School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Edison High	39686763932100	09/26/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidatted application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Edison's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Edison staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Edison's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- Oct. 24, 2023
- Nov. 16, 2023
- Dec. 20, 2023
- Feb. 22, 2024
- Apr. 24, 2024
- May 22, 2024
- September 26, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting August 15th, 2023
- Title 1 Parent Meeting August 29th 2024
- English Language Advisory Committee on Dec 5, 2023, Dec 12, 2023
- English Language Advisory Committee on May 13, 2024, May 14, 2024
- English Language Advisory Committee on September 24th, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Leadership Meeting on Aug 8, Aug. 22, Sep. 12, Sep. 26, Nov. 24, Dec. 5, Dec. 12, Dec. 19, Jan. 9, Jan.23, Jan 29, Feb 5, Feb 13, Feb 20, Feb 27, March 5, March 26, Apr 2, Apr 9, Apr 16, Apr 29, May 7, May 14, May 28
- Professional Development / Instructional Committee: Meeting Dates- Aug. 7, Aug. 8, Aug. 28, Sep. 5, Dec. 12, Feb 7, Feb, 26, Mar 4, Mar 25, Apr. 1, Apr. 8, Apr. 16, May 13, May 20
- PBIS Committee: Meeting Dates- Aug. 23, Sep 23, Oct. 3, Nov 6, Dec 4, Jan 29, Feb 6
- AVID Site Team: Meeting Dates- Aug. 22, Sep. 26, Oct. 17, Nov. 24, Dec. 19, Jan. 29, Feb. 27, Mar. 26, Apr. 29, May 14
- Faculty Meeting on August 3rd 2024 and September 7th, 2024

Resource Inequities (CSI and ATSI Only)
Briefly identify and describe any resource inequities identified as a result of the required needs assessment.

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Edison, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	154.3 points below standard (red)	228 points below standard (red)	7.2% (orange)	X	77% (orange)	2.5% prepared (very low)

Foster Youth	population too small, no indicator	population too small, no indicator	10% (Yellow)	X	population too small, no indicator	population too small, no indicator
Homeless Youth	189.3 points below standard (red)	251.8 points below standard (red)	13% suspended at least one day (yellow)	X	82.5% (yellow)	5.3% prepared (very low)
Students with Disabilities	194.6 points below standard (red)	250.7 points below standard (red)	12.9% suspended at least one day (red)	X	84.1% graduated (green)	0% prepared (very low)
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population to small, no indicator	X	population too small, no indicator	population too small, no indicator

Students are performing low in math and English, which is affecting their level of preparedness and graduation rates. The following resource inequities exist:

1. Lack of Effective Math and ELA Interventions

- **Impact**
  : Schools with resource gaps often cannot provide adequate intervention programs, such as tutoring, after-school help, or small-group instruction, for struggling students. Without targeted support, gaps in understanding grow.
- **Achievement Effect**: Students who are already behind receive little support to catch up, resulting in consistently low test scores and further falling behind grade-level expectations.

2. Teacher Professional Development Gaps

- **Impact**: Teachers may not have sufficient access to ongoing professional development specifically geared toward effective math and ELA instructional strategies, data-driven instruction, or differentiated learning.
- **Achievement Effect**: When teachers lack the tools and training to effectively teach diverse learners, students struggle to grasp key concepts, affecting their test scores and overall preparedness for higher-level academic work.

3. Technology Inequities

- **Impact**: Limited access to technology, such as online platforms for math practice or ELA digital literacy programs, means students aren't receiving the benefits of individualized, adaptive learning tools.
- **Achievement Effect**: Without exposure to technology that can reinforce learning at their own pace, students miss opportunities to

strengthen math and ELA skills, further contributing to low test performance.

4. Large Class Sizes and Inadequate Support Staff

- **Impact**: Schools with larger class sizes and fewer support staff (e.g., instructional aides, interventionists) make it difficult for teachers to offer individualized attention and remediation.
- **Achievement Effect**: In overcrowded classrooms, students who struggle in math or ELA are less likely to receive personalized support, and their difficulties remain unaddressed, contributing to poor achievement on tests.

Edison HS has been identified as ATSI for the following Sub Groups: Black/African American, Students with disabilities.

CA dashboard indicators show that Black/African American performance is as follows:

Suspension Rate: maintained at 13.2%

English Language Arts: Declined 26.5. points

Mathematics: Declined 39.2 Points

Graduation Rate: Declined 6.2%

CA dashboard indicators show that Students with Disabilities performance is as follows:

Suspension Rate: Increased 0.7% to 12.9%

English Language Arts: Delcined 20.7 Points

Mathematics: Declined 10.4 points

Graduation Rate: Increased 6.1%

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	89.8 points below standard (red)	179.1 points below standard (orange)	7.7% suspended at least one day (orange)		85.9% graduated (orange)	15% prepared (low)
Foster Youth	154 points below standard (red)	No performance indicator	10% suspended at least one day (yellow)		No performance indicator	No performance indicator
English Learner	154.3 points below standard (red)	228 points below standard (red)	7.2% suspended at least one day (orange)		77% graduated (orange)	2.5% prepared (low)
Long Term English Learner						
Homeless Youth	189.3 points below standard (red)	251.8 points below standard (red)	13% suspended at least one day (yellow)		82.5% graduated (yellow)	5.3% prepared (very low)
Socioeconomically Disadvantaged	99.1 points below standard (red)	185.6 points below standard (red)	8.5% suspended at least one day (orange)		86% graduated (orange)	14.4% prepared (low)
Student with Disabilities	194.6 points below standard (red)	250.7 points below standard (red)	12.9% suspended at least one day (red)		84.1% graduated (green)	0% prepared (very low)
African American	139.1 points below standard (red)	239.4 points below standard (red)	13.2% suspended at least one day (red)		86.9% graduated (orange)	13.1% prepared (low)
American Indian/ Alaskan Native	No performance indicator	No performance indicator	12.1% suspended at least one day (red)		No performance indicator	No performance indicator

Asian	30.9 points below standard (no color)	102.6 points below standard (no color)	2.5% suspended at least one day (yellow)		86.1% graduated (no performance indicator)	19.4% prepared (low)
Filipino	9.6 points above standard (green)	89.4 points below standard (yellow)	3.4% suspended at least one day (orange)		80% graduated (orange)	22.5% prepared (low)
Hispanic	100 points below standard (red)	185.4 points below standard (orange)	7.2% suspended at least one day (orange)		86.6% graduated	14.2% prepared (low)
Two or More Races	No performance indicator	No performance indicator	16.1% suspended at least one day (red)		84.6% graduated (no color)	23.1% prepared (no indicator)
Pacific Islander/ Native Hawaiian	No performance indicator	No performance indicator	10.5% suspended at least one day (no color)		No performance indicator	No performance indicator
White	115.9 points below standard (no color)	219.7 points below standard (no color)	5.7% suspended at least one day (green)		No performance indicator	No performance indicator

Several major gaps amongst student groups were observed between student groups on the CA Dashboard Indicators for Edison High School.

Trend data was also reviewed year over year which resulted in observing. African American students are 139.1 points below standard in reading and 239.4 points below standard in math.; yet African American students have the highest graduation rate. Their low scores indicate why they have one of the lowest prepared rates amongst other student groups.   Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified preparedness as an area of focus for this 2024-2025 school year due to low rates of Student Preparedness. When using the 5 Whys technique to analyze the decline in math and English performance, we discovered the following strategies to support schoolwide improvement:

- A focus on college readiness
- Teacher collaboration, professional development, and academic support
- English Learner Programs and Supports
- English Learner Professional Development
- Advancement Via Individual Determination (AVID)
- Recapturing Learning Loss
- Positive Behavior Interventions and Support (PBIS)
- Student Assistance Program Support
- A focus Attendance and Truancy
- Instructional Technology
- Student Engagement and Leadership Opportunities

- Expanded Learning and Enrichment Opportunities
- BSAP Community Partnerships

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	School Goal for Math By EOY 2025, per CAASPP results, increase the percentage of students who meet or exceed math standards by 3%. School Goal for EL students: By EOY 2025, increase the percentage of students who make progress towards English Language proficiency by 10%. School Goal for English:: By EOY 2025, per CAASPP results, increase the percentage of students who meet or exceed English standards by 5%. School Goal for Graduation: By EOY 2025 increase the graduation percentage from 88.6% for all students to 93%. School Goal for College & Career Readiness: By June 2024 increase college and career readiness to 50%.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need to develop consistent, site-specific solutions for professional development.

