

Edison High 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
AP/IB Exams Passed (HS)	58.15 %	48.71 %	2017-2018	55.71 %
EL Reclassification Rate (All grade levels)	13.684 %	4.096 %	2017-2018	11.096 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	74.528 %	62.662 %	2017-2018	69.662 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	43.704 %	38.361 %	2017-2018	45.361 %
One D or F on Any Report Card (grades 2-12)	59.308 %	65.043 %	2017-2018	58.043 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Teachers meet in Accountable Communities to collaborate on assessment creation, best teaching practices, and alignment of reading and writing skills needed to meet or exceed the standards in ELA. Edison staff is continuing to establish AC protocols to promote a collaborative instructional environment.
- During Accountable Community meetings, teachers are discussing common formative assessments and discussing reteaching strategies. Teachers are also given time to plan their curriculum during BuyBack days. Time utilized has been worthwhile, as more Accountable Communities are implementing common formative assessments through the use of Illuminate Education and other measures such as writing rubrics.
- During AC meetings teachers are reviewing and discussing the Smarter Balance ELA practice test; patterns within the questions, vocabulary, required testing skills and using technology to build stamina for computer-based assessments.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- English Learners are struggling to meet or exceed standards in CAASPP. Only 2.4% percent of EL students who took the SBAC in 2018 met or exceeded standards. EL's have traditionally struggled in CAASPP, and the ELA department is reviewing how to increase performance through strategic instruction.
- African Americans are meeting or exceeding the standards in ELA at a lower rate than other ethnicities. In 2018, 38.90% met or exceeded the standards in ELA. A drop of 10% from 2017.
- Teachers are still learning and growing with the new ELD standards and how they translate to the Smarter Balance assessment requirements. Teachers are still adapting to the expected changes in rigor.
- Teachers are learning the instructional design and delivery of newly adopted curricular adoptions in Math and ELA. Teachers are still learning how to implement the new curriculum with fidelity.
- Special Education students are meeting or exceeding the standards in ELA at a lower rate than General Education students. In 2018, only 2.7% of SPED students met or exceeded standards. A drop of 9% percent from 2017. These students have experienced academic and social-emotional barriers.

- Math Teachers meet regularly in Accountable Communities to collaborate on assessments, best teaching practices, and alignment of math skills needed to meet or exceed the standards in Math. District Interim Assessment scores reflect an upward trend in overall student performance.

-Math Teacher utilized the district provided scope and sequence to plan their units of instruction to best meets the needs of their students. They are also working team members on how to implement Interim Block Assessment in their regular instruction.

-Math teachers are utilizing Big Ideas' online component, to enhance instructional activities and expose students various technology-enhanced questions.

-Math teachers are using Illuminate Education to produce SBAC style assessments to expose students to various question types. Teacher share results in their AC, and reflect on instructional practices. Teachers are discussing various scenarios on how to provide intervention within the current instructional minutes' structure in place.

EL Reclassification Rate (All grade levels)

- English Learners are failing to meet or exceed standards on the ELPAC, Interim Assessment, or Both. Additionally, the transition to ELPAC has created an urgency to adjust instruction in SDAIE, and ELD classes.

- English Learners are provided additional opportunities for remediation through Edison's after-school program. Teachers have been contracted to provide support to EL students specifically in Math, ELA, and Science. However, students are not qualifying for reclassification at the desired rate. Our ELD program and structures to support EL are currently being reevaluated to ensure students are having their need met.

One D or F on Any Report Card (grades 2-12)

- Strategic systems of intervention still need to be refined and/or created to better support the students who fail to learn the content during the initial phase of teaching and learning. This is an ongoing dialogue in our Instructional Leadership Team (ILT). Current time instructional minutes calendar is creating challenges to implement school-wide interventions. ILT is looking at making adjustments to better support struggling students.

- The After School Program support needs to be refined with targeted support in areas of needed growth.

AP/IB Exams Passed (HS)

- The percentage of students receiving a qualifying score increased by 2%, to 42%. Additionally, in 2018-2019, the number of students enrolled in at least one AP classes has increased by over 50 students. Edison currently has 1,292 enrolled in at least one AP class.

- AP training continues to be provided to all new AP teachers. Teachers who have attended AP training in the past will now a professional learning cycle calendar, as set forth by the district. Site funds will continue to be set aside to support this initiative.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- African Americans are meeting or exceeding the standards in Math at a lower rate than other ethnicities. In 2018, 15.9% met or exceeded the standards in Math.

-Students with disabilities are meeting or exceeding the standards in Math at a lower rate than other subgroups. In 2018, 2.8% met or exceeded the standards in Math, a drop of 6% from 2017.

EL Reclassification Rate (All grade levels)

- English Learners are failing to meet or exceed the minimum on the ELPAC Interim Assessment, or Both. Due to having a new assessment, the students struggled with the rigor.

-ELD teachers are receiving additional professional development as provided by the district. The newly adopted curriculum is taking ELD teachers some time to get familiar with.

One D or F on Any Report Card (grades 2-12)

- A high percentage of English Learners and African Americans are receiving a D/F on their report card. As of March 2019, 69.6% of African American students have a D/F on their report card. This is due to a high rate of incomplete classwork.

- Systems of intervention need to be strategic and required for students who are not learning the content during the initial phase of teaching and learning. Our current structure is lacking a specific time for intervention during the school day.

AP/IB Exams Passed (HS)

- The percentage of African American students received a qualifying score decreased by 3 percentage points. Many African American students are taking an AP class for the first time and underestimate the rigor of the assessment. Moreover, the total number of students who took the exam increased by double digits each of the last three years. In 2016, 107 students took the exam and 29 received a qualifying score. In 2018, 155 took the exam and 28 received a qualifying score.

-Counseling team is making dropping an AP course extremely difficult, by requiring students to meet with AP coordinator and have parents make the initial request. This practice continues to persuade interventions as opposed to dropping the AP course entirely. This forces students to remain in the class to make a genuine effort to complete coursework and to perform well on the assessment.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

-Edison's implementation of Goal 1 has progressed as expected. Data trends are showing growth in district assessments. However, Edison is still working on improving its approach to strategic intervention to support all actions (1-5). Funding has been utilized in accordance with the plan, with only one budget requested during the year ensure all funds are exhausted.

Expenditures to meet this goal:

- Supplemental Salaries for Certificated Teachers: Math, English, and Science Teachers have all accessed supplemental contracts to increase planning time in support of student achievement. Teachers providing AP courses have also accessed supplemental contracts to plan rigorous curriculum with colleagues and debrief best instructional practices. Funding will continue to be set aside to support curricular planning.
- Local Mileage for Attendance & Social Work Services - Funds are being accessed by classified support staff to make home visits.
- Funds to purchase supplemental materials to support instruction in all core classrooms: Funds are made available to the teachers to support their circular units. Teachers use the funds to purchase supplies such as protractors, compasses, notebooks, calculators, consumable science lab supplies, and supplemental reading books to support the core curriculum.
- There are no planned changes for the use of title 1 funds in support of Goal 1.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- SBAC data shows that there is still a need to provide staff with specific supports to increase overall student achievement. The metrics used during the 2018-2019 school year will remain the same for 2019-2020. As we continue to develop in our Accountable Communities, teachers are accessing additional supports in the area of curriculum and instruction, lesson planning, and instructional delivery to improve their practices.
- Funds will continue to be allocated to support educational enrichment trips, which include transportation cost, admission fees, and substitute teacher costs.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Budget Priorities - Continue to provide funding for supplement contracts to support academic interventions
- Provide funds for teacher and support staff to attend professional development
- Provide funds to support teacher with supplemental materials and supplies to enhance instructional activities
- Increase funding for educational enrichment trips; transportation, etc.

2 ELAC:

- Increase funding to support strategic intervention supports for students with Ds/Fs.
- Continue to provide funding for BRCA
- ELAC committee is continuing to suggest that the After School Program be required (mandatory) for students who are failing classes. "Students need to be held accountable and it should be required".

3 Staff:

- Update Language in Goal 1 Action 3 to include a focused approach to classroom instruction and PLC
- Suggested Academic support within the classroom which can include the following; BIA, PLUS teacher support, and/or a site instructional coach.
- Budget Priorities need to include increased funding for the Arts.
- Continue to fund support staff; Library assistant, Counseling - Resource Assistant, Child Welfare, and Attendance.
- Support Technology in the classroom with the purchase of additional hardware and software
- Provide funds for professional development
- Provide funds and time for instructional planning days
- How are we supporting EL students outside of the EL classes and Tutoring? Many EL students at beginning levels of proficiency in English are put into full course schedules in classes where they are not able to access the language and content independently and we

are not supporting these teachers in designing and implementing EL supports for their content area and lessons. Partnerships between EL instructional "experts" and identified content area teachers for SDAIE sections need to be created and strengthened to help our teachers reach these students with more success.

