

## **2019 California Distinguished Schools Model Program/ Practice Guidelines**

During Edison High Schools' most recent WASC accreditation process, two areas of growth were identified, which included working toward more comprehensive programs and practices related to our students College and Career Readiness (CCR) and working to improve Student Wellness through the implementation of a Multi-Tiered System of Support (MTSS). These areas of focus align with the Huntington Beach Union High School District's Local Control Accountability Plan, the Edison High School Plan for Student Achievement and the current WASC Action Plan. The Edison community is proud of the many efforts that have led to positive changes in these two areas.

**Our first area of focus is increasing our students College and Career Readiness.**

### **1. Description of the model:**

Using WASC and LCAP student, staff, and parent survey data, local and state testing results, high school graduation data, college attendance and graduation rates, the EHS staff and administrative team came together to focus on increasing students College and Career Readiness. These efforts align with the HBUHSD's LCAP Goal 1 which states, *"The District will provide a quality educational system to increase the academic achievement and career readiness of all students."* It also aligns with our School Plan for Student Achievement Goal 1 which states, *"In addition to emphasizing completion of the college and career ready coursework and proficiency readiness in ELA and Math on college placement exams for those graduating straight to a four-year program, Edison High School will more thoroughly develop post-secondary student preparation to include technical training and real-world applicable skills essential to life after high school."*

With focus on CCR, Edison High School implemented a number of new practices over the past four years which are designed to address areas of growth in preparing students to be College and Career Ready. These practices range from data analysis, to enhanced classroom instruction, increased access to college information for students and parents, and to trips that expose students to post-secondary opportunities.

### **2. Implementation & Monitoring of Model Program / Practice:**

As staff at Edison High School is truly **All In**, the plan continues to be to better support our students College and Career Readiness goals. Implementing these new practices has been supported by the entire school community. In fact, many of our staff members have taken the lead on specific programs or practices, including the creation of new CTE pathways, the development and execution of Colossal Career Day, increasing college visits, and aspects of the new Student/Parent College Information Nights.

One of the first issues staff identified was an absence of information related to the importance of CCR communication. Based on this identification and parent feedback, Edison High increased the number of Student/Parent College Information nights. Last year Edison hosted its largest and best attended College Night, where 400 parents learned from Paul Kanarek, of CollegeWise, who spoke about CCR. Edison High School has also implemented a new Student/Parent Financial Aid Night and Senior College Application Night. In addition to these informational nights, there has been increased communication to students and parents related to the college entrance requirements and future career options through the new Edison website,

A-G posters in all classes, college presentations, and Regional Occupation Program (ROP) classroom presentations.

To guide and expose Edison students to future career opportunities, Edison staff organized its first Colossal Career Day. There were over 70 presenters representing a large variety of career fields. Students were able to select their top 3 areas of interest and hear 30 minute presentations about what education was needed in the specific career field, salary range, and the path that led the presenters to their current career. In the last year, there has been a push to increase Career Technical Education Pathways for students. Edison added a new CTE pathway in the area of Sustainability, one of the fastest growing job sectors, and will be adding two more pathways next year in the areas of Business and Marketing.

In order to further address CCR, Edison High School has increased student visits to community colleges, four-year universities and local businesses. A particular area of focus has been ensuring all of our students are getting the same access to college visits. During the last two years, students have attended Chicano/Latino day at Golden West College and the response from students has been incredible.

Teacher surveys have also guided professional development days in the areas of A-G requirements and understanding student transcripts. Teachers and other classified members received this training through CollegeWise on the current status of the college acceptance, financial aid and how to better understand student transcripts. This allows staff to provide better support and direction to our students about CCR.

In addition to professional development, the English and Math teachers spent many hours collaborating and evaluating data from SBAC scores, to the number of D's and F's students receive. As a result of this analysis, both the English and Math Departments have made significant changes to their curriculum and instructional practices to support students with CCR.