Professional development skills and strategies are not widely implemented.

Only 7% of students met or exceeded the standards for Math SBAC testing for 2022-23.

Only 35% of students met or exceeded the standards for English SBAC testing for 2022-2023.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who met or exceeded math standards for CAASPP	7%	10%

Percentage of students making progress towards English language proficiency	25%	35%
Percentage of students who met or exceeded English standards for CAASPP	35%	40%
Increase the Graduation Rate	85.9%	90%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Career & Technical Education STEM and CTE Pathway Development Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings. Instruction: Teachers will align NGSS standards and support: Increase implementation of NGSS Standards instruction and provide supplement training on strategies to support alignment of Science and Math curriculum, with a focus on live instructional feedback of classroom practices. Instruction: Teachers will enhance NGSS (Science) standards instruction through hands-on science experiments integrating Science Technology Engineering and Mathematics (STEM) projects to include STEM project materials. Supplies/materials may include paper for graphic organizers, writing tools such as: whiteboards/chart paper & markers, and science specific project materials & lab materials (consumables such as: gloves, paper towels, clay, chemicals, 3D filament, batteries, specimens, etc.). CTE Programs: Laptops/computers will be ordered for student use. Students will be using the equipment for Auto-Cad programs, as well as web design and logistics software in the Logistics/Warehousing CTE Pathway. Assessment: Assessments will provide data on student needs assessing what the students have learned to assist in focusing re-teaching needs. EHS partners with the district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.1 Career & Technical Education: Materials & Supplies: $15,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$15,000	0100 - LCFF/S&C (site)

1.1.2	College Readiness	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$32,960	0100 - LCFF/S&C (site)
	College and Career Readiness		$5,000	0100 - LCFF/S&C (site)
	Incentive and Support Student achievement is additionally monitored through the Incentive program and weekly data derived from Jupiter Grades. Monitoring student achievement enables teachers, counselors, and administrators to identify students who are achieving success academically and enables teachers to provide targeted intervention to students who require additional instruction and support. Students are provided access to the Viking Learning Center for after school tutoring in core content areas as additional academic intervention. Raffle prizes are provided for students who meet the qualifications and have improved attendance.		$14,000	3010 - Title I
	Career and College Readiness: Increase graduation readiness by implementing increased rigor in classroom instruction, monitoring student completion of graduation requirements, and utilizing a comprehensive guidance program to support student achievement.			
	Resources: Vocabulary.com is a software program that utilizes adaptive engines to select questions to systematically challenge students with words they are ready to learn. Their varied question formats teach each word's multiple meanings to help students build a deeper understanding of each word in context, rather than mere memorization. The program teaches more than 17,000 words with over 253,000 questions. The program has curated 15,000 vocabulary lists that align with commonly taught curriculum.			
	Eduprotocols is a set of methods designed to enhance student engagement and collaboration in the classroom. EduProtocols facilitate mastery of content and curriculum. EduProtocols develop the skills students need to be successful.			
	Career & College Curriculum: To support freshman students, the Get Focused/Stay Focused program will be implemented using the Career Choices curriculum. The freshman High School Success course will support students in creating a 10-year career and education plan, identifying interests and life goals to facilitate the transition to a large comprehensive high school. Students will then revisit their 10-year plan during subsequent years to ensure a focus on graduation, preparing students for college and career readiness.			
	College and Career:			

To support freshman students as they transition to high school, the Get Focused/Stay Focused program will be implemented using the Career Choices curriculum. The freshman High School Success course will support students in creating a 10-year career and education plan, identifying interests and life goals to facilitate the transition to a large comprehensive high school. Students will then revisit their 10-year plan during subsequent years to ensure a focus on graduation, preparing students for college and career readiness.

College Entrance and AP Exam Access and Preparation: College entrance exams support and access provided to 8th grade and high school students to increase or improve academic student achievement. In school college entrance exam administration for 11th and 12th graders to cover the cost and provide increased or improved access to college entrance exam opportunities. Collegeboard apps like Bluebook are utilized for AP/SAT/PSAT preparation.

Title I Funding Allocation:
License Agreement: $14,000

LCAP 1.2 College Readiness:
Instructional Materials/Supplies: $32,960
License Agreement: $5,000

1.1.3	A-G High School Courses

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.3 A-G High School Courses:
No additional site LCFF is being allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 1.1.4 | Bilingual Instructional Support

Bilingual instructional program support for 9-12th grade students: The Bilingual Assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. Bilingual Assistant(s): Centralized Services, District Funded

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.4 Bilingual Instructional Support:
No additional site LCFF is being allocated for this strategy. | English Learners | $[Enter amount here] | [Specify the funding source(s)] |

1.1.5	English Learner Professional Development Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement. Funding allocation for Professional Development is included with Strategy 1.1.7. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.	English Learners	$[Enter amount here]	[Specify the funding source(s)]

1.1.6	English Learner Programs and Supports	English Learners	$[Enter amount here]	[Specify the funding source(s)]
	To provide students with academic support through tutoring, academic rescue, and learning centers (EL and Special Education) to conduct small group instruction, including intervention programs/license agreements focusing on literacy and foundational skills.			
	To further focus on ELD priorities, teachers are monitored for use of Integrated and Designated ELD instruction based on training and conferences and feedback is provided to refine use of strategies to support EL integration. Additionally, counselors and the EL Coordinator use EL monitoring forms that are completed by the classroom teachers to monitor EL and RFEP students. An action plan is devised by the classroom teacher and the EL Coordinator to support any students who have not shown adequate growth or who have regressed. Common formative assessments are also used to respond to students immediately who are experiencing difficulty. Provide English Learner students opportunities to practice speaking, listening, reading and writing using I-Pads. I=Pads provide easy access to mobility, transition from Learning Centers to access varied sources and locations of instruction across the campus. I-Pads are easily carried and small in size for adequate student use. Provide technology to support video editing and student-run videos. In addition, computers (I-Pads) will be purchased to enhance ELD student engagement and instruction.			
	Edison High School has the largest number of English Language Learners in the district with over 600 students in our ELD program. Furthermore, 90+ of those students are newcomers. One huge challenge is meeting the linguistic needs of these newcomers, some of whom speak the indigenous dialect of such countries as Honduras and Ecuador. Other students come from Arabic speaking countries such as Yemen who don't use the latin-based alphabet. Chromebooks at times are not helpful due to lack of language development, no exposure to technology or education before arriving to the United States, or the reliance upon Arabic alphabet. One potential way to reach these students is using Microsoft Translate on their student Chromebook. However, teachers will need a mobile device to speak into while teaching. iPads are the solution as they are portable and can run the software required for teachers.			
	EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve			

| ELD integration and effective instructional practices.

Metrics for Progress Monitoring:
ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners)

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.6 English Learner Programs and Supports:
No additional site LCFF is being allocated for this strategy.			

