

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Edison Elementary

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-risk students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

ELA

Written Analysis

FINDINGS:

Edison School continues to make progress in ELA iReady scores. However, the same is not true for the SBAC assessment. Last year we fell in both met/exceeded in English Language Arts and math.

Edison School continues to make progress in ELA iReady scores.

Steady growth in both early on grade and mid above grade increased from 11% to 28%(35 to 94 students) Students in the categories of 3 yrs below GL and 2 Gr. Below GL made growth from 50% to 37%, 13% less students in these categories which increased proficiency.

Students from Early on and Mid Above moved from 35 students to 94 total students by the end of the school year.

However, the same is not true for the SBAC assessment. Last year we fell in both met/exceeded in English Language Arts and math. In ELA we went from 35% to 24% (69 to 50 students). That's 19 students less that performed at met and exceeded.

In foundational reading skills assessment, our scores continue to improve every year. This year we scored 73% proficiency and our goal for this year is to reach or exceed 80%.

ELA Goals

GOALS:

All LBUSD students will achieve at least one year of academic growth in literacy and math by June 2025.

80% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 73% in June 2024.

38% of grade 3-5 students will be Early On or Mid-Above on their i-Ready ELA Diagnostic 3 assessment in March 2025, up from 28% in March 2024.

ELA 34% of grades 3-5 students will score Met/Exceeded on SBAC, up from 24%.

41% Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA and Math will meet their accelerated growth target in June 2025, up from 34.8% in June 2024.

ACTION PLAN:

Daily Decoding Routine (DDR)
Building Knowledge and Vocabulary daily instruction
Fluency daily instruction

PROGRESS MONITORING

Edison will progress monitor English language instruction by implementing a variety of structured methods and tools to assess students' progress in acquiring English language skills. This process ensures that instruction meets the needs of English Learners (ELs) and aligns with academic standards. Edison Teachers will use:

Assessment Tools

Formative Assessments: Frequent, informal assessments such as quizzes, exit tickets, observations, or language tasks to measure daily progress.
Summative Assessments: Periodic evaluations like LBUSD end-of-unit tests, performance tasks, or standardized tests to gauge long-term growth.

Language Proficiency Tests:

Such as ELPAC (English Language Proficiency Assessments for California).
These tests assess listening, speaking, reading, and writing in English.
Data Analysis and Tracking

Language Development Plans:

Edison works on individualized plans for EL students that outline goals, progress, and instructional strategies.
Data Dashboards: Online systems such as iReady platform, Power BI, and LROIX help track progress across key domains (reading, writing, speaking, and listening).
Progress Monitoring Intervals

Weekly or Biweekly Checks:

Teachers use small group reading instruction to assess vocabulary acquisition, sentence structure, and comprehension skills.
Quarterly Reviews: Teachers use the three iReady diagnostic assessments to identify trends and address gaps.

Instructional Adjustments

Differentiation: Based on progress data, teachers modify instruction to target specific needs (e.g., small groups, peer mentoring).

Intervention Programs:

Edison offers Tier I support by the ELA Lead and Instructional Intervention Coordinator to provide assistance in the classroom with instruction and pull out of at-risk students.
Professional Learning Communities: Teachers at Edison collaborate to analyze data and refine instructional strategies during grade level meetings, grade level

release days, pupil free day planning days and state of the school collaboration opportunities.

Success Indicators

Progress monitoring should reflect:

Increased language proficiency scores.

Improvement in content comprehension and engagement.

Closing achievement gaps between African American, ELs and native English-speaking peers.

Comprehensive Needs Assessment: Mathematics

Math Findings

Math

Written Analysis

FINDINGS

Edison School continues to make progress in Math iReady scores. However, the same is not true for the SBAC assessment. Last year we fell in both met/exceeded in English Language Arts and math.

Edison School continues to make progress in math iReady scores.