- What specific supports are happening for our African American students at the site level? Are we making intentional training, scheduling, and support decisions that reach out to the needs of this population? Are we recruiting African American peer helpers? Can we get connections to college and adult mentors to work with kids and teachers in the classroom or afterschool program? Can we use community partners like Street Angels in our classes and not just as campus security presence? Can we provide supportive schedules for students with teachers who have prioritized innovations and professional learning for culturally responsive teaching? How can we get more teachers to be involved in learning about culturally relevant instruction beyond our specialty classes like Race and Social Justice and Cultural Studies?

How are we utilizing ASP for more than just homework spaces and enrichment? Is there a way to buy out some 7th periods for teachers and place students in need of retakes or in need of interventions to actually be re-taught core course skills and knowledge in more flexible and innovative ways in a 7th period course? Like a real world math class where math is tied to hands-on projects or English classes that emphasize creative writing and highly engaging, contemporary, on-level reading to review and re-teach core standards?

- We need time to plan and develop writing instruction for the specific demands of the AP exams. Also, recruiting and hiring teachers with expertise in the areas of the AP exam and making the class sizes at a level where we can actually spend time for more one-n-one and personalized instruction. 32-36 kids per AP class and having more than 2 of these classes make it difficult to have the type of instruction and the volume of high quality, rigorous work with relevant feedback nearly impossible. Our kids are up against AP kids who are products of classes of 18-24 kids. The experiences are vastly different and put our teachers and kids at a disadvantage, specifically considering our open enrollment policy and the supports that so many of our kids need to find success in the class. AP History, Math and English classes are particularly impacted and the struggle to maintain and grow our pass rate is reflected by the structure of the class experience.

-How does the AP exam pass rate correlate to the class pass rate - are there students earning As in their AP classes and getting 1s on the AP exam? Since the district began paying for students AP exams, has the pass rate gone up or down? Is there data about how students do if they don't pass their first AP exam- do they stay in AP

courses or stop?
 -The tier 3 services seem odd. I know we have had conversations about how to on-ramp African American students, but if you look at the numbers there are very few African American students in HUG and Euro. Of the ones who are, there are even fewer who come from the neighborhood (most are transfer students). For EL, the on-ramp is through AP Spanish Lang. I'm not really sure what the opportunities for deployment are.....

Action 1

Title: Improve by 7% on CAASPP in ELA

Action Details:

Edison will provide a three-tiered approach to literacy support for students. Tier One will include a focus on increasing common core literacy skills in every classroom through professional learning and school-wide literacy initiatives. Tier Two will be opportunities for strategic grouping, technology resources to support struggling students, PLUS, and co-teaching in the targeted core classes. Tier 3 will include teacher tutoring services, access to technology resources for remediation, PLUS support in the targeted classroom and student groups, and strategic deployment.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Student Results in the following: 2019 CAASSP scores, 2019 EAP Results, 2019 ELPAC scores and redesignation rates, 2018-2019 Interim Assessment results.
- ELPAC scores/Re-designation rates
- Parent meeting sign-in lists, parent communication tools (website, school messenger, letters), master calendar of parent meetings
- Instructional Practice Guide data Tenets 2A/2B
- Orders for materials, supplies, and technology placed to support literacy.
- Attendance at After School Tutorial
- Staff Calendar including professional learning developed and shared with staff
- Monitoring master schedule to support identified students needing additional support
- AC agendas and products (common lesson/assessments) created demonstrating attention to literacy, data analysis, and focus standards

Owner(s):

- Principal
- Teacher Librarian
- VP Aquino
- VP Arredondo
- Assigned counselor for targeted groups
- Head Counselor, Andrea Flores
- AC Leads, EL Support Team, and Plus Teachers
- BRCAs

Timeline:

- Ongoing/Weekly
- Principal 3x a year
- Principal/Head Counselor June, August, December, April
- After Interim 1 & 2 testing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Edison will provide a three-tiered approach to literacy support for students. Tier One will include a focus on increasing common core literacy skills in every classroom through professional learning and school-wide literacy initiatives. Tier Two will be opportunities for strategic grouping, technology resources to support struggling students, PLUS, and co-teaching in the targeted core classes. Tier 3 will include teacher tutoring services, access to technology resources for remediation, PLUS support in the targeted classroom and student groups, and strategic deployment.

- Students in the class will receive instruction that is aligned to CCSS and access through our district adopted curriculum. Materials and supplies will support teacher implementation of CCSS, including library databases,

office/classroom supplies, classroom technology (hardware/software), and subscriptions.

- Provide Turnitin.com site license for students and teachers.
- Master schedule developed strategically to maximize support to students in grades 9-11 and provided additional peer support in 9 and 10 grade classes from 12 grade students who can take peer helpers
- Target and monitor after school tutorial for Tier 2/3 students
- Update and refresh technology and software to increase technology literacy and exposure for students (i.e. navigating user interface)
- SDAIE strategies
- Recognition and incentive programs for students who consistently attend tutorial and demonstrate
- Computer Lab assistant will support students during the school day. She responsible for giving students access to the computer lab during break, lunch and after school. She supports students by answering questions regarding hardware and software complications. She is also available to support students with various academic support.

Specify enhanced services for EL students:

- Provide BRCA (bilingual resource counseling assistance) to support parent education and translation
- Use Peer helpers strategically in courses where EL students are concentrated
- Team of EL teachers with a case management groups of EL learners to monitor academic progress and attendance in our afterschool tutorial
- After School Tutorial to support English Learners with bilingual support.

Explain the actions for Parent Involvement (required by Title I):

- Parent communication to inform parents the importance of CAASSP and EAP, and interim assessments.
- Parent communication and meetings including back to school night and showcase to provide parents with tools to help their student achieve academic success.
- An annual calendar listing parent meetings will be distributed at the beginning of the school year and will be posted in school messengers and on the school website presenting information about students performance (CAASPP, EAP, ELPAC Interim Assessments, grades) as well as upcoming events.
- Parent education offered through Parent University classes provided by the district office.

Specify enhanced services for low-performing student groups:

- Low performing groups of students will be supported strategically through enhanced services through the use of After School Program tutorials which will target ELL, SPED, and our African American student population.
- Case Managers will work with students within our African-American sub-group who are not academically successful through the use of mentoring within the school day.

Describe Professional Learning related to this action:

- Training for teachers using interim assessment and formative assessment tools to develop instructional strategies that build literacy skills.
 - Common school-wide professional read that incorporates topics that address best instructional practices centered on student literacy.
 - Staff calendar will be created to support CCI with all staff and ACs including training on how to analyze CAASPP, EAP, ELPAC and interim assessment results.
 - ILT Professional Learning regarding Literacy Development. Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and inquiry questions. Sessions will primarily be focused on instructional strategies and taught by site colleagues
 - Vertical articulation with a regional team focused on literacy
 - Staff collaboration and planning for literacy in all subject areas in accountable communities by adopting literacy standards based on identified common student needs in their specific content area.
 - Instructional Coach support for teachers
 - Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning
- Providing subs and Supplemental salaries for focus leas, ILT, Dept. Chairs, Link Crew, The Arts and Goal 2 Activites

Action 2

Title: Improve by 7% on CAASPP in Math

Action Details:

- Edison will provide a three-tiered approach to math support for all students. Tier One will include a focus on common core math skills in every math classroom through professional learning and collaboration. Tier Two will incorporate opportunities for strategic grouping, reteaching, utilizing technology resources for struggling students, PLUS teacher support, and co-teaching. Tier 3 will include teacher tutoring services, technology resources to support remediation, strategic PLUS teacher support for Tier 3 students, and deployment.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Data to be monitored:

- Various state and local assessments: 2018/19 CAASSP scores, 2018/19 EAP results, 2018/19 SAT results and 2018/19 Interim Assessment results.
- Instructional Practice Guide data Tenet 2A & 2B
- Attendance at after school program tutorials
- Professional learning calendar
- Monitoring D/Fs to support identified students needing additional support
- AC agendas and products

Owner(s):

- Principal
- Teacher Librarian
- VP supervising Math
- VP supervising SPED
- Assigned counselor for targeted groups
- 9th grade support counselor
- AC Leads, EL Support Team, and Plus Teachers
- BRCA's
- ASP Teacher and Tutors

Timeline:

- VPs, AC Leads, Counselors, EL Support Team, and Plus Teachers
- Teachers Ongoing/Weekly
- Principal - Quarterly
- Principal/Head Counselor June, August, December, April

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Edison will provide a three-tiered approach to math support for all students. Tier One will include a focus on common core math skills in every math classroom through professional learning and collaboration. Tier Two will incorporate opportunities for strategic grouping, reteaching, utilizing technology resources for struggling students, PLUS teacher support, and co-teaching. Tier 3 will include teacher tutoring services, technology resources to support remediation, strategic PLUS teacher support for Tier 3 students, and deployment.