1.1.7	Teacher Collaboration, Professional Development, & Academic Support	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$75,000	0100 - LCFF/S&C (site)
	Comprehensive Instructional Support System		$145,000	3010 - Title I
	Leadership team: Outlines instructional support per department via department chair assignment.		$150,000	3010 - Title I
	Teacher(s) identified as instructional leaders provide targeted instructional support (similar to an instructional coach) to beginning and veteran teachers. They will provide training that facilitate the implementation of site-adopted strategies, including a focus on WICOR and AVID strategies. The identified teacher(s) will use the coaching cycle and SWIVL technology to support students in reflection and refinement of instructional practices. Along with Department Chairs, they provide feedback on alignment of site-adopted strategies.		$35,000 $130,000 $55,000	3010 - Title I 3010 - Title I 0100 - LCFF/S&C (site)
	Professional Development/Conferences/Training: Opportunities are provided for specific departments to receive professional development based on the PLC targeted goals and data provided through the use of site wide classroom visitation tool. Teachers, counselors, administrators, parents, and parent liaison will have an opportunity to attend conferences for professional development to improve instruction and school climate, in order to provide targeted interventions of support.			
	In order to increase consistency with rigor, relevance and quality instructional practices for EL, SPED, SED and other subgroups within like courses, teachers will be provided professional development opportunities to supplement core instruction and create shared language and teaching goals such as, outside consulting, and conference attendance.			
	Partner with SUSD Language Development Office to target professional development with a concentration of the EL population at Edison High School. Differentiated instruction and best practices to assist language acquisition across the curriculum will be the focus.			
	Additional Compensation: Teachers: Additional Hourly for Collaboration, Workshops, Training, Professional Development, Curriculum Writing, Leadership, Data Analysis, Instructional Support, Tutoring/Intervention.			
	Title I Funding Allocation: Additional Teacher Compensation: $145,00 Additional Counselors Compensation: $35,000			

	Additional Substitute Teacher Compensation: $150,000 Conferences and Workshop: $130,000 LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: Additional Teacher Compensation: $55,000 Conferences and Workshop: ; $75,000			
1.1.8	School Site Administrators Leadership Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

1.1.9	Professional Learning Community Implementation, Professional Learning & Curriculum Implementation Professional Learning Communities: Site-based Professional Development provides an opportunity for teachers to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies. Substitutes are provided to enable teachers to attend site-based and off-site based Professional Development and early release Student Success Days further support the alignment of rigor within PLCs. Through the PLC process, teachers calibrate their instruction and monitor student achievement through Common Formative Assessments (CFAs). Opportunities for reteaching and mastery of essential outcomes are identified through data analysis within PLCs. The PLC process also reinforces the use of AVID strategies school-wide and identifies ways to increase rigor through cross-curricular implementation of site-adopted strategies. Equity Cadre and Training-Provide training and planning regarding learning how to recognize and prevent inequalities in the classroom and school communities. Receive tools to empower the change making that contributes to an equitable environment. Edison will partner with Solution Tree for additional consulting to provide teachers with additional training and development in order to strengthen our PLC process. Title I Funding Allocation: Consultant / License Agreements: $40,000 LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$40,000	3010 - Title I
1.1.10	Data Analysis and Evaluation Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

1.1.11	Access to Foundational & Outdoor Learning Spaces Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
1.1.12	Acceleration of Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
1.1.13	Literacy and Library Supports Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.13 Literacy and Library Supports: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

1.1.14	Advancement Via Individual Determination (AVID)	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$58,216	3010 - Title I
	School-Wide AVID Implementation: Professional Development opportunities will support teachers in implementing AVID-based instructional practices. Teachers and administrators will attend the AVID Summer Institute and receive week-long training in various AVID strands, including Implementation, Critical Reading, Tutorology, and AVID Leadership for Implementation. An additional component of the training required attendees to complete "Boosts" and the AVID Site Coordinator assists in monitoring of implementation during the academic year. Duplicating services provided to support feeder schools acquire AVID information and feedback. Duplicating resources to provide students and parents information regarding the EHS AVID program and activities to prepare them for transition to EHS 9-12 grades. Teachers receive instructional guides. Conference attendees will use their training to further refine instructional practices and support in the implementation of AVID strategies site-wide through PLC discussions and calibration. Instructional leaders will also utilize their training to guide site-based Professional Development to enhance classroom instruction. Contract with AVID Center to provide ongoing site support through trainer of trainer's model to ensure EHS staff are updated in providing ongoing professional development through department PLC's and specific AVID module trainings based on teacher performance.		$3,000	0100 - LCFF/S&C (site)
			$75,000	3010 - Title I
			$42,646	0100 - LCFF/S&C (site)
			$12,000	3010 - Title I
	Resources: Students will be provided Edison Planners at the beginning of the school year to assist with organization. In addition, note-taking supplies, such as notebooks, highlighters, expo markers, chart paper will be purchased for students to demonstrate AVID organizational strategies. Duplicating services provided to support feeder schools acquire AVID information and feedback. Duplicating resources to provide students and parents information regarding the EHS AVID program and activities to prepare them for transition to EHS 9-12 grades. Provide first generation (and other target population) students with hands-on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.

Students have the opportunity to attend college field trips to expose them to the culture and climate of post-secondary institutions. Field trips include visits to University of California, California State University, and private university campuses. AVID students are the primary target population for these field trips, however non-AVID Elective students are also invited and encouraged to attend. Students who attended leadership conferences were exposed to peer leadership opportunities and returned to the campus with applicable skills that impacted student achievement. These skills are placed into practice via the ASB/ | | $20,000 | 3010 - Title I |

Leadership course and help to promote student achievement for all students. The target audience for leadership conferences were primarily ASB students since this enabled student to effectively apply their learning in interactions with the entire school site, but students who are leaders on campus outside of ASB were also invited to attend.

In addition to college field trips organized through the AVID program, counselors facilitate the scheduling of guest speakers who present information regarding post-secondary institutions and careers. All students have the opportunity to attend informational presentations that occur both during the school day and after school in the Media Center.

AVID: Learning Objectives: Students will research majors and degrees offered at the universities, and then experience first-hand, each university's environment and educational opportunities. Students will compare and contrast the similarities and the differences (majors, degrees, cost, earning environment, admission rates) associated with colleges in the CSU, UC and private universities.

Title I Funding Allocation:
Duplicating AVID: $12,000
Copying and Duplicating: $20,000
Instructional Materials/Supplies: $58,216
Field Trips and Transportation: $75,000

LCAP 1.14 Advancement Via Individual Determination (AVID):
Duplicating: $3,000
Field Trips and Transportation: $42,646

| 1.1.15 | Recapturing Learning Loss

Extended Learning Opportunities

Extended/Intersession Learning: Intersession, Credit Recovery
Edison High School will be hosting Intersession. Intercession will provide credit recovery opportunities through the use of online learning CyberHigh/Apex modules. 200 students will be able to enroll and the waitlist students will be enrolled after sitting students complete coursework. Intersession is designed for students to recover credits so that EHS can minimize the sections of remediation throughout the school year. 11th and 12th grade students will serve as priority students. EHS Intercession will also include seniors who are close to attaining a diploma.

To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students. Learning and High School Credit Recovery Support & Programs: Credit recovery and drop out recovery programs, learning recovery and acceleration instructional support focused on increasing or improving student academic achievement.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.15 Recapturing Learning Loss:
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|
| 1.1.16 | Outdoor Education/Science Camp

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.16 Outdoor Education/Science Camp:
No additional site LCFF is being allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This past year, we saw a slight increase in English and Math State test scores, indicating that the strategies are somewhat effective.

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

Our test scores did not increase as much as we would have liked, however we did see some improvement. We did not hire an additional assistant principal as planned as we were unsure of the sustainability of funding. We also were not able to hire a program specialist, due to district restrictions.

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

We will not be budgeting for a 5th assistant principal. That allocation of funding will be used to fund other strategies such as instructional materials, resources, and equipment.

