to guide teachers through structured analysis of student work through the use of common formative and summative assessments. Teachers have been given training on analysis of MAP result data to inform instruction, but more thorough training is required for a deeper level of understanding and implementation. Teachers have superficial data available through Illuminate from the CAASPP tests given to Juniors and require a deeper understanding of the expectations and background of the test in order to address the needs of each CCSS standard. The board, district, and staff all have access to evaluate MAP and CAASPP assessments and the data is made public through the Edison Website Snapshot page.	Website Illuminate Reports College Board Reports MAP Training Sign in sheets CAASPP results PSAT results CELDT results AP results
Students and parents have access to monitor their progress through the use of Jupiter Ed, Synergy and Illuminate. Parents are also invited to a yearly "Eduparent Night", biyearly AVID nights, and quarterly Parent Teacher Conferences to receive information on their student's progress.	Edu parent Night Participation Break out presentation PPTs AVID night Agenda
Students are provided quarterly positive recognition on their progress in many areas during the quarterly grade level assemblies: progress towards SLOs, grades, attendance, growth in testing, etc. Students are also given triannual feedback on their MAP and CELDT progress and growth targets. Parents and community members have the opportunity to participate in School Site Council, LCAP meetings, and LULAC to receive additional information on student progress.	LULAC sign in LCAP sign in SSC Sign in and Agenda

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
In 2015, Edison offered French and Chemistry through an online program where a live professor was streamed in to the classroom to teach the curriculum, while a long-term sub provided assistance and supervision. All students have access to chrome carts to take state-mandated assessments and to interact with lessons through online media. Prior to 2016, Edison offered instruction through the Advanced Path program for students who were credit deficient. Students were enrolled under a separate school (Stockton High) but were housed here at Edison. Administration was given access to testing all Stockton High Students to ensure that all students had access to state-mandated testing.	SBAC scores APA Enrollment Online Chemistry/French enrollment. Chromebook logs APEX Advanced Path course descriptions Online course description for Chemistry/French

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Edison's effectiveness in the evaluation of standard-based and standardized assessments have steadily improved, but there is room for growth and refinement within school site systems.	Map reports
	Goal Setting Sheets
Our departments work in PLCs effectively to create common formative assessments to identify weaknesses and trends to guide instruction for all students including EL students. The data is analyzed following administration of assessment and opportunities to reteach and refine the lesson are outlined. Teachers reteach essential lessons to ensure that all students can be successful as determined through the data analysis protocol.	SBAC Performance Summary
	AP Summary
	SAT/ACT/PSAT summary
	PLC process
	Data Analysis protocol
Edison teachers have also been trained in how to pull and analyze MAP reports to identify trends and weaknesses by standard and goal. Teachers identify EL students through Illuminate and review their growth in their scores and identify gaps to create opportunities for intervention. The Math department has a dedicated intervention teacher who may pull out students for specific goal or standard intervention. The English department and ELD teachers work in their PLC to identify gaps, but work independently to provide intervention within their own classrooms. All students create goal setting worksheets to identify their growth targets and the ELD teachers use these reports to identify gaps in instruction to focus their interventions in their classrooms. Some SDC teachers also use these reports to review information in their IEPs, but additional training is required for non-testing departments to ensure all teachers are able to pull and use the data effectively. Training is also needed to give students access to their own scores through illuminate.	
Currently, our challenges are that the following tests are administered with the results being reviewed only by the counseling staff and the student: SAT, PSAT, ACT, and the EAP. Students are celebrated for their PSAT scores at the grade level assembly midyear. The SBAC performance summary is reviewed by the school's leadership team to identify growth targets and that information is disseminated to the staff through Faculty meetings and department specific trainings. Analysis of AP exam data is reviewed by the	

counselors, subject area teachers, and students. Lessons within the course are revised and refined by the teacher presenting the lessons. There is need to identify how to access detailed reports on these subject tests so that we can use the information to guide instruction; currently, we only have a review of the test result totals and performance summary areas to guide our instruction.	

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Edison's culture reflects a data-driven mindset. Change is not implemented on our site without data to support the need for adjustment. Data is collected to determine our school initiatives and to ensure that we are continuously refining our practices to meet the needs of the students and staff. The site uses the PLC continuous improvement cycle to guide instruction in the classroom and that cycle and mentality is used to guide site-wide decisions. Edison uses assessment results to make changes in school program, PD, and allocations. Edison has created a walkthrough tool which itemizes the key strategies expected to be seen in each classroom. Members of the leadership team, including administration, regularly visit classrooms to gather data relating to the school's initiatives. The data can then be examined to determine areas of strengths and weaknesses in departments and individual staff members' teaching strategies. The results from the walkthrough tool guide our quarterly professional development trainings for all teachers by department. This data is not viewed by the leadership team as an evaluative tool, but rather as a process to guide future growth. The leadership team members will need to work towards reviewing the data regularly to guide discussion during PLC and department meetings in addition to guiding PD. Assessment results have proven that AVID strategies improve student achievement. Funds have therefore been allocated to ensure that all staff is trained in AVID strategies and attend the AVID conferences periodically. Money is also allocated for teachers to attend the PLC conferences so that teachers are able to incorporate AVID strategies effectively to increase student achievement. Currently, at least 70% of teachers have attended	AVID Conference CARS PD Schedule Walkthough tool Results

AVID conferences while over 80% of teachers have attended the PLC conference.	

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
The Counseling, Leadership, and SAP teams at Edison are vital in evaluating the school's effectiveness of program areas.	SAP agenda
Edison's Leadership team uses Walkthrough Data and meets regularly to evaluate the activity of the courses, and provide feedback to teachers to refine instruction. Edison regularly evaluates the walkthrough data and teacher surveys to identify weaknesses and needs in our instruction and to provide targeted feedback and professional development for our teachers in designing challenging, rigorous and relevant curriculum. Additional training is also provided through offsite conferences in AVID, PLTW, and the PLC process.	Sample Syllabi Jupiter Grades Walkthrough Data PD Sign in Sheets Conference Attendance Sheet PLC debrief videos
The school uses the PLC process to create common grading policies and to encourage discussions as to the effectiveness of current grading policies for homework and assessment.	4 year plans
Counselors review student portfolios to identify students who are on track and lacking in credits, course completion, and graduation requirements. Counselors meet with Seniors during quarter 1 and review their current transcript data in order to make action plans for their success. Counselors schedule classroom presentations in order to meet with all students to review 4 year plans and to present information on available courses and programs: STEM, Delta, Honors, AP, and their progress towards meeting the A-G requirements. Counselors review PSAT data to identify students who would succeed in Advanced Placement level courses and encourage students to take rigorous courses. All AVID student are required to take one (and encouraged to take many) higher level course (AP, PLTW).	
Students who show weakness in an area are provided intervention through a Multi-Tiered System of Support.	
Edison has a designated Math intervention teacher to identify students who are missing gaps in their key learnings. The intervention teacher uses both MAP data and teacher recommendation to provide targeted support in primarily Algebra 1 content. Students have access to the Viking Learning Center (VLC) to receive tutoring from content level teachers after school for four day	Intervention Data from Ali VLC sign in sheets Learning Center Sign in sheets Learning Center Schedule

each week. Students may also make up credit deficiencies through the APEX program which is incorporated into their daily schedule.	
Students who are in the Special Education Resource Program are recommended to The Learning Center through the review of teacher recommendations, grade and assessment data, and individual needs to receive additional support for their general education core content courses.	
To ensure course completion, the counseling staff, SAP, and MTSS teams work together to provide interventions for our students and credit recovery opportunities. Students are able to retake some courses, but others are supported by tutoring and small group instruction provided by the Math intervention teacher, the RSP Learning center, and by teachers within the Viking Learning Center.	APEX Enrollment Data
The RSP Learning Center is new to our campus as of 2016 and provides specialized academic instruction (SAI) for students with an IEP outlining the need for designated support for content classes.	
Edison also offers online courses after school in the VLC and during school through APEX courses. Until the program location change in 2016, Edison offered classes all day to be taken in Advanced Path which was housed online and provided blended instruction for high risk students to ensure credit recovery opportunities.	
In order to ensure accountability of our students who are engaged in extra-curricular activities, students must remain eligible to participate in athletics as monitored weekly by their grades through Jupiter. The athletic department has purchased the use of Jupiter Grades for use by the entire staff. This enables the coaching staff to monitor student academic progress and to have regular conversations with the student's teachers and parents. Students and parents are also able to monitor their own progress through Jupiter Online.	
Edison has had many conversations about grading norms and policies within each PLC. Most PLCs have established grading norms and have included those norms within their syllabi for student and parent reference. PLC members regularly monitor and refine these policies as needed to meet the needs of the student.	Grading Norms in Syllabi Academic progress reports from athletes (email)

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Edison is very conscientious about maintaining the security and confidentiality of all assessment materials. Currently, one	Accommodation Illuminate report

administrator is in charge of all testing to ensure accuracy and accountability of all materials. The tests are stored in a locked cabinet in an administrative office, ensuring limited access to materials. Materials are counted out to teachers and back into the administrator before and after testing and all materials are returned to the company within 24 hours of the test.	Test Training Logs for CAASPP Signature sheets for PSAT
Proctors are identified based on their availability, student population, clarity of language, and classroom management. Teachers are often paired up for testing to ensure that the students are supported and that the teacher has the resources to give the test as instructed.	
Teacher Proctors are trained by the testing administrator and no staff proctors the test without that training. Long term subs are sometimes used as emergency proctors if they have been trained for the test during that school year.	
The online SBAC tests for CACCSS are given using chromebooks through a secure browser which is updated regularly by the IT department at the district. Accommodations are provided to those students who have documented needs in their IEPs only. All students are closely monitored by the staff to ensure academic integrity.	
Students with learning disabilities are tested every three years by a case manager and the school psychologist are using various assessments to determine proper placement in the SPED program. These assessment results are secured in a locked cabinet in the office of the case manager or school psychologist.	

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Edison uses multiple forms of assessments to analyze, monitor and report student progress to key stakeholders. The assessment processes that Edison uses to inform are vetted and proven to be effective at increasing student achievement. These assessments include Illuminate tests and reporting functions, MAP, PLC Data Analysis Process and the essential outcome identification process. Edison makes data available to stakeholders through Jupiter, Illuminate, LCAP and ELPIC groups, and School Site Council. Stakeholders are informed of systems and processes through the Edison Website, Eduparent Night, Parent Teacher Conferences, AVID parent Night and STEM grade level meetings. Edison monitors student growth through analysis of reports from Illuminate, MAP, PSAT, AP, SJDC Compass Exam, JUNO, Career Cruising, behavioral reports in Illuminate, and through the PLC data analysis protocol process. Edison ensures that grading in online

instruction courses (APEX, Advanced Path (2014-16), Proximity Learning for French and Chemistry (2015-16) reflects the student's ability as indicated through performance in the online classroom. All work is monitored by a live teacher in the course despite instruction being offered through online instruction.

Edison uses multiple forms of assessment to monitor and modify learnings in the classroom. Edison's PLCs has established essential outcomes that guide instruction. Formative and Summative assessments are created and analyzed in PLCs through the PLC cycle, PLC Data Analysis protocol. Other forms of assessments used and analyzed include those created in JUNO and those offered through MAP and CELDT. Online course assessments through APEX are monitored through the process of unlocking quizzes and units after standards are met at 70%. APEX works in a PLC to establish common grading rubrics for written assessments and they refine this process through the data analysis protocol. Tests in all online programs are completed in the classroom only and monitored by a staff member. Student achievement is demonstrated through analysis of the PLC Data analysis protocol using common assessments: Illuminate teacher-generated assessments, JUNO, Google Forms, Interactive notebooks, AVID binders, MAP progress reports, and performance tasks, 4-year plan and in-class checking for understanding aligned to the learning objective and essential question for the lesson. Student feedback is collected through the PLUS quarterly survey, with a primary focus on socioemotional rather than academic needs. The teachers, administrators and staff on campus are open to students and parents who wish to communicate needs.

Edison uses assessments to monitor and modify programs and instruction school-wide. Data from these assessments are used to create and refine PD based on the data collected from the walkthrough tool. The standards based essential outcomes for each PLC are posted online for parent and student reference and are used to drive the curriculum in the class. The Edison counseling staff reviews data collected from College Board, AP results, Illuminate, PSAT/SAT, CAASPP, CELDT, and MAP to suggest program changes and program needs.

Edison regularly uses assessment data to monitor and modify its school-wide programs. Edison has adjusted its bell schedules, block schedule, programs held on campus (no SLCs) in order to facilitate student learning.

Advanced Path was moved to Stockton High where students are able to continue working on credit recovery to obtain a high school diploma. Students that fit the Advanced Path model were recommended to Stockton High to finish their program. In order to provide high levels of instruction, Edison hosted an online Chemistry and French course in the 2015-16 school year through Proximity Learning so that students could continue their studies after Edison lost the personnel to host the class on site. Students in both APEX and Proximity were housed on campus and all courses and tests were taken online with a credentialed staff member and online professor using chromebooks.

Edison's effectiveness in the evaluation of standard based and standardized assessments have steadily improved but there is room for growth and refinement within school site systems.

Our departments work in PLCs effectively to create common formative assessments to identify weaknesses and trends to guide instruction for all students including EL students. The data is analyzed following administration of assessment and opportunities to reteach and refine the lesson are outlined. Our challenges, currently, are that the following tests are administered with the results being reviewed only by the counseling staff and the student: SAT, PSAT, ACT, and the EAP.

Edison has a data-driven culture. Data is collected to determine our school initiatives and to ensure that we are continuously refining our practices to meet the needs to the students and staff. The site uses the PLC continuous improvement cycle to guide instruction in the classroom and that cycle and mentality is used to guide site-wide decisions.

Edison uses assessment results to make changes in school program, PD and allocations. Edison has created a walkthrough tool which itemizes the key strategies which are expected to be seen in each classroom. The results from the walkthrough tool guide our quarterly professional development trainings for all teachers by department. Assessment results have proven that AVID strategies improve student achievement and so funds have been allocated to ensure that all staff is trained in AVID strategies and attend the AVID conferences periodically. Money is also allocated for teachers to attend the PLC conferences so that teachers are able to incorporate AVID strategies effectively to increase student achievement.

Edison regularly reviews data to inform curriculum and instruction offerings. The Counseling, Leadership and SAP teams at Edison are vital in evaluating the school's effectiveness of program areas. Edison's Leadership team uses Walkthrough Data and meets regularly to evaluate the discuss course activities, and provide feedback to teachers to refine instruction. Counselors review student portfolios to identify students who are on track and lacking in credits, course completion, and graduation Requirements. Students who show weakness in an area are provided intervention through a Multi-Tiered System of Support. To ensure course completion, the counseling staff, SAP and MTSS teams work together to provide interventions for our students and credit recovery opportunities. The RSP Learning Center is new to our campus as of 2016 and provides specialized academic instruction (SAI) for students with an IEP outlining the need for designated support for content classes. Edison also offers online courses after school in the VLC and during school through APEX courses. In order to ensure accountability of our students who are engaged in extra-curricular activities, students must remain eligible to participate in athletics as monitored weekly by their grades through Jupiter. Edison has had many conversations about grading norms and policies within each PLC. Most PLCs have established grading norms and have included those norms within their syllabi for student and parent reference. PLC members regularly monitor and refine these policies as needed to meet the needs of the student.

Edison is very conscientious about maintaining the security and confidentiality of all assessment materials. Currently, one administrator is in charge of all testing to ensure accuracy and accountability of all materials. Teacher Proctors are trained by the testing administrator and no staff proctors the test without that training. All students are closely monitored by the staff to ensure academic integrity.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Edison has shown significant growth in their PLC Progress Monitoring Process and reporting of student data and student achievement.

2. Most PLCs are working efficiently and effectively to complete their Essential Outcomes and Data Analysis Protocols for Common Assessments.

3. Most Edison PLCs have successfully completed the Essential Outcomes for their course to guide instruction.

4. Edison has adjusted its program offerings by removing programs that have not been proven to improve student achievement and focusing on programs, like AVID, which have been proven to promote success and improve student achievement while preparing all students for a variety of postsecondary opportunities. Programs are identified as effective or ineffective through data analysis.

5. Edison PLCs have adjusted their specialized curriculum by monitoring and adjusting instruction as needed based on best practices and data gathered from the data analysis protocol indicating student need.

6. Edison is very conscientious about maintaining the security and confidentiality of all assessment materials.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. Evaluation of CAASPP/PSAT/AP/ACT/SBAC DATA to make broad curricular adjustments: Edison leadership team, including administration and counseling, could improve their method of analyzing and reporting data by communicating the results and findings to key staff personnel and students after each testing session. The goal of increased communication is to provide teachers with the knowledge to modify their instruction in order to meet their diverse student needs.

2. Edison currently does not have a formal method of requesting feedback regularly from students. Edison can improve student engagement and ownership in their own learnings by providing a formalized method for students to provide feedback to teachers as well as administration.

3. Edison is efficient in gathering relevant data using the Edison Walkthrough tool to inform instruction and professional development. This data evaluation process could be formalized to identify gaps in instructional strategies and classroom engagement that are not readily apparent through the walkthrough summary snapshots being shared in Leadership meetings. A more thorough evaluation process is necessary for a full and meaningful evaluation.

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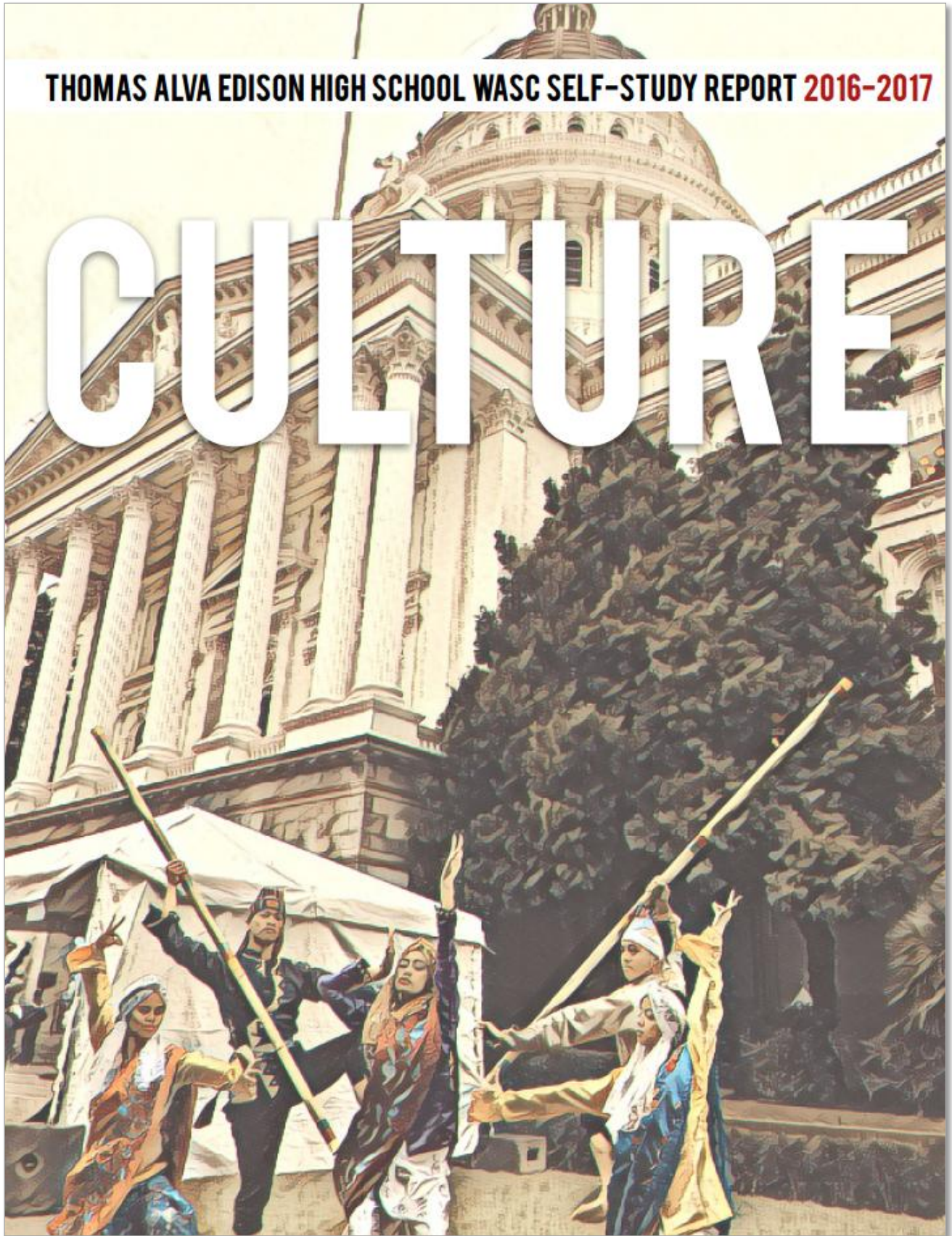
CULTURE

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Edison employs many strategies to get families and stakeholders on campus. We hold multiple parent nights and community outreach events to encourage participation in activities and to inform parents of the learning and teaching process. Edison parents are informed of this event through our website, flyers home, automated messages home and personal contact by students and staff. These communications are sent home in both English and Spanish.	ELPIC Agenda and Minutes Reclassification Certificate Photos of Students, Parents and Staff members at meeting School Messenger Reports
Students and families of students in English Language Development meet regularly. During the first meeting of the school year, students who were reclassified from ELD were acknowledged in an awards ceremony. Every meeting has an agenda of tasks necessary to best support our large English Language Learner population Edison holds regular ELPIC meetings and encourages parents to participate by awarding ELD reclassifications at this meeting. Parents are personally invited by the Assistant Principal to attend that ceremony and then future meetings. Parents are invited to attend the School Site council meetings as well.	AVID Night Sign-in Sheets Pictures Poster board presentations? AVID Site Team Meeting Agenda and Sign-In Sheets School Messenger Reports
AVID night is an annual event where families of AVID students and non-AVID students are invited to sit through presentations done by students on how AVID is used school wide. At the most recent AVID night, students called the parents of other AVID students to invite them to this meeting and all AVID elective classes produced and rehearsed presentations for the community on how specific AVID strategies are used in each class on campus. Edison also invites the community to our AVID demonstration days where other schools, and the community can observe classes and meet with staff to discuss best practices.	EduParent Night Sign-In Sheets PowerPoint Presentations School Messenger Reports Golden Hour Project Pictures

EduParent night is an annual opportunity for parents to come and learn about the numerous systems on campus. Presentations are done in English and in Spanish by teachers, administrators and counselors. Parents can sit in on workshops about AVID, our grading system/procedures, school culture and expectations, and more.

Parents are also invited to an annual 8 week Parent Academy to gain information on A-G requirements and how they can support their student in applying to get into college. This information is provided in both English and Spanish.

Parents of incoming students are invited to an 8th grade parent night where they can get information on our teaching practices, programs and get assistance in signing up for classes and programs.

The Golden Hour Project is a new event that has taken place on our campus this year. Local small businesses and community artists promoted an event where all proceeds went back to our campus. In addition to multiple vendors sharing their products with the community, local artists received donations of photography equipment to donate to our campus Yearbook Class. Furthermore, student clubs and organizations were able to raise funds by selling approved products. Parents and other community members were invited to participate in this cultural and artistic event.