- Students will receive instruction that is aligned to CCSS. Materials and supplies will support teacher implementation of CCSS, including library-media instructional support, classroom technology (hardware/software), and subscriptions.

-Master schedule developed strategically to maximize support to students in grades 9-11.

- Target and monitor after school tutorial for Tier 2/3 students

- Provide tutors with advanced math experience for After School Program

Update and refresh technology and software to increase technology literacy and exposure for students (i.e.navigating user interface)

Recognition and incentive programs for students who consistently attend tutorial and demonstrate academic success and improvement

- Provide qualified Math Tutors who are Bilingual

Specify enhanced services for EL students:

- Provide BRCA (bilingual resource counseling assistance) to support parent education and translation
- A team of EL teachers with case management groups of EL learners to monitor academic progress and attendance in the afterschool program.

Specify enhanced services for low-performing student groups:

Low Performing Subgroups: African American, Hispanic, Special Education

- Low performing groups of students will be supported through strategic interventions provided by PLUS teachers in Math and ELA. This includes small group pull out, technology-enhanced interventions such as Khan Academy and Shmoop, and mandatory ASP tutoring.

Explain the actions for Parent Involvement (required by Title I):

- Parent communication to inform parents of the importance of CAASSP and EAP
- Parent communication and meetings including back to school night and showcase to provide parents with tools to help their student achieve academic success
- An annual calendar listing parent meetings will be distributed at the beginning of the school year and will be posted in school messengers and on the school website presenting information about students

Describe Professional Learning related to this action:

- Training for teachers using interim assessment and formative assessment tools to develop instructional strategies that build math skills
- Staff calendar will be created to support CCI with all staff and ACs including training on how to analyze CAASPP, EAP, and interim assessment results
- Math leads will create multiple opportunities to provide professional development for math teachers to

performance (CAASPP, EAP, ELPAC Interim Assessments, grades) as well as upcoming events.
 - Parent education offered through Parent University classes provided by the district office and biweekly coffee hour facilitated by BRCAs to connect families to resources that students many needs.

incorporate math literacy and instructional strategies in the math classroom to increase focus, coherence, and rigor in mathematics
 · PLUS teacher support in the algebra classrooms to help provide acceleration or remediation
 · Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning
 - Provide supplemental contracts for Core Teacher to plan curriculum and instruction.
 - Provide professional development opportunities for core teachers to attend professional learning conferences.

Action 3

Title: Re-Designation Rate of English Learners

Action Details:

Edison will improve English Learner re-designation rates by providing a three-tiered supports to English Learners that build literacy skills in alignment with the Common Core State Standards for ELD and ELA/Literacy. Tier 1 will include staff providing instruction in all curricular areas that require students to engage in complex text, write regularly, and academic discourse. Staff will be able to identify EL students and students will be appropriately scheduled and grouped. Accountable communities will incorporate unit plans that detail EL high leverage EL strategies. Tier 2 supports include reteaching strategies to target students who struggle in initial assessments. Additional supports include English Learner conferences for teacher PL, and individual and group chats based on performance levels of the ELPAC exam, Interim exam, and the number of D/Fs at all grading periods. Tier 3 supports include an English Language Support team providing targeted academic assistance during the After School Program.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- ELPAC Scores, performance levels on the District Interim and PSAT scores
- Re-designation Rates
- Grades: Percentage of Ds/Fs
- Classroom walk-through and observations
- Attendance at tutorial and students qualifying for incentives
- Professional learning developed and shared with staff with an emphasis on EL support
- Goal 2 Data: students engaged in activities, arts, and athletics
- Monitoring master schedule to support identified students needing additional support
- Ongoing data/monitoring of targeted EL students in Tier 3.

Owner(s):

- Vice Principal supporting EL program
- Vice Principal supporting ASP program
- EL Support Teacher Team
- Head Counselor
- Principal
- Teachers / Accountable Communities

Timeline:

- Spring 2019 and on-going throughout the year
- 4 cycles for re-designation
- VP & EL Support Team: Ongoing/Weekly
- Principal/Head Counselor June, August, October, December, April

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Edison will improve English Learner re-designation rates by providing a three-tiered supports to English Learners that build literacy skills in alignment with the Common Core State Standards for ELD and ELA/Literacy. Tier 1 will include staff providing instruction in all curricular areas that require students to engage in complex text, write regularly, and academic discourse. Staff will be able to identify EL students and students will be appropriately scheduled and grouped. Accountable communities will incorporate unit plans that detail EL high leverage EL strategies. Tier 2 supports include reteaching strategies to target students who struggle in initial assessments. Additional supports include English Learner conferences for teacher PL, and individual and group chats based on performance levels of the ELPAC exam, Interim exam, and the number of D/Fs at all grading periods. Tier 3 supports include an English Language Support team providing targeted academic assistance during the After School Program.

- ELPAC Chats Teacher/Admin/Counselor/Support Staff - Goal setting with students

- ELPAC exam administration
- EL students will receive instruction that incorporates strategies that support academic language and cognitive content goals in every lesson
- English Learner Support Team – assigns a case manager for EL students that are struggling academically.-
- After school tutorials as well as mandated tutorials for EL students that are struggling academically.
- Create a celebration activity to recognize students who have achieved re-designation
- Fund a Resource Counseling Assistant to support students with social-emotional support and communicate with family members regarding academic and attendance issues.
- Provide Transportation (and funds) for EL students to be exposed to various academic and cultural experiences.

Specify enhanced services for EL students:

- ELPAC Chats Teacher/Admin/Counselor/Support Staff - Goal setting with students
- ELPAC Test administration
- EL students will receive instruction that incorporates strategies that support academic language and cognitive content goals in every lesson
- English Learner Support Team – assigns a case manager for EL students that are struggling academically.
- Progress monitor RFEP student on a quarterly schedule as according to district expectations
- After school tutorials as well as mandated tutorials for EL students that are struggling academically.
- Create a celebration activity to recognize students who have achieved re-designation

Explain the actions for Parent Involvement (required by Title I):

Biweekly coffee hours and ELAC to inform parents of ELPAC and re-designation rates and criteria. An annual calendar listing parent meetings will be distributed at the beginning of the school year and will be posted in school messengers and on the school website presenting information about students' performance (CAASPP, EAP, ELPAC, Interim Assessments, PSAT, grades) as well as upcoming events

- Parent education offered through Parent University classes provided by the district office and biweekly coffee hour facilitated by RCAs to connect families to resources that students many needs and strategies to support student learning

-RCA to provide parental support such as; school transcript translation, admin/counselor/parent liaison, and providing direction when questions arise regarding the academic program.

-Provide childcare for parents needing a babysitter to attend various parent meetings.

Specify enhanced services for low-performing student groups:

- After School priority enrollment for struggling subgroups
- Student Conferences,
- Academic Counseling

Describe Professional Learning related to this action:

- ELD teachers will participate in a site sponsored ELD PL focusing on curriculum and instruction.
- Menu of professional learning includes targets and scaffolds for EL learners
- Provide PL for teachers for EL awareness and ATLAS access to EL data and use EL Goal Setting Report to identify and target students and understand all EL students' instructional needs
- Professional Learning on how to conduct ELPAC Chats.
- Teachers will attend training to administer the ELPAC.
- On-site teacher collaboration (funds for subs for two) for EL site representative and EL support teachers
- Supplement Contracts for EL/PLC to analyze data and plan interventions

Action 4

Title: Reduce percentage of students with D/F's on Report Cards

Action Details:

Edison High School will support students to earn passing grades through a system of monitoring, goal setting, recognizing achievement, in-classroom assistance in challenging courses, tutorial opportunities, guidance, classroom engagement, and response to intervention

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Distribution of Grades reports reviewed and analyzed at each progress report
- Supervisor Gradebook Chats with Teachers and targeted Accountable communities
- Classroom Walkthroughs
- IPG data in tenets 3 & 4
- Professional learning on best teaching practices
- Monitoring of master schedule to support identified student needs
- Counselor letters, meetings scheduled for targeted students, academic intervention plans
- Instructional Practice Guide data
- Accountable Community agendas and created products demonstrating attention to intervention and support
- Attendance in afterschool programs and monitored by after school teacher teams supporting struggling students