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Suspension: Maintain a yearly suspension rate of less than 5% by EOY 2025. By EOY 2025 reduce the number of Discipline Referrals by 10%. Expulsion - Expulsion Goal: Continue the expulsion number of 0 by EOY 2025. 2023-2024- 2 Expulsions School Goal for Attendance/Chronic Truancy: Attendance/Chronic Truancy - Chronic Truant Goal: by EOY 2025 reduce chronic truancy rate to 25%

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 7% of students met or exceeded the standards for Math SBAC testing for 2022-23.

Only 35% of students met or exceeded the standards for English SBAC testing for 2022-2023.

As of Mid-May 2024, the total number of suspension days is 545.

Only 64% of students feel they a part of the school.

Only 64% of students feel safe at school.

Only 74% of students feel there is a teacher or other adult who cares about them.

Only 57% of students feel staff treats them fairly.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain a yearly suspension rate of less than 5%	7.7%	5%
Continue the expulsion number of 0	2	0

Reduce chronic truancy rate to 15%	37.39%	25%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.3	Equity and Inclusion Training and Workshops Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.4	Cultural Relevance, Outreach, and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

| 2.1.5 | Positive Behavior Interventions and Support (PBIS)

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

HERO- The HERO behavioral management and academic incentive tracking system will be utilized to identify students with attendance needs and provide positive reinforcements for students who show improved attendance and behavior. HERO will be utilized to support students by providing incentives for students meeting behavioral and attendance goals.

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

Social/Emotional Learning - The Breaking Down the Walls program provides a unique opportunity for students to re-connect and create empathy for one another, build social awareness, and form meaningful relationships, thus improving their social and emotional learning (SEL) skills.

Title I Funding Allocation:
License Agreements and Program: $12,000
Consultant Agreements: $18,000

LCAP 2.5 Positive Behavior Interventions and Support (PBIS):
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $12,000

$18,000 | 3010 - Title I

3010 - Title I |

2.1.6	Student Assistance Program Support (SAP) Through an MTSS system, provide students with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities. Tier 1 Academic Intervention: Academic Interventions in the form of AVID-based instructional strategies and site-adopted strategies will be utilized to support student academic achievement. Professional Development will be provided to reinforce the adopted and agreed upon instructional strategies, focusing on increased rigor through WICOR and the use of Common Formative Assessments to support data-driven decision-making and instruction. Tier 2 Academic Intervention: Additional academic support are identified by counselors and placed in credit and grade recovery programs that include ELD, APEX, Algebra Repeater/ Financial Algebra, Algebra Support, and Applied Writing. Through the PLC process, teachers identify students with common instructional gaps in meeting Essential Outcomes and facilitate a platooning program that targets the identified areas for additional instruction and intervention. Students receive targeted academic interventions in their classes. Tier 3 Academic Intervention: Focuses on students whose identified needs require individualized support. Independent Study, pull-out intervention, and the Learning Center provide targeted support to address individualized academic needs, including for students on IEPs. MTSS Social Emotional/Behavioral: In addition to academic interventions, social-emotional/behavioral needs are addressed through MTSS. Using data from the California Healthy Kids Survey and PLUS surveys, tiered interventions will be utilized to support students social-emotional/behavioral needs. Tier 1 Social-emotional/Behavioral: Needs are addressed through PBIS. To further support PBIS, training will be provided in the areas of Trauma-Informed Practices, Restorative Practices (alternatives to suspension), and Culturally Responsive Teaching that will facilitate the building of positive relationships between students and staff. The ASB/Leadership classes promote a positive school culture and climate through the use of Lunch Time Activities (LTAs) that celebrate school spirit and engagement.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

	Tier 2 Social-emotional/Behavioral: Interventions include the use of the SAP process to identify areas of support for students, including students with needs in the areas of chronic absenteeism, substance abuse, or anger management. These interventions are identified through the SAP team and are used to facilitate SSTs that support students' social-emotional/behavioral needs. Tier 3 Social-emotional/Behavioral: Intervention needs, Behavioral Intervention Plans are created that support students in meeting goals. Students have access to Mental Health Clinicians through the Health Center that address strategic counseling needs, as well as referrals to outside service agencies. Tier III intervention services for targeted students enrolled in the SOUL Vike Academy. The Academy is designed to redirect students to a college/career/community track of student achievement. Academic instruction is delivered by four core teachers with the use of Cyber High Credit Recovery Program. Case management for mentorship and mental health conditions will be fulfilled by community agencies such as Raising Youth Resilience. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.6 Student Assistance Program Support (SAP): Additional site LCFF is being allocated for this strategy.			
2.1.7	Behavior Support Services Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.9	Social Service Supports for Families in Transition Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.10	Central Enrollment Direct Services to Families Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.11	Student Attendance and Truancy Attendance: A comprehensive attendance plan will be implemented to promote increased attendance for all students, with a focus on students identified as Chronically Absent. To promote attendance and recognize students for going to class on time, students who have earned Perfect Attendance are celebrated at quarterly Grade Level Assemblies. These students are celebrated in front of their peers and are awarded with attendance incentives. In addition to PBIS, the RTI Lunch/Incentive program is utilized to address High School Success topics and provide instruction to all students on issues related to social-emotional/ behavioral concerns. Students routinely examine attendance during HSS to monitor and create attendance goals. To address tardiness, a Lunch Accountability program enables students to recover attendance due to late arrivals. This program supports students in neutralizing negative points in the HERO Behavioral Management system and allows for students to earn incentives that promote increased attendance. Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]
2.1.12	Health and Wellness Services and Supports Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

| 2.1.13 | Mental Health Resources and Supports for Students

Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.13 Mental Health Resources and Supports for Students:
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $[Enter amount here] | [Specify the funding source(s)] |

| 2.1.14 | Social Emotional and Restorative Practices and Responsive Schools

Social Emotional Learning:
Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.

Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.

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

Increase student achievement and college/career readiness by monitoring student completion of A-G requirements.
Counselors monitor completion of A-G requirements for specialized programs and students with identified needs, identifying and supporting students who are not on track to meet A-G requirements. Opportunities for grade and credit recovery are identified by counselors to support students in meeting A-G requirements. Additionally, counselors will facilitate Financial Aid, college application, and personal statement workshops to support students in college preparation.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools:
No Additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $[Enter amount here] | [Specify the funding source(s)] |

2.1.15	School Connectedness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.16	Assistant Principal Restoration at TK-8th Grade School Sites Assistant Principal Restoration At TK-8th Grade School Sites: Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.17	Additional School Site Support Assistant Principal(s) (1.5 FTE): Assistant Principal(s) will provide students with academic social and emotional intervention to improve student outcomes that promotes increased learning opportunities. The AP(s) will oversee all academic and student support systems at EHS and provide training on alternate positive behavioral intervention and support to teachers and staff. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) Edison has four Assistant Principals. District funds 2.5 FTE (Centralized Funded) and Site funds 1.5 FTE. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.17 Additional School Site Support: Assistant Principal Compensation Salary & Benefits: $329,280	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$329,280	0100 - LCFF/S&C (site) Certificated Salaries

2.1.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.19	Technology and Innovation Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.20	Instructional Technology	English Learners, All Students, Foster Youth, Low Income, Students with Disabilities	$75,000	3010 - Title I
	Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices/ iPads, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.		$11,000	3010 - Title I
			$1,100	0100 - LCFF/S&C (site)
	Implementing SMART Boards in classrooms will significantly enhance student learning by providing an innovative and interactive platform for targeted interventions, focusing on small group instruction and intervention programs. The SMART Boards offer a dynamic audio/visual learning modality, allowing students to engage more effectively with tutorial content. With the ability to display directly from their computers, students can actively participate in the learning process, fostering a collaborative and immersive environment. This technology not only supports AVID's core principles but also addresses English Learner needs, ultimately improving literacy and foundational skills for enhanced student success.			
	Coaching Model: Utilized to develop site wide, department, and individual teacher support through a professional development calendar. Administrators along with members of the leadership team actively coach and provide feedback for department personnel with use of a site wide classroom walkthrough process and instructional rounds. Members of the leadership team will be provided a resource period. iPads will be needed to implement this process. The iPads will be utilized during the instructional rounds/walkthroughs to access a digital walkthrough tool, take digital notes, and email instant feedback to teachers. Department chairs are released for instructional support and feedback as well as monthly instructional rounds.			
	SWIVL technology is used to support students in reflection and refinement of instructional practices by allowing teachers to record their instruction to target areas of improvement in pedagogy.			