Steady growth in both early on grade and mid above grade increased from 4% to 20%(13 to 69 students) Students in the categories of 3 yrs below GL and 2 Gr. Below GL made growth from 53% to 30%, 23% less students in these categories which increased proficiency.

Students from Early on and Mid Above moved from 13 students to 69 total students by the end of the school year.

However, the same is not true for the SBAC assessment. Last year we fell in both met/exceeded in English Language Arts and math. In Math we went from 24% to 22% (48 to 46 students). That's 2 students less that performed at met and exceeded.

Math Goals

MATH GOALS:

All LBUSD students will achieve at least one year of academic growth in literacy and math by June 2025.

30% of grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 20% in March 2024.
Math 32% of grade 3-5 students will score Met/Exceeded on SBAC, up from 22%.
30% Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA and Math will meet their accelerated growth target in June 2025, up from 21.3% in June 2024.

ACTION PLAN:

All teachers will continue to use the LBUSD math unit guide and resources to support their planning and teaching.
Grades K-2 will use the Go Math series and grades 3-5 will continue year 2 of implementation of the Launch, Collaborate, Consolidate (aka 5 E's lesson design).
ST Math will be used as a supplemental program to teach foundational concepts visually to connect ideas to the symbols and language.

PROGRESS MONITORING:

Progress monitoring in math instruction involves systematically gathering and analyzing district, iReady and state standardized assessment data to ensure students are making adequate progress toward their learning goals. Edison Teachers will use:

Set Clear Learning Goals:

Learning Intentions & Success Criteria: Edison teachers will plan what students should know and be able to do for each unit or standard. Success Criteria: Specify how students will demonstrate mastery

Use Formative Assessments:

Quick Checks: Incorporate exit tickets, quizzes, or short tasks that align with specific math skills or concepts taught during the lesson.
Observation: Use math observational tool or checklists while students engage in math discussions, group work, or problem-solving activities.

Implement Benchmark Assessments:

Periodic LBUSD Assessment Benchmarks: Administer more formal assessments to measure progress toward grade-level standards.

Track Individual and Group Progress:

Diagnostic iReady Assessments: administer iReady adaptive assessments in September, December and March to progress monitor student progress towards math standards.

Differentiate Based on Results:

Targeted Tier I Interventions: For students not meeting benchmarks, provide small group or one-on-one instruction focusing on gaps.

Enrichment Opportunities: For students who consistently meet or exceed goals, provide advanced challenges by providing them an additional real world math task or project.

Reflect and Adjust Instruction:

Regularly analyze progress data with grade level teams to identify trends, adjust pacing, and refine instructional strategies.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Based on ELL data there is room for improvement which are noted below under goals. As for this year ELLs continue to need further support. Below are scores from assessments and attendance from the last three years.

ELA SBAC 15% 23% 12%

Math SBAC 7% 17% 16%

Attendance 91% 92% 93%

Chronic Att. 25% 30% 20%

Edison has developed an action plan and progress monitoring plan to best meet the needs of our ELLs

ACTION PLAN AND PROGRESS MONITORING

1. Analyze and Adjust Instruction

Use collected data to:

Identify trends in language growth.

Differentiate instruction and adjust scaffolds in the classroom.

Plan re-teaching or enrichment opportunities for students who need it.

2. Provide Feedback and Support

Actionable Feedback: Offer specific, constructive feedback on both content and language use.

Personalized Supports:

Incorporate sentence frames, visual aids, and bilingual glossaries as needed.

Plan intervention sessions for students who need targeted help with specific language skills.

3. Establish Clear Learning Objectives

Language Goals: Identify specific English proficiency standards (listening, speaking, reading, writing).

Content Goals: Align with grade-level academic standards and include scaffolded success criteria.
Success Criteria: Develop measurable indicators for progress in language acquisition and content mastery.

4. Use Multiple Data Sources

Collect data from a variety of formative and summative assessments, ensuring they are linguistically accessible.