The Math Department has increased the differentiation of instruction for our students, while providing multiple options for students to master the curriculum according to their learning preferences. Teachers are using technology, such as Khan Academy, Desmos, CK12 and others programs to familiarize students with the types of technology enhanced questions found on the SBAC. More than ever, teachers are collaborating on assessments, group assignments and projects to ensure fidelity of the taught curriculum. The department has spent time working to balance the procedural and conceptual parts of their instruction. AP math students are now working to support struggling students in math courses as well as during lunch. One of the biggest changes has revolved around grading practices and moving to a mastery model that allows students multiple opportunities to prove student mastery.

The English Department has also made positive curricular changes, which has led to an increase in student support and understanding of CCR. They have embraced co-teaching, which can be found in College Prep English 1, College Prep English 2 and College Prep English 3. Because of this practice, many Special Education students are now enrolled in rigorous A-G English courses. In the last four years, English teachers have adopted the ERWC senior English course to help further prepare students for both college and/or career opportunities. Over the past few years there has been a direct focus on close reading, expository writing, critical thinking, media & research, and literacy across the department.

Concentrating on the importance of testing and preparing students for the PSAT, SAT, ACT and SBAC exams has also been a focus of all staff members. Edison High School and the district is in its second year of funding the PSAT for all 10th grade students. Counselors from CSULB speak to our junior English classes about the importance of the SBAC. "Why it Matters" posters have been placed in all classrooms and are sent home via email to all junior parents each year.

In order to further support students in their College and Career Readiness, Edison High School no longer offers non A-G courses in English and Science. An example of this shift can be seen by all 9th graders taking Biology as their first science course when they step onto the campus. In addition, there has been the elimination of the non A-G Physical Science course, which has been replaced with a new A-G NGSS aligned Earth Science. To support Special Education students in this area, there has been a significant increase to the co-teaching and collaboration classes in all four cores. This increase has created great success with pushing kids up towards rigorous classes with support. Future plans continue to increase these options each year.

AP enrollment at Edison High School has increased tremendously by offering 5 new AP courses over the past three years. As offerings increase, the pass rate has stayed steady close to 80% and the number of students taking at least one AP course has grown year to year.

With the alignment of the LCAP, SPSA and WASC Action Plan, implementing and monitoring new practices in the last few years has been ongoing and consistent. The EHS Leadership Team, WASC Leadership Team and School Site Council members are charged with monitoring those plans, which is fairly seamless. The WASC Leadership Team meets quarterly to update the WASC Action Plan and addresses any areas of concern. School Site Council also meets quarterly and monitors the SPSA throughout the year. Additionally, the EHS Leadership Team meets twice monthly and continually reviews our programs, practices and goals.

### **3. Results of the Model Program/Practice:**

The results of these school and community-wide efforts around increasing students College and Career Readiness have been substantial. There has been an increase in the number of students taking college entrance exams such as the PSAT, SAT and ACT. Our ACT participation has grown each year. Over the last five years the composite score of ACT grew from a school average of 24.0 in 2014 to 25.5 in 2018.

With emphasis towards increased professional development regarding College and Career Readiness, Edison staff is more comfortable speaking to students about A-G requirements and offering guidance. This sentiment was seen in our 2018 LCAP Staff Survey which showed an 18% increase in the area of CCR.

Over the past two years more students are applying to and attending four-year universities than in the previous two years. We grew from 28% of students attending a four-year university after high school in 2016 to 38% attending a four-year university in 2018. At the same time, our overall college going rate, including community colleges, has remained consistent around 80%, which is significantly higher than the national rate of 66.7%.

Student and parent survey data related to college and career shows improvements but still leaves areas of growth.

More teachers are incorporating career speakers into their classes on a regular basis. Teachers from all disciplines regularly host career speakers related to the curriculum they are teaching at the time.

Over the last three years the EHS CTE Pathway enrollment has increased from 173 students in 2016-17 to 257 students in 2018-19. CTE enrollment will continue to increase with the addition of two more pathways next year.

One of the best indicators of success has been the growth in the A-G rate for our subgroups by ethnicity populations. Although our overall A-G rate has remained stable, more students are now in college preparatory classes and are completing the A-G requirements, based on the new practices at Edison High School.