Owner(s):

- Vice Principals
- Head Counselor
- AC Leads
- After school teacher leads
- PLUS teachers
- Attendance specialist

Timeline:

- VPs--Weekly classroom learning walks, progress grade report timelines, on-going communication with teachers and ACs
- Weekly monitoring by counselor and after school leads
- Principal/Head Counselor June, August, December, April

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- All students will meet with counselors to discuss and/or update their four-year graduation plan.
- Support counselor targeting students high risk of failing
- Counselor communication, monitoring, and coordination of student and parent meetings
- PLUS Teachers, working with students to set goals and reflections
- After School Lead Teachers will monitor a caseload of students at the 9 and 10 grade
- Increased exposure to effective teaching strategies in the classroom including more types of checks for understanding that drive instruction and increased effective use of cooperative group structures.
- Tutoring and pullout support for students who are at risk of failing
- Access to technology in order to improve research and learning as well as to monitor student performance and grades.
- Attendance Specialist chats with students exhibiting poor attendance and grades
- Recognition and incentive programs for students who do well and/or show improvement
- ACCESS and APEX within the school day and after school for credit recovery
- Support in the classroom and through pull out from PLUS teachers targeting 9 grade

Specify enhanced services for EL students:

- Pull out support for students who qualify per grade report in ELA or math for 9-10 grade
- EL team managing caseload of EL students with Ds & Fs for mandatory after-school tutorials
- Scheduled ELD Courses placement for students who have yet to take and pass the courses.
- Provide teachers with supplemental contracts to provide additional support to EL students during after school hours.
- Provide technology devices to EL student to expose them to technology-enhanced lessons.

Explain the actions for Parent Involvement (required by Title I):

- Communication and meetings for parents of students who are struggling academically with a three-tiered response for counseling intervention that includes school messenger and letter home, counseling meeting with student, and SST with student and teachers
- Provide a Back to School Night and Spring Showcase for parents to review teachers' classroom academic and behavior expectations, increase awareness and participation in EduText.
- By weekly parent meetings Block E/Hmong addressing topics like ATLAS A-G requirements & services provided by the school

Specify enhanced services for low-performing student groups:

- Targeted academic counseling for students with Ds/Fs
- Targeted ASP enrollment for students with Ds/Fs.
- SST meetings held regularly for students with multiple Ds/Fs.

Describe Professional Learning related to this action:

- ILT Professional Learning regarding Literacy Development. Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and inquiry questions.
- Sessions will primarily be focused on instructional strategies and taught by site colleagues. PL Workshops will incorporate literacy/EL strategies, engagement strategies (Climate and Culture), system and strategies for CFU, and assessment development tools.
- ACs will develop frequent common formative assessments, evaluate student performance, share instructional practices and explore best practices for grading and measuring growth.
- 9th grade team including PLUS and 9th-grade counselors will meet regularly to monitor student progress and

- ELAC meeting scheduled four times a year
- Provide Child for families in need to attend various parent meetings.

- develop common strategies, and review effects of implementation.
- Opportunities for continued off-site learning for representatives from departments, including restorative practices, CHAMPS, co-teaching, CCSS, text adoption, and conferences.
- Staff will be provided with grade data about students at regular intervals, with process for determining action steps.

Action 5

Title: Increase AP exams passed, credits earned, and enrollment

Action Details:

Edison High School will provide a response to intervention approach for student support in order to retain students in AP courses. Tier 1 services will include curriculum that is designed to focus on the AP course and exam. All AP course syllabi will be approved by the College Board. In all AP courses, students will learn skills and content specific to the course to help them access the AP exam, and teachers will collaboratively develop common frequent assessments aligned to the exam. Tier 2 services will include after-school tutorials, lunchtime tutorials, and study sessions provided to students to prepare for and to practice skills needed to be successful on the exam. Tier 3 services include opportunities for deployment, particularly in AP Human Geography and AP European History, tutorials, and technology resources with an emphasis on supporting EL and African American students.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Annual review of the number of students who earned a qualifying score on the AP exam
- Appropriate student selection and placement based on AP Potential and teacher recommendation
- Bi-annual review of AP course completion rates (retention – students who successfully complete the AP class with a C or higher) at the end of both semesters
- Annual evaluation of the percentage of students enrolled in an AP class who participate in an AP exam
- Opt-out form data
- Common Formative Assessments generated
- Instructional Practice Guide data
- Data on software usage
- After school and lunch tutorials – schedule and attendance
- Data collected around students who drop an AP class
- D/F data

Owner(s):

- Principal
- Vice Principals
- AP Instructional Coordinator
- AP Testing Coordinator
- AP Teachers
- Head Counselor
- Counselors
- District AP Manager
- Teacher Librarian

Timeline:

- AP Vice Principal – Weekly classroom walk-throughs, ongoing communication with AP teachers
- AP Accountable Community collaboration time – two to six times per school year
- District developed professional learning cycle for AP teachers - all AP teachers will have the opportunity for summer training every five years
- District developed professional learning (College Board training in Fresno) – ten AP courses will receive training during the spring semester
- AP Instructional Coordinator – bi-monthly data report of D/F grades of 9th and 10th grade AP students
- AP Instructional Coordinator (and AP Student Ambassadors) – September (Back to School Night) and April (Showcase) – parent presentations for recruiting and retaining students in AP classes
- AP Instructional Coordinator – March recruiting in Junior High feeder schools
- Head Counselor, AP Instructional Coordinator, AP VP, and AP Testing Coordinator – October/November celebration of student success on previous year's AP exam
- AP Instructional Coordinator – between weeks 4 and 16 of each semester, meet with students struggling in AP classes and communicate with AP teachers and counselors
- Weekly monitoring by counselor and after school leads
- Principal/Head Counselor June, August, December, April
- February through April – AP Testing Coordinator – manage opt out forms, order AP exams
- April through May – AP Testing Coordinator and all AP team members – manage AP exams
- AP Teachers – provide targeted skills and test prep tutorial opportunities for students (October through April)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Edison High School will provide a response to intervention approach for student support in order to retain students in AP courses. Tier 1 services will include curriculum that is designed to focus on the AP course and exam. All AP

course syllabi will be approved by the College Board. In all AP courses, students will learn skills and content specific to the course to help them access the AP exam, and teachers will collaboratively develop common frequent assessments aligned to the exam. Tier 2 services will include after-school tutorials, lunchtime tutorials, and study sessions provided to students to prepare for and to practice skills needed to be successful on the exam. Tier 3 services include opportunities for deployment, particularly in AP Human Geography and AP European History, tutorials, and technology resources with an emphasis on supporting EL and African American students.

- Students in the classes will receive instruction that is aligned to AP course syllabus and exam. Materials and supplies will support teacher implementation of AP curriculum, including library databases, classroom technology (hardware/software), and subscriptions
- AP targeted skills and test prep tutorials are offered to students in order to improve student access to material on AP exams and number of students earning a qualifying score
- Extended learning opportunities to expose students to related skills and concepts to their AP course (i.e. fieldtrips, guest speakers, etc.)
- Subsidize AP exams for students in order to make them financially accessible
- Counselors work with students to identify selection for AP courses based on AP Potential and teacher recommendation
- Master schedule will be developed strategically to maximize student enrollment based on AP Potential and teacher recommendation
- Target and monitor after school tutorial for Tier 2/3 students
- Update and refresh technology and software to increase technology literacy and exposure for students (i.e. navigating user interface) - Recognition and incentive programs for students
- Provide teacher with funds to purchase material and supplies
- Provide funds for to pay for lease agreements for copiers/fax machines.