Language Proficiency Assessments:

ELPAC for assessing speaking, listening, reading, and writing skills.

Weekly speaking and writing samples to monitor vocabulary and grammar development.

Academic Assessments:

Classroom assignments, quizzes, and projects (modified/scaffolded for accessibility).

Performance tasks emphasizing language and content integration.

Observational Data:

Anecdotal records of participation in class discussions and collaborative activities.

Student Self-Assessment:

Encourage ELLs to reflect on their own progress using language rubrics or learning logs.

English Learner Goals

GOALS

50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024

Here are some supportive strategies and recommendations for helping English Language Learners (ELL) succeed, especially with a focus on cultural sensitivity, engagement, and building language skills.

ACTION PLAN

Some areas that Edison will focus on to support our ELLs are:

1. Visual Supports and Real-World Connection

- Use Visual Aids: Incorporate images, diagrams, charts, and other visuals with new vocabulary and concepts to make lessons more accessible. Use real objects and pictures to connect words to meanings.

- Graphic Organizers: Simple tools like Venn diagrams, story maps, and flow charts can help students organize their ideas, see connections, and better understand information in English.
- Real-World Examples: Relate new material to students' lived experiences. For instance, when learning about community helpers, connect the helpers' roles to ones they may recognize in their neighborhoods.

2. Build on Students' Home Languages

- Language Awareness: Honor students' first languages by acknowledging and discussing how language works. You could ask students to share how they say certain words in their home language, which fosters inclusion.

3. Emphasize Oral Language Practice

- Sentence Frames: Provide sentence starters to help students practice responding and sharing ideas in complete sentences. For example, "I think ____ because ____" or "One reason is ____."
- Think-Pair-Share: Have students work in pairs or small groups to practice speaking English in a low-pressure setting. Giving them time to discuss a question with a partner before sharing with the class can build confidence and understanding.
- Repetition and Rephrasing**: Reinforce new vocabulary and concepts by repeating and rephrasing them. Encourage students to repeat new words in context and ask them to share their own definitions to build ownership of the language.

4. Use Technology as a Language Support Tool

- Multilingual Apps and Tools: Resources like Google Translate or apps like Immersive Reader allow students to access translations of new terms and concepts, which can be helpful when language comprehension is challenging.
- Digital Storytelling Tools: Platforms like Seesaw or Flipgrid let students create digital stories in English and, if possible, their home languages, which can deepen language connections and creativity.

5. Scaffold Academic Vocabulary and Content Language

- Vocabulary Pre-Teaching: Identify key terms students need to understand before diving into new content. Teach these words with visuals, examples, and simple definitions, reinforcing them throughout the lesson.
- Simple, Clear Instructions: Break down instructions into short, clear steps and repeat them when necessary. Write instructions on the board or give handouts with visuals as a reference.
- Language Objective with Content Objective**: Pair a language objective with each content objective. For instance, in a science lesson on ecosystems, include objectives like "Students will describe the ecosystem

using 'is' and 'are'."

6. Promote Culturally Responsive Classroom Practices

- Celebrate Students' Cultures: Make space for ELL students to share parts of their culture and experiences with the class, whether it's through pictures, stories, or special activities.
- Reflect Diversity in Materials: Use books, posters, and materials that represent the diverse cultural backgrounds of your students. Incorporate stories, examples, and traditions from various cultures to foster inclusiveness and cultural pride.
- Family Engagement: Connect with families to understand students' backgrounds and create more meaningful support systems at school. Invite family members to volunteer, share stories, or contribute to class activities.

7. Foster a Safe, Encouraging Classroom Environment

- Encourage Risk-Taking in Language: Praise effort in speaking, reading, or writing English, even if there are mistakes. Emphasize the importance of trying, which builds confidence.
- Positive Peer Support: Partner ELL students with supportive peers who can model language in a natural, friendly way and offer guidance. Creating a "buddy" system can make students feel included and less isolated.
- Growth Mindset Language**: Use encouraging language like "You're improving every day" or "Mistakes help us learn" to remind ELL students that language learning is a journey.