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Edison seeks out support from the community to assist many of its programs and to support its students in need. We believe that if their primary needs are not met that they will not be able to focus on instruction. The most recent example of this is when tragedy struck one of our college bound students: his father was tragically killed in a home accident and he lost his house. The site contacted multiple members of the community to gain assistance in finding the family a new home, furnishings for their house, assistance with bills and upcoming expenses and funding for his future college expenses. The student received donations beyond what he can use and is able to focus on his career and his future. To support all of our students, Edison has a "coat closet" where the community donates clothes and necessities for students who are in need	College Field Trip Rosters AVID Elective Guest Speakers Individualized Education Plan Workability documentation Science Camp applications and rosters

Regularly, needy students get clothes out of this closet themselves and often their families.	SJCOE Student Evaluations
Edison also works hard to ensure that our students are fed. Edison pushes the lunch applications and strives to get each student signed up for Free or Reduced lunch if they qualify. We serve breakfast, lunch and an after school snack for those who stay on campus for extracurricular services.	College and Career Fair Rosters
Edison offers tutoring after school and has reconnected with the YMCA to gain additional services for students who need a safe place to go after school. They are currently working on expanding and surveying students on what they need in an afterschool program.	
Edison pairs with colleges to expose our students to higher education.Students in the AVID elective class attend at least one college field trip per year. At each field trip students are given a tour by college students, and then sit through college experience workshop facilitated by college students.	
AVID Elective classes also welcome in guest speakers from the community, to talk about topics on: community involvement, educational experiences, inclusion, civic engagement, and more.	
Edison has partnered with local business for our special education population and students who are in 11th or 12th grades and have an Individualized Education Plan have the opportunity to apply for the Workability program, which supports student learning by helping them get a job in local community businesses. Our severely handicapped students are invited into Eddie's Pizza to fold pizza boxes to gain experience.	
Edison High School partners with the San Joaquin County Office of Education's (SJCOE) Outdoor Education department in order to send high school students to Science Camp throughout the school year, allowing students to volunteer with younger students while also supporting student learning and permitting them to earn credits.	
Students participate in an annual College and Career Fair which is put on by the Stockton Unified School District in partnership with local business and colleges/trade schools. Students who attend have the opportunity to gather information about post-secondary institutions as well as information about possible careers they may want to enter after high school.	
Edison's Juniors have the opportunity to connect with businesses in the community during the annual mock interview process. Students make a resume to present to the interview panel and receive feedback on their interview and in some cases are offered positions for over the summer.	
Specific courses (Wood and Drama) also reach out to the local shops and lumber yards to get donations to fund projects and backdrops.	

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Though Edison High School is located in a high poverty area of town, Edison campus remains a safe place for students to focus on their academic achievement. Edison is going through a large remodel of the entire campus and its security and custodial crews work hard to ensure that the campus remains safe and clean. Modifications are made constantly and communication is fluid between the construction crew and custodial staff to ensure that all operations are running safely and effectively.	CSM Placement Map Green and Orange Vests Visitor Sign-in Sheets Parking Pass Informational Sheet
The custodial staff at Edison is overseen by an assistant principal who works closely with the head custodian to tackle day to day schedules as well as the ever growing needs of old buildings on campus. Classroom needs are addressed every night and there is an ongoing effort to clean up old storage spaces in the old parts of campus. Though trash is emptied in each classroom on a nightly basis, there is an ongoing struggle with turnover in the custodial staff and often classrooms are not swept or cleaned in an effort to get to all classrooms at night. Edison staff members may send custodial requests using the online request system. Various teachers help to maintain a clean campus by allowing students to recycle bottles and other materials on a daily or weekly basis. Garbage cans are distributed around campus with extra cans placed in high traffic areas. Graffiti is immediately documented and removed by custodial staff as it is found on campus.	Safety Manuals REMS Documentation Office/Classroom Extensions List Tardy data from 1st period List of habitually tardy students MTSS Meeting Agendas and Notes
Campus security monitors (CSM) are placed strategically around campus, especially in high traffic areas, including at entrances and exits to closely monitor movement.	
Students wear color coded vests given to them by teachers or administration when they are out of class for rest room breaks or teacher assistant duties. Students who are out of class and are approached by an adult must be able to recite their Student Learning Objectives (SLO) or define one letter in the acronym SOUL.	Key Check Out/Log
Guests must sign in and wear a visitor's badge. Edison staff is required to use parking permits so that campus security and SUSD police can monitor who is parking on campus.	Share 911 Message Data Safety Meeting Agendas

All classrooms have up to date safety manuals with emergency procedures. The school occasionally conducts fire and lockdown drills to prepare students in case of emergency. Fire extinguishers are checked for certification and are in every room on campus. Every classroom has a phone with a direct extension which can be used for internal or external calls. Edison has an all-call system which is used for announcements as well as in case of a campus-wide emergency.	Custodial Schedule/Routes Custodial Work Plans Work Orders
The administration utilizes the automatic bell system to play college fight songs indicating the last minute of passing period time. This encourages students to get to class before the song is over. Though this practice has improved the issue of tardy students, there is still a great concern amongst teachers about the tardy problem on campus, especially the late arrival of students to their first period class. Greater attention needs to be paid to the issue of tardiness and the district's Child Welfare and Attendance (CWA) department following through on SARBs. A task force, called the Multi-Tiered Systems of Support (MTSS) team, including administration, teachers, counselors, psychologists and campus security monitors, has been put in place to assist in this.	Acceptable Use Policy
All administration, CSMs, custodial staff and some clerical staff utilize radios, as well as codes, in order to coordinate their efforts in maintaining a safe-campus. Edison has purchased and implemented video monitoring across campus. This was a part of the measure C campus renovation project. Alarm systems are utilized during non-school hours to prevent theft and break-ins. Administration and district officials limit access to campus by monitoring the distribution of keys to all the teachers and support staff.	
Edison has a Stockton Unified School District Police Department (SUSD PD) officer assigned to campus to further assist in any security problems that arise. Edison also takes part in the district wide "share911" message system that alerts staff members of any security issues and allows them to account for students quickly and efficiently. These safety measures help to ensure that all students can concentrate on their academic achievement while at school.	
The district monitors student use of technology, including internet use, by enforcing filters on school devices and school WiFi, as well as having students fill out an internet user agreement before they are allowed to use the internet or devices. If any student accesses an internet site that is not blocked but is still inappropriate, the district contacts our administration with the student's information and the website that was accessed in order to take appropriate disciplinary measures.	

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
In order to support Edison's Mission and Vision, Edison has made a multi-tiered-system-of-support (MTSS) central to maintaining a positive culture on campus. Edison has the PLUS (Peer Leaders Uniting Students) program which has been growing over the last five years and now includes a course during the school day for students who want to be central to maintaining peer relations. The course holds bimonthly forums and invites students to participate in discussions about issues on campus and discuss how they can help solve those issues: feeling that teachers caring about them, being connected to the school, racial tensions.	Point Break Rosters Student Surveys PLUS Rosters
In 2016, Edison formed an MTSS team and using the Foundations program they have begun analyzing data and discussion the procedures on campus to ensure a safe and positive learning environment for students. Currently, the team is focused on increasing attendance by creating a school wide attendance policy and positive intervention strategies.	
Edison uses Hero to track attendance and behavior and uses it to scan students into events to ensure that they are in good standing. Students are not able to enter extracurricular activities if they have poor attendance, owe textbook fines, are sent to ISS for behavior issues or repeatedly break the dress code. Students may earn the ability to attend these activities if they serve their detentions in ISS. Hero can also be used as a positive behavior management tool and systems are being put in place for that to happen in 2018.	
Point Break is a regular event facilitated for our sophomore students. The event takes place in one school day and covers the following social emotional political topics: race, gender, bullying, mental health, physical well-being, and other areas of a young person's' physical and mental well-being.	
Peer Leaders Uniting Students (PLUS) is a program and class that focuses on school culture and relationships. Students are also taught about the intersections of their physical and mental well-being, as well as the importance of inclusion. Students in PLUS assist with social events meant to raise school spirit and create a positive school culture.	
Academic counselors meet with students yearly and as needed in order to encourage positive interactions, as well as addressing lower level discipline issues.	

Edison has begun a reclassification ceremony for students who have met the requirements for becoming reclassified as English learners. Edison also honors these students at the grade level assemblies.

Edison's grade level assemblies honor those students who are achieve consistently high marks but also those who make growth marks. Those who do very well in MAP testing or who receive positive scans in HERO are celebrated and given an award and those who do well on PSAT or who make great grade improvements are celebrated. Teachers also celebrate students through a recommendation letter.

Edison's discipline data is kept low by virtue of consistency. Edison is consistent despite the change in administration with how we handle discipline and suspensions. However, we are regularly discussing alternatives to suspensions and seek out natural consequences when possible. Edison regularly reviews it's discipline data and the Principal reviews trends and reviews suspension letters for all suspensions. Teacher discipline is supported in their classroom are encouraged to limit students being sent out for "level one" consequences. Teachers are expected to meet various expectations before sending out students when possible (warnings to the student, teaching the desired behavior, calls home) and to complete SAP referrals for students who they feel need severe intervention or who are chronic issues.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
Suspensions and expulsions continue to decline at Edison; evidenced by suspension records in Synergy. The RTI model has been implemented through the Multi-Tiered Systems of Support (SST, SAP, PBIS, PLUS) to support the students and to avoid further discipline issues. Attendance will improve when students feel safe and can learn in a positive environment. Our HERO data will be evaluated weekly to show attendance and positive scans. Hero tracks student attendance and compliance with school rules. The Hero system has been updated with to allow Positive Behavior Scans that include Appropriate Social Behavior, College Going Attitude, School Pride and Campus Beautification.	SOUL Bookmarks Morning Announcements Notes
Edison has created a PLUS class for the 2016-17 school year. For PLUS, Student leaders are identified for the PLUS course to work under the guidance of a trained teacher. Through PLUS course, the student leaders and advisors learn how to utilize a series of activities and lessons that seek to "create a culture where kids to take care of kids".	Leadership Team agendas and minutes

At the center of this activity based approach is a peer-to-peer led forum of discussion that creates an opportunity for young people to be empowered to engage in discussions, bond with one another, and identify their critical issues that are impacting their campus climate. The PLUS Forums focus on using activities to create dialogue between students that address the critical issues that are impacting the students now on campus. PLUS surveys are conducted triannually to provide data on our student's perception of Edison's school climate. The survey measures perception on student participation and connection to school, staff and programs as well as barrios such a safety, drug use and racial tensions. The data collected from this survey very explicitly outlines growth in all areas measured and Edison now only has one indicator for concern relating to racial tensions. Edison's Student Learner Outcomes (SOUL) can also be seen schoolwide. Succeed by achieving academic and personal goals Organize information to think and communicate effectively Use Knowledge to prepare for college and career Lead by making positive choices. Students are taught about "SOUL" in every single one of their classes. Students who ask to use the restroom must first define part of SOUL. Student rallies, lunch-time activities and daily announcements always reference an aspect of SOUL. Edison's Leadership team is made up of the administration and all of the department chairs. Leadership meetings are held every Tuesday during 6th period, during which all department chairs have a common prep period for purposes of collaboration. Information presented and discussed at Leadership meetings varies from everyday matters to long-term items, such as reviewing the Single Plan for Student Achievement, the LCAP and other important items. Everyone on the Leadership team is actively involved in making key decisions that affect student learning and school improvement. Members of the Leadership team then return to their departments and disseminate the information discussed and decisions made collaboratively among the team. All Edison staff members collaborate consistently through the Professional Learning Community (PLC) process. Teachers first meet within their departments and then separate into subject/level specific PLCs to facilitate communication and collaboration in a smaller group setting. PLC meetings focus on creating Common Formative Assessments (CFAs), analyzing data to improve instruction, and collaborating on any other aspect which relates directly to providing an improved education for our students.	PLC Agendas/Sign-In Sheets Common Formative Assessments PLUS Data

E3.   Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Edison's Health Center was established in 1993 so that students could receive care for minor illnesses that would otherwise impede their learning or ability to attend school. It has proven to be an important asset at a school with a high population of at-risk students. Some of the services offered through the Health Center include: sports physicals, general medical care, mental health counseling, first aid, substance abuse counseling, anger management counseling, health education, teen pregnancy prevention programs, vision/hearing screenings and teen parent support programs. The Health Center is staffed by doctors, nurses, health educators and mental health counselors, all of whom are from community hospitals and organizations. There is also a support staff that is employed by SUSD. Students are seen on a referral basis or by simply walking in to get assistance.	Health Center Sign-In Sheets
Edison has developed a "Clothes Closet" where students in need have free access to clothing. Edison staff and community members donate to this cause regularly and it is often used to assist homeless students and students who have been abruptly removed from their homes. The clothes closet is available to all students on a referral basis. Teachers and staff members can refer students using the SAP referral process. Students who are found in violation of the dress code are also provided with clothing from the Clothes Closet in order to minimize time away from instruction.	Pictures of Clothes Closet
Edison has a total of five counselors to serve all students on campus. Edison's counseling department works with administrators and teachers on a routine basis to identify who may be at risk and to offer interventions. Counselors also meet with all students to ensure that they are placed in the appropriate classes based on MAP scores, CELDT scores, IEPs and previous classes taken and passed. There are also two full-time Guidance Technicians which are available in the Career Center and focus specifically on helping students apply to colleges, financial aid, and identify potential careers through the Career Cruising program.	Counseling Department Sign-In Sheets Career Center Sign-In Sheets Scholarship/College Acceptance Data
Area of growth: many teachers do not know what credit recovery options are available to students or how to help students enroll in them. Enrollment in classes reflects the diversity of the student population; however, the school would like to see honors and AP courses balanced by sub-group participation.	VLC Sign in Sheets
The Viking Learning Center (VLC) offers after school tutoring and is open to all students who require further assistance on their classwork or homework. The VLC is available every day after school in the Classroom Building, except for minimum	Learning Center Sign-in Sheets Individualized Education Plan (IEP)

days, and is operated by teachers who teach different subjects, providing more opportunities for students to receive assistance.	Learning Logs
This school year, Edison has established a Learning Center within the Media Center. The Learning Center is offered during all periods of the school day as a pull-out model for students in the special education program who require further support in their general education classes. There are at least two Resource teachers in each period as well as their assistants. Students are pulled out of their class based on their necessity. General education teachers can also send RSP students to the Learning Center in order to allow students more time to take a test, depending on the modifications listed in their IEPs.	SAP Form SAP Team Notes
Edison has a Student Assistance Program (SAP) which provides focused services to students needing interventions and programs that address academic performance, attitude and attendance. The goals of the SAP team, which meets monthly, are to identify troubled students, assess their needs and provide them with support and a referral to appropriate resources, removing barriers so that the student can focus on their education.	
Area of growth: the referral process is not readily known or practiced. The SAP process, required for students to receive some health-related services, is not routinely communicated to staff.	

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Teachers, counselors and administrators have access to student performance data through Illuminate. The program allows counselors to identify at-risk students and place students in need of intervention in the appropriate setting, such as Algebra Support class. Teachers have received professional development on using data to drive instruction, and the teaching staff at Edison is becoming increasingly proficient at using data to identify barriers to students' achievement that have been detected in the classroom. Furthermore, administrators are able to create reports for specific student sub-groups, such as English Language Learners (ELLs), informing them of criteria required to become reclassified and allowing ELLs to recognize their past scores and set goals for future testing windows.	Illuminate Reports MAP Goal Sheets AVID Program Rosters Magnet Program Rosters

Edison offers numerous programs to increase academic success. AVID, a program that relies on teacher accommodations of average students in need of extra support, helps students become the first in their families to attend a university. The Science Technology Engineering Mathematics (STEM) Program offers students a rigorous four year program which focuses on advanced problem solving and reasoning skills. Students in the STEM program are required to take the highest level of math and science classes available, including AP and Honors courses. Honors and AP classes are available to give high-performing students more challenging and rigorous educational experiences. Students who are struggling have the opportunity to attend the VLC and students who have IEPs are able to attend the Learning Center during school hours. Within accordance of their IEPs, most Special Education students have been mainstreamed with the general education population. Students with IEPs have an annual review conducted by their case manager and attended by their parent, counselor, general education teacher, school psychologist and an administrator. Edison is piloting a schoolwide RTI model in the Spring of 2017 to create the opportunity for students to gain additional instruction and tutoring from their teachers who require it while student who do not need the intervention receive a released lunch period.	VLC Sign-In Sheets IEP Paperwork Learning Center Sign-In Sheets

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
Students who are enrolled in 6th period APEX take online course but within their school day. APEX classes are available throughout the school day and immediately after school for students who need to recover credits. The Viking Learning Center and AVID tutorials offer tutoring from highly qualified teachers and AVID tutors, who are paid college students. Edison also offers several articulated classes with San Joaquin Delta Community College (SJDC) for students to earn college credit while in high school. Summer school is also offered between June and July for students who need to make up credits or wish to get ahead and potentially graduate early.	APEX rosters VLC rosters

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
The leadership team and staff believe that support services for students should ultimately improve achievement. It is understood that students' individual needs, as identified by performance data, need to be closely monitored and addressed in the classroom. For that reason, data-driven, differentiated instruction is a focal point at Edison. Edison is piloting an RTI model to create additional time for students to gain high quality instruction from their teacher or to gain one on one attention for stuggling students. Students are also identified by their MAP scores as either being above or below expectations for a specific class. Students as they are designated are placed in a more appropriate math or English class as indicated in their current course grade, teacher recommendation and MAP scores.	Illuminate Data MAP Data
Edison focuses greatly on the differentiation and achievement for English Language Learners (ELLs) within ELD courses and SDAIE classes. Though progress has been made, it remains an area of focus to Reclassify more students out of the ELD program so that they have greater access to grade level and elective courses. Edison also has an English Language Appraisal Team (ELAT), which meets as needed to provide additional interventions to ELLs who are struggling with any aspect of their education.	ELD/SDAIE Master Schedule CELDT/MAP Goal Sheets
For underachieving students, a major component of the Student Success team (SST) is a diagnosis of the reasons for a lack of achievement. Students are then referred to the available services offered by the Health Center and other community-based partnerships that would best meet their needs. This extra support helps struggling students focus on their education and future endeavors. However, the SST process is time-consuming, and many students do not receive the help they need in time to recover themselves in their classes. Generally speaking, teachers do not have enough awareness of which programs are available for at-risk students in order to help them directly. Another obstacle is lack of communication between school and home, where many answers as to the personal difficulties students are facing can be determined. A large percentage of Edison's students are unable to provide reliable home phone numbers, which slows the process of obtaining assistance for students who need it.	SST meeting agendas, notes and sign-in sheets IEP Learning Center sign-in sheets and learning logs Translator placement log
Special Education students receive support for their various needs. RSP students have been fully mainstreamed in order to receive instruction in the least restrictive environment from content-area specialists. To support them in the process, case managers monitor them and occasionally pull them out for individualized instruction to the Learning Center. Edison is the only high school in the district that provides services for Deaf or Hard of Hearing (HOH) students. These students are fully mainstreamed and their teachers are trained annually in strategies to accommodate their learning. Support staff is also available in the form of sign language translators provided by the district and by outside resources who attend classes with students in order to provide additional support.	

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
APEX classes are available throughout the school day and immediately after school for students who need to recover credits. The Viking Learning Center and AVID tutorials offer tutoring from highly qualified teachers and AVID tutors, who are paid college students. Edison also offers several articulated classes with San Joaquin Delta Community College (SJDC) for students to earn college credit while in high school. Summer school is also offered between June and July for students who need to make up credits or wish to get ahead and potentially graduate early.	APEX rosters VLC rosters

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the*

Findings	Supporting Evidence

demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities*

Findings	Supporting Evidence
There are numerous active student organizations at Edison; however, their participation rates differ. The monitoring system for club participation could use improvement. Currently the participation in Edison clubs is monitored by club advisors, and the Edison Leadership Class is starting to take a larger role in the oversight of the fifty-seven active student organizations by running a second "Club Rush" in the Winter to increase participation and involvement.	List of Active Clubs Club Rosters, Sign-In Sheets and Agendas

With the creation of PLCs, Edison teachers have better access to monitoring students, which allows them to guide students into appropriate, rigorous curriculum. Teachers collaborate to produce rigorous inquiry-based learning experiences for all students to prepare them for post-secondary education. Students have access to any class offered at Edison, though a large percentage of students choose to take the schedule that offers them the least challenging path toward graduation. For that reason, Edison is committed to increasing the rigor in all classes. The school does not believe that challenging curriculum should only be provided to students who have chosen to take Honors or AP classes. AVID and DII strategies are practiced school wide to provide rigorous and accessible instruction to all students. As an AVID national demonstration site, Edison's AVID students are expected to take at least one AP or CTE course to be exposed to the rigor of a college level course. Edison has created an Athlete AVID Edison also offers courses during 7th period and zero period for those student who have scheduling conflicts in order to ensure that they are able to take both the high level STEM classes, AVID classes and elective classes they choose. APEX classes are available throughout the school day and immediately after school for students who need to recover credits as well as during Saturday school in the Spring of 2017. The Viking Learning Center and AVID tutorials offer tutoring from highly qualified teachers and AVID tutors, who are paid college students. Edison also offers several articulated classes with San Joaquin Delta Community College (SJDC) for students to earn college credit while in high school. Summer school is also offered between June and July for students who need to make up credits or wish to get ahead and potentially graduate early.	PLC Meeting Agendas and Minutes Common Formative Assessments Mission and Vision Walkthrough Data Enrollment Data for AP and Honors Classes APEX rosters VLC rosters
Edison's PLUS club also works to increase student involvement through the PLUS forums. The forums allow the students to discuss barriers to their education and involvement and in co-curricular activities. Edison's PLUS has made it their focus over the last three years to increase school involvement and participation in CLUBS and school activities. Edison's elected ASB members are able to voice the concerns of students with an administrator who is assigned to their meetings. Individually elected class leadership has two faculty advisors who facilitate their class meetings. Although students have a voice through their elected officers, more groups need to be interviewed to get a wider range of student opinions. Teachers, often in an individual or small group setting dialogue with their students about these issues and concerns, but this may not be a school-wide practice. Student views of support services is not widely known outside of those involved with said services. Edison offers several after-school programs for students involved in JROTC, Theatre Arts, and Music. These programs help connect students with their school	Leadership Class Agendas and Minutes PLUS Survey data ASB meeting agendas and notes

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
The needs for socialization of students and involvement at school are met in a variety of ways. Some of these include student participation in academic, social and cultural clubs, participating in school-sponsored athletic teams, being part of JROTC, Band, Mariachi Band, Show Choir, Drumline, Theatre, Yearbook, and Circle of Friends. Other ways in which students are involved in school include participating as a cabin leader in Science Camp, going on field trips with the AVID and STEM programs, and participating in MESA competitions.	Club Agendas Team Rosters Yearbook Products Cabin Leader evaluations AVID/STEM field trip rosters Theatre/Music programs

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

The school implements strategies and processes for the regular involvement of all stakeholder groups, including: English Language Learners, AVID students, STEM students and all other subgroups of Edison's population, facilitating the collaboration with community resources, such as the Golden Hour Project. Edison uses community resources, such as college field trips, guest speakers, the Workability program, the San Joaquin County Office of Education's Outdoor Education Program, and local colleges and employers in order to support student learning. Even though Edison is located in an area of Stockton known for high poverty and crime rates, there are several policies and regulations in place, as well as resources such as campus security monitors, restroom procedures, guest sign-in procedures, parking permits, safety manuals, all-call systems, radio communication system, Stockton Unified School District Police Department and custodial staff in order to ensure a safe, clean and orderly environment that nurtures learning. The school creates and supports an atmosphere of caring, concern and high expectations for all students, as is demonstrated by Point Break, PLUS, MTSS, Counselor interaction and other systems to honor individual differences. Edison continues showing an atmosphere of trust, respect and professionalism through the development of its student learner outcomes, the makeup of the leadership team, and the school-wide implementation of PLCs. Students at Edison receive appropriate academic support and interventions, such as the use of the health center, the clothes closet, the counseling staff, the VLC, the learning center and the SAP process in order to ensure student success. The school leadership and staff members use different types of strategies, such as data analysis through Illuminate and MAP, the AVID and STEM programs, the VLC, and the learning center in order to develop and implement

personalized approaches to learning. Edison staff ensure that support services and related activities have a direct relationship to student involvement as is demonstrated by the analyzing of data, ELD and SDAIE classes for ELLs, SST meetings, IEP team meetings, the learning center and the deaf and hard of hearing program. Edison students have access to a challenging, relevant and coherent curriculum due in large part to the successful implementation of PLCs, an increase in AP and Honors classes offered, SJDC courses offered for college credit, and APEX classes during and after school which allow students to recover credits. The high level of student involvement in curricular and co-curricular activities links directly to the academic standards, college and career readiness, and schoolwide learner outcomes, and is demonstrated by the participation rates in over fifty-seven active student organizations. Other ways for students to socialize include participation in special programs, such as AVID and STEM, as well as Theatre, Yearbook, Music and JROTC.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength
Clean Safe Environment High Expectations Equal Access Trust and Professionalism Community Involvement
Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth
Student Participation in Activities: While Edison is working to increase participation, a greater connection is needed to ensure students are engaged in their school and education. Continued Parent Involvement: While Edison is working to increase parent involvement, a greater connection is needed to ensure parents are engaged in their student's school and education. Academic support through RTI: Edison is piloting a schoolwide RTI model which will create the opportunity for students to gain additional instruction in key areas of learning. This will need to be refined to become a long term sustainable model.