Specify enhanced services for EL students:

- Instructional strategies taught by site colleagues – PL Workshops will incorporate literacy/EL strategies, engagement strategies (Climate and Culture), system and strategies for CFU, and assessment development tools
- Accountable community time to collaborate and design common assessments and lessons to improve critical thinking among students to prepare them for AP exams.
- Counselor(s) attends AP training to prepare for exam administration
- District training for counselors in AP Potential and placement (master scheduling).
- Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning

Explain the actions for Parent Involvement (required by Title I):

- AP information delivered to parents regarding expectations for and benefits of AP courses (Back to School Night and Showcase)
- Communication via letters and school messenger for parents of students enrolled in AP courses

Specify enhanced services for low-performing student groups:

- After School tutorial attendance
- Khan Academy in Library during the After School Program
- AP Student academic conversations with students who are struggling academically

Describe Professional Learning related to this action:

- ILT Professional Learning regarding Literacy Development. Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and inquiry questions. Sessions
- District provided PL from College Board representatives for teachers of 10 different AP courses
- District and school site support for PL from College Board at AP Summer Institutes (5 year cycle for all AP teachers)
- District and school site support for PL from College Board at AP Summer Institutes for all teachers who are new to AP and for all courses where a new AP exam has been implemented

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	73.38 %	2017-2018	80.38 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

- Students are highly encouraged to engage and invest time in various school clubs, after-school program activities, co-curricular competition teams, and athletic events. Students who have yet to invest time in any school-related activities are then identified and specifically targeted by various club sponsors and school leaders and invited to participate.
- Various club sponsors encourage students to get involved in their respective clubs.
- EHS' Leadership class hosts a yearly Club Rush event to expose students to the various clubs and activities hosted on campus.
- EHS' Leadership class host various themed nights during sporting events to get students and community members excited to attend.
- Teachers encourage students to attend Edison's After School Program to seek additional support.
- participation rate 72.60%

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

- English Learners and Students with Disabilities have abnormally low rates of participation. There are a few reasons for this:
 - The parents' lack of exposure to related Goal 2 activities
 - Students are lacking connections with adults and other students on campus.
 - Students are underexposed to the various opportunities to get involved.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Supplemental Contracts for Teachers on the Climate and Culture Team
- Supplemental Contracts for Link Crew Teachers
- School budget of \$25k for: teacher PL for conferences, materials for rallies and activities; and incentives for student participation
- Supplemental Contracts for Climate and Culture Teachers

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Survey for EL and Sped students to get feedback from students
- Work with Sped Teachers to create new clubs specifically for Sped
- Presentations in Sped Classes to see if students want to pair with other students in clubs and sporting events, with similar interests
- Best Buddies for club
- Unified Sports (soccer in the fall, basketball in the winter and adding track/field in the spring)
- Team Managers for all sports

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Data shared with SSC, ELAC, and Staff:
- Goal 2 participation rate: In 2017-2018 72.6 percent of students are actively engaged in Goal 2 activities.
- Budget Priorities: Provide funding for Goal 2 team to attend professional learning conferences
- Provide funding to Goal 2 activities such as; School Rallies, Lunchtime activities, and materials and supplies.

2 ELAC:

- Feedback provided by ELAC:
- ELAC did not provide any specific feedback for Goal 2. They were happy the current structures in place to support all students with Goal 2 activities.

3 Staff:

- Budget Priorities:
- Provide funding for club sponsors to continue their community outreach and community service projects.
- Provide funds for travel and conference to attend various field trips to expose students
- Feedback provided by staff:
- Have more service learning projects to get students involved in the community.

Action 1

Title: Increase Student Engaged in Goal 2 Activities

Action Details:

Edison High School is committed to aligning efforts to District Goal 2: All students will engage in arts, activities, and athletics. Edison High School will work to implement a comprehensive program to increase the number of student participating in after school and extra-curricular activities such as: athletics, clubs, academic competitions, theater, Link Crew, music/band, leadership, service projects, field trips, and other school-wide activities (i.e. homecoming, dances,rallies, assemblies)

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- District Goal 2 report
- Number of new engagement activities
- Rosters for Clubs and Athletics updated in ATLAS
- After School Program (ASP/ASSETS) sign-in sheets and uploaded in Atlas Engagements
- Link Crew training and calendar of events
- School Calendar of Goal #2 activities
- School Culture and Climate Survey (staff, students, and parents)
- State CIF participation data report (Title IX equity report)

Owner(s):

- Vice Principal supervising Climate & Culture
- Vice Principal supervising Athletics
- Campus Culture Director and assistant
- Link Crew Teachers
- Class Sponsors
- Athletic Director and assistant
- ASP Coordinator
- After School Program Teachers

Timeline:

- Quarterly review of student engagement data to recruit
- Club Rush activities semester student
- Engagement Reports for Club Sponsors
- Weekly Class Sponsors Meetings
- Fall, Winter & Spring Athletic rosters
- Weekly management meetings to review events and student participation

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

-New engagement activities:

- ASP/ASSETS:
 - new: garage band, gaming, weightlifting

- Move-Up Days/Showcase for Incoming 9th graders, visits in the spring and a middle school visit in the first semester to help the transition of incoming 9th graders
- Assemblies and rallies to foster school participation, interest, and connection to the school.
- A purposeful implementation of an outreach targeting 9th graders (Link Crew activities), Back to School Night, AP Rush, and Showcase
- Provide resources like: materials, supplies, technology, and transportation to encourage and support participation
- Pathway/academies (Biomed/Green/Engineering/Computer Science/Interior Design) that incorporate industry experiences in and out of the classroom i.e. Ticket to the Future, USDA, and Job Shadow
- A multicultural component will be included in assemblies and rallies to involve students of various cultures and languages (Mexican Independence Day, Black History Month Staff decorated doors and hallways, Multicultural Rally
- Provide students access to BFS - Bigger, Faster, Stronger curriculum to encourage positive changes in their lives through fitness training. BFS is a three-tier system approach, geared at supporting students with character education, fitness training, and seminars.

Specify enhanced services for EL students:

- Active recruitment to encourage EL students to get involved through presentations to Migrant and EL Mentoring Programs
- Communication with EL students for feedback of the type of activities they would like to have at school

Specify enhanced services for low-performing student groups:

- Lunchtime activities will target the students who are under-represented in Goal 2 Engagement (SPED and ELL).
- Recruitment of SPED and ELL students into Leadership classes.
- Best Buddies (SPED/Inclusion Club) will expand into year 2.
- Unified Sports Team
- Counselor dedicated to working specifically (9th grade at-risk outreach Counselor)

Explain the actions for Parent Involvement (required by Title I):

- Communication to parents at Back to School Night, Showcase and Parents Night
- Weekly communication of opportunities for students to get involved in student activities, arts, and athletics.
- Invitations to sporting events, club activities, concerts and theater performances to showcase and encourage student involvement

Describe Professional Learning related to this action:

- Additional staff will be trained as Link Crew Advisors as well as additional staff attending
- CADA - California Activities Directors Conference
- CSADA - California State Athletic Director Conference
- Teachers will receive updates and information regarding opportunities for students to participate in

activities.

- Buy Back Day Teachers will receive guidance on how to sponsor clubs.
- Teachers encouraged to develop more clubs and activities for students.
- Teacher training regarding what constitutes as a student engagement activity and how to document the activity in ATLAS.
- Pathway teachers and coordinator will collaborate to develop interdisciplinary relevant activities that are showcases to various stakeholders; these teachers will also create opportunities outside the classroom to explore industry, guest speakers, and related competitions.
- Bigger, Faster, Stronger in-service certification training for teachers and coaches.
- Various Professional Learning Conference for Athletic Coaches

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
CTE Enrollment	58.347 %	52.082 %	2017-2018	59.082 %
College/Career Readiness		67.631 %	2017-2018	70.631 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

CTE Enrollment

- The percentage of enrollment in CTE classes increased from 52% in 17/18 to 56% in 18/19.
- The Pathway Coordinator and CTE office are working with the teachers to get them credentialed in various CTE Industry Sectors.
- Students are exposed to various course selection options through push-in counseling sessions during pre-registration.
- Edison participates in Ticket to the Future is recruiting fair hosted by College and Career Readiness office.
- Students panels are forms and 8th-grade students are exposed to various pathways during presentations.
- Middle School feeder programs are invited to the CTE Expo to build awareness of current programs.
- Counselors track demographic data to ensure all students are equal opportunities to participate.

College/Career Readiness

This a new action for the 2019-20 school. This is a response to the new guidelines as set by the California of Education.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

CTE Enrollment

- Current data shows African American students enrolled in CTE increased from 37% 2017/18 to 51% 2018/19. In addition, SPED students enrolled in CTE courses increased from 13.5% to 30.7%. This is a direct result of additional offerings available to all students.
- EL students enrolled in CTE classes declined from 28% in 20187/18 to 26% in 2018/19.
- For students with IEPs, required course selections based on IEP goals limits courses that could be taken.
- EL students are required to take additional courses based on their English proficiency levels.