These strategies, are rooted in cultural understanding and academic rigor, help ELL students feel seen, valued, and set up for success as they develop language skills and build confidence in the classroom.

Progress Monitor

Edison teachers will do the following to progress monitor the achievement of English Language Learners:

1. Administer Language Proficiency Assessments

Conduct periodic formative assessments aligned with language standards to measure progress over time.

2. Formative Assessments

Quick Writes: Provide sentence stems or visuals to support written responses.

Exit Tickets: Include scaffolded prompts (e.g., "Today I learned...").

Oral Language Check-ins: Use visual aids or sentence frames to evaluate speaking skills.

3. Frequent Check-Ins

Conduct one-on-one or small-group check-ins to assess comprehension and language use in real time.

4. Graphic Organizers

Monitor how effectively students use tools like Thinking Maps, story maps, or T-charts to organize their thinking and ideas. Assess the complexity of their responses over time.

5. Peer and Self-Assessments

Incorporate structured peer feedback using sentence frames. Use reflection journals where students write or draw about their learning process in their preferred language.

6. Targeted Observations

Use observational data to track specific behaviors (e.g., participation in discussions, use of academic vocabulary). Focus on student interactions during Think-Pair-Share or group work.

7. Reading Fluency Tracking (Power BI Dashboard)

Use leveled texts and timed readings to monitor fluency.

8. Technology-Based Programs (IReady Diagnostics)

Use assessment data to monitor progress in reading and math.

These strategies will ensure that ELLs' linguistic and academic development is systematically and equitably monitored while affirming their cultural and language assets.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

As per the California data dashboard Edison Elementary School has two focus areas, school climate (suspension rate) and pupil engagement (chronic absenteeism) that show areas of need for the following subgroups: African Americans, students with disabilities and the unhoused student population.

The data shown on the dashboard illustrates that 9.6% of AA students were suspended last year, an increase of 6%. For the same subgroup 63.8% are

chronically absent which amounts to a 12.1 percent increase. It has also been identified that our students with disabilities and unhoused youth are also struggling with absenteeism. Students with disabilities show a 45% chronic absnetism rate and our unhoused youth at a 57%.

According to the CORE survey other areas of need have been identified below:

Safety & Sense of Belonging (School Connectedness)

A positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. Students and parents report feeling welcome at the school.

1. Q.1: Do other kids hit or push you at school when they are not just playing around? -16 (55%) +3 58%
2. Q.2: Do other kids at school spread mean rumors or lies about you? -19 (59%) -1 58%
3. Q.3: I hear students use bad words at my school. -33 (81%) -7 85%

Safety

Edison 67% (0%) Elem. Schools 67% LBUSD 68%

Sense of Belonging (Met or Not Met)

Edison 74% (-4%) Elem. Schools 72% LBUSD 72%

Edison School continues to struggle with attendance. We made some growth last year in both attendance and chronic absenteeism. This past year we made growth but numbers are no where near pre COVID. As per the CORE Survey which is taken by fourth and fifth graders, (114 reponses/425 students) there are three areas that we scored low. Safety, Sense of Belonging, and Safe and Civicl.

Safety: Student report feeling safe on or around campus, including the effectiveness of staff responses to issues such as harassment, bullying, or physical assaults when reported.

Sense of Belonging: A positive sense of being accepted, valued, and included by others in all school setteings. Students and parents report feeling welcome at the school.

Safe & Civil: Using good judgment when encountered in a difficult or unsafe situation. Trusting staff that they will reslove challenges at school.

Sense of Belonging:

Do you feel close to people at school. 59% favorable

Are you happy to be at this school? 64% favorable

Safety:

Do other kids hit or push you at school when they are not just playing around? 42% favorable

Do other kids at school spread mean rumors or lies about you? 47% favorable

I hear students use bad words at my school. 14% no 97% yes

Culture/Climate Goals

By June 2025, Edison School will meet or exceed 97% attendance rate.