THOMAS ALVA EDISON HIGH SCHOOL WASC SELF-STUDY REPORT 2016-2017

CHAPTER FIVE

VIKING PRIDE

73rd Commencement

HOME OF THE VIKINGS

"ALL GREAT LEADERS ARE TEACHING, AND ALL GREAT TEACHERS ARE LEADING." –RICHARD DUFOUR

FALL MAP	Period 1	Period 2	Period 4	Period 5	Period 6	GOAL
	202	202	218	214	215	225

Chapter 5

GOAL #1: INCREASE STUDENT PROFICIENCY IN ALGEBRA I
Rationale—81% percent of our ninth grade students are currently enrolled in Algebra I because it is no longer a course offered at the eighth grade level. According to supporting data, our students are below grade level. We are presently addressing articulation with our feeder schools to refine vertical alignment of skills and curriculum to increase foundational math skills.

CRITICAL LEARNER NEED #1: K-12 ARTICULATION
There is a need to continue to address articulation with our feeder schools, through the use of AVID strategies, to increase student proficiency in Mathematics and English language arts.

SCHOOL WIDE LEARNER OUTCOMES
Succeed by achieving academic and personal goals Organize information to think and communicate effectively Use knowledge to prepare for college and career

SUPPORTING DATA
SBAC Math Proficiency 2015-2016: 85% of eleventh grade students did not meet standards MAP Assessment Data 2015-2016: 50.9% of students did not meet standards EAP Assessment Data 2015-2016: 85.3% of eleventh grade students did not meet standards

GROWTH TARGETS
By July of 2017, the percentage of all students (grade 11) meeting their expected MATH growth on the Smarter Balanced Assessment Consortium (SBAC), also referred to as CAASPP, will increase by 10 percentage points of the percent of students and shall have no less than 20 percent proficient in Math. By July 2017, the percentage of all students (grades 9-11) meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math.

TASKS	OVERSIGHT	TIMELINE	ASSESSMENT	RESOURCES
Math teachers and students will be provided Prentice Hall Materials. Teachers, especially new teachers, will be provided explicit instruction by the department chair on how to utilize ancillary materials, and online resources. Office Depot supplies to facilitate the instruction.	Brian Biedermann Kerena Skillman Alicia Taylor Gina Atad	08/13/2014 – 06/04/2017	Williams Act	New teacher training

Teachers are provided PLC collaboration time weekly during the scheduled minimum days and during their common prep to identify common essential outcomes, create SMART goals and develop common formative assessments. Teachers analyze data and adjust instruction as needed. Teachers are also compensated for additional hours outside of their contract to collaborate in PLCs.	Brian Biederman	08/13/2014 – 06/04/2017	Formative Data Analysis Protocols	Solution Tree PLC trainings
Weekly instructional rounds will be conducted by department chairs to monitor the implementation and use of the adopted curriculum and instructional time. Data is collected and disseminated to the staff by department using Google forms.	Brian Biedermann Alicia Taylor Gina Atad	08/13/2014 – 06/04/2017	Instructional Rounds tool (Google Forms)	Leadership team meetings and instructional rounds data.
AVID professional development that has been aligned to the Instructional Walk-through tool and the WASC action plan. Teachers will continue to be trained to provide students with engaging and rigorous instruction in Math. The improved instruction (Monitored by Instructional Walks) will assist students who were previously struggling in Math to reach proficient.	Brian Biedermann Kristi Lee Alicia Taylor Gina Atad	08/13/2014 – 06/04/2017	Instructional Rounds tool (Google Forms)	AVID Institute On site P.D. Data DII lesson template
Counselors, administration and the leadership team analyze student assessment data to properly place students within Edison's schedule.	Brian Biedermann Kerena Skillman Barbara Greenwood	08/13/2014 – 06/04/2017	CELDT and MAP assessment data	Illuminate
Math Intervention teacher will be added to the Master Schedule during the 2016/17 school year. The intervention teacher will be full release to monitor data and intervene with small groups of students. The Intervention teacher will be in constant communication with the math PLCs to determine need and guide student intervention based on their formative data.	Brian Biedermann Alicia Taylor Gina Atad	08/12/2016	LC formative assessment data MAP scores	Illuminate PLC formative data analysis forms

GOAL #2: INCREASE STUDENT PROFICIENCY FOR EL STUDENTS
Rationale—Although our reclassification rates are increasing, our EL students are not meeting growth targets on benchmark or high stakes testing. By integrating research based strategies to address their needs, we are utilizing best practices that will increase the scores for all levels of English Language Arts students.

CRITICAL LEARNER NEED #2: RESPONSE TO INTERVENTION
To address the diverse learning needs of our students Edison is implementing interventions to decrease D and F rates and elevate the levels of rigor in intervention support classes to increase UC A-G course completion. We currently have tier one interventions through core instruction and are in the process of creating a systematic approach for tier 2 and 3 intervention.

SCHOOL WIDE LEARNER OUTCOMES
Succeed by achieving academic and personal goals
Organize information to think and communicate effectively
Use knowledge to prepare for college and career

SUPPORTING DATA
CEDLT 2015-2016: 59% of students did not meet standards
MAP 2015-2016: 45% of ninth and tenth grade students did not meet standards
SBAC ELA 2015-2016: 58% of eleventh grade students did not meet standards

GROWTH TARGETS
By July 2017, the percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year.
By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year.
By July 2017, the percentage of reclassified (RFEP) students will increase by 10 percent.

TASKS	OVERSIGHT	TIMELINE	ASSESSMENT	RESOURCES
The EL Assistant Principal and guidance chair use the secondary ELD pathway program to properly place students based on current CELDT and MAP scores and time in program. A spreadsheet is created that is populated with every EL student and their current standing to be used to monitor student progress in the program.	Brian Biedermann Valente Aguilar Barbara Greenwood	08/13/2014 – 06/04/2017	Illuminate	ELD pathway program Illuminate training held by the district
Development ELA Teachers are provided AVID professional development that has been identified and aligned with, common core, instructional norms. Teachers will be trained	Brian Biedermann Kristi Lee Angelo Sandoval	08/13/2014 – 06/04/2017	Instructional Rounds tool (Google Forms)	AVID training On-site P.D.

to provide students with engaging and rigorous instruction in English. The improved instruction will assist students, that previously were struggling in ELA, to reach proficient and recognize college as a viable option. Teachers are provided the professional development monthly in the A.M. session, then collaborate and lesson plan in the afternoon.				
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	Brian Biedermann Valente Aguilar	08/13/2014 – 06/04/2017	MAP testing EL monitoring form Grades	LDO training (district EL directors)
Teachers will receive ongoing professional development to ensure that materials are being used with fidelity. Furthermore, teachers will be provided professional development by the LDO office using SDAIE strategies and differentiating instruction for EL students.	Brian Biedermann Valente Aguilar Adrienne Machado	08/13/2014 – 06/04/2017	Instructional Rounds tool (Google Forms)	LDO office On-site P.D.
Administration, department chairs, LDO and literacy coaches will conduct instructional rounds in ELD classes to ensure that SDAIE strategies are being used regularly. Targeted professional development and instructional materials will be provided as needed.	Brian Biedermann Valente Aguilar Aldrich Sabac	08/13/2014 – 06/04/2017	Instructional Rounds tool (Google Forms)	LDO office On-site P.D.
Intervention Teachers will provide additional supplementary CORE instruction to English Learners that are 2 or more below grade level.	Brian Biedermann	08/13/2014 – 06/04/2017	Illuminate CELDT MAP testing Instructional Rounds tool(Google Forms)	LDO office

The Language Development Office will provide on-site training for our teachers and conduct instructional rounds to target their future trainings.	Brian Biedermann Adrienne Machado Robert Sahli	08/13/2014 – 06/04/2017	Instructional Rounds tool	LDO office	
Students who are CELDT level 1 will be referred to the after school Rosetta Stone program to allow them additional time to practice their English skills and continue growing their acquisition of the language.	Brian Biedermann Aldrich Sabac	08/13/2014 – 06/04/2017	CELDT	Rosetta Stone	

GOAL #3: INCREASE THE NUMBER OF STUDENTS MEETING UC A-G COURSE SEQUENCE REQUIREMENTS.

Rationale—Due to students' stagnant progress in intervention courses, students do not have room in their schedule to enroll or complete A-G course work. Teachers and students need to increase the rigor, explicit use of inquiry and research based strategies. Higher levels of questioning allow teachers to check for understanding, allow students to process their learning and engage in structured collaboration. Response to intervention will address students' immediate needs and provide support to help students meet proficiency levels which aligns with our mission and vision.

CRITICAL LEARNER NEED #2: RESPONSE TO INTERVENTION

To address the diverse learning needs of our students Edison is implementing interventions to decrease D and F rates and elevate the levels of rigor in intervention support classes to increase UC A-G course completion. We currently have tier one interventions through core instruction and are in the process of creating a systematic approach for tier 2 and 3 intervention.

SCHOOL WIDE LEARNER OUTCOMES

Succeed by achieving academic and personal goals
Organize information to think and communicate effectively
Use knowledge to prepare for college and career

SUPPORTING DATA

In 2015-2016 31.8% of students met UC A-G requirements

In 2015-2016 34.1% of students demonstrated Math readiness on the EAP assessment

In 2015-2016 41% of students demonstrated ELA readiness on the EAP assessment

GROWTH TARGETS

By July of 2017, the percentage of all 12th grade students meeting their expected UC A-G requirements will increase by 10 percent.

TASKS	OVERSIGHT	TIMELINE	ASSESSMENT	RESOURCES
AVID Professional Development is provided to every teacher in order to increase classroom rigor through school-wide writing and engagement strategies.	Brian Biedermann Kristi Lee	08/13/2014 – 06/04/2017	Instructional Rounds tool Student Work	AVID Weekly Costa's levels of Thinking
(A.L.L.) Academic Language and Literacy training will be provided to ensure teachers and students receive resources to promote structured academic collaboration.	Brian Biedermann Angelo Sandoval	08/13/2014 – 06/04/2017	Instructional Rounds tool Student Work	Academic Language and Literacy textbooks
Administration, department chairs and literacy coaches will conduct instructional rounds in all classes to ensure that teachers and students are progressing through various levels of inquiry.	Brian Biedermann	08/13/2014 – 06/04/2017	Teachers checking for understanding Students' focused notes (sidebar questions) Work samples	Instructional Rounds tool Student Work
Interventions may take place within the classroom or as a pull-out. This model may consist of small group instruction, individual intervention, or whole-class collaboration and co-teaching	Brian Biedermann	08/13/2014 – 06/04/2017	Instructional Rounds tool Student Work	Media Center Intervention Coach
Regular progress monitoring will be administered, based on the level of service received by the student. SAP and PLC processes will be used to gather and analyze data.	Brian Biedermann SAP team members	08/13/2014 – 06/04/2017	SAP referrals	SAP referral form
Counselors will meet with their case loads and generate IGPs that will be monitored throughout the year (Minimum quarterly). The monitoring will include A-G completion status and grades throughout the year (9-12). Counselors will also assist students in accessing and completing profiles on Career Cruising.	Brian Biedermann Barbara Greenwood	08/13/2014 – 06/04/2017	UC A-G passage	A-G forms IGPs

Goal #4: CTE
Rationale—Edison wants to provide a unique project-based learning opportunity to engage all students in a variety of subjects, incorporating academic, creative and technical skills, to prepare them for post-secondary career opportunities.

CRITICAL LEARNER NEED #3: 21ST CENTURY SKILLS
There is a need to increase technology literacy and career education to prepare our students for the unique demands of a global society.

SCHOOL WIDE LEARNER OUTCOMES
Succeed by achieving academic and personal goals
Organize information to think and communicate effectively [state priority language]
Use knowledge to prepare for college and career
Lead by making positive choices

SUPPORTING DATA
Student pre-registration 2016-2017
Career Cruising interest survey 2016-2017: Estimated 286 students chose CTE related fields
Perception survey 2016-2017: The school provides opportunities for career exploration.

GROWTH TARGETS
By July of 2017, the percentage of students enrolled in PLTW will increase by 10%.
By July of 2017, Edison's CTE pathway sections will increase by 10 percent and staffing with increase by 2 FTE.
By July of 2017, Edison will also increase the job shadowing and internship opportunities for our CTE capstone courses by 10 percent with the construction trades union.

TASKS	OVERSIGHT	TIMELINE	ASSESSMENT	RESOURCES
Receive certification to create a four year program, which includes a capstone course, to provide students certification that aligns with post-secondary career goals.	Brian Biedermann Irene Hill	08/09/2016 – 06/04/2018	Program Certification	Teacher training PLTW modules Laptops Software
Additional CTE teachers will be sent to PLTW training over the summer to increase the section offerings and complete the pathway in the 2017/18 school year. Edison will add Computer Science and the third course in the PLTW Engineering Pathway.	Brian Biedermann Valente Aguilar Irene Hill	08/09/2016 – 06/04/2018	Credentials	District Funding
The local construction union has become a community based partner with Edison (CBO). The union has located industry professionals for our construction staffing needs.	Brian Biedermann Valente Aguilar Irene Hill	06/01/17—ON-GOING	Number of students successfully completing pathways	Tech Cadre

They have also established internships and job shadowing opportunities for our students starting in the Fall of 2017.				
Offer courses that allow students to complete career pathway completion which requires students to pass two courses in order to meet API 20% requirement.	Brian Biedermann Irene Hill	08/09/2016 – 06/04/2018	Transcripts	PLTW modules Laptops Software
All Computer Science and Engineering students will be placed in pathway courses. Students will follow the established pathway called Project Lead The Way (PLTW) which leads to certification for various courses.	Brian Biedermann Ward Andrus Valente Aguilar	08/13/2014 – 06/04/2017	Transcripts	Teacher training PLTW modules Laptops Software
Articulate with community based organizations for job shadowing, internships and certification in construction.	Brian Biedermann Irene Hill CTE Credentialed Construction teacher	03/01/17- ON-GOING	Monthly Advisory Committee	Perkins Funding

GOAL #5: BLENDED LEARNING

Rationale—Computer education and business skills classes are no longer graduation requirements; therefore funding for these courses have been cut. In order to continue to enhance our students' education we are turning to blended learning to combine the best of online learning and face-to-face instruction. This will provide varied ways for students to engage in and demonstrate their learning and allow instructors and students the opportunity to develop their technology skills.

CRITICAL LEARNER NEED #3: 21ST CENTURY SKILLS

There is a need to increase technology literacy and career education to prepare our students for the unique demands of a global society.

SCHOOL WIDE LEARNER OUTCOMES

Succeed by achieving academic and personal goals
Organize information to think and communicate effectively [state priority language]
Use knowledge to prepare for college and career
Lead by making positive choices

SUPPORTING DATA

Blended Learning: Less than 20% of teachers have attended blended learning training.

GROWTH TARGETS

By July of 2018, the percentage of all teachers trained to facilitate blended learning will increase by 70%.

TASKS	OVERSIGHT	TIMELINE	ASSESSMENT	RESOURCES
Establish infrastructure to increase our technology from our current 2:1 ratio to a 1:1 ratio. All core classes will house a chromebook cart to allow computer access for each student. Additional chromebook carts will be available in the Media Center for check-out.	Brian Biedermann Kerena Skillman Alexis Villa Tech Cadre	08/09/2017 – 06/04/2018	Inventory	Measure E Funding
Teachers will attend AVID and other relevant professional development focused on increasing blended learning to improve technology integration and pedagogy within their classrooms.	Brian Biedermann Kristi Lee	08/09/2017 – 06/04/2018	P.D. Attendance Feedback Instructional Rounds tool	Funding for professional development
Incorporate information, Communication and Technology Literacy where PLCs design opportunities for students to use student-based technology.	Brian Biedermann	08/09/2017 – 06/04/2018	PLC Data Analysis Forms Instructional Rounds tool	PLC time Additional compensation for outside collaboration
Establish a cohort to pilot integration of technology into classroom instruction.	Nicole Perez Gina Atad Angelo Sandoval	03/01/2017- ON-GOING	Instructional Rounds tool	Technology Tech Cadre
Develop onsite professional development differentiated for teacher and student needs to integrate strategies.	Brian Biedermann	03/01/2017- ON-GOING	P.D. Attendance Feedback Instructional Rounds tool	Funding for substitute coverage AVID staff developer, Angelo Sandoval
World Language department recently adopted a new web-based curriculum. They will attend training and model digital literacy.	Valente Aguilar Celia Robles	03/01/2017- ON-GOING	P.D. Attendance Feedback Instructional Rounds tool	Tech Cadres

APPENDICES

APPENDIX A1

Stockton Unified School District

EDISON HIGH SCHOOL
Home of the Vikings

SUSD

Mission:

We at Thomas Alva Edison High School dedicate ourselves to delivering challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities. In preparing each student to compete successfully in post-secondary opportunities the Thomas Alva Edison High School Community commits to:

Student Achievement:
To boost student knowledge and increase student preparedness for post-secondary opportunities.

Response to Intervention (RTI):
To help all students achieve high standards. It is the practice of meeting the academic and behavioral needs of all students through a variety of services.

School Culture:
The beliefs, perceptions, relationships, attitudes and expectations that shape and influence every aspect of how a school functions.

The PLC/DATA Teams Process

Long Term Goal- 85% of Edison High School PLC/Data teams will implement the PLC/DATA team process with fidelity by the end of the 2016/17 school year. Edison High School will measure the implementation quarterly with our PLC agenda and instructional rounds.

Short Term Goal Teams will create common formative assessments every six weeks and evaluate the data through the PLC data analysis form quarterly. Department chairs will analyze the data and forms quarterly during their leadership team meetings.

AVID School Wide

- Long Term Goal: 95% of Edison High School teachers will be trained in the AVID strategies by the end of the 2017 school year as measured by the sign-in training sheets and PD matrix.
- Short Term Goal: After each monthly training, 60% of teachers will implement school wide AVID strategies including, but not limited to, Cornell notes, Critical Reading, collaborative structures (and other trainings offered), by the end of the 2016 school year, to be measured by a quarterly Data Analysis of student product, the Edison Instructional Rounds tool, and AVID surveys.

PBIS and PLUS (Peer Leaders Uniting Students) Program

Long Term Goal: The staff at Edison will consistently rank as a collaborative culture when ranked by Staff on the School Rewired Culture Rubric. In order to support the students, Edison will have all PBIS Support Systems in place as listed on the Foundations Implementation Rubric.

Short Term Goal: The staff will be surveyed quarterly using the School Rewired Culture Rubric by the PBIS team. The PLC will present findings to Edison's Leadership Team monthly where action plans will be created for 2 out of the 12 areas by October 2016. The PBIS team will meet monthly to review the Foundations Elements and create an action plan for ensuring at least 25% of the 36 areas are in place by December 2016.

Direct Interactive Instruction

Long Term Goal: 85% of Edison High School teachers will construct lessons that include: (1) Standards and Measurable Objectives, (2) Lesson Structure and Sequence, (3) Student Engagement, Feedback, and Correctives, and (4) Proactive Classroom Management. Edison High School will measure the implementation quarterly with our PLC Agendas and Instructional Rounds.

Short Term Goal: Leadership team members will visit ten classrooms weekly and the data will be analyzed monthly to guide the differentiated professional development.

Page 1 of 3

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post secondary opportunities.
Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.

APPENDIX A2

E-House SOUL
Student Learner Outcomes
Succeed by achieving academic and personal goals.
Organize information to think and communicate effectively.
Use knowledge to prepare for college and career.
Lead by making positive choices.

Edison Wants your Feedback!
Take the survey below to be entered into a raffle
Edison Gear, Game Tickets, Prizes, and More!!!
http://www.stocktonusd.net/EdisonSurvey
Visit our Website for Bell Schedules, Contact Information and Jupiter Grades!
http://www.stocktonusd.net/Edison

APPENDIX B1

Mission:
"Migrant Education, Region 23 through its dedicated and committed staff, will provide supplemental services that encourage educational opportunities leading to empowerment and success in the lives of migrant students and their families."

DIRECTORY

Manuel Nuñez,
Director II
(209) 468-9291 o (209) 649-8252

Lupe Puga,
Coordinator
(209) 468-9220 or (209) 649-0863

Helen Valdez,
Project Liaison
School Readiness Program
Harney Lane Camp, Lodi
Artessi 2 & 3 Camps, Manteca
(209) 331-2064 or (209) 649-0930

Javier Mendoza–Sanchez,
Program Manager
Health Support Services
Identification and Recruitment
Out of School Youth
Parent Facilitator
(209) 468-5917 or (209) 649-1466

Michele Montgomery,
Account Specialist
(209) 468-9153

RECRUITERS
Ruth L. Aguilar: (209) 639-9652
David Duran-Cruz: (209) 639-9608
Jose Ortiz: (209) 639-8666
Rebeca Cruz: (209) 639-9079

Migrant Education Program
Hotline: 1-800-234-8848

MIGRANT EDUCATION
Region 23
Serving San Joaquin &
Contra Costa Counties

Manuel Nuñez,
Director II
Phone: (209) 468-9200, Fax: (209) 468-4890
2707 Transworld Drive
Stockton, CA 95206

San Joaquin County Office of Education
James A. Mousalimas, County Superintendent of Schools

THE MIGRANT EDUCATION PROGRAM (MEP) PROVIDES MIGRANT CHILDREN AND THEIR FAMILIES MANY EDUCATIONAL OPPORTUNITIES, SUPPLEMENTAL INSTRUCTION, AND SOCIAL SERVICES

The Migrant Education School Readiness Program (MESRP) for (3-5 year olds):

• Facilitates enrollment in existing Preschool Program.

• Provides In Home Instruction.

K-8th Grade Services:

• Provide opportunities for academic growth through after school, Saturday and summer programs.

• Assist in designing a plan for high school graduation.

• Prepare students for high school.

• Ensure participation of Migrant students in academic and extracurricular activities.

• Provide liaison services through Primary Academic Assistants (PAA) at the elementary schools to strengthen home-school collaboration.

9-12th Grade

• Provide guidance through Secondary Academic Advisors (SAA) at each school.

• Develop a four year educational plan (MAP) for each student resulting in H.S. Diploma.

• Monitor student's progress toward graduation.

  • Provide supplemental after school, Saturday and summer programs.

  • Offer CyberHigh
  (On Line Credit Accrual Program)

• Provide leadership training opportunities. Such as Speech and Debate.

• Inform students of post secondary educational and career opportunities.

• Inform and assist students with scholarships and Financial Aid applications.

Health & Social Services:

• Collaborate with other community resources to ensure the health and well being of migrant students.

• Facilitate emergency funds for health referrals.

Parent Support and Participation Services:

• Provide facilitation of Regional and District Advisory Committees.

• Provide trainings to develop leadership skills.

• Provide trainings to encourage parental support in the academic life of their children.

ID & Recruitment /Outreach Services:

• Identifies and enrolls migrant students residing within Region 23.

Out of School Youth Services provide

• Identifying and profiling possible migrant students between the ages of 17-21 years age.

• Providing guidance to students by facilitating educational and career training programs.

APPENDIX B2

EDISON HEALTH CENTER

The Edison Health Center has been serving Edison students since 1993. The center is a licensed community clinic and provides a wide variety of services for teens. Students are encouraged to stop by the center to schedule an appointment or call to speak to a staff member who can answer questions and make referrals. The center is staffed by doctors, nurses, health educators, mental health counselors, and other student support staff.