College/Career Readiness

- A-G coursework: In 2017-2018, 93% of our students met A-G coursework with a C- or better. However, only 89% of our African American met A-G requirements with a C- or better. African American have traditionally had a high D/F rate in courses.
- AP Exam: In 2017-2018, Edison's school average for a student who scored 3 on two AP exam was 41.2%. However, our African American subgroups' average for scoring a 2 on two AP exams was 15.6%, SWD is 33.3%, Homeless Students is 16.7, and EL students is 13.3%. The aforementioned subgroups all have a lower percentage of students taking an AP class.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences between the intended and actual implementation of actions and budgets expenditures to meet this school. The College and Career Coordinator continues to communicate progress with stakeholders and provides administration of curricular, instructional, and/or funding needs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The major change to Goal #3, includes the addition of a 2nd action; College & Career Readiness. This new action can be found under Goal 3, Action #2. This new action is in response to the new California Dashboard criteria that monitors the following; CTE pathway completion, Grade 11 Smarter Balance Assessment Scores in ELA and Math, AP Placement Exams, College Credit Courses (formerly Dual Enrollment), A-G completion, State Seal of Biliteracy, and Military Science/Leadership. The Initial rating released shows 67.6 percent of students exited Edison High School in 2017-2018 College and Career Ready.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

-Data shared with SSC, ELAC, and Staff.
CTE enrollment by year: 2015-2016 - 52.8% , 2016-2017 - 51.3%, 2017-2018 - 52%
2017-20-18 CTE EL enrollment data; 28.8%
2017-2018 CTE SPED enrollment data: 13.3%
Budget Priorities: Provide funds for materials and supplies to support their expanded course selections.
Provide funds for travel and conference
Feedback:
How is CTE & VAPA support with monetary funds?
- How are students exposed to industry trade professionals?

2 ELAC:

- Budget Priorities: None specified
Feedback:
-Question asked: What kind of supports are in place for EL students to be successful in pathways?

3 Staff:

-Budget Priorities: Provide funds for travel and conference
Provide substitutes for planning days, and various competition events.
-Provide funding to purchase required materials and supplies.
Feedback:
-Continue to support linked learning and cross-curricular relevance of the pathway and CTE classes. Build more instructional support and training for CTE teachers on how to design and teach the skills and knowledge. Instructional methods and pedagogy for delivering supported and deliberate instruction as well as offering the real-world simulations and experiences are critical for a high level and supporting CTE class that kids will be successful in. Need to be sure that the word-of-mouth recommendations are strong for these classes by seeking student feedback and input and then utilizing that to make system-wide adjustments to what the in-class experiences look like.
- How can we ensure instructional resources are updated regularly on a cycle?

Action 1

Title: Increase enrollment in CTE courses

[Action Details:](#)

Edison High School is committed to providing students with an increased number of Career Technical Education courses. Data shows that students fair better in post-secondary schooling if options are available to them that peak their

interest. Edison High School is committed to recruiting and training teachers in high demand industry sectors such as Engineering and Design, Health Science and Medical Technology, Information Technology, Fashion and Interior Design, and Art Media and Entertainment.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Enrollment in CTE Courses
- Number of sections offered in Master Schedule
- Number of Teachers with CTE credentials
- IPG Data in CTE courses
- Common Formative Assessments in CTE courses
- Internship opportunities for students who meet criteria
- Number of Industry professional guest speakers
- College & Career Readiness Dashboard indicator

Owner(s):

- Principal
- Vice Principals
- Pathways Coordinator
- CTE Teachers
- Head Counselor
- College and Career Readiness Coordinator

Timeline:

- 3x yearly - July, January, May
- Weekly monitoring of IPG data, focused on Tenet 1, 2 & 3.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1 Students in the class will receive instruction that is aligned to CTE Standards. Materials and supplies, including classroom technology and required software, will support teacher implementation of CTE standards.
- Tier 2 students will receive instructional support through small group instruction, one on one support, and after-school tutoring.
- Tier 3 students will receive counseling support to plan additional academic intervention support. Pathways coordinator review students with failing grades and communicates with teachers to develop a plan for improvement. AC members discuss struggling students and develop intervention support.
- Pathways coordinator will support instructional services by working with industry leaders to get various industry professionals as guest speakers.
- Provide funds for teacher and students to attend travel and conference to attend various CTE related professional development and related activities.

Specify enhanced services for EL students:

- Counselors to identify EL students for various CTE offerings
- EL Support Team will share various options, and provide instructional support as necessary.
- Provide BRCA (bilingual resource counseling assistance) to support parent education and translation during CTE advisory nights.

Specify enhanced services for low-performing student groups:

- Counselors identify subgroups who are underrepresented in enrollment and target students specifically during conferencing.
- After school tutorials for CTE students who are not meeting CTE standards.

Explain the actions for Parent Involvement (required by Title I):

- Share fundamental purpose of CTE courses with parents during ELAC, SSC, Magnet Night, Back to School Night, and Open House.
- Provide parents with flyers and various media outlets to inform parents of CTE options.

Describe Professional Learning related to this action:

- College and Career Readiness will provide professional development to teachers in various sectors to ensure they are meeting CTE specific standards.
- Teachers will attend Educating for Careers Conference in March 2019 to learn strategies to support student

- Showcase various Industry Sectors on Edison High School website.

achievement.

Action 2

Title: College and Career Readiness

Action Details:

Edison High School will engage in career and workplace preparation that includes increasing the amount of students who have met the following criteria: successful completion of A-G courses, completion of Pathway coursework, increased number of students who have met the criteria for the Seal of Biliteracy, students who have received a score of 3 or higher on two AP exams. College and Career Readiness will be evidenced by the number and percentage of students who are identified as prepared on the California School Dashboard; thereby, expanding the amount of post-secondary options upon graduation.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Progress monitoring will include:

- Tracking the number of students receiving a "C" or higher in an A-G courses.
- Monitoring the number and percentage of students receiving Ds and Fs disaggregated by sub-groups, pathways, A-G courses, etc.
- Students who have met Seal of Bi-Literacy Criteria and those who are close to meeting the designation
- AP Course Completion and Exam pass rate.
- Tracking of student performance on Internal Assessments in AP courses.
- Monitoring of student attendance of AP tutorials.
- Internal Monitoring of the amount of completed Scholarship Applications.
- Data collection of College Applications through the California Colleges Portal.
- Data collection of those who have submitted a FAFSA application.

Owner(s):

Principal
Head Counselor and Counseling Team
Vice Principals
CTE Coordinator
AP Coordinator

Timeline:

Monitoring of Grades Progress Report, Quarterly, and at the Semester.
PDSA Cycles for PLCs.
Monthly monitoring of tutorial attendance
On-going Counseling Monitoring of College Applications, Scholarship Applications, and FAFSA Applications (October-May)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Access of all students to a rigorous curriculum framework and student-centered classrooms.
- Students will utilize grade level appropriate supplies and materials that will serve as academic tools for students to process their learning.
- Tutoring as part of the After School Program.
- Continuation and expansion of the Khan Academy Learning Lab.
- Increased usage of Khan Academy within A-G classrooms.
- Academic Counselors will meet with targeted student groups (Students enrolling in AP for the first time, students with 3 or more AP courses)
- Students will have access to PSAT supports such as optimal testing conditions and the un-packing of PSAT scores.
- Students will receive Academic Counseling supports such as extended FAFSA workshops, GPA conferences, and post-secondary workshops to promote academic success.
- Increased technology for students to access online academic supports such as digital GVC (Math, English and History), Khan Academy, Turn-it.com, Cal State Apply, and FAFSA
- Students at Computech and Gaston Middle Schools will receive AP out-reach through enrichment experiences, demo-lessons, and extended recruitment with the emphasis on targeting under-represented sub-groups.
- College Signing Day for Seniors who have signed their student intent to register.
- Students receive support from counselors in ensuring they have the accurate emails, family information and student portal creation.

- Ensuring that ALL students have linked College Board and Khan Academy accounts.

Specify enhanced services for EL students:

- Quarterly monitoring of ELL and RFEP students by ELL TSA and ELL VP and grade conferences of with those who are failing.
- ELL TSA academic tutoring in A-G courses (Push-in support)
- English Learner Support Team – assigns a case manager for EL students that are struggling academically.
- ELL TSA After School Tutoring
- BRCA in Spanish and Hmong to support students in coordination of support services.
- CTE Coordinator Presentation at ELAC with topic of CTE Pathways options.

Explain the actions for Parent Involvement (required by Title I):

- Parent Coffee Chats with the following topics: Seal of Bi-Literacy, California Dashboard, AP Recruitment and Supports, A-G Course Completion, FAFSA Workshops, Edison CTE, and the College Application Process
- BRCA facilitated Parent Conferences
- CTE Parent Night (November)
- Parent Showcase with student presentations and artifacts from A-G courses, AP courses and AP courses (May)
- CTE Coordinator Presentation at ELAC.