AP enrollment, as indicated by the number of 11th and 12th grade students taking AP classes, has increased over the last five years from 386 to 617. The number of AP exams during the same time period increased from 820 to 1130. As Edison students were increasingly challenging themselves, the number of AP exams passed rose from 635 to 835.

## **Our second area of focus is Students Wellness.**

### **1. Description of the Model Program:**

Edison High School, as well as the Huntington Beach Union High School District, follows the California Department of Education's (CDE) Definition of MTSS. According to the CDE, MTSS is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and alignment of systems necessary for all students' academic, behavioral, and social success.

This MTSS program has been a focus for Edison High School over the last three years. Our district LCAP Goal "*To provide all schools a clean safe and positive climate that support the academic, emotional, and physical needs of all students,*" motivated Edison to take a deeper look into the wellbeing of our own students. By reflecting on surveys, such as the Healthy kids survey, the National Clearing House Data and our annual LCAP student, staff, and parent surveys, student wellness rose to the top of Edison's list of priorities and was a cornerstone of our recent WASC Accreditation process. Using MTSS and its methodology, Edison staff has focused on creating positive relationships, as well as providing strategies and interventions to meet the unique needs of each individual student.

By shifting to a model of Multi-Tiered Systems of Support (MTSS) and concentrating on improving the culture of our campus, Edison students not only feel more supported and respected, but they have shown they want to be here. Edison's students are a part of a culture that is inclusive and celebrates being connected to someone or the many activities and clubs that the school offers. Students are attending school on a more consistent basis and discipline referrals initiated by teachers has dropped tremendously.

### **2. Implementation & Monitoring of Model Practices:**

In recent years, professional development time has been designated to help Edison staff identify and respond to the "Name, Face and Story" of all of its students. Edison has had approximately 20 staff members trained in the full Restorative Practices program, and all staff members have

learned about positive behavior interventions for their classrooms. Edison uses elements of PBIS and Restorative Circles to mediate conflicts as an alternative to traditional and in house suspensions. We have also created counseling groups with our Student Support Psychologist, Psychologist interns, Counselors, and other certified adults that address areas of concerns with students in substance abuse, anger management, and social and emotional issues (Pro-Social Behavior Group). Most of the time, these individual or group counseling interventions are used as an alternative to suspension, as students meet during their lunch period to build positive and proactive skills that will help them in the immediate and long term future. Edison High School has taken on a culture shift of continuing to teach and support students when they make mistakes, rather than looking to suspensions for solutions. These practices that focus on positively changing behaviors, has helped our student suspension rate drop from 121 suspensions in 2016-17 to 70 suspensions in 2017-18 and as of Jan. 25, 2019 there are only 8 suspensions.

In addition to Edison's onsite interventions, students who are found to be under the influence or in possession of drugs or alcohol are required to attend a three-day intervention program (New Beginnings) along with requiring the student and their parents to attend two meetings in the evening(JADE). These meetings are led by OC Youth Services. They discuss local substance abuse trends and ways to help support youth through the process of sobriety. These students are drug tested with the expectation of negative results and are required to do some form of community service. Edison also supports the fight against substance abuse by offering voluntary drug testing for students at registration. Parents can opt into this program and the school randomly pulls 10-15 students each month for a drug screening. Results of the drug screening go directly to parents and do not go to Edison. The most important aspect of the voluntary drug testing program is to create an opportunity for parents to talk about drugs with their students before entering High School. The program is funded on parent and community donations.

Another area of focus, driven by the belief in MTSS, has been how Edison's attendance office staff work collaboratively with school psychologists and counselors to help address issues of anxiety or depression, which may keep kids from coming to school regularly. Both our Student Success Team process and our SARB process, centers around working with families and their medical providers to plan how best to support students at school who struggle with issues. In addition, we have a Wellness Counselor one day per week that works with students that have more difficult and ongoing psychological issues.