All services are free and confidential

Sports Physicals	General Medical Care
Mental Health Counseling	First Aid
Substance Abuse Counseling	Anger Management Counseling
Case Management	Health Education
Teen Pregnancy Prevention Programs	Vision and Hearing Screenings
Grief Counseling	Dental Services
Suicide prevention/anti-bullying programs	Laboratory/Pharmacy

Funding for the Edison Health Center:

SUSD LCAP	Dignity Health
SUSD Health Services	CA Dept of Maternal Child & Adolescent Health
California Family Health Council	Sierra Health Foundation
The California Wellness Foundation	CA Family PACT Program

APPENDIX B3

Steps to Enroll

- Complete a Head Start interest form

- Submit the interest form to:

  Family Resource and Referral
  Head Start Office
  900 E. Oak Street
  (Second Floor)
  Stockton, CA 95202
  (209) 461-2700

- Family Resource and Referral will contact you directly to set up an eligibility appointment

SUSD Board of Trustees

Gloria Allen- Area 1

Dr. Andrea Burrise, J.D. - Area 2

Kathy Garcia- Area 3

Colleen Keenan - Area 4

Maria Mendez- Area 5

Angela Phillips - Area 6

Steve Smith - Area 7

Superintendent

Dr. Eliseo Davalos

Stockton Unified SCHOOL DISTRICT

HEAD START

Program Information
Call Today!
(209) 933-7380

Head Start
San Joaquin

Important Information

First Day of School: 8/10/16

SUSD Head Start Sites

Adams Elementary
Cleveland Elementary
Edison High School
Franklin High School
Fremont Elementary
Montezuma Elementary
Monroe Elementary
Nightingale Elementary
School for Adults
Taft Elementary
Taylor Elementary
Victory Elementary

Visionary Home-Head Start Sites

Community of All Nations
Diamond Cove II
Gleason Park
Grant Village
Santa Fe
Villa Montecito
Westgate
Wysteria

Thank you for inquiring about the Head Start Program. When you are selected and contacted for your orientation appointment, please bring the following:

◊ Physical exam or physical exam appointment card (if not submitted during application appointment).

◊ Immunization records

◊ Current dental screening records or appointment card.

◊ Address verification (direct services bill such as water, PG&E, or cable bill etc.).

◊ TB Test for parents (can attend clinic, see primary care provider, or visit public health).

◊ Court orders (if applicable & not submitted during application appointment).

Off to the Right Start with Head Start!

Head Start begins a lifelong journey on the road to excellence. Our program provides children with activities that help them grow mentally, socially, emotionally, and physically. As parents, you are the first and most important teachers of your children. We encourage your participation and engagement in Head Start activities, as we work together as partners to help your child progress towards school readiness.

Debra Keller
Administrator
Early Childhood Education
Stockton Unified School District
1144 E. Channel Street
Stockton, CA 95205
(209) 933-7380

APPENDIX B4

Edison Alumni Association
Membership Application

Name: _____

Address: _____

City: _____ State: _____

Home Phone: _____

Cell Phone: _____

Years Attended: _____

Best Way. to Hear from EHSAA:

____ Email _____

____ U.S.Mail

Lifetime Membership Fee: $25.00

Make Membership Checks Payable:
Edison Alumni Association
PMB #316
4719 Quail Lakes Drive, Suite G
Stockton, CA 95207-5267

We are a not for profit association of Edison High School alumni and other interested parties who are engaged in fundraising for Edison's extracurricular activities including sports programs and academic activities. Interested in getting more involved? We are always looking for Alumnus help. Please let us know your talents. I can help with:

____ Donation of goods or services
____ Donation of time for events or fund raisers
____ Monetary Donation enclosed:$ _____

Edison Alumni Association PMB#316
4719 Quail Lakes Drive, Suite G
Stockton, CA 95207-5267

Edison High School
Alumni Association
of Stockton CA

EST. 1941
VIKING PRIDE
CULTURE · RESPECT
MORALITY · PRESTIGE
HONOR · DIGNITY
ETHICS · POISE
PHILANTHROPY
DEDICATION
EDISON HIGH SCHOOL ALUMNI ASSOCIATION

Our Mission is to promote the overall advancement of Edison High School by engaging Alumni to build a culture of pride and philanthropy among the Viking Family.

The Edison High School Alumni Association - Who We Are and What We Hope to Accomplish

The EHSAA

The Edison High School Alumni Association (EHSAA) was formally founded in 2014 by a dedicated group of volunteer Alumni who saw many needs at our Alma Mater and became determined to help meet those needs. The secondary reason for forming was to act a conduit to give the Viking Family a way to stay in touch with each other and continue the friendships formed at Edison.

Formal By-Laws and Articles of Incorporation were drafted and ratified at our annual Members' meeting on July 11, 2015.

It is the goal of the EHSAA to be a self-sustaining non-profit for future generations of Alumni and Edison High School Students.

The EHSAA logo was designed by Edison student Marianne Cuevas.

Why Join EHSAA?

Annual memberships are a vital source of fundraising revenue for the EHSAA. Your Membership could help provide funding for necessary extracurricular services for Edison students such as:

- College Application Fees
- SAT, PSAT Registration Fees
- College Tours and Field Trips
- Music and Drama Productions
- Student Conventions
- Class Fees and Supplies not funded by the School District

The 2015-2016 Board of Directors:
President - Billy Sims '70
Vice President - Gloria Nomura '58
Treasurer - Suzy Horace
Secretary - Beth Ossino '80
Ways & Means - Merrily Baker

Membership Privileges Include:

- Access to Pre-Sale tickets for Alumni Events, such as the ____ All Class Reunion
- Emails updates about Alumni events, class reunions and activities
- Access to Alumni Newsletters
- Voting rights at all annual and special meeting of the EHSAA

The EHSAA is a great way to stay in touch with your Viking Family and Friends and help the future generations of Edison Students. Become a Member today! Membership is open to all.

For more information, please email: *EdisonAlumniAssociation@yahoo.com.*

Look for our Group, Edison Senior High Alumni - Stockton Calif., on Facebook.

Charitable organization 50l(c)(3) status pending. EIN available upon request.

APPENDIX B5

EDISON HIGH SCHOOL

SCHOOL SITE COUNCIL
AGENDA
Thursday, February 23, 2017
Time 2:30 p.m. – 3:30 p.m.

I.   Meeting Call to Order .... Nicole Perez, SSC Chair

II.   Welcome and Introductions .... Nicole Perez, SSC Chair

III. Approval of last Meeting Minutes............................ Kathy Jackson, SSC Secretary

IV.   Old Business.. Brian Biedermann, Principal
      A.

V.   New Business.. Brian Biedermann, Principal
      A. Categorical Budget
         1. Approval of Budget Transfer within LCFF fund in the amount of $13,000
            Professional Development (June) – Solution Tree
            From: 123020106111500 from Additional Comp.
            To: 123020106158100 Consultant Instructional

      B. Review of Student / School Academic Data

VI.   School Updates
         1. Construction Updates
         2. WASC Sun. Apr. 23rd – Wed. Apr. 26th

VII. Announcements/District Parent Mtgs.:
         1. DELPIC Mtg. / DAC

VIII. Adjournment

Next Regular SSC meeting:

SSC Officers:
SSC Chairperson – **Nicole Perez**
SSC Vice Chairperson – **Mary Yamuni**
SSC Recording Secretary – **Kathy Jackson**
SSC Parliamentarian – **Claudia Moreno**

In accordance with the SSC Bylaws, Section 4 membership shall automatically terminate for any member who has three un-excused absences from the scheduled meetings. **Therefore, please, plan to attend this important meeting and/or make arrangements for your alternate to represent you.**

1

APPENDIX C1

EDISON HIGH SCHOOL
BELL SCHEDULE
2016-2017

REGULAR SCHEDULE
(Mon., Tues., Wed.)

Period/ Período	Time/ Hora	Minutes/ Minutos
Zero Period (Optional)	6:20 - 7:20	60
1st	7:25 - 8:25	60
2nd	8:30 - 9:30	60
3rd	9:35 - 10:35	60
4th	10:40 - 11:40	60
Lunch/ Almuerzo	11:40- 12:10	30
5th	12:15 - 1:15	60
6th	1:20 - 2:20	60
7th Period (Optional)	2:25 - 3:25	60

STUDENT SUCCESS DAYS
(Most Thursdays)

Period/ Período	Time/ Hora	Minutes/ Minutos
Zero Period (Optional)	6:37 - 7:20	43
1st	7:25 - 8:08	43
2nd	8:13 - 8:56	43
3rd	9:01 - 9:44	43
4th	9:49 - 10:32	43
5th	10:37 - 11:20	43
6th	11:25 - 12:08	43
7th Period (Optional)	12:13 - 12:56	43

RTI LUNCH DAYS
(Most Fridays)

Period/ Periodo	Time/ Hora	Minutes/ Minutos
Zero (Optional)	6:25 – 7:20	55
1st	7:25 – 8:20	55
2nd	8:25 – 9:20	55
3rd	9:25 – 10:20	55
4th	10:25 – 11:20	55
SOUL Learning Period	11:20 – 11:50	30
Lunch/ Almuerzo	11:50 – 12:20	30
5th	12:25 – 1:20	55
6th	1:25 ·2:20	55
7th Period (Optional)	2:25 – 3:20	55

APPENDIX C2

APPENDIX C3

Stockton Unified School District

EDISON HIGH SCHOOL
Home of the Vikings

SUSD

Edison High School Minimum Day Schedule 2016-2017

- **Schedule is Subject to Change**

August – 18th, 25th

September – 2nd, 8th, 15th, 22nd, 29th

October – 6th, 7th, 19th, 20th, 27th

November – 3rd, 10th, 17th, 18th

December – 1st, 8th, 16th

January – 5th, 12th, 13th, 19th, 26th

February – 2nd, 9th, 10th, 16th, 17th, 23rd

March – 2nd, 9th, 16th, 17th, 30Th

April – 6th, 14th, 20th

May – 4th, 18th, 31st

June – 1st

PLC Meetings (Release time of 2:20)

Finals (Release time of 12:05)

Early Release Days (Release time of 12:08)

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.
Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.

Page 1 of 2

APPENDIX C4

District Graduation Requirements

Students shall receive a diploma of graduation from high school and may participate in a graduation ceremony only after meeting the District Graduation Requirements and passing Algebra I. An individual with exceptional needs who meets the criteria for a certificate document shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age without disabilities would be eligible to participate. Per Education Code 56391, the right to participate in graduation ceremonies does not equate to a certificate of document (as described in Education Code 56390) with a regular high school diploma.

Subject Area	High School Graduation	UC/CSU Entrance Requirements A-G Requirements* (Grade of C or better) See UC Doorways for approved list https://doorways.ucop.edu/list/app/home/	Community College Entrance Requirements
	Credits/Year(s)	Credits/Year(s)	Credits/Year(s)
History-Social Science	30 Credits/ 3 Years World History-10 credits US History-10 credits American Government -5 credits Economics-5 credits	A. 2 years Two years History/Social Science to include: one year of World History, one year of US History or one half-year of US History and one half-year Civics or Government	Same as High School Graduation Requirements – must be a High School Graduate (if not a high school graduate or equivalent, may enroll but will not qualify for financial aid)
English	40 Credits/ 4 Years	B. 4 years	Same as High School Graduation Requirements. Must take Reading and Writing Assessments. Higher scores mean fewer college courses required
Mathematics	20 Credits / 2 Years (includes passing Algebra I)	C. 3 years Three years of math through second year Algebra Four years recommended	Same as High School Graduation Requirements. Four years recommended. Must take Math Assessment. Higher scores mean fewer college courses required
Science	20 Credits / 2 Years Biological science-10 credits Physical science-10 credits	D. 2 years One year biological science One year physical science Three years recommended	Same as High School Graduation Requirements
Physical Education	20 Credits / 2 Years	N/A	Same as High School Graduation Requirements
Career Technical Education (CTE)		N/A	
World Language	10 Credits / 1 Year	E. 2 years Two years of the same language, three years recommended	Same as High School Graduation Requirements
Visual and Performing Arts		F. 1 year One year from a single area	
Electives	70 Credits	G. 1 year One year of college prep Electives	Same as High School Graduation Requirements
Minimum Credits Required	210 credits		

To receive credits for high school graduation, courses must be passed with a grade of D or better. To qualify for CSU/UC admissions, courses must be passed with a grade of C or better. Courses that receive a grade of "F" do not earn any credits. Courses not completed with a passing grade of a "C" or better must be retaken to earn credit toward graduation.

Although a **minimum** of 210 credits is required for a high school diploma from Stockton Unified, students are expected to complete 60 credits a year for four years (totaling of 240 credits). Students attending the high schools on the Four by Four Block Schedule are expected to complete 80 credits a year for four years (totaling 320 credits).

For an official list of the UC approved courses for your high school, please visit the UC Doorways website at https://doorways.ucop.edu/list/app/home/ . Each high school has a list of approved courses. Students at charter high schools need to reference the list for their high school as it may differ from other district high schools.

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Index of Courses
Click Here

APPENDIX C5

FOUR YEAR PLAN

The purpose of this four-year plan is to assist with your long-range goals. A meeting with your school counselor each school year will assure that you are meeting all the Graduation Requirements for high school while working toward these goals.

Postsecondary Goal: _____ 4 year college/university _____ Vocational/trade school _____ Military

_____ 2 year community college _____ 2 year community/4 year transfer _____ Other

College Major_____ Career Goal_____

1. Write in grades for the courses you have passed, as well as additional courses taken but not listed on this form.
2. Write in the courses you plan to take in the future.
3. List any counselor-approved or college courses you have completed.
4. Check-off the Graduation Requirements as you complete them.

GRADUATION REQUIREMENT
_____ Algebra I

9th Grade	Grade/Credits	10th Grade	Grade/Credits	11th Grade	Grade/Credits	12th Grade	Grade/Credits
		World History		*U. S. History		Govern./Econ.	
*English I		*English II		*English III		*English IV	
*Algebra I or *Geometry		*Geometry or *Algebra II		*Algebra II or **Math		**Math	
IPS, *Earth Science, or *Biology		*Biology or *Chemistry		**Lab Science			
Physical Education I		Physical Education II					
V.A.P.A.		*V.A.P.A.		*V.A.P.A.			
*World Language or CTE		*World Language or CTE		*World Language or CTE			
Total Credits		Total Credits		Total Credits		Total Credits	

*Asterisked courses are required for UC admission. **SUSD strongly recommends a third year of math and science. Colleges and Universities, including Delta College, recommend 4 years of high school math.

COLLEGE ENTRANCE EXAMS

9th Grade	10th Grade	11th Grade	12th Grade
PSAT (October)	PSAT (October)	PSAT (October)	SAT I (Oct. – Nov.)
	PLAN (October or November)	SAT I (March or April)	SAT II (May or June)
		SAT II (May or June)	ACT (Sept. – Nov.)
		ACT (March or April)	College Placement Assessments
		EAP (with state testing)	

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APPENDIX C6

Stockton Unified School District
Edison High School
A-G Requirements
Students must pass with a "C" or better

A **History/Social Science** *2 Years Required*
Two years, including 1 year of U.S. history (or 1 semester of U.S. history and 1 semester of U.S. government) and 1 year of social science

B **English** *4 Years Required*
Four years of college-preparatory English composition and literature (one each year)

C **Mathematics** *3 Years Required*
Three years (four years recommended) of college-preparatory, including Algebra I, Geometry, Algebra II, or higher mathematics (one each year)

D **Laboratory Science** *2 Years Required*
Two years (three years recommended) of lab science providing foundational knowledge in biology, chemistry, and/or physics

E **Language Other Than English** *2 Years Required*
Two years (three years recommended) of the same language other than English including American Sign Language

F **Visual and Performing Arts** *1 Year Required*
A single yearlong approved arts course from a single arts discipline: dance, drama/theater, music, or visual art

G **College-Preparatory Electives** *1 Year Required*
One year (two semesters), in addition to those required in "A-F" above, of any college-preparatory elective (AVID Jr.-Sr. Seminar/College Readiness fulfills this requirement.)

A-G College Requirements

A	History/Social Science World History & US History	2 Years Required
B	English	4 Years Required
C	Mathematics Algebra I, Geometry, Algebra II	3 Years Required (4 years recommended)
D	Laboratory Science Biology, Chemistry, and/or Physics	2 Years Required (3 years recommended)
E	Language Other Than English	2 Years Required (3 years recommended)
F	Visual and Performing Arts	1 Year Required
G	College-Preparatory Electives	1 Year Required

High School Graduation Requirements – Credit Summary

Subject Area	Required	Completion	Needed
English	40.00		40.00
World History	10.00		10.00
US History	10.00		10.00
American Government	5.00		5.00
Economics	5.00		5.00
Mathematics	20.00		20.00
Biological Science	10.00		10.00
Physical Education	20.00		20.00
Wld Lang/V&P Arts/CTE	10.00		10.00
Physical Science	10.00		10.00
Electives	70.00		70.00
TOTALS	**210.00**		**210.00**

APPENDIX C7

Stockton Unified School District
EDISON HIGH SCHOOL SUSD
Home of the Vikings

Authorized Absence Request ~ 2016-2017

The following student has satisfied the graduation credit requirement and, therefore, qualifies for one period of authorized absence.

Student Name:	Date:

Circle the period that the student will not be on campus.

Period 1	Period 2
Period 5	Period 6

Any student who is granted an authorized absence is not allowed on campus during the period chosen. This includes the lunch period for students who are authorized to leave after fourth period.

I understand and agree that my student will have authorized absence.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.
Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.

APPENDIX C8

Last Name	First Name	Room #	Dept	1	2	3	4	5	6	7
Baker	Beth	23	ELA	ELA 3	PREP	ELA 3	ELA 3	ELA 3	ELA 3	
Bianchi	Julia	34	ELA	PREP	ELD 4	PREP	Yearbook	ELD 3	ELD 3	
Bonfiglio	Mark	P91	ELA	ELA 2 H	ELA 4	ELA 2 H	ELA 4	PREP	ELA 4	
Brush, J.	Jason	P94	ELA	Creative Writing	ELA 4	Creative Writing	ELA 4	ELA 4	ELA 4	
Clipper	Rita	HOC	ELA	ELA 1 SD	ELA 1 SD	PREP	ELA 1	ELA 1	ELA 1	
Evans	Orlando	C4	ELA	ELA 3	PREP	ELA 3	ELA 3	ELA 3 SD	ELA 3 SD	
Juarez	Julie	C21	ELA	Applied W	Applied W	PREP	Applied W	ELA 2 H	ELA 2 H	
Lazaro	Robert	C28	ELA	ELD 4	ELD 4	PREP	AVID 9	ELA 1	ELA 1	
Lee	Kristi	C31	ELA	AVID 12	AVID 12	AVID Coordina	AVID Coordina	AVID Coordina	Prep	
Muhammed	Tariq	C7	ELA	ELA 1 SD	PREP	ELD 3	ELD 3	ELD 3	ELD 3	
Meunier	Breeanna	C5	ELA	ELA 1 SD	ELA 1 SD	PREP	ELA 1	ELA 1	ELA 1	
Parrott	Douglas	C17	ELA	ELA 1	AP Lit	PREP	AVID 10	AP Lit	ELA 1	
Puett	Douglas	P93	ELA	ELA 2	ELA 2	PREP	ELA 2	ELA 4	ELA 2	
Riggs	Amanda	C27	ELA	AP Language	AP Language	ELA 2 SD	AVID 11	WASC	PREP	
Sabac	Aldrich	C3	ELA	AP Language	ELA 2	ELD 2	ELD 2	ELD 2	PREP	
Thoeun	Chanthou	E101	ELA	English 1A	ELD 1	ELA 1 H	ELA 1 H	ELD 1	PREP	
Tracy	Tony	C29	ELA	ELA 3 SD	ELA 4 SD	ELA 4 SD	ELA 3 SD	PREP	ELA 4	
Ayala	Lynn	P99	ELA	ELA 2	PREP	ELA 2	ELA 2	ELA 2	ELD 3	
Humphrey	Makenzie	32	ELA	ELA 2 SD	PREP	ELA 2 SD	ELA 1 H	ELA 1 H	ELA 2 SD	
Badal	Alen	12	Elective	Business Skills	Business Skills	Business Skills	PREP	Business Skills	Business Skills	
Balco	Drake	C20 office	Elective	Work Experience	Work Experien	Work Experien	Work Experien	Work Experien	Work Experience	
Batugo	Brian	C20	Elective	PREP	PREP	Plus	Leadership	AVID 09	PREP	
Billingslea	Grant	E103	Elective	Principles IT	Principles IT	Principles IT	Web Design	APEX	APEX	
Davis	Jennifer	P92	Elective	JROTC	JROTC	PREP	JROTC	JROTC	JROTC	
Del Porto	Dave	E107	Elective	PREP	Wood	Wood	Wood	Wood II	Wood	
Del Porto	Kathryn	82	Elective	Late Start	Costum/stgcraf	Drama	Drama	Drama	PREP	7TH- Dram
Gardner	George	P92	Elective	JROTC	PREP	JROTC	JROTC	JROTC	JROTC	
Grimshaw	Boyd	79	Elective	Piano	Concert Choir	Piano	Band	Piano	PREP	
Hill	Irene	E106	Elective	IED (PLTW)	IED (PLTW)	IED (PLTW)	POE (PLTW)	POE (PLTW)	PREP	
Lynch	Richard	Admin	Elective	Athletic Director	Athletic Direct	Athletic Direct	Athletic Direct	Athletic Direct	PREP	
Moreno	Cuauhtemoc	15	Elective	PREP	Art 1	Art 1	Art 1	Art 1	Art 2/AP	
Pellegrini	Paul	17	Elective	Ceramics	Ceramics	Ceramics	Art 1	Art 1	Art 1	
Suguitan	Mel	77	Elective	Mariachi	Guitar	Guitar	Show Choir	Mariachi 2	PREP	ZERO- HONO

Coyne	Jeffrey	SC9	Science	Biology *	Biology *	PREP	Biology	Biology	Biology	
Her	Joseph	SC8	Science	IPS	IPS	IPS	IPS	PREP	IPS	
Hiris	Amber	SC5	Science	Biology	PREP	Biology SD	IPS SD	Bio SD	Biology	
Jones	Sam	42	Science	Biology	Biology	IPS	Bio SD	Bio SD	PREP	
Lor	Chay	SC2	Science	PREP	Biology	Bio SD	Bio Honors	Biology	Biology	
Minott	Scott	SC4	Science	Chem	Chem	Chem	PREP	IPS	IPS	
Perez	Nicole	SC7	Science	Anatomy	Anatomy	Biology	Biology	PREP	Biology	
Stelzer	Douglas	SC6	Science	Chem	Chem	Chem	PREP	Chem H	Chem H	
Yamuni	Mary	SC1	Science	Bio H	Bio H	Bio H	Biology *	Biology	PREP	
Haynie	Chris	C13	SDC	English	Math	Social Science	Math	PREP	Social Science	
Margie	Darren	13	SDC	English	Math	Social Science	Adaptive PE	DLS	DLS	
Mendoza	Laura	81	SDC	English	Reading	Reading	PREP	Reading	Reading	
Moreno	Sarah	P103	SDC	English	Science	Science	PREP	Science	Science	
Mullen	Jill	44	SDC	English	English	Math	Adaptive PE	DLS	Social Science	
Shankel	Mary	C9	SDC	English	DLS	DLS	DLS	DLS	PREP	
Tighe	Susan	43	SDC	English	PREP	Reading	Reading	Reading	Math	
Young	April	C8	SDC	English	Math	PREP	Math	Math	Math	
Franca	Brad	C1/C2	Social Scie	PREP	AP Gov	AP Gov	Gov SD	AP Gov	AP Gov	
Hollander	Joseph	C30	Social Scie	PREP	US	US SD	World	World	US	
Horace	Andre	P99a	Social Scie	PREP	US	Gov	Gov	Gov	US	
Mandujan	Michael	P96	Social Scie	World	World	World	PREP	Psych	World	
McCaughey	Anne	C23	Social Scie	PREP	World SD	World SD	World H	World H	World SD	
Moore	Kyle	C19	Social Scie	PREP	World	US	World H	US	World	
Rego	Kelly	E102	Social Scie	AP World	World	World	Anthro	PREP	world	
Sandoval	Angelo	C15	Social Scie	Sports Psych	US	US	US	AP US	PREP	
Scruggs	Nikkole	C16	Social Scie	US	US SD	AVID 10	AVID 10	AVID 10	Geography	
Estrada	Yvonne	C16B	Social Scie	Gov	US SD	Gov	PREP	US SD	US	
Wilson	Dino	C14	Social Scie	Gov SD	PREP	Gov	Gov	Gov SD	US	