Specify enhanced services for low-performing student groups:

- Upon enrollment and review of prior academic achievement, all Foster Youth and responsible guardians will receive information to site academic supports (Tutorials and Learning Lab)
- SPED, Foster Youth, and our African-American sub-groups will be monitored and those receiving multiple Ds/Fs will be enrolled in tutorials and receive additional academic counseling.
- Intervention and Enrichment activities for students who are traditionally low-performing.
- To address disproportionality in student achievement for identified ethnic groups, every management team meeting will include data on 1 or more elements of student achievement disaggregated by ethnicity.
- Management team will identify specific actions each individual will own to address the disproportionality.

Describe Professional Learning related to this action:

- Professional Learning for Lead Teachers focused on building their PLC Foundations knowledge.
- Professional Learning for PLCs for the unpacking of the rigor of standards, CFA creation and analysis and RTI within the instructional sequence.
- Continued Professional Learning on College and Career skills such as Academic Discourse and the utilization of strategies to access Challenging Content.
- Professional Learning at Management Meetings on the California Dashboard.
- Professional Learning for PSAT data analysis and its instructional implications at staff workshops and Management meetings.

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	7.925 %	13.211 %	2017-2018	11.211 %
Suspensions Per 100	7.17 %	6.046 %	2017-2018	5.046 %
Graduation Rate		93.852 %	2017-2018	94.852 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

- Edison is attacking absenteeism through a team approach. Our Child Welfare and Attendance personnel is working closely with families to keep students in school daily. Teachers are providing rich and engaging lessons to ensure students make relevant real-life connections to school work. - Goal 2 team activities are aimed at engaging students to ensure they are connected with a caring adult on campus. In 2018, the percentage of students who are chronically absent has dropped 3 percentage points to 10%.

Suspensions Per 100

- Clearly identified behavioral expectations for all students have been reviewed with staff members. Staff members then reteach important rules and regulations to follow during We Act class meetings. Edison is also a Restorative Practices school, aimed at restoring relationships after conflict have are having a positive impact on teacher/student relationships. This helped decreased the suspension rate slightly from 6.59% to 6.05%

Graduation Rate

This a new action for Edison High, therefore all supports that contribute to our overall graduation are being evaluated. The action details the supports that counselors provide students, and types of activities related to increasing awareness as it pertains to graduation requirement, A-G requirements, and post-secondary options.

- Fall and Spring Classroom Presentations

-Individual Academic Counseling for all students

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

- Data shows English Learners are chronically absent at a higher rate than other subgroups. Data also show EL students have the least participation in Goal 2 activities. Our EL Students are not engaged in Goal 2 activities thus reducing their enthusiasm for school.

Suspensions Per 100

- Data shows there has been a large decline in suspensions in significant subgroups, however, students with disabilities are still at 19.8%. Factors include; Edison is still lacking specific interventions and support for our special education students in the measure of social-emotional learning in the classrooms. Students are not taught expected behaviors in each classroom, rather they are just expected to know them. Students must learn 6 or 7 different behavior expectations in their classrooms. Students are struggling to remain engaged to content that may be difficult.

Graduation Rate

According to the California Dashboard, Student with Disabilities is the only subgroup below average (orange or red color) as it relates to Graduation Rate. Students with Disabilities continues to be a focus for Edison High School's administration and staff as only 67.6 percent of SWD graduated on time during the 2017-2018 school year. Edison is working on providing Special Education Resource teachers with supports to increase overall student achievement as they may lacking specific supports to increase overall student academic engagement.

Graduation Rate

-Parent Awareness Nights

Graduation Rate

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Classified Support to decrease chronic absenteeism (Child, Welfare, and Attendance) - Classified employee tracks students who are chronically absent from school. She makes regular contact with parents and meets with families to develop an action plan to increase daily attendance.
- Funds to pay for a classified employee to provide daycare during parent involvement meetings, such as ELAC, SSC, and SARB meetings.
- Funds to pay for services related to directly to parent participation
- There are no anticipated changes to the use of funds in support of goal 4.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The major change to Goal #4 included the addition of a 3rd action; Graduation Rate. This new action can be found under Goal 3, Action #3. This goal is geared to support the documentation of Edison's comprehensive plan to increase the graduation rate, A-G completion, and knowledge of post-secondary options.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Data Shared with SSC, ELAC, and Staff:

Suspension data by year: 2015-2016 - 8.8%, 2016-2017 -6.59%, 2017-2018 - 6.05%

Chronically absent data by year: 2015-2016 - 10.23%, 2016-2017 - 9.9%, 2017-2018 - 13.2%

Budget Priorities:

-Continue funding personnel to support Child Welfare and Attendance

-Provide funds for enrichment activities to get students connected to adults

Feedback:

2 ELAC:

Budget Priorities:

-Provide behavior interventions systems to supports students who are struggling with their behavior.

-Funds support staff to support Counselors

Feedback:

-How can we prevent suspensions? Are there any programs that would require students to be held responsible for their negative behavior on campus (ex. homework center)?

3 Staff:

Budget Priorities:

-Provide funding for Support staff to make home visits

-Provide funding for Bilingual Support staff.

Feedback:

-What percentage of those that are chronically absent are here on a transfer? Maybe as with grades, students that are chronically absent after parent contact has been made or a home visit done, should be referred back to their home school.

- We need to improve in this area. Possibly require Saturday School attendance for recovery.

-To implement an RTI model where T1, T2, & T3 interventions are identified and in place to support students and to keep students

- What system is in place to help remediate the number of chronically absent students at Edison High School?
- What options do students have to make up assignments if they miss school for excused and unexcused reasons?

from escalating so quickly to suspendable offense.

Action 1

Title: Decrease Student Suspension Rate

Action Details:

Edison High School will further develop its multi-tiered system of escalated behavioral and social-emotional supports for students as a way improving overall suspension rates and for those who are disproportionately suspended. Tier 1 services will focus on the school-wide implementation of Tiered Behaviors and classroom behavior supports as well as the continued development and implementation of social emotional initiatives developed through EHS' Climate and Culture team along with the curriculum developed for Class Meetings known as WE ACT lessons. Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with the emphasis on mediating behavior and the restoration of the learning process and environment.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Climate and Culture We Act lessons, all staff PL products, agendas, and minutes
- Calendar and logs of Child Welfare Specialist, BRCA's, and RCA
- SEL Survey results
- Suspension results
- Staff/Student survey results
- Daily discipline referrals/Re-engagement student logs
- Classroom walkthroughs and CSTP 1 and 2 observations

Owner(s):

- VP Aquino
 - Restorative Practice Team (TSA, RCA, and RP Counselor)
 - Principal
 - Climate and Culture Team
 - Social Worker
- Administrators

Timeline:

- Quarterly review of suspension data
- On-going throughout the school year
- Daily re-engagement center attendance
- Weekly VP review on chronic REC attendance

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Increase the number of adults supervising on campus (Street Saints, Noon time Assistants and volunteers)
 - Additional adult supports in Re-Engagement Center; Restorative Counselor, teacher and RCA to manage students referred to the Re-Engagement Center
 - Levels of discipline for student behavior and process for referring students for behavioral issues-
 - Discipline meeting by grade level to inform students
 - Opportunities for students to get involved in athletics, clubs and after-school program.
 - Student conferences and counseling services with teachers, social worker and vice principals to support students and change behavior
 - Conflict resolution and restorative circles to facilitate positive student relationships as well as to manage the transition to high school.
 - Opportunity to complete a student survey to provide valuable information about school culture and climate
 - Men's and Women's Alliance program for at-risk 10-12 grade and expanding to 9
 - We Act Schedule and school activities
- Support school nurse with funds to purchase supplies as needed.