By June 2025, Edison School will decrease its chronic absenteeism by 15% from 30% to 15%.

By June 2025, Edison AA students will decrease its chronic absenteeism by 20% from 63.8 to 43%.

By June 2025, overall Safety & Sense of Belonging as indicated on the CORE survey will increase by 10% from 67% to 77% to meet or exceed district average of 69%. (74% -4%)

By June 2025 AA, students will decrease its suspension rate by 5% from 10% to 5%.

ACTION PLAN:

“All In” Attendance Program support

Brag Tag monthly incentives (New for 24.25)

Weekly Orange Attendance Light Bucks

Monthly GL attendance winner popsicle party

Quarterly Perfect Attendance family assembly

Quarterly Movie Day for Perfect Attendance

Popcorn classroom party for six days of class perfect attendance

Report to parents attendance rate (Light Bulb Flash, Hallway bulletin board)

PROGRESS MONITORING:

Monitoring attendance requires a combination of accurate data collection, trend analysis, and responsive interventions. At Edison the staff will use LROIX Data Tracking Platform

Use the LBUSD system (LROIX) to track attendance in real-time.

Attendance data will be logged daily and is accessible to teachers, administrators, and attendance staff.

Attendance clerk will categorize absences (excused, unexcused, tardies, partial-day absences) for detailed insights.

Clear Attendance Goals and Metrics

Attendance benchmarks aligned with district or state requirements

Use thresholds for interventions, such as chronic absenteeism (missing 10% or more school days).

Attendance Data Regularly

Weekly Reviews & Monthly Trends: Identify patterns of tardiness, absences, or early dismissals. Highlight students approaching chronic absenteeism thresholds.

Use visual dashboards to make data trends accessible to staff.

Tiered Intervention System

Tier 1: Strategies for all Edison students (attendance incentives, parent communication about the importance of attendance).

Tier 2: Targeted support for students with 5-10% absenteeism by Edison Office personnel (personalized parent outreach, check-ins with students).

Tier 3: Intensive support for chronic absenteeism in partnership with “All In” program (home visits, mentorship programs, referrals to support services).

Engage Families as Partners

Share regular attendance updates with families via school messenger and monthly Light Bulb Parent News Flash.

Edison counselor will offer resources addressing barriers to attendance, such as transportation assistance or referrals to community services.

Celebrate and reinforce good attendance through recognitions and school events.

Incorporate Social-Emotional Learning (SEL)

Build welcoming school environments that make Edison students feel valued and included.

As per the CORE student survey data results, address bullying, peer conflicts, or anxiety, which can be barriers to attendance.

Recognize and Address Root Causes

Monitor and address systemic issues such as transportation delays, health concerns, or socio-economic barriers.

Celebrate Success

Recognize individual, classroom, and school-wide attendance achievements publicly.