Dailey	Kimber	C12	HOH	PREP	English	Science	Math	Science	PREP	
Clark	Andrew	25	Language	Spanish 1	PREP	Spanish 1	Spanish 2H	Spanish 1	Spanish 1	
Mayorga	Benito	22	Language	PREP	Spanish 2	Spanish 2	Spanish 2FL	Spanish 2FL	Spanish 2FL	
Robles	Celia	C18	Language	Spanish 3	Spanish 3 H	Spanish 3	Spanish 1	AVID 9	PREP	
Romero	Adriana	24	Language	Spanish 1	PREP	Spanish 1	Spanish 1	Spanish 1	Spanish 1FL	
Martinez	Jaqueline	35	Language	Spanish 2	PREP	Spanish 1FL	Spanish 1FL	Spanish 2	Spanish 2	
Atad-Burgess	Gina	C26	Math	Algebra 2	PREP	AVID 11	Algebra 2	AVID 11	Algebra 2	
Boyle	Winnie	C6	Math	Chinese 1-2	PREP	Chinese 3/H	Chinese 1-2	Algebra 2	Chinese 2/H	
Cederquist	Nicole	C11	Math	PREP	Algebra 2	AVID 9	Algebra 2	Algebra	Algebra	
Kooyman	Tori	E110	Math	Algebra 1	Algebra 1	Algebra 1	Algebra SD	PREP	Algebra SD	
Morais	Luis	C25	Math	AP Stats	PREP	Pre-Calc	Algebra 2	Alg 2 H	AP Stats	
Pledger	Kevin	P101	Math	Algebra SD	PREP	Algebra	Algebra SD	Algebra SD	Algebra SD	
Po	Punny	C24	Math	Geometry	Geometry	Geometry	Algebra 1	Geometry	Geometry	
Romero	Kevin	E111	Math	Geometry H	Geometry	Geometry H	PREP	Geometry H	IED (PLTW)	
Taylor	Alicia	MOC	Math	Calculus BC	Mesa	Pre-Calc	Pre-Calc	Calculus AB	PREP	
Tolentino	Louie	P97	Math	Foundations	Algebra H	Algebra H	PREP	Foundations	Algebra H	
Weiss	Graham	P102	Math	Algebra	Algebra	Algebra	PREP	Algebra	Algebra	
Swartzer	Cathleen	P98	Math	Foundations	Algebra	Foundations	PREP	Algebra	Algebra	
Howard-Gomez	Caitlin	P95	Math	Foundations	Foundations	Algebra 1	PREP	Algebra 1	Algebra 1 SD	
Vo	Anh	P100	Math	Geometry	Geometry	PREP	Geometry SD	Geometry SD	Geometry	
Ali	Maha	Media Cen	Math	Intervention	Intervention	Intervention	Intervention	Intervention	Intervention	
Carr	Laurel	Gym	PE	PE 3-4	PE 1-2	PREP	PE 1-2	PE 3-4	PE 1-2	
Borba	Samantha	Gym	PE	PE 1-2	PE 1-2	BI	BI	BI	PREP	
Long	Jacob	Gym	PE	WT	WT	WT Adv.	WT	PREP	PE 1-2	
Martinez	Ruben	Gym	PE	PE 1-2	PE 3-4	PE 1-2	PE 3-4	PE 1-2	PREP	
Moreno	Martin	Gym	PE	ISS	ISS	PREP	PE 3-4	PE 3-4	PE 1-2, 3-4	
Burke	Elliot	Gym	PE	PREP	PE 1-2	ISS	ISS	ISS	ISS	
Baltazar	Anna	C10	RSP	PREP	PREP	Learning Center	Study Skills	Learning Center	Learning Center	
Jackson	Kathryn	C10	RSP	Learning Center	Study Skills	Learning Center	Learning Center	PREP	PREP	
Leffler	Laurie	C10	RSP	Learning Center	Learning Center	Study Skills	PREP	PREP	Learning Center	
Soria	Phillip	C10	RSP	Learning Center	PREP	PREP	Learning Center	Study Skills	Study Skills	
Ybarra	Melissa	C10	RSP	Study Skills	Learning Center	PREP	PREP	Learning Center	Learning Center	
Brown	Tim	SC10	Science	IPS	IPS	IPS SD	IPS	PREP	IPS SD	
Clark	Jessica	SC3	Science	Phys/Phys H	Phys/Phys H	IPS	IPS	PREP	IPS	

APPENDIX C9

Who We Are

The Native American Indian Cultural Center is an Intertribal center located on the Edison High School campus in Stockton, California.

Our purposes are to:

- Meet the culturally related academic needs of American Indian Students in SUSD.
- Increase community awareness and appreciation of American Indian culture & heritage by offering an open door policy to all SUSD students, staff, and parents.
- Represent nearly a hundred different tribal affiliations throughout SUSD.
- Provide educational programs and cultural activities.

What We Do

To meet state CCSS standards and culturally related academic needs of Native American Students in SUSD, the center provides:

- Tutorial services in school and at home.
- AISES (American Indian Science and Engineering Society)
- Review student data and cumulative folders.
- Weekly Cultural Arts & Crafts classes and tutorials.
- Cultural and Johnson O'Malley Summer School.
- Senior Scholarships.
- One to One/small group in class academic assistance.

Native American Indian Education Center

Academics and Cultural Heritage in a rich, Intertribal Environment

**Edison High School
100 W. Dr. Martin Luther King Jr. Blvd
Room 105**
Stockton, CA 95206

For Information:
(209) 933-7425
Ext. 8083 or 8069

Our Staff

Educational Services Director:

Reyes Gauna

(209) 933-7040 Ext. 8069

rgauna@stocktonusd.net

Program Specialist:
Dale Fleming
(209) 933-7425 Ext. 8069
dfleming@stockton.k12.ca.us

NAIC Assistants:
Ernestine Cardenas
Renia De Los
Angeles
Destiny Rivas
(209) 933-7425 Ext. 8083

Please call us anytime for more information or any questions about our programs and services.

For Parents

The Native American Indian Center provides not only students, but also parents with guidance so that families can achieve educational goals.

Parents and secondary students are encouraged to attend the monthly meetings of the Parent Student Advisory Committee.

The Center also offers Parent Workshops, weekly Cultural Arts classes, and Fundraising Activities.

Parents can also help submit material on achievements to the newsletter, or help in process and production.
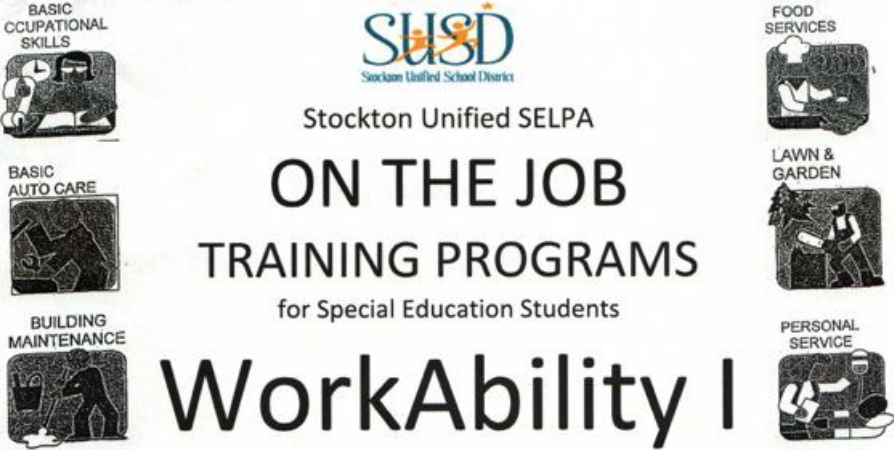
Resources

The Center has a variety of resource materials to enhance knowledge and promote enhanced education, such as:

- Tribal newspapers and magazines.
- Cultural videos/dvds with three day checkout for parents, and two week checkout for educators.
- A lending library with cultural educational curriculum available.
- Tribal Language cassettes.
- NAIC assistance and tutorial staff.
- Maps and posters.
- Internet access. Please call for more information.

Materials are available to all Native American students and parents.

APPENDIX C10

SUSD
Stockton Unified School District

BASIC OCCUPATIONAL SKILLS

BASIC AUTO CARE

BUILDING MAINTENANCE

FOOD SERVICES

LAWN & GARDEN

PERSONAL SERVICE

Stockton Unified SELPA

ON THE JOB
TRAINING PROGRAMS
for Special Education Students

WorkAbility I

Sponsored by:
California State Department of Education
Stockton Unified School District

Funded by:

Project WorkAbility
Vocational Education
Special Education
Private Donations

ASSISTANT SUPERINTENDENT
Tom Anderson

ADMINISTRATOR
Noreen Williams
Mary Pedraza

PROGRAM SPECIALIST
VOCATIONAL EDUCATION/ SPECIAL EDUCATION
Steve Bartles

Stockton Unified School District/ SELPA
1800 S. Sutter Street
Stockton, CA 95206
(209) 933-7120

WORKABILITY-HELPING STUDENTS LEARN TO EARN

STUDENT CRITERIA

- Be 16 years old and able to get a work permit
- Be willing to accept part-time paid employment
- Hold a Social Security Number
- Must provide a Picture I.D.
- Must have TB Test (no later than 60 days)
- Obtain fingerprints if over 18 years old through Stockton Unified School District
- Must be enrolled in Special Education
- Be willing to work after school or on weekends
- Parental permissions to work if under 18 years old

TRAINEE

- Will provide own transportation to work site
- Will abide by the employer's personnel policies
- Will keep regular school attendance good work attendance
- Will refrain from drug and alcohol abuse
- Will notify the employer and SUSD Special Education Vocational Technician of any problems at the work site
- Will complete related instruction employment activities, when receiving work experience credit

PARENT

- Will provide support and encouragement for appropriate work habits
- Assist with transportation
- Will give consent for participation

BENEFITS

- WorkAbility pays the students' wages until student complete agreed upon training hours
- Employee support
- Paperwork will be handled by SUSD staff
- Good press relations as a contributing business in the community
- Gain potential good employee
- School district provides worker compensation for the Grant period
- Appropriate student placement to maximize successful employment

> **Employers Commitment for Hire**
> The commitment states that the employer will hire into his/her workface if possible when a student successfully completes the training and meets the employer's criteria for hiring.

SCHOOL

- Will provide pre-employment related instruction
- Will assess each participants' vocational skills, abilities, and aptitude
- May pay entry-level wages for work experience
- Will provide Worker's Compensation while students is paid by WorkAbility Grant funds
- Will find jobs, place participations on jobs and monitors students' progress
- Will provide support to participants and employers during try-out employment period

APPENDIX D1

Stockton Unified School District

EDISON HIGH SCHOOL
Home of the Vikings

Reminders:

- Parking in the Turnpike Parking that is closest to the Administrative Building is for visitors only. All other staff members can park in the Turnpike parking lot closest to Taggart Gym and Center Street Parking Lot. Customer service is a priority and we must ensure that we have available parking for our parents.

Weekly Schedule Week 25:

- **Thursday, February 23rd** – Student Success Day. Students will be released at 12:08. Faculty will meet in the Professional Development Room at 12:45 for a brief Faculty Meeting and then break into their PLC teams.

Future Dates to Plan For:

- Spring Break March 20-24.

Professional Development Calendar:

August 29 – September 2, 2016				
AVID				
Site Training: WICOR Review				
September 6	August 30	August 31	September 1	September 2
ELA	Science	Electives	Social Studies	Math
AVID Data Analysis				
PLC				

October 24-28, 2016				
AVID				
Site Training: TBD				
October 24	October 25	October 26	October 27	October 28
ELA	Science	Electives	Social Studies	Math
AVID Data Analysis				
PLC				

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.
Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.

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Stockton Unified School District

EDISON HIGH SCHOOL
Home of the Vikings

SUSD

January 23-27, 2017				
AVID				
Site Training: TBD				
January 23	January 24	January 25	January 26	January 27
ELA	Science	Electives	Social Studies	Math
AVID Data Analysis				
PLC				

February 27 – March 3, 2017				
Targeted Professional Development				
Site Training: TBD				
February 27	February 28	March 1	March 2	March 3
Monday	Tuesday	Wednesday	Thursday	Friday
Department Chair: Lee/Biedermann Administrator: Toliver	Department Chair: Riggs/Thoeun Administrator: Skillman	Department Chair: Sabac/Robles Administrator: Cruz	Department Chair: Atad/Taylor/Jackson Administrator: Biedermann	Department Chair: Yamuni/Del Porto Administrator: Aguilar
AVID Data Analysis (min. day moved from the 10th to give more time)				
April 28th - PLC				

May 1 – 5, 2017				
Site Training: TBD				
May 1	May 2	May 3	May 4	May 5

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Stockton Unified School District

EDISON HIGH SCHOOL
Home of the Vikings

SUSD

Collect and chart data

Analyze to prioritize

Monitor and evaluate results

Set SMART goals

Determine results indicators

Select instructional strategies

Professional Learning Communities:

- Four Essential Questions (These questions should guide you as you are building your lesson plans):
    - What is it we want all students to learn?
    - How will we know when each student has mastered the essential learning?
    - How will we respond when a student experiences initial difficulty in learning?
    - How will we deepen the learning of students who have already mastered essential knowledge and skills?

    Reflective Question – Can you answer these questions for your students?

Thank you

Page 5 of 5

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APPENDIX D2

Stockton Unified School District

EDISON HIGH SCHOOL — SUSD
Home of the Vikings

Professional Development Agenda
Targeted PD Matrix

Monday	Tuesday	Wednesday	Thursday	Friday
Academic Language And Literacy	*Direct Interactive Instruction (DII)* *Cornell Notes*	*Socratic Sem.* *Philosophical Chats* *Gallery Walk*	*Critical Reading* *Rigor*	*DII* *Cornell Notes*
Department Chair: Lee/Biedermann	Department Chair: Riggs/Thoeun	Department Chair: Sahac/Robles	Department Chair: Atad/Taylor/Jackson	Department Chair: Yamuni/Del Porto
Administrator: Toliver	Administrator: Skillman	Administrator: Cruz	Administrator: Biedermann	Administrator: Aguilar
1. Lazaro	1. Mayorga	1. Pineda	1. Romero, A.	1. Clark, A.
2. Billingslea	2. Clipper	2. Tracy	2. Bonfiglio	2. Pelligrini
3. Badal	3. Puett	3. Pledger	3. Humphrey	3. Minott
4. Wilson	4. Brush	4. Weiss	4. Grimshaw	4. Burke
5. Hollander	5. Muhammad	5. Cederquist	5. Suguitan	5. Long
6. Franca	6. Meunier	6. Tolentino	6. Her	6. Evans

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Stockton Unified School District

EDISON HIGH SCHOOL SUSD
Home of the Vikings

7. Horace	7. Carr	7. Moore	7. Parrott	7. Swartzer
8. McCaughey	8. Boyle	8. Hollander	8. Shankle	8. Davis, J.
9. Clark, J.	9. Swartzer	9. Horace	9. Young	9. Moreno, T.
10. Coyne	10. Ayala	10. Estrada	10. Mendoza	10. Batugo
11. Jones	11. Moreno, M.	11. Scruggs	11. Clipper	11. Leal
12. Leffler	12. Martinez, R.	12. Hiris		12. Kooyman
13. Batugo	13. Soria	13. Mandujan		
	14. Stelzer	14. Romero, K.		
	15. Howard			

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APPENDIX D3

Stockton Unified School District
EDISON HIGH SCHOOL
Home of the Vikings
SUSD

2015 – 16 Spring MAP Assessment

Dear _____,   Teacher: _____

The **MAP** (Measures of Academic Progress) is an important test that measures your **progress** in **English and Math skills**. Edison High School's **goals** are to ensure all students:

➢ Move up one **proficiency** band every year (e.g. from "Strategic" to "Benchmark")
➢ _____ (?)

Doing well on the MAP test is extremely critical to your success in high school for many different reasons. These reasons include:

➢ **EL students** becoming Reclassified and **never** taking ELD/SDAIE classes again
➢ Taking classes that make you eligible to apply for college
➢ Taking elective classes that you want and enjoy instead of remedial classes

As you prepare to take the MAP test during the **spring testing window**, please remember to **set goals** for yourself. Remember, to **pass the MAP** you must earn a **passing score** for your **grade level**. Good Luck!

Grade Level	Spring Cutoff Scores Math	Spring Cutoff Scores English
Grade 9		223
Grade 10		228
Grade 11		229
Grade 12 EL		229

Testing Window	My Math Scores	My English Scores
Fall 2015		
Winter 2016		
Spring 2016	_____	_____

Did you earn passing scores? Circle them.

What skills can I use to improve my scores (check what applies to you):

☐ Critical Reading Strategies
☐ Inquiry
☐ Breaking Down Definitions
☐ IVF Summaries/Rhetorical Précis
☐ Focused Notes

To ensure I reach my goals and pass the MAP, I will…

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Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.
Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.

Stockton Unified School District

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2016-17 MAP/CELDT Assessment Goal Sheet

Student: __, ELD Teacher: Period:

The **MAP** (Measures of Academic Progress) is an important test that measures your **progress in English, Science and Math skills.** In order to be Reclassified Fluent English Proficient (RFEP) you must score:

Grade	Fall 2016	Winter 2016	Spring 2017
9	217	222	223
10	225	227	228
11 / 12	226	228	229

The CELDT is given to assess students whose primary language is not English. In order to be RFEP, you must achieve an overall score of Early Advanced (4) or Advanced (5) and at least Intermediate (3) on each area.

A combination of MAP and CELDT scores are used to reclassify EL students.

➢ If you are Reclassified, you will no longer have to take ELD and English SDAIE;
➢ You will have more space on your schedule to take other classes and a chance to earn more credits;
➢ You will no longer have to take the CELDT year after year until you graduate!
➢ If your Math Score in MAP is high enough, you won't have to be in Foundations Math anymore!
➢ There will also be OTHER INCENTIVES!!!

As you prepare to take the MAP test this Winter, please remember to set goals for yourself.

MAP Testing Window	My Reading Scores	CELDT 2015-2016	Scale Score	Level
Winter 2015-2016		Listening		
Spring 2015-2016		Speaking		
Fall 2016-2017		Reading		
Winter Goal 2016		Writing		
		Overall		

What skills can I use to improve my scores (check what applies to you):

☐ *Critical Reading Strategies*   ☐ *Breaking Down Definitions*   ☐ *Focused Notes*
☐ *Inquiry*   ☐ *IVF Summaries/Rhetorical Précis*   ☐ *Tutoring at VLC or with my teacher*

To ensure I reach my goals and get a higher score on the MAP and CELDT, I will...

1.

2.

3.

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APPENDIX D4

Stockton Unified School District

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2016 – 2017 High School Reclassification Requirements

Measures of Academic Progress (MAP)	Grade	Must meet or exceed one of three yearly administrations to qualify for the academic achievement criteria.		
		FALL Cut Point Strategic Level 1	WINTER Cut Point Strategic Level 1	SPRING Cut Point Strategic Level 1
	9	217	217	218
	10	218	219	220
	11	221	221	222
	12	221	221	222
Teacher Evaluation	Passing grades in all classes or teacher/counselor recommendation.			
CELDT TEST	Must score at least an overall CELDT level of Early Advanced or Advanced, with a minimum level of Intermediate in each of the CELDT Domains.			
Parent Opinion / Consultation	Parent opinion / consultation			

APPENDIX D5

ACADEMIC LANGUAGE SCRIPTS

Requesting Assistance
- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do this..., write this..., draw this..., pronounce this..., solve this...?

Interrupting
- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification
- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: ...?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that.
  Could you please give us another example?
- Would you mind going over the instructions for us again?
- So, do you mean...?
- What did you mean when you said...?
- Are you sure that...?

Probing for Higher Level Thinking
- What examples do you have of ...?
- Where in the text can we find...?
- I understand..., but I wonder about...
- How does this idea connect to ...?
- If _____ is true, then ...?
- What would happen if ...?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion
- I think that.../I believe that.../I predict that.../I imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

Responding
- I agree with what _____ said because...
- You're right about that, and I also think...
- That's an interesting idea. I wonder...? I think... Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...?

Disagreeing
- I don't really agree with you because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that... I think that...
- I have a different answer than you...

Soliciting a Response
- Do you agree?
- _____ (name), what do you think?
- Can someone else ask a question or offer an opinion?
- _____ (name), what did you understand from that answer?

Building on What Others Say
- I agree with what _____ said because...
- You bring up an interesting point, and I also think...
- That's an interesting idea. I wonder...? I think... Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- _____ said that... I agree and also think...
- Based on the ideas from _____, _____, and _____, it seems like we all think that..."
- That's an excellent point, and I would add...

Offering a Suggestion
- Maybe you/we could...
- Here's something we/you might try.
- What if you/we...?

Classroom Reporting
- _____ explained to me that...
- _____ pointed out that...
- _____ mentioned that...
- _____ emphasized that...
- _____ shared with me that...
- _____ brought to my attention that...
- _____ pointed out something (interesting, intriguing, surprising).
- I found out from _____ that...
- I learned from _____ that...
- I heard from _____ that...
- I discovered from _____ that...

SECUENCIAS DE VOCABULARIO ACADÉMICO

Solicitando ayuda
- ¿Me podría ayudar?
- Estoy teniendo problemas con esto. ¿Le importaría ayudarme?
- ¿Podría por favor mostrarme cómo hacer esto..., escribir esto..., dibujar esto..., pronunciar esto..., resolver esto...?

Interrumpiendo
- Disculpe, pero... *(No entiendo, no comprendo)*
- Perdón por interrumpir, pero... *(no comprendí lo que dijo.)*
- ¿Puedo interrumpir por un momento?
- ¿Puedo añadir algo aquí?

Pidiendo una aclaración
- ¿Podría repetir eso?
- ¿Podría darme un ejemplo de eso?
- Tengo una pregunta sobre eso:...?
- ¿Podría explicar el significado de _____?
- ¿Le importaría repetir eso?
- No estoy seguro de haber entendido. ¿Podría darnos otro ejemplo?
- ¿Le importaría repasar las instrucciones para nosotros otra vez?
- Entonces, ¿quiere decir...?
- ¿Qué quiso decir cuando dijo...?
- ¿Está seguro que...?

Buscando un Pensamiento a Nivel Superior
- ¿Qué ejemplos tiene de...?
- ¿En qué parte del texto podemos encontrar...?
- Yo entiendo..., pero me pregunto acerca de...
- ¿Cómo se conecta esta idea con...?
- Si _____ fuese verdad, entonces ¿...?
- ¿Qué pasaría si...?
- ¿Está usted de acuerdo o en desacuerdo con su declaración? ¿Por qué?
- ¿Cuál es otra manera de verlo?
- ¿Cómo son similares _____ y _____?
- ¿Por qué es importante _____?
- ¿Cómo sabe eso? ¿Puede dar un ejemplo?
- ¿Hay otra manera de ver esto?

Expresando una opinión
- Yo creo que.../Yo pienso que.../Yo predigo que.../Me imagino que ...
- En mi opinión...
- Me parece que...
- No todos estarán de acuerdo conmigo, pero...