To enhance the MTSS approach, approximately 8 teachers have been trained in Mindfulness practices and now have become the trainers for the Edison staff in how to implement these practices into daily lessons. From meditation to breathing activities, to taking quick breaks to walk outside, mindfulness has become an avenue for students to learn about positive stress management in their life. Teachers are also encouraged to use these strategies and become models for students to learn from. Mindfulness continues to grow at Edison and will be used to deal with student stress as seen in school wide activities, such as Smart Start at the beginning of the school year and the second semester.

Edison's inclusive culture is seen in how the ASB has adopted the Four Seasons of School Culture, a leadership curriculum specifically designed for ASB and student government. This curriculum has provided a framework and focus for each season of the year. The four "seasons" are Start, Spirit, Serve, and Shine. The Start Season begins in the summer and includes the orientation of new class officers into their roles, as well as vision planning and goal

setting for the year. The Spirit Season includes the start of the school year and focuses on activities that are designed to get students excited about the year ahead. This year, Edison was able to branch the Spirit season beyond football games, extending spirit into a variety of events that served more students. The Serve Season begins after football ends and directs students towards how to give back and contribute to the community. This year's Serve season included participation in the district Canned Food Drive, Care Month, and the Resolution Run (a school sponsored 5K race that raised over \$16,000 for the school). Finally, the Shine season of ASB is all about celebrating accomplishment and recognizing the many things that students and staff at Edison have been able to complete.

Along with ASB, Edison High School added an additional leadership group to support students during the school year. Charger Connections (Link Crew) was formed with the direct purpose of supporting incoming freshman and new students with their transition into Edison.

School Safety is also a top priority and an aspect of Edison's inclusive culture. Over the past four years, administration and staff have completely re-written the School Safety Plan to include the new *Run, Hide, Fight* procedures, as well as trained all students and staff in this action plan. This plan is reviewed by our School Safety Committee and School Site Council every year. In addition to our site safety plan, Edison has also taken the lead and partnered with the Huntington Beach Police Department to help make up the Huntington Beach Safe Schools Coalition. This year Edison High participated in providing students and staff to assist HBPD in testing the safety plan for the coalition. Many Staff members, along with the rest of the community and other schools, have been trained so they can act in the event of a critical incident. This training and focus on safety accounts for the safe feeling students and staff have at Edison High School.

Edison was also one of the first schools to implement a software application program called Titan HST. This application allows staff and students to immediately notify administration, all staff, and the community during emergencies. The application allows a staff member to notify administration for drugs, dress code, a stranger on campus, to a student who may be missing. The application works on a geocache system that pinpoints the person within 2 feet.

### **3. Results of the Model Program/Practice:**

By looking at our 2018 LCAP survey results from students, we have seen over the past three years results improve. For example, in 2016 only 65% of our students believed teachers cared about them and their learning. This has now increased to over 84%. Students also feel our teachers and staff treat them with respect. In 2016 only 64% felt respected, this year 81%. Overall, 87% of our student body is happy being a Charger. Every question asked in the 2018 LCAP survey, students agreed or strongly agreed that things have gotten better.

Our alternative to suspension practices have led to a 58% decrease in suspensions from 16/17 to 17/18 and we are trending to see another decrease in suspensions this year. Suspensions in drug and alcohol incidents fell by more than 70% from 16/17 to 17/18 (Cal Pads Data) and we have seen bullying incidents drop by more than 60% from 16/17 to 17/18, according to school Aries data. These are tremendous gains over the last three years that are a reflection of the shift in culture and the hard work of support staff and teachers at Edison High School.

As we are working system-wide to address our students behavioral and mental health issues, we have also made gains in developing a more comprehensive and consistent School

Attendance Review Board (SARB) process. This year, we have focused on following through with students and parents with the SARB process. By attending meetings with the district attorney and attending SARB hearings, families are seeing the importance of coming to school. Our average daily attendance last year was 94.7%. In the first four months of this school year we have averaged 96.89%.

The strides in school culture have been astronomical. In the last few years' enrollment at dances and events has increased dramatically. School spirit and pride is at an all-time high. Our Homecoming Dance had 300 more students than last year, school assemblies have many more opportunities for student involvement and fewer students are opting out of those assemblies. Students enthusiasm is seen and felt at the multiple events they attend throughout the year.