		Title I Funding Allocation: Equipment: $75,000 I-Pads Equipment: $11,000 LCAP 2.20 Instructional Technology: License Agreement: $1,100			
2.1.21	Instruction and Teacher Staffing Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.22	Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.24	Student and Campus Safety Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The number of students suspended this year decreased by 9 students. Our total number of days of suspension decreased by 288 days.

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

Our number of suspended students did not decrease as much as we had planned for. The HERO system was not used as effectively as it should be. Our Chronic Absenteeism increased by 4%.

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

No changes will be made to the strategies, however, more focus will made on utilizing the HERO system more effectively and tightening up our MTSS protocols so it is more effective.

Goal 3.1

Goal #	Description
Goal 3.1	Provide systemic and innovative programming influenced by student voice, aspirations, and emerging global industry trends to ensure that their day-to-day learning aligns with their cultural identity, passion, interests, and talents, including student centered activities involving Career Technical Education, Multilingual Education, and the Arts.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 7% of students met or exceeded the standards for Math SBAC testing for 2022-23.

Only 35% of students met or exceeded the standards for English SBAC testing for 2022-2023.

Only 64% of students feel they a part of the school.

Only 64% of students feel safe at school.

Only 74% of students feel there is a teacher or other adult who cares about them.

Only 57% of students feel staff treats them fairly.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Student Participation and Engagement: Increase student participation in leadership groups (including the Leadership class, PLUS class, School site council, AVID site team and AVID demo visits	Students with Disabilities, Low Income, Foster Youth, English Learners, All	$5,000	3010 - Title I Account Code: 4311 Instructional - Materl/ Supplies

		Students		
etc.) to improve the social and emotional culture on campus and school connectedness.				

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

Leadership and PLUS- the programs support initiatives to increase attendance. The ASB/Leadership classes promote a positive school culture and climate through the use of Lunch Time Activities (LTAs) that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large.

Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.

Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.

Within the AVID program, students act as classroom leaders and Student Ambassadors during AVID Showcase visits. AVID students also work to present aspects of their program to current and prospective students through AVID Parent Night and 8th Grade Parent Night.
An additional leadership opportunity for students exists through the JROTC and athletics program. Students in the JROTC program experience leadership through a military command structure and utilize this experience in area competitions and events. Student athletes have the opportunity to participate in different events to promote and engage the community.

Title I Funding Allocation:
Instructional Materials/Supplies: $5,000

LCAP 3.1 Student Engagement and Leadership Opportunities:

	No additional site LCFF is being allocated for this strategy.			
3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
3.1.3	Arts Programming Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
3.1.4	Expanded Learning and Enrichment Opportunities Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. Enhance ELA/ELD and Math curriculum using AVID strategies paired with ELD focus of Speaking, Writing, Listening, and Reading. Tutoring will be available for targeted populations who are receiving D's and F's. This tutoring will occur after school. To provide students with academic support through tutoring, academic rescue, and learning centers (EL and Special Education) to conduct small group instruction, including intervention programs/license agreements focusing on literacy and foundational skills. Title I Funding Allocation: Additional Teachers Compensation: $34,358 LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$34,358	3010 - Title I

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Communication is working well, and continuing to improve. Utilizing not only Jupiter Ed, but our district's internal communication tools, we have increased communication to students and families to keep them informed.

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

Our Community Assistant did not work out. We did not see an increase in community involvement. We also did not see any increase in staff involvement.

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

We will be changing from a Community Assistant to a Parent Liaison in hopes of increasing our parent engagement across campus.

Goal 4.1

Goal #	Description
Goal 4.1	School Goal for Meaningful Partnerships: By the end of year 2025, Edison High School will increase parent involvement by 15%, as evidenced by participation in parent meetings and workshops, and academic nights, as measured by event sign-in sheets. (Back to School Night, Fall & Spring Conferences, Reading/Math/Science Nights, Community Resource Fair and SSC/ELAC sponsored events)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need to develop consistent, site-specific solutions for professional development.

Parent committees exhibit a minimal participation rate among parents in engaging with the school.

Only 74% of students feel there is a teacher or other adult who cares about them.

Only 57% of students feel staff treats them fairly.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Parent Participation and Engagement: Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, College funding resources, student academic achievement, student behavior, school programs and district goals etc.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$3,287 $1,500	3010 - Title I - Parent 3010 - Title I - Parent

Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.		$4,000	3010 - Title I - Parent
Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.		$3,000	3010 - Title I - Parent
		$3,000	3010 - Title I - Parent
Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include Parent Teacher Conferences where parents and students are provided with goal sheets to record their current performance, as well as identifying strategies that will contribute to academic improvement. Parents are also encouraged to attend a Title I Parent Meeting, in addition to serving on the School Site Council.			
Parents are invited to attend 8th Grade Parent Night, Financial Aid Workshops, Athletic Parent Meetings, and AVID Parent Night to receive information regarding A-G coursework and resources for college and career readiness. To address behavioral and attendance concerns, parents are invited to participate in SSTs and Mitigation hearings to identify solutions and support students. To further increase parent participation and engagement, parents are also invited to attend the Multicultural Rally and events such as Fathers on the Green and Coffee Hour will be implemented and input will be solicited from parents to determine additional opportunities for engagement. Parent Volunteers will be recognized and celebrated at a Parent Volunteer Night.			
Parent Meeting - Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.			
Parent workshops will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning.			

	Non-Instructional Materials - Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning. Technology - Parent laptops, projector, projector screen, printer.... (Provide parents with digital resources for grade analysis, Jupiter user framework, tutorial, AVID awareness and instructional support for home learning. Parent group google classroom, digital media board, etc.) Conference Workshops - Provide parents with opportunities to attend a conference to increase parent education in order to support students. Title I - Funding Allocation: Parent Meeting: $3,000 - Title I Parent Instructional Materials/Supplies Parent Meetings: $3,287-Title I Parent Non-Instructional Supplies Parent Meetings: $3,000 -Title I Parent Parent Meetings Equipment: $1,500 - Title I Parent Conference: $4,000 -Title I Parent LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: Additional site LCFF is being allocated for this strategy.			
4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
4.1.3	Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

4.1.4	Parent Advisory Committee Supports and Resources Parent Liaison will initiate contact with new families and orient them to the school and its program. Parent Liaison will write, implement, and evaluate parent surveys He/she will serve in a liaison capacity between school and community to secure parent involvement and understanding of school programs and objectives; and perform related duties as assigned. He/she will assist the site manager with setting up projects to enhance and encourage parent involvement. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc). Title I Funding Allocation: Parent Liaison Salary and Benefits Compensation: $91,628 LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$91,628	3010 - Title I

4.1.5	Communication Increase communication to parents about school activities, student grades, assignments, programs, activities, events, etc. and informational meetings. Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee newsletters etc. Parents routinely receive communications through Parent Links that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for Parent Teacher Conferences, etc.) and information to parents of the entire student body. The school website and marquee is regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend. The Parent Handbook is used to outline expectations and resources for student success. Jupiter Grades access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via Jupiter Grades and request homework in the event of an absence # of parents logged into Jupiter grades. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4._____: License Agreements: $17,000	Foster Youth, Students with Disabilities, Low Income, English Learners, All Students	$17,000	0100 - LCFF/S&C (site)
4.1.6	Staff Participation Increase staff participation in leadership groups (SSC, MTSS, etc.), extracurricular events, Professional learning community, or department meetings. Teachers have opportunities to serve on different leadership groups that include Leadership Team, School Site Council, and AVID Site Team. Additionally, a teacher representative meets as part of the Safety Team (with CSMs) to act as a liaison and communicate teacher concerns. Ad hoc committees are available to address site concerns as they arise. Teachers are provided weekly opportunities to engage in the PLC process and collaborate with peers. They are also encouraged to attend extracurricular activities that include athletic events, plays, concerts, etc.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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

Goal 5.1

Goal #	Description
Goal 5.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

5.1.3	Accelerate Learning for all SPED Students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.4	Culturally Responsive Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.5	Meaningful Student Experiences and Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.6	Recruit, Hire and Retain Student Support Personnel Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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

Goal 6.1

Goal #	Description
Goal 6.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 64% of students feel they a part of the school.