Respondiendo
- Estoy de acuerdo con lo que _____ dijo porque ...
- Tiene razón sobre eso, y también pienso que...
- Esa es una idea interesante. Pero me pregunto, ¿...? Creo que... ¿Cree usted que...?
- Pensé en eso también, y me pregunto, ¿por qué...?
- No había pensado en eso antes. Me hace pensar, ¿si...?

Desacuerdo
- Realmente no estoy de acuerdo porque...
- Yo lo veo de otra manera. Creo que...
- Mi idea es ligeramente diferente a la suya. Creo que... pienso que...
- Tengo una respuesta diferente a la suya...

Solicitando una respuesta
- ¿Está de acuerdo?
- _____ (nombre), ¿qué piensa usted?
- ¿Puede alguien hacer una pregunta u ofrecer una opinión?
- _____ (nombre), ¿qué entendió/comprendió de esa respuesta?

Basándose en lo que dicen los demás
- Estoy de acuerdo con lo que _____ dijo porque...
- Ha mencionado un punto interesante, y yo también pienso que...
- Esa es una idea interesante. Me pregunto, ¿...? Yo pienso que... ¿Usted cree que...?
- Pensé en eso también, y me pregunto, ¿por qué...?
- No había pensado en eso antes. Me pregunto, ¿si...? ¿Usted cree que...?
- _____ dijo que... Estoy de acuerdo y también pienso que...
- Basado en las ideas de _____, _____ y _____, parece que todos pensamos que... "
- Eso es un punto excelente, y añadiría que...

Ofreciendo una sugerencia
- Quizá podría/podríamos ...
- Aquí hay algo que podríamos/podría intentar.
- ¿Qué pasa si usted/nosotros...?

Informes de aula
- _____ me explicó que...
- _____ señaló que...
- _____ mencionó que...
- _____ hizo hincapié en que...
- _____ compartió conmigo que...
- _____ me señaló que...
- _____ señaló algo *(interesante, intrigante, sorprendente.)*
- Descubrí de _____ que...
- Aprendí de _____ que...
- Escuché de _____ que...
- Descubrí de _____ que...

APPENDIX D6

EDISON VIKING LEARNING CENTER

Monday 2:30-4:30	Tuesday 2:30-4:30	Wednesday 2:30-4:30	Friday 2:30-4:30
ELA (room C7): Tracy	ELA (room C7): Bianchi	ELA (room C7): Lazaro	ELA (room C7): Humphrey
Math (room C6): Atad	Math (room C6): Boyle	Math (MOC): Taylor	Math (room C6): Po
Science (room C1): Jones	Science (room C1): Jones	Social Science (room C1): Scruggs	Language (room C1): Clark
Rosetta Stone (room C5/C7): Muhammad/Meunier 2:30-4:00	Rosetta Stone (room C5/C7): Muhammad/Meunier 2:30-4:00		

The Viking Learning Center (VLC) is now available. The schedule for each day is listed above. Teachers will be available from 2:30 – 4:30 in the Math side of the C building (students will need to first sign-in in C1). The VLC is designed for all students that need or want additional help with classwork or an environment conducive to collaboration and studying. This is also a great opportunity for PLCs to provide additional intervention. In order for teachers to better serve our students, please ensure that referred students come prepared with a clear learning purpose.

APPENDIX D7

Stockton Unified School District

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ELD Supplemental Laptop Referral Form

Student: _____ Grade: 9-10-11-12   Period: _____ Date: _____

The purpose of the ELD Supplemental Laptop after School Program is to provide EL students (Newcomers and Long-term EL students) the opportunity to use technology as they progress through the language acquisition process. Students may attend the program after school on Mondays & Wednesdays from 2:30 – 4:00 to use the Rosetta Stone. Please refer EL students you feel will benefit from this additional resource.

Referring Teacher: _____

Course: _____

Home Language: _____

Check All Items That Apply:	
Areas of Strength	**Reason for Referral (Areas for Improvement)**
☐ Asks for help appropriately	☐ Vocabulary Development
☐ Listens	☐ Speech functions (asking for help, seeking permission, requesting information)
☐ Problem-solves	
☐ Plans well	☐ Writing (organization, grammar, spelling)
☐ Gets along with others	
☐ Participates in Class	☐ Reading Fluency
☐ Follows instructions	☐ Reading Comprehension
☐ Sets goals	

Additional Comments:
_____
_____

Monitoring:

I attended the ELD Supplemental Laptop After School Program on:	
Date:	Supervising Teacher Signature:
Date:	Supervising Teacher Signature:
Date:	Supervising Teacher Signature:
Date	Supervising Teacher Signature:
Date	Supervising Teacher Signature:

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APPENDIX D8

Stockton Unified School District

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Student Assistance Program (SAP) Referral Form

Student: _____ Grade: 9-10-11-12 Period: _____ Date: _____

Referred by: _____ _____

Special Program (If Applicable) : ☐ ELL ☐ RSP ☐ SDC ☐ Migrant ☐ Other _____

Counselor: _____

Check All Items That Apply:

Reason for Referral
- ☐ Absenteeism
- ☐ Rebellious, defiant, angry
- ☐ Withdrawn/isolated
- ☐ Anti-social peer relationships
- ☐ Not performing to ability
- ☐ Depressed
- ☐ Suicide attempt/thought
- ☐ Suspected gang affiliation
- ☐ Negative peer group
- ☐ Disclosed family problems
- ☐ Other_____

Intervention Classroom Strategies should be implemented for 2 to 4 weeks prior to referring a student.

Contact Parent	Date:	Date:	Date:	Date:
Contact student's teachers				
Engage the student in building personal connections and relationships				
Individual conference with the student				
Reward student for positive behavior				
Implement classroom behavior contract				
Work with your PLC for academic support				
Engage student in collaborative activities with his/her peers				

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Stockton Unified School District

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Misbehavior Prevention and Student Intervention

Student: _____   Grade: 9-10-11-12   Period: _____   Date: _____

Referred by: _____

PREVENTION STRATEGIES

- Build positive relationships with students.
- Greet students at the door as they enter the classroom.
- Develop daily, structured 91 minute lesson plans that incorporate several student engagement strategies.
- Design lesson plans with appropriate pacing of instruction and student activities.
- Circulate the classroom.
- Provide extension activities for students who complete independent practice early.
- Implement and communicate clear classroom policies and procedures.
- Remain firm, fair, businesslike and friendly.
- Confront minor misbehaviors by maintaining a low profile (be non-confrontational).
- Praise students for proper behavior.

INTERVENTION STRATEGIES

☐	Change student's seat	Date:	Date:	Date:
☐	Private conference with student	Date:	Date:	Date:
☐	Pause, "the look", wait for appropriate behavior	Date:	Date:	Date:
☐	Parent contact via phone call	Date:	Date:	Date:
☐	Scheduled parent conference	Date:	Date:	Date:
☐	Pair students	Date:	Date:	Date:
☐	Behavior contract	Date:	Date:	Date:
☐	Contact student's other teachers	Date:	Date:	Date:
☐	Contact department chair for assistance	Date:	Date:	Date:
☐	Send parent letter home	Date:	Date:	Date:
☐	SAP referral	Date:	Date:	Date:

Additional description of classroom interventions that have been implemented to correct student behavior: _____

_____

_____

_____

_____

_____

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School Wide Intervention Rubric

LEVEL ONE OFFENSES	LEVEL TWO OFFENSES	LEVEL THREE OFFENSES
Defiance of Staff Directive *Disruption* *Minor Inappropriate conduct* *Using electronics* *Profanity (not direct)* *Academic Dishonesty*	*Fifth Level One Infraction* *Academic Dishonesty (after first offense)* *Directed Profanity(directed student to student)* *Leaving Class Without Permission* *Vulgarity (defined by Ed Code 48900(i) as an obscene act)*	*Third Level 2 Offense* *Directed Profanity (to staff member)* *Gang related activity* *Possession of alcohol/drug materials* *Fighting/Agitation/Intimidation* *Robbery/Extortion/Vandalism*

LEVEL ONE PROCESS	LEVEL TWO PROCESS	LEVEL THREE PROCESS
First Offense Assign in-class intervention **Second Offense** Contact Parent and assign in-class intervention (see reverse) **Third Offense** Contact Parent and assign in-class intervention (see reverse) **Fourth Offense** Refer student by completing the discipline referral and attach the intervention form. Send student to ISS (room 58)	**First Offense** Teacher assigns up to 2 days of ISS and must schedule a parent conference (Ed code 48910) **Second Offense** Teacher completes a SAP referral and sends counselor **Third Offense** Refer to Assistant Principal	**All Offenses** Refer to Assistant Principal

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Discipline Referral

Student: _____ Grade: 9-10-11-12 Period: _____ Date: _____

Referred by: _____

LEVEL ONE OFFENSES	LEVEL TWO OFFENSES	LEVEL THREE OFFENSES
☐ Defiance of staff Directive ☐ Disruption ☐ Minor Inappropriate conduct ☐ Using electronics ☐ Profanity (not direct) ☐ Academic Dishonesty (first offense)	☐ Fifth Level One Infraction ☐ Academic Dishonesty (after first offense) ☐ Direc.:d Profanity (directed student to student) ☐ Leaving Class Without Permission ☐ Vulgarity (defined by Ed Code 48900(i) as an obscene act)	☐ Third Level 2 Offense ☐ Directed Profanity (to staff member) ☐ Gang related activity ☐ Possession of alcohol/drug materials ☐ Fighting/Agitation/Intimidation ☐ Robbery/Extortion/Vandalism

DESCRIPTION OF OFFENSE

_____
_____
_____
_____
_____

STUDENT REFLECTION

_____
_____
_____
_____
_____

ADMINISTRATIVE ACTION

☐ Counseled And Warned   ☐ ISS Day   ☐ Behavior Support Plan (BSP)   ☐ Other: _____
☐ Parent Contact   ☐ Out of School Suspension   ☐ Health Services Referral
☐ ISS Period   ☐ Student Success Team (SST)   ☐ Report to Law Enforcement

Administrator: _____   Date: _____

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APPENDIX E1

Stockton Unified School District

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Apex Learning Student Contract

Student Name: _____ Student ID: _____ Grade: _____

Home Phone: _____ Cell Phone: _____ Email: _____

Parent Name: _____ Home Phone: _____

Parent Email: _____ Cell Phone: _____

Stockton Unified School District is committed to providing a positive academic environment for students taking part in the Apex Learning online program. In order to participate in this online credit recovery program, students must adhere to the following Apex Learning program rules at all times:

STUDENTS VIOLATING ANY OF THESE RULES WILL BE DROPPED FROM THE PROGRAM IMMEDIATELY!

1. Students will be given a block of (15) weeks from assigned start date to complete a (1) semester course. (20) weeks from assigned start date to complete a (2) semester course. Students may be dropped if sufficient progress toward completion is not being met. If you are dropped from the Apex Learning online program you will be placed on a waiting list for future participation.
2. Students are required to follow **all** Stockton Unified School District and After School Program student conduct rules as listed in the District Student Conduct Code.
3. Apex Learning is funded through federal/state grants that require the following:
   a. Students MUST attend the After School Program computer lab for a MINIMUM of 3 days each week for at least one (1) hour per day. If this attendance requirement is not met, students may be dropped from the program.
   b. After 2 weeks of less than 3 days of attendance, students will be dropped and placed on the waiting list.
4. Students MUST take all district End of Course exams in the After School Apex Learning lab. No finals will be allowed to be completed at home.
5. Students are to remain in the lab during their testing time.
6. Food and drink are not allowed in the school lab(s).
7. Any vandalism, destruction of property, fighting, threatening, aggression, physical or verbal abuse, assault or threat, real or intimated while in the lab, will result in immediate removal from the Apex Learning online program, and depending on offense recommendation for expulsion.
8. Acceptable behavior is expected from all students and this includes, but is not limited to:
   a. Cooperation with all after school staff members.
   b. Politeness and courtesy to all after school employees and students.
9. No personal digital devices that are able to reproduce digital images or sounds are allowed in the classrooms or labs. This includes but is not limited to cellular phones, laser pointers, cameras, IPod and MP3 players. Usage at any time that constitutes plagiarism on school work will result in removal from the Apex Learning online program.
10. Any paraphernalia or equipment not appropriate for lab will be confiscated.
11. Students will be expected to bring their own paper, pencils and other requested materials daily.
12. Students MUST attend the first scheduled lab for orientation.
13. Parent will receive notification if the student is in danger of failing.
14. Students must show school ID for entrance into Apex Learning lab on campus.
15. A maximum of 10 credits (two – 5 credit courses) can be earned in Apex Learning **each** semester. Total of 20 credits per year.
16. All students must complete an after school program registration form prior to enrollment in the Apex Learning Program.
17. All students must complete a district Acceptable Use Policy (AUP) form for internet access prior to enrollment in the program.

I have read the rules and regulations for participation in the Apex Learning online program and understand the consequences for failure to comply with these rules.

_____ _____ _____ _____
Parent Signature   Date   Student Signature   Date

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APPENDIX E2

Stockton Unified School District

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APEX Learning Application

Student Name: _____ ID Number: _____ Birthdate _____ Grade: _____

Phone Number: _____ Email: _____

Apex Learning is the web-based program Stockton Unified School District is offering for students to utilize to assist with credit recovery in meeting graduation requirements. This program is offered through the After School Program. Each semester course is 5 credits. Students may enroll in up to 2 courses per term totaling 4 courses per year. With your counselor, please prioritize the courses you wish to complete by placing a number (1 – 4) in the box next to your selections.

Counselor to fill in this section.

#	Crs #	Course Title	#	Crs #	Course Title	#	Crs #	Course Title
	222001	Algebra 1 S1		243101	Psychology S1**		242101	World Hist S1
	222002	Algebra 1 S2		243102	Psychology S2**		242102	World Hist S2
	222201	Geometry S1		212001	English 1 S1		242201	US Hist S1
	222202	Geometry S2		212002	English 1 S2		242202	US Hist S2
	222101	Algebra 2 S1		212101	English 2 S1		242300	Am Govt ***
	222102	Algebra 2 S2		212102	English 2 S2		242400	Economics ***
	222401	Pre Calculus S1 *		212201	English 3 S1		280101	Spanish 1 S1 *
	222402	Pre Calculus S2 *		212202	English 3 S2		280102	Spanish 1 S2*
	233101	Earth Sci S1		212301	English 4 S1		280201	Spanish 2 S1 *
	233102	Earth Sci S2		212302	English 4 S2		280202	Spanish 2 S2 *
	232001	Biology S1		242001	Geography S1**		281101	French 1 S1 *
	232002	Biology S2		242002	Geography S2**		281101	French 1 S2 *
	232101	Chemistry S1 *		251301	Music App. S1 **		281201	French 2 S1 *
	232102	Chemistry S2 *		251302	Music App. S2 **		281202	French 2 S2 *
	292041	IS PE***						
	294000	Skills for Health 1						

Legend

*	Grade improvement only
**	Elective credit ONLY
***	Senior course ONLY

Student Signature _____ Date _____ Parent Signature _____ Date _____

COUNSELOR APPROVAL:

Counselor Signature _____ Date _____

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APPENDIX E3

APRIL 12, 2017 SHOWCASE OBSERVATION SCHEDULE

Time	Rm	Class/Subject	Teacher
8:35-8:45	C31	AVID 12 (Tutorial)	Lee
8:48-8:58	C26	AP Language (Charting on posters)	Riggs
9:01-9:11	C18	Spanish 3 Honors (Notes/Critical Reading/Socratic Seminar)	Robles
9:14-9:24	SC1	Biology Honors (Philosophical Chair)	Yamuni
9:24-9:37		Break	
9:37-9:45	C15	US History (Socratic Seminar)	Sandoval
9:48-9:56	C16	AVID 10 (Tutorial)	Scruggs
9:59-10:07	MOC	Pre-Cal (Gallery Walk) -- possible CSGs?	Taylor
10:10-10:18	SC5	Biology (SDAIE) (Process Activity) specific strategy?	Hiris

Time	Rm	Class/Subject	Teacher
8:35-8:45	C31	AVID 12 (Tutorial) split into two classrooms	Lee
8:48-8:58	C1	AP Lit (Socratic Seminar)	Parrott
9:01-9:11	C18	Algebra Honors (Gallery Walk-observe Taylor) -	Tolentino
9:14-9:24	SC1	Anatomy (processing activity)	Perez
9:24-9:37		Break	
9:37-9:45	C15	Drama (Cornell notes/portfolios/one-pager)	DelPorto-Bianchi
9:48-9:56	C16	AVID 11 (Tutorial)	Atad-Burgess
9:59-10:07	C1	AP Gov (Philo chair)	Franca
10:10-10:18	E101	English 1 Honors (Writing Workshop)	Thoeun

APPENDIX E4

Lazaro	Robert	C28	ELA	ELD 4	ELD 4	PREP	AVID 9	ELA 1	ELA 1
Lee	Kristi	C31	ELA	AVID 12	AVID 12	AVID Coordin	AVID Coordi	AVID Coord	Prep
Riggs	Amanda	C27	ELA	AP Language	AP Language	ELA 2 SD	AVID 11	WASC	PREP
Batugo	Brian	C20	Elective	PREP	PREP	Plus	Leadership	AVID 09	PREP
Atad-Burgess	Gina	C26	Math	Algebra 2	PREP	AVID 11	Algebra 2	AVID 11	Algebra 2
Scruggs	Nikkole	C16	Social Science	US	US SD	AVID 10	AVID 10	AVID 10	Geography
Cederquist	Nicole	C11	Math	PREP	Algebra 2	AVID 9	Algebra 2	Algebra	Algebra
Robles	Celia	C18	Language	Spanish 3	Spanish 3 H	Spanish 3	Spanish 1	AVID 9	PREP
Parrott	Douglas	C17	ELA	ELA 1	AP Lit	PREP	AVID 10	AP Lit	ELA 1

APPENDIX E5

Edison High School Information

Administration Team:

Principal, Brian Biedermann

Assistant Principals will be divided by the first letter of your student's last name.

Assistant Principal, Vacancy .... A-E

Assistant Principal, Kerena Skillman... F-K

Assistant Principal, Brett Toliver....... L-R

Assistant Principal, Valente Aguilar.... S-Z

Counseling Team:
Counselors will be divided by the first letter of your student's last name.
Madrid, Monica....................... A-E
Perez, Julio.............................F-Mc
Cuong Nguyen.........................Me-S
Greenwood, Barbara...................T-Z
Nelson, Justin...........................AVID

Regular Bell Schedule
1st Period	7:25-8:25
2nd Period	8:30-9:30
3rd Period	9:35-10:35
4th Period	10:40-11:40
Lunch	11:40-12:10
5th Period	12:15-1:15
6th Period	1:20-2:20

Student Success Day Schedule
Most Thursdays
1st Period	7:25-8:08
2nd Period	8:13– 8:56
3rd Period	9:01-9:4
4th Period	9:49-10:32
5th Period	10:37-11:20
6th Period	11:25-12:08

PBIS

Positive Behavior Intervention (PBIS)
Earn and lose Viking points for the following:
College-Going Attitude * School Pride
Appropriate Social Behavior * Campus Beautification

Points	Reward
Student of the Month	Special Recognition and a Surprise from the Principal!
Level 3+	Three+ Entries into the Quarterly Raffle
Level 2	Two Entries into the Quarterly Raffle
Level 1	One Entry into the Quarterly Raffle
-Level 1	20 Minute Detention After School or Non-Social Lunch
-Level 2	Parent Contact, Administrative Action
Failure to Comply within one week	Mandatory Non-Social Lunch Parent Contact

Edison High School

100 W. Dr. Martin Luther King Blvd.
Stockton, CA 95206

209-933-7425
Attendance: x8014
Library   x8050
Registration x8023
http://stocktonusd.net/Edison

EDISON HIGH VIKINGS

FRESHMEN ORIENTATION

College Organization Collaboration Community AVID Caring vikings Persevere Connected Pride Communication Friendly Focused Writing Career

August 2, 2016

Frequently Asked Questions

When may I expect to receive my student's schedule?
- Student schedules can be picked up today at orientation.

Who will be my student's counselor? What is the role of the counselor?
- Counselors are broken down by alphabet. Please see the back of this brochure for the counselor breakdown.
- Guidance counselors serve an essential and multifaceted role within our school. Counselors create your student's program and ensure that all requirements for graduation are met. Your student's counselor should be the first person you contact when you have a question or concern regarding your student's program, classes, or any educational concern. Additionally, the counselor is there for you and your student should there ever be any social or emotional concerns. Even if your counselor is unable to directly provide assistance, he/she will be able to point you in the right direction. Additionally, the counselor serves as your primary school advocate. In cases of severe concern, the counselor may make a reference to our Social Worker or Psychologist. In every case, problems are handled with sensitivity.

What do I do if I believe there is an error with my student's schedule?
- An appointment should be made with your student's counselor in order to correct any errors for the start of school. Please note that it may not be possible to satisfy non-instructional requests. Class changes will be made dependent upon availability, space limitations, etc.

What specific classes do freshmen take?
- Freshmen are required to take English, Math, Science, PE and an Elective course.

When will my student take pictures?
- School pictures will be taken during the school day on August 29th.

Do Freshmen students get locker assignments?
- No. There are no lockers assigned to students at Edison High School.

When is lunch?
- See the bell schedule on the back of this brochure.

Can students leave campus for lunch?
- Only Juniors and Seniors are allowed to go off campus for lunch. They must apply for an off campus pass and meet the minimum qualifications.

How can my student become involved in clubs and sports?
- For athletics, contact Mr. Lynch, Athletic Director at 933-7425 ext. 8070, rlynch@stocktonusd.net
- For clubs and activities contact Mr. Batugo at BBatugo@stocktonusd.net

Are notes required for absences?
- Yes. A parent or guardian should telephone the Attendance Office at 933-7425 ext. 8014 the morning of an absence. Additionally, when the student returns to school, the parent/guardian should provide an absence note.

How do I sign my student out from school early?
- California state law requires that a parent personally sign his/her student out of school if early dismissal is required. If you need to sign your student out of school before the end of the regular school day, please go to the Attendance Office.

How will I know how my student is doing in school?
- Edison uses a web based program call Jupiter grades. You are able to access your student's grades daily by simply logging in. You will get your log-in and password mailed home during the first few weeks of school.
- Progress reports and report cards are mailed to parents at approximately the mid-point of each quarter (see Handbook for dates). Additionally, parents are encouraged to contact the teacher or guidance counselor to check on progress.

Whom do I contact if my student has a problem?
If your student has a class related problem, your student should speak to that teacher. If the problem is not resolved, the parent should contact the teacher. In almost all cases, issues are resolved between the parent and the teacher. If you are unhappy with the outcome, please contact your student's counselor. Any issues regarding safety should be directed to the Assistant Principal who oversees your student's alphabet (see Administration information on the back of this brochure).

Is there a Health Center on campus?
- Yes. The Health Center staff is available to assist any student in need of attention. Services provided by the health center include: administering medication (by parent and doctor permission only); physicals; anger management; smoking cessation.

Will there be after school tutoring?
- Yes! We will be sending information out to the students as soon as it is available.

Will bus passes be available?
- Bus passes will be issued to students who live 3.1 or more miles from Edison High School.

Don't forget to visit Edison's website!
http://stocktonusd.net/Edison

Please see the student/parent handbook for a complete guide of Edison's procedures and policies.

Notes: _____

_____

_____

_____

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APPENDIX E6

9th GRADE COURSE SELECTION SHEET

Student Name _____   Student ID _____   8th grade school _____

Current address_____   Phone Number_____

Math MAP (Fall) _____   Math MAP (Winter)_____   ELA MAP (Fall)_____   ELA MAP (Winter)_____

Directions: Review the course selections. Check the boxes of the six classes you are requesting. Choose your courses carefully, once students are placed in selected classes, changes will not be made.