Specify enhanced services for EL students:

- Increase the number of adults supervising on campus (Street Saints, Noon time Assistants and volunteers)
- Additional adult supports in Re-Engagement Center; Restorative Counselor, teacher and RCA to manage students referred to the Re-Engagement Center
- Levels of discipline for student behavior and process for referring students for behavioral issues
- Discipline meeting by grade level to inform students
- Opportunities for students to get involved in athletics, clubs and after-school program.
- Student conferences and counseling services with teachers, social worker and vice principals to support students and change behavior
- Conflict resolution and restorative circles to facilitate positive student relationships
- Opportunity to complete a student survey to provide valuable information about school culture and climate

Teacher support period to manage EL SEL needs

- Men's and Women's Alliance program for at risk 10-12 grade and expanding to 9
- We Act Schedule and school activities like rallies, Link Crew, Club Rush, and assemblies/conferences to connect students to the school

Explain the actions for Parent Involvement (required by Title I):

- Parent information provided at ELAC and Coffee hour meetings to address the levels of discipline process, information about support services for students and provide additional information on how parents can help support their student at home.
- Parent conferences with parents of identified students struggling with misbehaviors at school via SAP,
- Restorative Practice Counselor, Academic counselors, and Social Worker to refer to local agencies and coordinate family educational opportunities
- Back to School night to communicate teacher classroom expectations and teacher communication for at-risk students' progress & behaviors
- Resources such as a Parent Handbook and student handbook which includes policies for student behavior including district suspension and expulsion process

Specify enhanced services for low-performing student groups:

- Levels of discipline for student behavior and process for referring students for behavioral issues
- Discipline meeting by grade level to inform students
- Opportunities for students to get involved in athletics, clubs and after-school program.
- Student conferences and counseling services with teachers, social worker and vice principals to support students and change behavior
- Conflict resolution and restorative circles to facilitate positive student relationships
- Opportunity to complete a student survey to provide valuable information about school culture and climate
- Mentor support for at risk African American students

Describe Professional Learning related to this action:

- Climate and Culture/Restorative Practice Training for all staff
- CHAMPS training for selected teachers determined by need
- Professional learning centered on effective classroom management, student engagement and, "growth mindset" to build a culture of learning centered on relational capacity with students
- Common school-wide professional read that incorporates topics that address best instructional practices centered on engaging students and creating effective classroom environments
- Monthly We Act Lesson/Class meetings that address effective learning environments
- Monthly Climate and Culture meetings centered on building healthy relationships and Restorative practices
- District training for Safety Assistants
- Professional learning on safety protocols and levels of discipline for student behaviors and referral process to Re-engagement Center
- Meeting with safety teams to determine strategic assignments of Safety Assistants to specific areas on campus. Frequent periodic room checks with teachers to enhance more visibility for both teachers and students.
- Weekly Safety Assistant meetings
- A safety plan to include protocols for student activities during and after school

Action 2

Title: Decrease Chronic Absenteeism Rate

Action Details:

Edison High School recognizes that attendance is a critical component for student success. In the 2019-2020 academic school year, Edison High will continue to develop a unified multi-tiered system of interventions for attendance. These tiered systems of support for attendance will include Tier 1 ensuring that all teachers are taking accurate attendance. Tier 2 and Tier 3 supports include providing a full-time school Child Welfare Attendance Specialist who will extend targeted interventions for those who are identified as chronically absent. Additionally, the school will continue to fund key attendance programs and activities such as after school attendance meetings that provides parents with pivotal information regarding attendance and strategies to support the improvement of attendance.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Weekly logs of attendance monitoring and intervention and ATLAS log entry updated with appropriate attendance intervention (6330)
- Attendance reason code will be updated daily to increase the present number of students with a reason code (3803)
- Edu-Text sign-ups percentage
- Agendas and sign-ins from SARB meetings
- ATLAS daily attendance data
- Principal Dashboard

Owner(s):

- VP
- Resource Counseling Assistants
- Child Welfare & Attendance Specialist
- Attendance Clerks
- Teachers
- Support Counselor

Timeline:

- Daily attendance reason code updated
- Quarterly & Annual attendance rates and grade reports
- Monthly Attendance meetings (truancy letters)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Support Counselor will provide attendance and academic counseling services for targeted students
 - Child Welfare and Attendance Specialist meet with students and families to monitor attendance and align necessary resources
 - Frequent tardy sweeps and after-school detention for students with habitual daily tardiness
 - After school tutorial services to improve Ds & Fs
 - Phone calls made by teachers to communicate habitual student absences and tardiness PLUS teachers in the 9 grade ELA and Algebra classes to develop relationships and additional support
 - Co-Teachers in the classroom to develop relationships and additional support
- Strategic tardy sweeps

Specify enhanced services for EL students:

- EL Support Team meet with targeted students and communicates with parents the effects of student absenteeism on student performance
- BRCA will communicate with parents of EL students the importance of daily attendance during parent meetings.

Specify enhanced services for low-performing student groups:

- Intensive attendance monitoring by case manager responsible for checking daily attendance, goal setting, and grade checks.
- Quarterly Attendance meeting with parents of students

Explain the actions for Parent Involvement (required by Title I):

- Bilingual Resource Counseling Assistant, Child Welfare & Attendance Specialist and Attendance Clerks will make phone calls home, send out attendance letters, and hold attendance meetings and home visitations with parents of students who have unsatisfactory attendance rate.
- Parent communication during parent meetings regarding the importance of daily attendance Automated notification of student absences by period (EduText and School messenger)
- District attendance notifications and meetings
- Increase parental involvement in SSC, ELAC and LCAP meetings

Describe Professional Learning related to this action:

- Professional learning for clerical personnel to increase accurate attendance taking and parent notification and tiered response to intervention
- All staff will understand the importance of accurate and timely attendance recording and will develop a classroom process and policy to communicate excessive tardiness and attendance concerns with parents
- Attendance Clerks send out daily reminders to teachers to take attendance
- All staff will engage in professional learning and AC inquiry to increase engagement lessons and build relationships with students; Professional learning centered on "growth mindset" and restorative practices to support and engage struggling students

Action 3

Title: Increase Graduation Rate

Action Details:

Edison High School is committed to providing 100% of its students an opportunity to graduate on time while meeting A-G requirements. Edison High School will work to implement a comprehensive program to increase the number of contacts counselors have with students, to ensure they are well informed of graduation requirements, A-G requirements, and all post-secondary options. Tier 1 will include all students having access to A-G courses and counselor oversight. Tier 2 will include increased counselor sessions and tutorials for those who are struggling in A-G courses. Tier 3 will include intensive counseling sessions that are one-on-one.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Graduation Tracking Report
- At Risk Guidance Report
- PSAT/SAT/AP reports
- FAFSA Completion Rates
- CCGI-California Colleges-College and career platform, allows counselors to track College application completion

Owner(s):

- Principal
- VP supervising Counseling
- Head Counselor
- Counselors
- College & Career Coordinator

Timeline:

- Monitoring of Grades Progress Report, Quarterly, and at the Semester.
- Regularly scheduled Individual Conferences
- On-going monitoring of College Applications, Scholarship Applications, and FAFSA Applications (October-May)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Counselors make Fall Classroom Presentations to all students that cover the following; Graduation Requirements, A-G Requirements, Post-Secondary Options, College explorations, Californiacolleges.edu, College matriculation information (Grade 12), PSAT/Khan Academy Review, Campus Support Services, FAFSA/Dream Act/Scholarships (Grade 10-12), Workshops (Grade 12), Webgrant registration (Grade 12), College Admission Requirements (Grade 12), UC Personal Insight Questions, CSU EOP Application, SCCC Honor, Private University-Personal Essay, Important Senior Dates, After school tutorial schedule, SAT/ACT Information (Grade 11)

Spring Classroom Presentation covers the following; Pre-Registration, Promote electives and pathway options to increase A-G completion, Targeted counseling for specific groups (3 or more AP, off track for grad), Transcript Review, Credit Recovery options (Online/Summer school), Review PSAT scores, AP testing, CART Program Discussion (Grade 10/11), SAT/ACT (Grade 11), SAT School Day, Khan Academy, How to send scores, FAFSA/Dream Act/Scholarship information, Financial Aid Information (Grade 12), Create Webgrants account (Cal Grant Awards and other State awards), How to Read award letter, Student Intent to Register (SIR), Create student portals for colleges

Counselors meet regularly with an individual student one on one. During these sessions, they cover the following: Develop a 4-year academic plan, Explore colleges and college interests, "Fit" College and Career discussion (Grade 11/12), UC Personal Insight Questions (Grade 11/12), CSU EOP application (Grade 12), SCCC Honor (Grade 12), Transcript review

Specify enhanced services for EL students:

- At-risk EL Students are monitored by the Counselor and EL Team to ensure they keep up with their grades, and on track for graduation. Edison provides specific tutoring services for EL students, with available tutors to support them in their first language if necessary.

Specify enhanced services for low-performing student groups:

- Credit Recovery opportunities (online, direct instruction, summer school)
- Individual counseling
- Fresno Adult School Referrals for credit recovery/A-G completion

Explain the actions for Parent Involvement (required by Title I):

- School Messengers for important events on campus (translated in Spanish and Hmong)
- Application workshops (College and Financial Aid) for parents and students, day and evening. (translation services provided)

Describe Professional Learning related to this action:

- Counselors attend the following conferences to remain informed of current counseling practices and college admission requirements.
- ASCA conferences

- Back to School Night (translation services provided)
- 8th Grade Parent Night (translation services provided)
- Coffee hour drop-ins

- WACAC attendance
- Ed Trust-West attendance
- Linked Learning Conferences
- CSU/UC Conferences
- FAFSA Dream Act Conferences