Only 64% of students feel safe at school.

Only 74% of students feel there is a teacher or other adult who cares about them.

Only 57% of students feel staff treats them fairly.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.3	Educator Gap Equity Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

| 6.1.5 | BSAP Community Partnerships

EHS will partner with Restoration for Life Center. This program aims to support struggling students, particularly within the Black community, by providing personalized mentorship, essential life skills training, and opportunities for peer support and mentorship. The program is designed to address the diverse needs of our students and create a supportive environment where they can thrive academically, emotionally, and socially. Through this initiative, we aim to empower students to overcome challenges, build resilience, and achieve their full potential. The program is firmly grounded in evidence-based practices and is a collaborative effort with the PBIS team.

Title I Funding Allocation:
Consultant Agreement: $40,000

LCAP 6.5 BSAP Community Partnerships:
No additional site LCFF is being allocated for this strategy. | African American | $40,000 | 3010 - Title I |
|---|---|---|---|---|
| 6.1.6 | Development of an African American Studies Course

Edison High School offers a Black African American Studies (BAAS) course during Term 2 of the school year.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 6.6 Development of an African American Studies Course:
No additional site LCFF is being allocated for this strategy. | African American | $[Enter amount here] | [Specify the funding source(s)] |
| 6.1.7 | BSAP School Climate & Wellness Personnel Support

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 6.7 BSAP School Climate & Wellness Personnel Support:
No additional site LCFF is being allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 6.1.8 | BSAP Community -Based Safety Pilots

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 6.8 BSAP Community-Based Safety Pilots:
No additional site LCFF is being allocated for this strategy | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$980,989.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,556,975.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.
Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
3010 - Title I	$966,202.00
3010 - Title I - Parent	$14,787.00

Subtotal of additional federal funds included for this school: $980,989.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
0100 - LCFF/S&C (site)	$575,986.00

Subtotal of state or local funds included for this school: $575,986.00

Total of federal, state, and/or local funds for this school: $1,556,975.00

Addendums

2024-25 School Plan for Student Achievement
Recommendations and Assurances

Site Name: **Edison High School**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

5.22.24

Date of Meeting

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

English Learner Advisory Committee   **9.24.24**

Date of Meeting

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

2024-25 SPSA was adopted by the SSC at a public meeting on **9.26.24** .

Date of Meeting

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

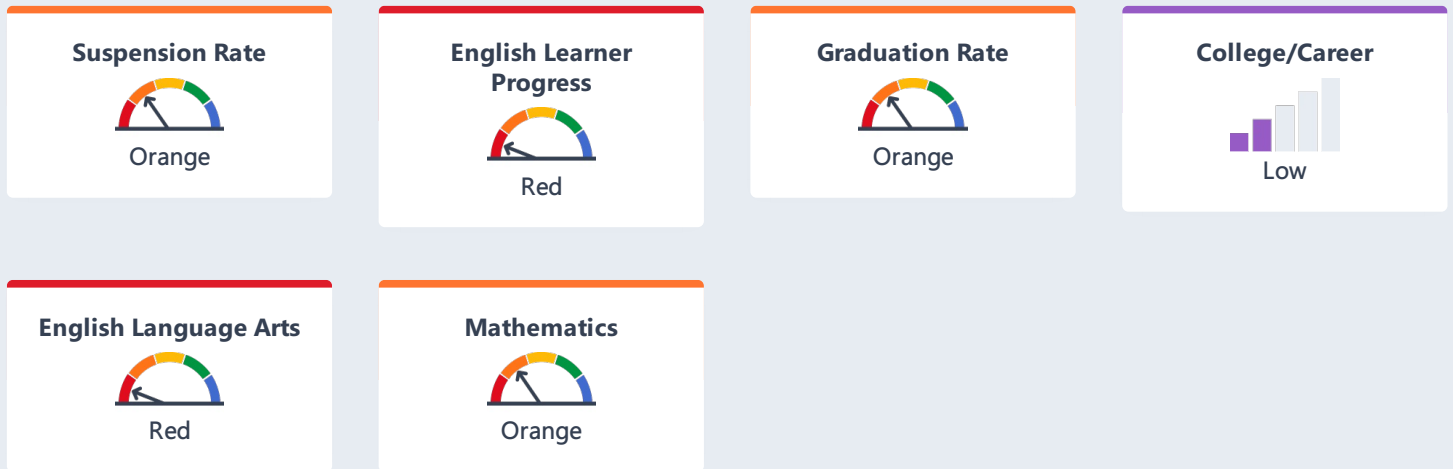| Committee	Date of Meeting

Attested:

Justin Gann

Typed Name of School Principal

Signature of School Principal

10/28/24

Date

Edison High

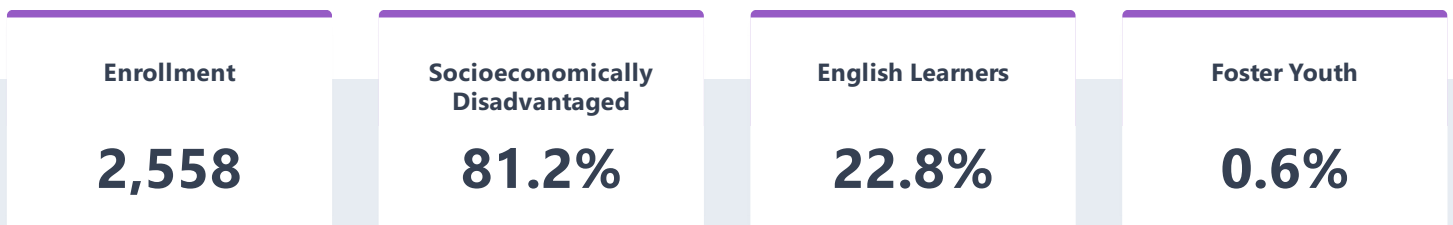Explore the performance of Edison High under California's Accountability System.