English (Choose one)
- ☐ 212000 English I
- ☐ 212010 English I Honors
- ☐ 213500 Found ational Writing

Math (Choose one)
- ☐ 222000 Algebra I
- ☐ 222010 Algebra I Honors
- ☐ 222200 Geometry I
- ☐ 222210 Geometry Honors
- ☐ 227200 Algebra Support

Science (Choose one)
- ☐ 233200 The Physical Universe
- ☐ 232000 Biology
- ☐ 232010 Biology Honors

Physical Education (Choose one)
- ☐ 292000 PE I
- ☐ 452000 JROTC I

Electives (Choose three and rank by priority)
- _____ 571200 Intro to Engineering Design (Project Lead the Way)
- _____ 571600 Comp. Sci. Essentials (Project Lead the Way)
- _____ 803000 AVID
- _____ 312200 Principles of Info Tech.
- _____ 275000 Drama I
- _____ 252000 Beginning Band
- _____ 252100 Intermediate Band
- _____ 253600 Drumline
- _____ 257000 Beginning Guitar
- _____ 258000 Beg. Piano
- _____ 255000 Beginning Choir
- _____ 253200 Mariachi
- _____ 254000 Orchestra
- _____ 262000 Art I
- _____ 268500 World of art
- _____ 343000 Wood I
- _____ 809000 Student Leadership
- _____ 242000 Geography
- _____ 242010 Geography Honors

_____ 808500 PLUS/Peer Resource

World Language
- _____ 280100 Spanish I
- _____ 280160 Spanish I Fluent
- _____ 282100 Chinese I
- _____ 281100 French I

English Learners (for counselor use only)

CELDT score _____
- ☐ 472100 ELD level 1
- ☐ 472200 ELD Level 2
- ☐ 472500 ELD Level 3
- ☐ 212030 English I SD
- ☐ 222030 Algebra I SD
- ☐ 222230 Geometry SD
- ☐ 233230 The Physical Universe SD

APPENDIX E7

Intro to Engineering

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.

Computer Science Essentials

Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles and Computer Science A.

Principles of Information Technology students in this class will be building and designing web pages, and will get an introduction drafting and 3 designing. They will also learn basic Adobe and Photoshop, power point, word, and excel.

World of Art- Students will explore arts and crafts in this hands on class. Artistic principles are not explored in depth in this class and A-G credit is not earned.

Wood- Students will learn basic construction concepts and safety protocols in preparation for higher level construction classes. This is a hands-on experiential class designed to help students learn to work with tools for future home improvement or a career in a construction field.

Student Leadership Students in this class will assist in planning student related school events such as rally's, dances, lunch-time activities, etc. This class requires a time commitment outside of the regular class setting.

Geography/Geography Honors this class will prepare students for world history especially honors or AP. This class is approved by the NCAA as an elective so a great class for athletes wanting to play in college.

PLUS/Peer Resource Students in this class will run PLUS forums, hold student involvement events at lunch and after school and train for peer mediation. This class is by teacher permission only. Students who opt for this class will be interviewed by the teacher before placement so please choose back up choices.

APPENDIX E8

Edison High School   January 21, 2016

Eighth Grade Parent Night

Locations
- ☒ Presentations will be held in rooms: C-building C18,20,21,23,24,25,26,27,28,31
- ☒ Math side of C Building: Waiting area depending on weather
- ☒ Cafeteria Curriculum Fair: AVID interviews, JROTC, STEM, Leadership/PLUS interviews, Yearbook

Staff

People ☒ - Trained	Room	Role	Confirmed	Notes
Presentation Lead: Skillman				
Juarez	C25	Presenter	C	Put Desks in Rows
Yamuni	C20	Presenter	C	Put Desks in Rows
Sabac	C26	Presenter	C	Put Desks in Rows
Del Porto, K.	C23	Presenter	C	Put Desks in Rows
Aguilar	C24	Spanish Presenter	C	Spanish Registration? Put Desks in Rows
Robles	C18	Spanish Presenter	C	Spanish Registration? Put Desks in Rows
Lazaro	C28	Spanish Presenter	C	Spanish Registration? Put Desks in Rows
Riggs	C27	Presenter	C	Put Desks in Rows
Scruggs	C26	Presenter	C	Put Desks in Rows
~~Franca~~	~~C31~~	~~Presenter~~	~~C~~	~~Put Desks in Rows~~
Bianchi, Jackson	Back-up Presenter	Back-up Presenter	C C	
Guest Services Lead: Toliver				
Toliver	C-Building Entrance	Guest Services Coordinator	C	Guide Parents to C-Building or PD room
Counselors	In front of C-building	Direct Traffic	C-ALL	
Cheerleaders/ JROTC PLUS LEADERSHIP	Various Locations	Direct Parents	C C C	
Jackson	C-Building Entrance	Help distribute room cards	C	
Program Q & A: Barbara Greenwood				
Greenwood	C-Building Entrance	Answer ?s and Direct Traffic	C	Help distribute room cards
Taylor/Perez	Cafeteria	Magnet/NHS	C/C	
Lee	Cafeteria	AVID	C	Interviews
Brian Batugo		PLUS/LEADERSHIP	C	Interviews
Irene Hill Kevin Romero		PLTW	C C	
Major Davis		JROTC	C	
Mel Sugitan		Music	C	
Facilities, Materials & Technology: Toliver/Cruz				

Prepared by: Brittony Billingslea   1 of 4

APPENDIX E9

STEM: SCIENCE, TECHNOLOGY, ENGINEERING AND MATH

STEM CLASSES OFFERED

STEM
science • technology
engineering • math

MATH COURSES	SCIENCE COURSES	PLTW
Algebra I Honors	Biology Honors	Intro to Engineering Design (PLTW)
Geometry Honors	Chemistry Honors	Principles of Engineering (PLTW)
Algebra II Honors	Physics Honors	Computer Integrated Manufacturing (PLTW)
AP Calculus AB/BC	AP Biology	Computer Science Essentials (PLTW)
AP Statistics	AP Chemistry	Computer Science Principles (PLTW)
MESA	Anatomy & Physiology	AP Computer Science

ACTIVITIES

"Of the 20 fastest growing careers, 15 of them require a background in math or science."

Specialty Schools Fair	Annual UOP High School Math Competition
Delta STEM Challenge	SUSD Science & Engineering Expo
MESA Quiz Bowl	Skills USA
MESA Pacific Day	College Field Trips
Northern California MESA Day	Guest Speakers
Boat Regatta	

S.T.E.M.

STEM STAFF

Valente Aguilar	Administrator	
Barbara Greenwood	Counselor	
Nicole Perez	Coord./Teacher	Anatomy
Alicia Taylor	Teacher	AP Calculus/MESA
Mary Yamuni	Teacher	AP Biology
Jessica Clark	Teacher	Physics (H)
Irene Hill	PLTW/Teacher	IED/POE/CIM
Kevin Pledger	Teacher	CSE/AP/Computer Science A
Kevin Romero	Teacher	IED/CSP/AP Computer Science

APPENDIX E10

Survey name: September Survey
Description:
Survey date: 10/5/2016
Participant group: 9-12
Total Participants: 618
Questions: 12
Filters:

Question		Participants	'Yes' Responses	%	Threshold	Warning
1.	I have been bullied on campus in the last 30 days.	618	38	6 %	10 %	
2.	There are activities here at school that I enjoy participating in.	618	476	77 %	66 %	
3.	I do not go to any of the activities on campus, because I do not have anyone to go with.	618	104	17 %	17 %	
4.	In the last 30 days I have smoked Marijuana at least once.	618	53	9 %	18 %	
5.	At my school, there is a teacher or other adult who really cares about me.	618	453	73 %	69 %	
6.	In the past 30 days, I did not go to school because I felt unsafe at school or on my way home from school at least once.	618	20	3 %	5 %	
7.	In the past 30 days I have smoked cigarettes at least once.	618	13	2 %	7 %	
8.	In the past 30 days, I have had at least one drink of alcohol.	618	72	12 %	17 %	
9.	In the past year, I have been offered, sold, or given illegal drugs by someone on school property.	618	57	9 %	19 %	
10.	There is a lot of tension at my school between different cultures, races, or ethnicities.	618	145	23 %	20 %	Yes
11.	I have friends my age that really care about me.	618	534	86 %	83 %	
12.	I have been made fun of by a teacher in the last 30 days.	618	50	8 %	13 %	

Notes:

APPENDIX F1

SUSD

QUARTERLY SITE INSPECTION SUMMARY

SITE: Edison DATE: 2/29/2016

INSPECTION AREA	POINT SUMMARY		COMMENTS
1 GROUNDS	7	12	parking lot,sills,trash,
2 MAIN OFFICE / RECEPTION AREA	10	14	behind furniture,corners&edges,windows&sills.
3 STAFF RESTROOMS	13	15	corners&edges,fixtures.
4 OFFICES	9	11	windows&sills.
5 CAFETERIA	14	17	corners&edges,behind furniture,sills.
6 LIBRARY/COMPUTER LAB	8	15	corners&edges,high dusting,behind furniture,vents,sills,computers,shelves.
7 HALLWAYS & CORRIDORS	12	14	corners&edges,high dusting.
8 CLASSROOMS	11	17	corners&edges,behind furniture,sills,computers,walls
9 STUDENT RESTROOMS	8	15	corners&edges,highdusting,walls,lights dusted,fixtures,vents,grafitti.
10 FACULTY LOUNGE	9	10	corners&edges.
11 GYMS	3	6	corners&edges,high dusting,vents.
12 LOCKER ROOMS	5	9	floors,corners&edges,vents,tile&grout,
13 MAINTENANCE RECORDS	5	5	
14 DOCUMENTATION	6	6	
TOTAL SCORE	120	166	72%

FOLLOW UP OVERVIEW
Review issues in comment column and address on site next break.

SITE ADMINISTRATOR: Brain Biedermann   CUSTODIAL EVALUATOR: Don Ortega

1. GROUNDS

	INSPECTION AREA	MET	NOT MET
1	PARKING LOT		✔
2	FRONT SIDEWALK		✔
3	FRONT ENTRANCE	✔	
4	DOORMATS CLEAN		
5	FURNITURE CLEAN		
6	TRASH BINS EMPTY	✔	
7	TRASH BINS CLEAN	✔	
8	WINDOWS		
9	WINDOW SILLS		✔
10	DOORS, HANDLES & BELLS		
11	CIGARETTE BUTTS ABSENT	✔	
12	SITTING TABLES AND BENCHES CLEAN		
13	NO VISABLE TRASH		✔
14	CANOPY		
15	DOOR JAM		
16	FREE OF GRAFFITI	✔	
17	DUMPSTER AREA CLEAN		✔
18	DUMPER LIDS DOWN	✔	
19	TRASH IN DUMPSTER BAGGED	✔	
	TOTAL SCORE	7	5

2. MAIN OFFICE/ RECEPTION AREA

	INSPECTION AREA	MET	NOT MET
1	CHANDELIERS		
2	LIGHT FIXTURES	✔	
3	FURNITURE ARRANGEMENT	✔	
4	FURNITURE CLEAN	✔	
5	BEHIND FURNITURE		✔
6	FLOORS CLEAN	✔	
7	FLOOR BUFFED		
8	CARPET		
9	CORNERS & EDGES		✔
10	COVE BASE/BASEBOARDS		
11	VENTS	✔	
12	SPRINKLER HEADS	✔	
13	WINDOWS		✔
14	WINDOW SILLS		✔
15	WALLS CLEAN	✔	
16	PICTURES AND MIRRORS		
17	DISPLAY CASES		
18	FIXTURES	✔	
19	PUBLIC TELEPHONE	✔	
20	ODOR FREE	✔	
	TOTAL SCORE	10	4

3. STAFF RESTROOMS

	INSPECTION AREA	MET	NOT MET
1	ODOR FREE	✔	
2	PAPER & SOAP AVAILABLE		
3	FLOORS CLEAN	✔	
4	FLOORS BUFFED		
5	CORNERS & EDGES		✔
6	WALLS CLEAN	✔	
7	SINK TOP & UNDERSIDE	✔	
8	MIRRORS CLEAN	✔	
9	LIGHTS DUSTED	✔	
10	TOILET/RIM/SEAT/BASE	✔	
11	PLUMBING CLEAN		
12	SOAP DISPENSER	✔	
13	FIXTURES CLEAN		✔
14	ASSIST BAR CLEAN		
15	VENTS	✔	
16	SPRINKLER HEADS	✔	
17	STALL FREE OF GRAFFITI	✔	
18	TRASH BINS EMPTY	✔	
19	TRASH BINS CLEAN	✔	
	TOTAL SCORE	13	2

4. OFFICES

	INSPECTION AREA	MET	NOT MET
1	FLOORS CLEAN	✔	
2	FLOORS BUFFED		
3	CORNERS & EDGES	✔	
4	CARPET		
5	FURNITURE CLEAN	✔	
6	FURNITURE POLISHED		
7	VENTS	✔	
8	SPRINKLER HEADS		
9	WINDOWS		✔
10	WINDOW SILLS		✔
11	BLINDS & DRAPES		
12	TRASH CANS EMPTY	✔	
13	TRASH CANS CLEAN	✔	
14	WALLS CLEAN	✔	
15	PHONES	✔	
16	COPIER		
17	PICTURE FRAMES		
18	PRESENTATION	✔	
	TOTAL SCORE	9	2

5. CAFETERIA

	INSPECTION AREA	MET	NOT MET
1	FLOORS CLEAN	✔	
2	FLOORS BUFFED		
3	CORNERS & EDGES		✔
4	CUSTODIAL CLOSETS	✔	
5	HIGH DUSTING	✔	
6	WALLS CLEAN	✔	
7	FURNITURE CLEAN		
8	BEHIND FURNITURE		✔
9	DINING TABLES & BASES	✔	
10	WINDOWS		
11	WINDOW SILLS		✔
12	STAGE CLEAN		
13	CEILING FANS	✔	
14	VENTS	✔	
15	SPRINKLER HEADS	✔	
16	DOORS		
17	PICTURE FRAMES		
18	ORDERLY STORAGE AREA	✔	
19	ODOR FREE	✔	
20	DOOR MATS	✔	
21	TRASH BINS EMPTY	✔	
22	TRASH BINS CLEAN	✔	
23	REFRIGERATOR		
	TOTAL SCORE	**14**	**3**

6. LIBRARY/ COMPUTER LABS

	INSPECTION AREA	MET	NOT MET
1	FLOORS CLEAN	✔	
2	FLOORS BUFFED		
3	CORNERS & EDGES		✔
4	CARPET	✔	
5	HIGH DUSTING		✔
6	WALLS CLEAN	✔	
7	FURNITURE CLEAN	✔	
8	BEHIND FURNITURE		✔
9	VENTS		✔
10	SPRINKLER HEADS		
11	WINDOWS	✔	
12	WINDOW SILLS		✔
13	BLINDS & DRAPES		
14	CEILING FANS		
15	PICTURE FRAMES		
16	TV/COMPUTERS		✔
17	BOOKS & MAGAZINES	✔	
18	PLANTS		
19	TRASH BINS EMPTY	✔	
20	TRASH BINS CLEAN	✔	
21	BOOK SHELVES		✔
	TOTAL SCORE	**8**	**7**

7. HALLWAYS & CORRIDORS

	INSPECTION AREA	MET	NOT MET
1	FLOORS CLEAN	✔	
2	FLOORS BUFFED		
3	CORNERS & EDGES		✔
4	CARPET		
5	HIGH DUSTING		✔
6	WALLS CLEAN	✔	
7	VENTS	✔	
8	SPRINKLER HEADS	✔	
9	BEHIND FIRE DOORS		
10	FIRE DOOR WINDOWS		
11	COVE BASE/BASEBOARDS		
12	PICTURE FRAMES/ BULLETIN BOARDS		
13	OVERHEAD LIGHTS CLEAN	✔	
14	WET FLOOR SIGNS USED	✔	
15	TOOLS & EQUIPMENT	✔	
16	HANDRAILS CLEAN		
17	CUSTODIAL CLOSET	✔	
18	ELEVATORS	✔	
19	STAIRWELLS	✔	
20	DRINKING FOUNTAINS	✔	
21	BUFFING PADS CLEAN		
22	FREE OF GRAFFITI	✔	
	TOTAL SCORE	**12**	**2**

8. CLASSROOMS

	INSPECTION AREA	MET	NOT MET
1	FLOORS CLEAN	✔	
2	FLOORS BUFFED		
3	CORNERS & EDGES		✔
4	CARPET		
5	BEHIND FURNITURE		✔
6	STUDENT DESKS	✔	
7	TEACHER'S DESK	✔	
8	BOOK SHELVES		✔
9	CHALKBOARDS/DRY ERASE	✔	
10	COUNTER TOPS		
11	SINKS		
12	WINDOWS		
13	WINDOW SILLS		✔
14	BLINDS & DRAPES		
15	SLIDING DOOR TRACKS		
16	WASTE BASKETS	✔	
17	VENTS	✔	
18	SPRINKLER HEADS		
19	ODOR FREE	✔	
20	CHAIRS	✔	
21	CLOCKS & RADIOS	✔	
22	TV & COMPUTERS		✔
23	PICTURE FRAMES		
24	WALLS CLEAN		✔
25	DOORS & HANDLES	✔	
26	LIGHTS & SWITCHES	✔	
	TOTAL SCORE	**11**	**6**

9. STUDENT RESTROOMS

	INSPECTION AREA	MET	NOT MET
1	FLOORS CLEAN	✔	
2	FLOORS BUFFED		
3	CORNERS & EDGES		✔
4	HIGH DUSTING		✔
5	WALLS CLEAN		✔
6	PAPER & SOAP AVAILABLE	✔	
7	ODOR FREE	✔	
8	SINK TOP & UNDERSIDE	✔	
9	MIRRORS CLEAN		
10	URINALS CLEAN	✔	
11	LIGHTS DUSTED		✔
12	TOILET/RIM/SEAT/BASE	✔	
13	PLUMBING CLEAN		
14	DOORS & HANDLES	✔	
15	FIXTURES CLEAN		✔
16	ASSIST BAR CLEAN		
17	VENTS		✔
18	SPRINKLER HEADS		
19	TRASH BINS EMPTY	✔	
20	TRASH BINS CLEAN	✔	
21	TILE & GROUT CLEAN		
22	STALL FREE OF GRAFFITI		✔
	TOTAL SCORE	8	7

10. FACULTY LOUNGE

	INSPECTION AREA	MET	NOT MET
1	FLOORS CLEAN		
2	FLOORS BUFFED	✔	
3	CORNERS & EDGES		✔
4	HIGH DUSTING	✔	
5	WALLS CLEAN	✔	
6	VENTS	✔	
7	SPRINKLER HEADS	✔	
8	ODOR FREE	✔	
9	CHAIRS CLEAN	✔	
10	POSITIVE FEEDBACK		
11	TRASH BINS EMPTY	✔	
12	TRASH BINS CLEAN	✔	
13			
14			
15			
	TOTAL SCORE	9	1

11. GYMS

	INSPECTION AREA	MET	NOT MET
1	FLOORS CLEAN	✔	
2	FLOORS BUFFED		
3	CORNERS & EDGES	✔	
4	HIGH DUSTING		✔
5	WALLS CLEAN		✔
6	FURNITURE CLEAN		
7	EQUIPMENT CLEAN		
8	VENTS		✔
9	SPRINKLER HEADS	✔	
10	ODOR FREE		
11	WINDOWS		
12	WINDOW SILLS	.	
13	DRAPES AND BLINDS		
14	TRASH BINS EMPTY		
15	TRASH BINS CLEAN		
	TOTAL SCORE	3	3

12. LOCKER ROOMS

	INSPECTION AREA	MET	NOT MET
1	FLOOR CLEAN		✔
2	CORNERS & EDGES		✔
3	WALLS CLEAN	✔	
4	TUB & FIXTURES CLEAN		
5	DISPENSERS CLEAN		
6	DISPENSERS OPERATIONAL	✔	
7	DRAINS CLEAN	✔	
8	VENTS		✔
9	SPRINKLER HEADS	✔	
10	TILE & GROUT CLEAN		✔
11	PRIVACY CURTAINS		
12	TRASH BINS EMPTY		
13	TRASH BINS CLEAN		
14	STALL FREE OF GRAFFITI	✔	
	TOTAL SCORE	5	4

13. MAINTENANCE RECORDS

	INSPECTION AREA	MET	NOT MET
1	WORK ORDER LOGS CURRENT	✔	
2	SUPPLY ORDERS TRACKED	✔	
3	INVENTORY CHECKED DAILY	✔	
4	MSDS ON FILE	✔	
5	EQUIPMENT MANUALS ON FILE	✔	
6			
7			
8			
	TOTAL SCORE	5	

14. DOCUMENTATION

	INSPECTION AREA	MET	NOT MET
1	WORK SCHEDULES POSTED	✔	
2	WORK PLANS UP TO DATE	✔	
3	OFFICE & DESK ORGANIZED	✔	
4	FLOOR CLEAN	✔	
5	OFFICE CLEAN	✔	
6	QCI's COMPLETED & FILED	✔	
7			
8			
	TOTAL SCORE	6	

APPENDIX F2

Stockton Unified School District

EDISON HIGH SCHOOL SUSD
Home of the Vikings

PLC Formative Assessment Data Analysis

PLC: Biology   **Date:** 10-31-2016

MEMBERS PRESENT:
Jeff Coyne, Amber Hiris, Sam Jones, Chay Lor, Nicole Perez and Mary Yamuni.

SMART GOAL
__30__% or All students will score at Proficient/Advanced on: Food Webs_(Standard/topic) as measured by Formative Assessment given on or during the week of October 31 , 2016.

What part of the Cycle are we in?	Topics discussed:
X Action	X SMART Goals
X Assessment	X Formative Assessments
X Analyze	X Grading
X Refine	X Scope and Sequence
	X Instructional Strategies

NGSS STANDARD

HS-LS2-4.
Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
[Clarification Statement: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.] [Assessment Boundary: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.]

What do we expect our students to learn? *(PLC Cycle: Action)*

Common Instructional Focus
Objective
- Describe the role of producers and consumers in the flow of energy in the food chain and food web of an ecosystem.

Essential Question
- Describe the role of producers and consumers in the flow of energy in the food chain and food web of an ecosystem.

Stockton Unified School District

EDISON HIGH SCHOOL SUSD
Home of the Vikings

Skill Development	How will students demonstrate proficiency (assessment)?

• Compare/contrast Food Chain and Food Web
• Create Food Chain, Food Web and Food Pyramid models and foldables
• Ecology Project
• Critical reading on "Introduction to Ecology"
	• Ongoing CFU throughout delivery of lessons
	• Daily CPK/ Warm-Up Questions
	• Summaries such as the Key Star Outline & Accordion Paragraph Summary following the focused notes.
	• Analysis & Synthesis paragraphs following critical reading and lab activities
	• Processing Activities:
	  o Foldables
	  o Making Models/ Illustrations of food webs a variety of ecosystems

How will you know if they learned it? (PLC Cycle: Analyze/Assess & Monitor)

Group Data Collection

Teachers; Biology PLC	# of students:	# of Exceeded	# of Met	# of Nearly Met	# of Did not meet
TOTALS:					
Coyne	101	9	18	39	35
Hiris	84	29	27	12	16
Jones	139	14	31	37	57
Lor	80	16	23	18	23
Perez	46	21	12	5	8
Yamuni	114	57	33	21	3
TOTALS:	546	146	144	132	142
* EL students	122	16	29	22	55
*SWD Students	32	6	5	9	12
*Focus Students (Hispanic Population)	361	90	94	74	103

_53%__ We met our Goal.   _ _We did not meet our goal.

Stockton Unified School District
EDISON HIGH SCHOOL SUSD
Home of the Vikings

How will we respond when some students learned or did not learn it?
(PLC Cycle: Refine)

Analyze Strengths and Barriers

Strengths of advance & proficient students:	Barriers for intensive & strategic students:
Explain how abiotic and biotic factors interact in the levels of organization in ecology. Describe the role of producers and consumers in the flow of energy in the food chain and food web of an ecosystem. Show the direction of energy flow within the food webs and food pyramids of various ecosystems	Lack of experience with vocabulary. Even though this isn't abstract, they continue to struggle with reading comprehension, vocabulary structure, & making connections between the interactions of the food chains within the food web and the trophic levels within food webs and energy pyramids Students struggle with Reasoning skills and Cause and effect relationships as well as application skills.