Suspension Rate	English Learner Progress	Graduation Rate	College/Career
Orange	Red	Orange	Low

English Language Arts	Mathematics
Red	Orange

School Details

NAME
Edison High

ADDRESS
100 West Drive Martin Luther King Boulevard Stockton, CA 95206-2016

WEBSITE
N/A

GRADES SERVED
9-12

CHARTER
No

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,558	81.2%	22.8%	0.6%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Red

89.8 points below standard

Declined 3.8 Points ▼

EQUITY REPORT
Number of Student Groups in Each Level

6 Red	0 Orange	0 Yellow
1 Green	0 Blue	

Mathematics

Orange

179.1 points below standard

Increased 7.1 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

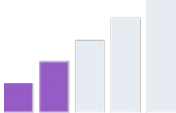| 5 Red	1 Orange	1 Yellow
0 Green	0 Blue	

English Learner Progress

Red

21.1% making progress

Declined 23.8% ▼

College/Career

Low

15% prepared

EQUITY REPORT
Number of Student Groups in Each Level

3 Very Low	5 Low	0 Medium
0 High	0 Very High	

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Graduation Rate

Orange

85.9% graduated

Declined 2.7% ▼

EQUITY REPORT
Number of Student Groups in Each Level

0 Red	4 Orange	2 Yellow

1 Green	**0** Blue

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Orange

7.7% suspended at least one day

Increased 1.3% ▲

EQUITY REPORT
Number of Student Groups in Each Level

4 Red	**4** Orange	**3** Yellow
1 Green	**0** Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Red

89.8 points below standard

Declined 3.8 Points ▼

Number of Students: 593

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

African American

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

Orange

No Student Groups

Yellow

No Student Groups

Green

Filipino

Blue

No Student Groups

No Performance Color

American Indian

Asian

Foster Youth

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian

No Performance Color

30.9 points below standard

Increased 12.1 Points ▲

Number of Students: 22

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

115.9 points below standard

Number of Students: 14

African American

Red

139.1 points below standard

Declined 26.5 Points ▼

Number of Students: 52

English Learners

Red

154.3 points below standard

Declined 25.9 Points ▼

Number of Students: 201

Hispanic

Red

100 points below standard

Declined 14 Points ▼

Number of Students: 437

Homeless

Red

189.3 points below standard

Declined 6.6 Points ▼

Number of Students: 36

Socioeconomically Disadvantaged

Red

99.1 points below standard

Declined 11.5 Points ▼

Number of Students: 480

Students with Disabilities

Red

194.6 points below standard

Declined 20.7 Points ▼

Number of Students: 76

Filipino

Green

9.6 points above standard

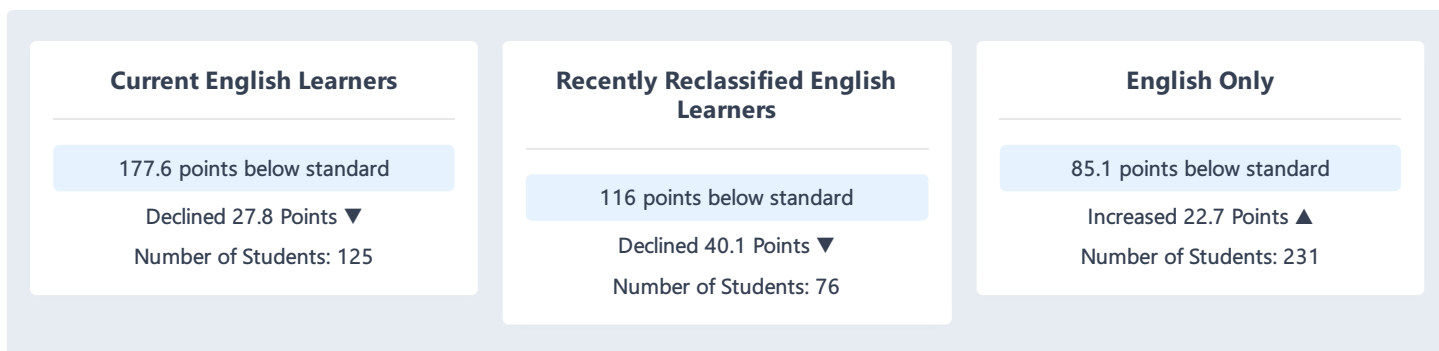Increased 54 Points ▲

Number of Students: 50

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	**2023**
All Students	86.1 points below standard	89.8 points below standard

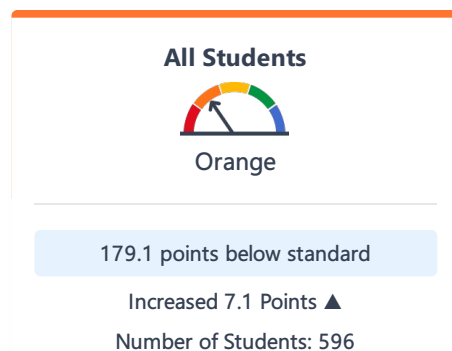## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

177.6 points below standard

Declined 27.8 Points ▼
Number of Students: 125

Recently Reclassified English Learners

116 points below standard

Declined 40.1 Points ▼
Number of Students: 76

English Only

85.1 points below standard

Increased 22.7 Points ▲
Number of Students: 231

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

179.1 points below standard

Increased 7.1 Points ▲
Number of Students: 596

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Orange

Yellow

African American

English Learners

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

Hispanic

Filipino

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

Foster Youth

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian

No Performance Color

102.6 points below standard

Increased 32.8 Points ▲

Number of Students: 22

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

219.7 points below standard

Number of Students: 14

African American

Red

239.4 points below standard

Declined 39.2 Points ▼

Number of Students: 53

English Learners

Red

---

228 points below standard

Declined 12.8 Points ▼

Number of Students: 202

Homeless

Red

251.8 points below standard

Declined 3.9 Points ▼

Number of Students: 37

Socioeconomically Disadvantaged

Red

185.6 points below standard

Maintained 1.4 Points

Number of Students: 482

Students with Disabilities

Red

250.7 points below standard

Declined 10.4 Points ▼

Number of Students: 76

Hispanic

Orange

185.4 points below standard

Increased 5 Points ▲

Number of Students: 439

Filipino

Yellow

89.4 points below standard

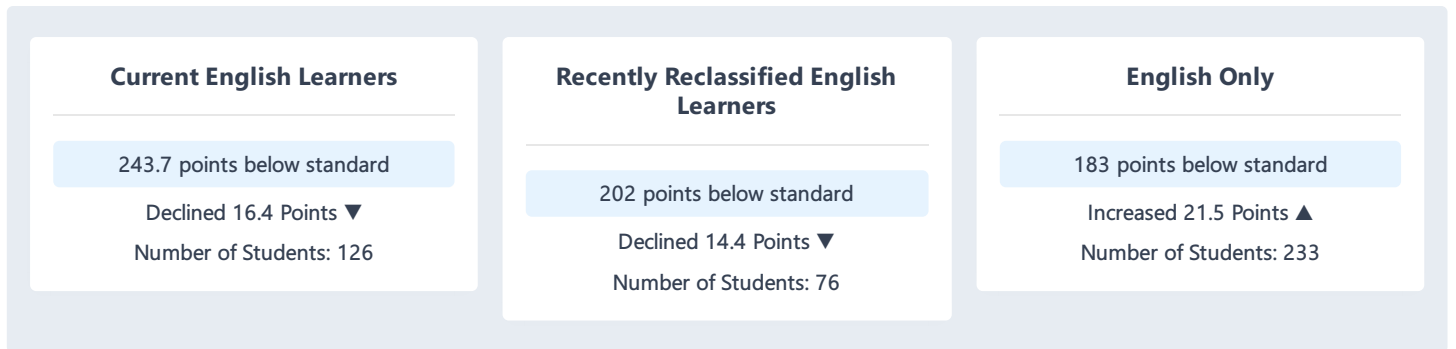Increased 51.8 Points ▲

Number of Students: 49

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	186.2 points below standard	179.1 points below standard

# Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

243.7 points below standard

Declined 16.4 Points ▼

Number of Students: 126

Recently Reclassified English Learners

202 points below standard

Declined 14.4 Points ▼

Number of Students: 76

English Only

183 points below standard

Increased 21.5 Points ▲

Number of Students: 233

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
English Learner Progress

Red

21.1% making progress towards English language proficiency

Declined 23.8% ▼

Number of EL Students: 488
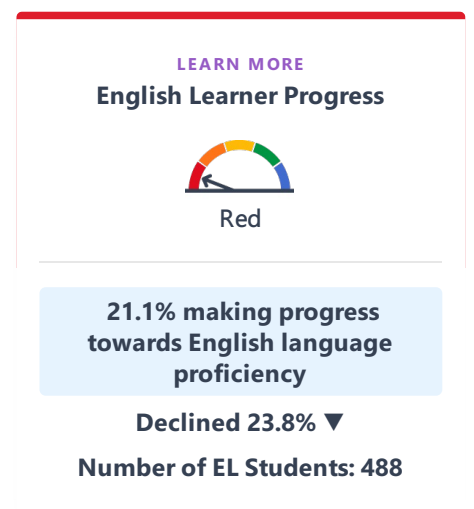
Student English Language Acquisition Results
Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.
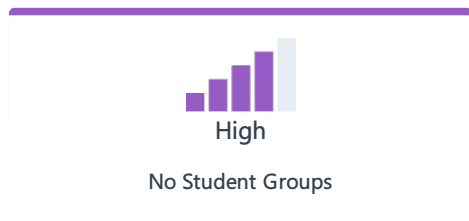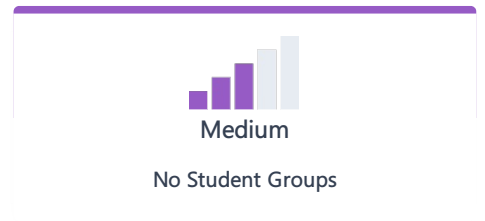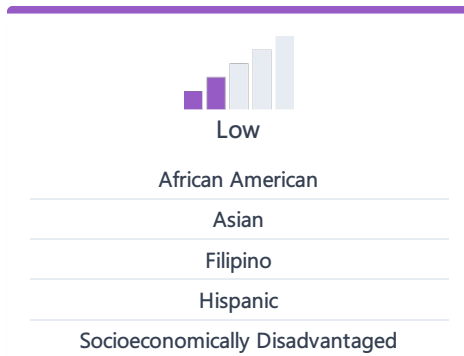
College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.
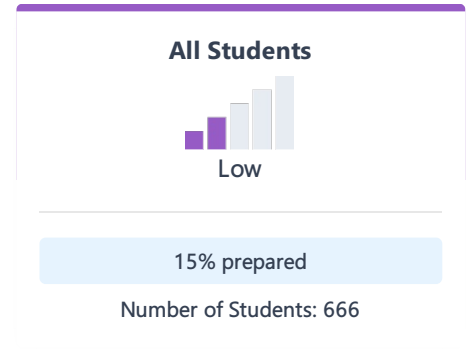
All Students

Low

15% prepared

Number of Students: 666

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Very Low

English Learners

Homeless

Students with Disabilities

Low

African American

Asian

Filipino

Hispanic

Socioeconomically Disadvantaged

Medium

No Student Groups

High

No Student Groups

Very High

No Student Groups

No Performance Level

American Indian

Foster Youth

Two or More Races

Pacific Islander

White

American Indian

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Level

23.1% prepared

Number of Students: 13

Pacific Islander

No Performance Level

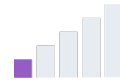Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Level

Less than 11 students - data not displayed for privacy
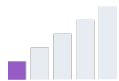
Number of Students: 8

English Learners

Very Low

2.5% prepared

Number of Students: 198

Homeless

Very Low

5.3% prepared

Number of Students: 57

Students with Disabilities
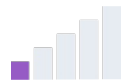
Very Low

0% prepared

Number of Students: 81

African American

Low

13.1% prepared

Number of Students: 99

Asian

Low

19.4% prepared

Number of Students: 36

Filipino
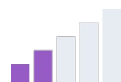
Low

22.5% prepared

Number of Students: 40

Hispanic

Low

14.2% prepared

Number of Students: 459

Socioeconomically Disadvantaged

Low

14.4% prepared

Number of Students: 597

College/Career

College/Career

The percent of students in the Class of 2023 that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2023
Not Prepared	56.8%
Approaching Prepared	28.2%
Prepared	15%

The percent of students in the Class of 2023 that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2023
Not Prepared	56.8%
Approaching Prepared	28.2%

Academic Engagement

View data about academic participation.

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.

All Students

Orange

85.9% graduated

Declined 2.7% ▼

Number of Students: 669

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

No Student Groups

Orange

African American

English Learners

Filipino

Socioeconomically Disadvantaged

Yellow

Hispanic

Homeless

Green

Students with Disabilities

Blue

No Student Groups

No Performance Color

American Indian

Asian

Foster Youth

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Asian

No Performance Color

86.1% graduated

Declined 9.9% ▼

Number of Students: 36

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races

No Performance Color

84.6% graduated

Increased 1.3% ▲

Number of Students: 13

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American

Orange

86.9% graduated

Declined 6.2% ▼

Number of Students: 99

English Learners

Orange

77% graduated

Maintained -0.8%

Number of Students: 200

Filipino

Orange

80% graduated

Declined 20% ▼

Number of Students: 40

Socioeconomically Disadvantaged

Orange

86% graduated

Declined 3% ▼

Number of Students: 599

Hispanic

Yellow

86.6% graduated

Maintained 0.6%

Number of Students: 462

Homeless

Yellow

82.5% graduated

Maintained 0.6%

Number of Students: 57

Students with Disabilities

Green

84.1% graduated

Increased 6.1% ▲

Number of Students: 82

5-Year Graduation Rate

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
All Students	85.5%	0.4%	14.1%	85.9%	3
African American	86.9%	0%	13.1%	86.9%	0
Asian	86.1%	0%	13.9%	86.1%	0
English Learners	76%	1%	23%	77%	2
Filipino	80%	0%	20%	80%	0
Hispanic	85.9%	0.6%	13.4%	86.6%	3
Homeless	82.5%	0%	17.5%	82.5%	0
Two or More Races	84.6%	0%	15.4%	84.6%	0
Socioeconomically Disadvantaged	85.6%	0.3%	14%	86%	2
Students with Disabilities	82.9%	1.2%	15.9%	84.1%	1

5-Year Graduation Rate

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students

Orange

7.7% suspended at least one day

Increased 1.3% ▲

Number of Students: 2,788

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

African American

American Indian

Two or More Races

Students with Disabilities

Orange

English Learners

Filipino

Hispanic

Socioeconomically Disadvantaged

Yellow

Asian

Foster Youth

Homeless

Green

White

Blue

No Student Groups

No Performance Color

Pacific Islander

Pacific Islander

No Performance Color

10.5% suspended at least one day

Maintained 0%

Number of Students: 19

African American

Red

13.2% suspended at least one day

Maintained -0.2%

Number of Students: 303

American Indian

Red

12.1% suspended at least one day

Increased 2.6% ▲

Number of Students: 33

Two or More Races

Red

16.1% suspended at least one day

Increased 5.4% ▲

Number of Students: 62

Students with Disabilities

Red

12.9% suspended at least one day

Increased 0.7% ▲

Number of Students: 371

English Learners

Orange

7.2% suspended at least one day

Increased 1.1% ▲

Number of Students: 710

Filipino

Orange

3.4% suspended at least one day

Increased 2.4% ▲

Number of Students: 175

Hispanic

Orange

7.2% suspended at least one day

Increased 1.5% ▲

Number of Students: 2,040

Socioeconomically Disadvantaged

Orange

8.5% suspended at least one day

Increased 1.7% ▲

Number of Students: 2,287

Asian

Yellow

2.5% suspended at least one day

Maintained 0.2%

Number of Students: 121

Foster Youth

Yellow

10% suspended at least one day

Declined 8.4% ▼

Number of Students: 30

Homeless

Yellow

13% suspended at least one day

Declined 3.1% ▼

Number of Students: 216

White

Green

5.7% suspended at least one day

Declined 3.2% ▼

Number of Students: 35

Acronyms and Initialisms

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

A

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

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

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

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

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

D

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

E

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

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

F

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

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

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

H

Acronym	Description

I

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

J

Acronym	Description

K

Acronym	Description

L

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

M

Acronym	Description

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

N

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

O

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

P

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

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

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

T

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

U

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

V

Acronym	Description
VAPA	Visual and Performing Arts

W

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

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

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