Identify strategies to be used during classroom instruction.

Strengths of advance & proficient students:	Barriers for intensive & strategic students:
Strategy Teach the academic skill vocabulary such as: - Compare & Contrast - Differentiate - Distinguish - Describe - Illustrate / Model - Cause & Effect - Elaboration on common academic language Teach Critical Reading during the lesson delivery of every unit. Reinforce academic skill vocabulary when introducing the learning objective and providing the essential question for each lesson. Discuss vocabulary structures of relevant words to the content.	Strategy: Identify and Teach the academic skill vocabulary such as: - Compare & Contrast - Differentiate - Distinguish - Describe - Cause & Effect Reinforce academic skill vocabulary when introducing the learning objective and providing the essential question for each lesson. Discuss vocabulary structures of relevant words to the content. Teaching Critical Reading during the lesson delivery of every unit—possible to frontload and promote interest in the new unit content prior to delivery of lessons. Offer after school tutoring for those students who need intensive one on one.

Stockton Unified School District

EDISON HIGH SCHOOL SUSD
Home of the Vikings

Add word wall posters to address academic and content vocabulary introduced in the unit lesson delivery. Provide academic language scripts / sentence frames to encourage more meaningful discussions and confidence when sharing out in class.	Offer Reteach opportunities then allow students to retake assessment. Provide academic language scripts / sentence frames to encourage more meaningful discussions and confidence when sharing out in class.
When/how will we re-teach these students: Ongoing—throughout the year using cumulative CPK questions to start each lesson. Offer extra credit opportunities to address the ecology content—possibly the ecology project. Provide opportunities for students to revise assignments and retake assessments Reinforce Food Web and trophic level interactions during the next unit lessons on Photosynthesis and Respiration	When/how will we re-teach these students: Ongoing—throughout the year as students using cumulative CPK questions to start each lesson. Offer extra credit opportunities to address the ecology content—possibly the ecology project. Provide opportunities for students to revise assignments and retake assessments Reinforce Food Web and trophic level interactions during the next unit lessons on Photosynthesis and Respiration After school tutoring with teacher or learning center
What was the impact on student Achievement?	What was the impact on student Achievement?
All students need more practice with all aspects of vocabulary structure—both academic and content vocabulary. Reinforcement on skills, vocabulary and test taking strategies if done regularly can promote greater student achievement. Re-teaching opportunities can promote greater success on future summative assessments.	

SMART Goal for Next Formative

40% or All students will score at Proficient/Advanced on: Cell Organelles _(Standard/topic) as measured by___Formative_(assessment) given on or during the week of _____December 5, 2016____ .

APPENDIX F3

**Edison High School
2016-2017
Club List**

Club Name	Advisor Name	Room #
ASB CLASS	MR. BATUGO	C20
ASB INTEREST	MR. BATUGO	C20
ASB STUDENT STORE	MR. BATUGO	C20
AVID	MS. SCRUGGS	C18
BOYS SOCCER	MR. MARTINEZ	GYM
CERAMICS CLUB	MR. PELLEGRINI	17
CHINESE DIM SUM	MS. BOYLE	C6
CIP/COMMUNITY INVOLVEMENT	MR. FRANCA	C1
CIRCLE OF FRIENDS	MS. DIESTLER	Admin
CLASS OF 2017	MR. MOORE / MS. ATAD	C19
CLASS OF 2018	MR. PARROTT / MS. BOYLE	C17
CLASS OF 2019	MS. ROMERO	24
CLUB 79 (BAND)	MR. GRIMSHAW	79
EDISON BALLET FOLKLORICO	MS. ROBLES	C18
EHS ANIME CLUB	MS. BOYLE	C6
EXPLORANDO EL MUNDO	MS. ROMERO	24
FRIDAY NIGHT LIVE	MR. NGUYEN	ADMIN
GAY/STRAIGHT ALLIANCE	MS. MCCAUGHEY	C23
GOOD GAMING CLUB	MR. ROMERO	E111
HMONG	MR. LOR	SC2
INTERACT	MR. SANDOVAL	C15
KAPWA FILIPINO	MR. LAZARO	C28
KEY CLUB	MR. MORAIS	C25
LEAGUE OF LEGENDS	MR. ROMERO	24
LULAC	MS. ROMERO/MS.MORENO	24
MARIACHI SANGRE DE ORO	MR. SUGUITAN	77
MECHA	MS. ROBLES	C18
MESA	MS. TAYLOR	MOC
NATIVE AMERICAN CLUB	MR. FLEMING	NIC
NHS/CSF	MS. TAYLOR /MS. GREENWOOD	MOC
ONE VOICE	MR.SUGUITAN	77
POLY CLUB	MS. HOWARD-GOMEZ	P95
SHREDISON HIGH SKI CLUB	MR. JONES	42
SKILLS USA	MS. HILL	E106
STEM	MS. TAYLOR	MOC
VIKING THEATRE COMPANY	MS. DEL PORTO	82
VIKINGS FOR CHRIST	MR. MORENO/MR. PARROTT	C17
VISUAL ARTS CLUB	MS. BOYLE	C6

APPENDIX F4

10/28/2016   STAR 2013 CST - Edison High School, All Students

California Department of Education
Assessment and Accountability Division

Return to Test Results Search

Print Report

2013 STAR Test Results

Edison High School

All Students - California Standards Test Scores

County Name:	San Joaquin County
District Name:	Stockton Unified District
School Name:	Edison High School
CDS Code:	39-68676-3932100
Total Enrollment on First Day of Testing:	1,339
Total Number Tested:	1,312
Total Number Tested in Selected Subgroup:	1,312

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

The Standardized Testing and Reporting (STAR) program ended on July 1, 2013. The STAR program was replaced by the California Assessment of Student Performance and Progress (CAASPP) System. STAR test results and CAASPP results cannot be reliably compared because CAASPP evaluates new standards that emphasize analytical thinking, problem solving and communications skills.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment								478	451	410	

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								426	411	364	
% of Enrollment								89.1 %	91.1 %	88.8 %	
Students with Scores								425	411	364	
Mean Scale Score								335.4	325.3	323.9	
% Advanced								12 %	9 %	9 %	
% Proficient								29 %	21 %	24 %	
% Basic								32 %	38 %	35 %	
% Below Basic								15 %	20 %	20 %	
% Far Below Basic								11 %	12 %	12 %	

CST General Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								11			11
% of Enrollment								2.3 %			
Students with Scores								11			11
Mean Scale Score								247.5			247.5
% Advanced								0 %			0 %
% Proficient								0 %			0 %

http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&lstTestYear=2013&lstTestType=C&lstCounty=39&lstDistrict=68676-000&lstSchool=3932100...   1/4

10/28/2016   STAR 2013 CST - Edison High School, All Students

% Basic								0 %			0 %
% Below Basic								45 %			45 %
% Far Below Basic								55 %			55 %

CST Algebra I

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								280	107	34	421
% of Enrollment								58.6 %	23.7 %	8.3 %	
Students with Scores								279	107	33	419
Mean Scale Score								296.0	275.6	266.5	288.4
% Advanced								0 %	0 %	0 %	0 %
% Proficient								10 %	5 %	0 %	8 %
% Basic								33 %	20 %	12 %	28 %
% Below Basic								39 %	47 %	55 %	42 %
% Far Below Basic								17 %	29 %	33 %	21 %

CST Geometry

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								138	160	88	386
% of Enrollment								28.9 %	35.5 %	21.5 %	
Students with Scores								138	160	88	386
Mean Scale Score								329.7	267.1	261.5	288.2
% Advanced								5 %	1 %	1 %	2 %
% Proficient								29 %	1 %	0 %	11 %
% Basic								34 %	17 %	7 %	21 %
% Below Basic								29 %	52 %	56 %	45 %
% Far Below Basic								3 %	30 %	36 %	22 %

CST Algebra II

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								6	120	125	251
% of Enrollment								1.3 %	26.6 %	30.5 %	
Students with Scores								6	120	125	251
Mean Scale Score								*	312.1	268.9	289.6
% Advanced								*	4 %	0 %	2 %
% Proficient								*	17 %	3 %	10 %
% Basic								*	38 %	18 %	27 %
% Below Basic								*	24 %	36 %	31 %
% Far Below Basic								*	17 %	43 %	30 %

CST Summative High School Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested										100	100
% of Enrollment										24.4 %	
Students with Scores										100	100
Mean Scale Score										309.5	309.5
% Advanced										5 %	5 %
% Proficient										19 %	19 %
% Basic										26 %	26 %
% Below Basic										46 %	46 %
% Far Below Basic										4 %	4 %

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10/28/2016 STAR 2013 CST - Edison High School, All Students

CST World History

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								2	381	41	424
% of Enrollment								0.4 %	84.5 %	10.0 %	
Students with Scores									373	37	410
Mean Scale Score								*	311.5	315.5	311.9
% Advanced								*	8 %	14 %	8 %
% Proficient								*	14 %	11 %	14 %
% Basic								*	34 %	35 %	34 %
% Below Basic								*	17 %	16 %	17 %
% Far Below Basic								*	28 %	24 %	27 %

CST U.S. History

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested										375	
% of Enrollment										91.5 %	
Students with Scores										373	
Mean Scale Score										316.7	
% Advanced										6 %	
% Proficient										19 %	
% Basic										34 %	
% Below Basic										20 %	
% Far Below Basic										21 %	

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									398		
% of Enrollment									88.2 %		
Students with Scores									396		
Mean Scale Score									337.2		
% Advanced									15 %		
% Proficient									23 %		
% Basic									35 %		
% Below Basic									16 %		
% Far Below Basic									10 %		

CST Biology

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								94	288	85	487
% of Enrollment								19.7 %	63.9 %	20.7 %	
Students with Scores								94	287	84	465
Mean Scale Score								391.3	314.5	321.3	331.3
% Advanced								39 %	5 %	7 %	12 %
% Proficient								37 %	14 %	13 %	18 %
% Basic								20 %	43 %	40 %	38 %
% Below Basic								3 %	22 %	18 %	17 %
% Far Below Basic								0 %	17 %	21 %	15 %

CST Chemistry

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									65	125	190
% of Enrollment									14.4 %	30.5 %	
Students with Scores									65	125	190

http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&lstTestYear=2013&lstTestType=C&lstCounty=39&lstDistrict=68676-000&lstSchool=3932100... 3/4

10/28/2016 STAR 2013 CST - Edison High School, All Students

Result Type											
Mean Scale Score									343.0	320.5	328.2
% Advanced									8 %	1 %	3 %
% Proficient									32 %	18 %	23 %
% Basic									45 %	54 %	51 %
% Below Basic									12 %	21 %	18 %
% Far Below Basic									3 %	6 %	5 %

CST Earth Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									1	2	3
% of Enrollment									0.2 %	0.5 %	
Students with Scores									1	2	3
Mean Scale Score									*	*	*
% Advanced									*	*	*
% Proficient									*	*	*
% Basic									*	*	*
% Below Basic									*	*	*
% Far Below Basic									*	*	*

CST Physics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									6	23	29
% of Enrollment									1.3 %	5.6 %	
Students with Scores									6	23	29
Mean Scale Score									*	340.6	347.3
% Advanced									*	4 %	14 %
% Proficient									*	30 %	28 %
% Basic									*	52 %	48 %
% Below Basic									*	13 %	10 %
% Far Below Basic									*	0 %	0 %

CST Integrated/Coordinated Science 1

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								254	26	39	319
% of Enrollment								53.1 %	5.8 %	9.5 %	
Students with Scores								254	26	39	319
Mean Scale Score								311.7	298.1	300.4	309.2
% Advanced								0 %	0 %	5 %	1 %
% Proficient								12 %	8 %	5 %	11 %
% Basic								52 %	42 %	41 %	50 %
% Below Basic								24 %	27 %	26 %	24 %
% Far Below Basic								12 %	23 %	23 %	14 %

Print Report

California Department of Education

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http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&lstTestYear=2013&lstTestType=C&lstCounty=39&lstDistrict=68676-000&lstSchool=3932100... 4/4

APPENDIX F5

2013-14 School Quality Snapshot
Edison High
Stockton Unified
1425 South Center St., Stockton, CA 95206

Grades Offered: 9 - 12
Enrollment: 1,964
Charter: No
Title I Funded: Yes
CDS Code: 39-68676-3932100

California Assessment of Student Performance and Progress (CAASPP)

What is the CAASPP system?
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

How will the CAASPP system benefit California?
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

What are the Smarter Balanced Tests?
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

Why are the results of the 2013-14 Smarter Balanced Tests not reported?
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

Why is the 2014 Growth API not reported on the 2013-14 SQS?
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

Where can I find more information on the CAASPP system?
Please visit the following CDE web page for more information about the CAASPP system: http://www.cde.ca.gov/ta/tg/ca/

California's Academic Performance Index (API)

2013 Growth API	672
Growth from Prior to Current Year	12
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	No
2013 Growth API State Rank	2
2013 Growth API Similar Schools Rank	3

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black	No	-40
American Indian or Alaska Native		--
Asian	No	-6
Filipino	Yes	6
Hispanic or Latino	Yes	24
Native Hawaiian or Pacific Islander		--
White		--
Two or More Races		--
English Learners	Yes	44
Socioeconomically Disadvantaged	Yes	16
Students with Disabilities		--
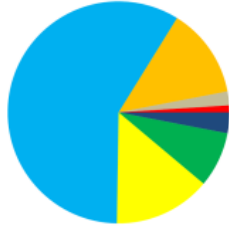
Green = Student group met target
Red = Student group did not meet target
-- = Student group is not numerically significant

CHART LEGEND:
■ SCHOOL ● DISTRICT ◆ STATE

CDS: County-district-school
School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2013-14 Enrollment by Race/Ethnicity

- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Filipino
- Hispanic or Latino
- African American or Black
- White
- Two or More Races
- Not Reported

2013-14 Subgroup Enrollment

English Learners	19%
Socioeconomically Disadvantaged	89%
Students with Disabilities	10%

Percentage of Students Redesignated to Fluent-English Proficient

California Department of Education
Report (v2.a) Generated: March 1, 2017

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

Page 1

2013-14 School Quality Snapshot
Edison High
Stockton Unified
1425 South Center St., Stockton, CA 95206

Grades Offered: 9 - 12
Enrollment: 1,964
Charter: No
Title I Funded: Yes
CDS Code: 39-68676-3932100

CST Science Results
(percent proficient and above)

Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements

2012-13 Average SAT Score

Percentage of English Learners Making Progress in Learning English

Cohort Graduation Rate*

CAHSEE English-Language Arts Grade 10 Passing Rate

Percentage of Students in the Healthy Fitness Zone in 2012-13

2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students

CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

* Only four years of data are available

CAHSEE: CA High School Exit Examination
CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

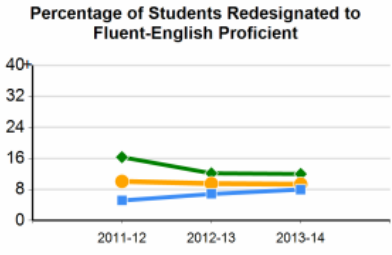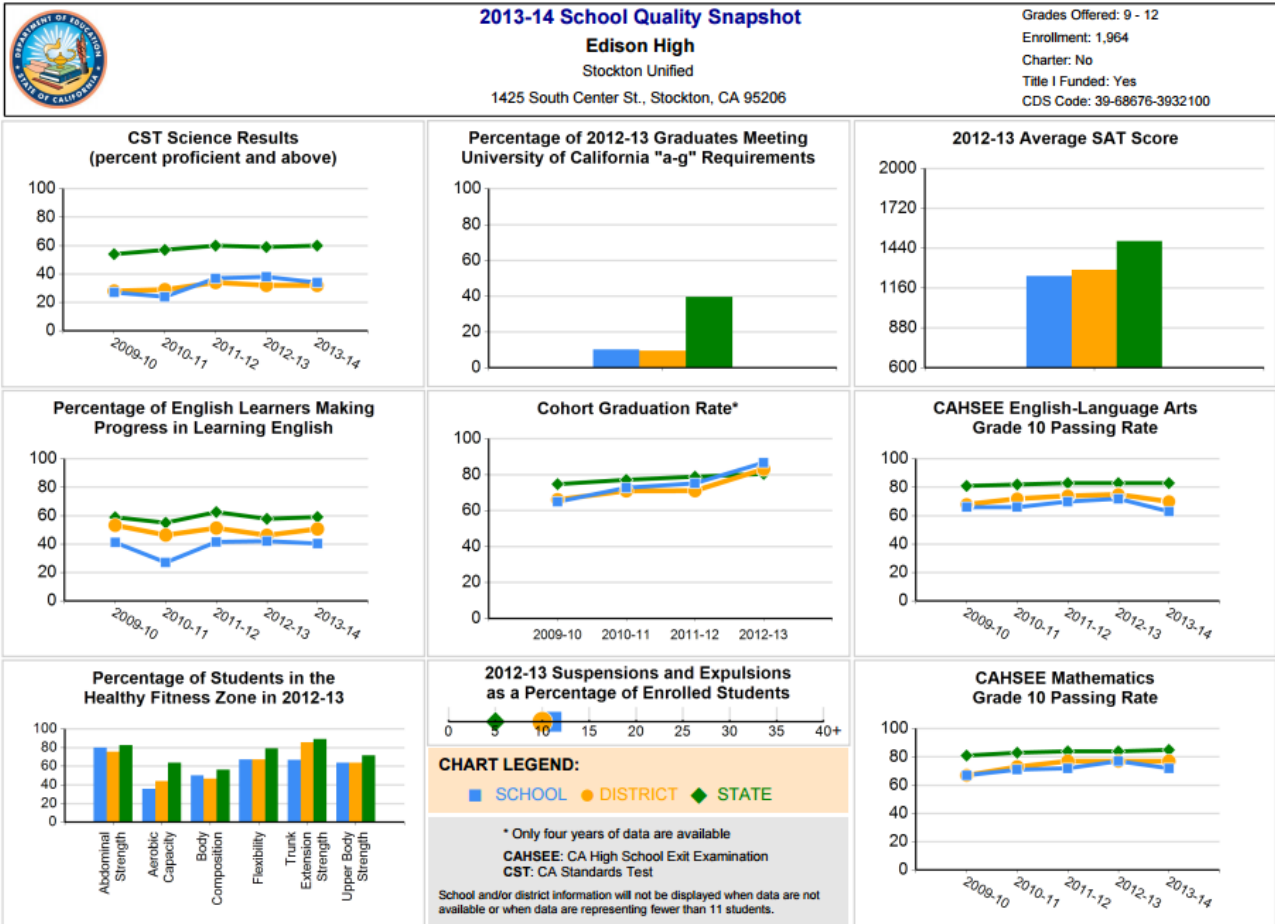### CAHSEE Mathematics Grade 10 Passing Rate

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

Page 2

APPENDIX F6

Secondary Schools
Student Totals
As of: 03/01/2017

Year: 2016-2017
Report: STU601

Grade		Active	Inactive	Total
PK	Female	20	3	23
	Male	23	5	28
	Total	43	8	**51**
09	Female	287	30	317
	Male	313	19	332
	Total	600	49	**649**
10	Female	257	21	278
	Male	294	26	320
	Total	551	47	**598**
11	Female	232	26	258
	Male	245	27	272
	Total	477	53	**530**
12	Female	219	30	249
	Male	226	31	257
	Total	445	61	**506**
Total	Female	1015	110	1125
	Male	1101	108	1209
	Total	2116	218	**2334**

APPENDIX G1

GLOSSARY

APA: ADVANCED PATH ACADEMY	PAC: PARENT ADVISORY COMMITTEE
AVID: ADVANCEMENT VIA INDIVIDUAL DETERMINATION	PLC: PROFESSIONAL LEARNING COMMUNITY
APEX: ADVANCED PLACEMENT EXAM REVIEW	PLTW: PROJECT LEAD THE WAY
BTSA: BEGINNING TEACHER SUPPORT AND ASSESSMENT	PLUS: PEER LEADERS UNITING STUDENTS
CAASPP: CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS	RFEP: RECLASSIFIED FLUENT ENGLISH PROFIENT
CBO: COMMUNITY BASED ORGANIZATIONS	RSP: RESOURCE SPECIALIST PROGRAM
CCSS: COMMON CORE STATE STANDARDS	RTI: RESPONSE TO INTERVENTION
CELDT: CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST	SAP: STUDENT ASSESSMENT PLAN
CFA: COMMON FORMATIVE ASSESSMENTS	SBAC: SMARTER BALANCED ASSESSMENT CONSORTIUM
CLAD: CROSS CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT	SDC: SPECIAL DAY CLASS
CSM: CAMPUS SECURITY MONITORS	SAA: SECONDARY ACADEMIC ADVISORS
CTE: CAREER AND TECHNOLOGY EDUCATION	SSC: SCHOOL SITE COUNCIL
DELPAC: DISTRICT ENGLISH LEARNER PARENT ADVISORY COMMITTEE	STEM: SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS
EAP: EARLY ASSESSMENT PROGRAM	MESA: MATHEMATICS, ENGINEERING, AND SCIENCE ACHIEVEMENT
ELD: ENGLISH LANGUAGE DEVELOPMENT	
ELL: ENGLISH LANGUAGE LEARNER	
ELO: ESSENTIAL LEANRING OUTCOME	
ELA: ENGLISH LANGUAGE ARTS	
ELPIC: ENGLISH LEARNER PARENT INVOLVEMENT COMMITTEE	
ERWC: EXPOSITORY READING AND WRITING COURSE	
IEP: INDIVIDUAL EDUCATION PLAN	
IWEN: INDIVIDUAL WITH EXECPTIONAL NEEDS	
ISS: IN SCHOOL SUSPENSION	
JROTC: JUNIOR RESERVE OFFICER TRAINING CORPS	
LCAP: LOCAL CONTROL ACCOUNTABILITY PLAN	
LCFF: LOCAL CONTROL FUNDING FORMULA	
LDO: LANGUAGE DEVELOPMENT OFFICE	
LEA: LOCAL EDUCATIONAL AGENCY	
LTEL: LONG TERM ENGLISH LEARNER	
MEP: MIGRANT EDUCATION PROGRAM	

APPENDIX H1

WASC Timeline Calendar

May 2016

Faculty meeting to inform staff of upcoming WASC visit; focus groups created.

June 2016

WASC Faculty meeting

August 2016

Faculty meeting: WASC introduction to returning/new staff members.

August 16th – Leadership Team Meeting: WASC agenda item

August 18th – Faculty Meeting; Focus Group Meeting

August 23rd – Leadership Team Meeting: WASC agenda item

August 29th – Review of WASC expectations with Safety Team.

August 29th – Classified Staff Survey distributed.

September 2016

September 6th—Parent Night: Parent Perception Survey

September 8th – WASC Faculty Meeting: Reflections/Synthesis of findings from Focus Group Leads

September 13th – Leadership Team Meeting: Synthesize findings

September 21st – AVID-hosted Parent Night; Parent Perception Survey

September 27th – Leadership Team Meeting: WASC agenda item

September 30th—Leadership Team Meeting: Synthesize findings

October 2016

October 25th – Leadership Team Meeting: Presentation of WASC training findings

October 28th – Parent Night: Parent Perception Survey

November 2016

November 8th – Leadership Team Meeting: Focus Group deadlines

November 15th – Leadership Team Meeting: Review of Mid-cycle Progress Report

November 29th – Leadership Team Meeting: Focus Group prep for World Café; briefing with WASC

   Visiting Committee Chair

December 2016

December 6th – Leadership Team Meeting: Focus Group prep for World Café

December 8th – WASC Faculty Meeting: Self-Study process update/World Café

December 13th – Leadership Team Meeting: WASC agenda item

December 16th – WASC Faculty Meeting

January 2017

January 3rd – Leadership Team Meeting

January 5th – WASC Faculty Meeting

January 17th – Leadership Team Meeting: Focus Groups share action plan

January 19th – WASC Faculty Meeting: Self-Study process update; 8th grade Parent Night

February 2017

February 23rd – WASC Faculty meeting: presentation of Action Plan; School Site Council Meeting:

   WASC preview