These strategies align with a culturally responsive approach and ensure that attendance progress monitoring is equitable, proactive, and supportive of all students and families.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) Edison teachers will participate in a number of professional development in ELA support specifically in the area phonics (Daily 30), small group instruction & differentiation and as a result there will be an increase in ELA students attaining Met or Exceeded on SBAC ELA as noted below on our goals. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison State of the School presentation.</p> <p>By June 2023, 40% of Edison students in grades 3-5 will have met or exceeded SBAC ELA achievement.</p> <p>By June 2023, 36% of Hispanic students in grades 3-5 will meet or exceed.</p>	Goal Partially or Not Met	<p>Edison School continues to make progress in ELA iReady scores. Steady growth in both early on grade and mid above grade increased by an average of 13%. Students in the categories of 3= below GL and 2 Gr. Below GL made growth from 25% & 72% in December to only 3% and 68%. However, the same is not true for the SBAC assessment. Last year we fell in both met/exceeded in English Language Arts and math. In ELA we went from 35% to 24%. That's is about 20 students less that performed at met and exceeded. In foundational reading skills assessment, our scores continue to improve every year. This year we scored 73% proficiency and our goal for this year is 80%.</p>	<p>After carefully analyzing school data, Ediosn will be focusing on two classroom instruction qulality core indicators to address our short fall in ELA and math progress as per the SBAC. Clear and Explicit Learning Intention & Success Criteria</p> <p>Teacher clearly communicates the learning intention, based on the grade-level standard, referencing prior learning and preparation for upcoming tasks.</p> <p>Students share the learning intention for the lesson</p> <p>Teacher communicates the success criteria for the lesson through models or exemplars</p> <p>Students explain the criteria for proficient work</p> <p>Students explain the learning intention and the success criteria for demonstrating progress toward mastery.</p> <p>Students collaboratively develop the success criteria</p> <p>Teacher uplifts the relevance and purpose of the learning intention</p> <p>Students make connection between the learning intention and their interests and identity</p>

By June 2023, 29% of African American students in grades 3-5 will meet or exceed.
By June 2023, 20% of ELL students in grades 3-5 will meet or exceed.

By June 2024, 39% of Edison students in grades 3-5 will have met or exceeded SBAC ELA achievement.

By June 2024, 40% of Hispanic students in grades 3-5 will meet or exceed.

By June 2024, 31% of African American students in grades 3-5 will meet or exceed.

By June 2023, Edison students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on the ELA i-Ready, Edulastic Unit and other district assessments.

By June 2023, 60% Edison 1-5 students will meet their i-Ready ELA typical score.

By June 2023, 45% of Edison students in grades K-5 will be proficient on the Edulastic ELA

Standards-Aligned, Rigorous Task

Teacher includes tasks that are aligned to the knowledge, skills and concepts of the standard, demonstrating high expectations for students
Students engage in productive struggle with rigorous content and concepts

Students' proving behavior (oral, written and / or product) is at the cognitive demand of the grade level standard

Teacher incorporates culturally relevant, rigorous (higher DOK) tasks that connect directly to the learning intention and facilitate application of the success criteria

Students engage in rigorous, higher-level thinking

Students engage in meaningful, real-world tasks
Students apply the success criteria to the task to demonstrate mastery

	<p>unit assessments. By June 2023, 70% of students in grades TK - 2nd will be at or above grade level in overall foundational reading skills.</p> <p>By June 2024, Edison students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on the ELA i-Ready, Edulastic Unit and other district assessments. By June 2024, 60% Edison students will meet their i-Ready ELA typical score.</p> <p>By June 2024, 45% of Edison students in grades K-5 will be proficient on the ELA unit assessments. By June 2024, 75% of students in grades K - 2nd will be at or above grade level in overall foundational reading skills. Kinder 77% 59% (Similar Schools) First 49% 57% SS Second 45% 63% SS</p>			
Math	1) Edison teachers will	Goal Partially or	Edison School continues to make	Teacher includes tasks that are aligned to the

<p>participate in a number of professional development in Math support specifically teachers in grades 3-5 in the area of the 5Es (Engage, Explore, Explain, Elaborate, Evaluate) Additionally, small group instruction & differentiation and as a result there will be an increase in Math students attaining Met or Exceeded on SBAC Math as noted below on our goals. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison State of the School presentation.</p> <p>By June 2024, 60% Edison students will meet their i-Ready math typical score. By June 2024, 67% of Edison students in grades K-5 will be proficient on the Math unit assessment. By June 2024, 28% of Edison students in grades 3-5 will have met or exceeded SBAC math achievement. By June 2024, 28% of Hispanic students in grades 3-5 will met or exceeded.</p>	<p>Not Met</p>	<p>progress in ELA iReady scores. Steady growth in both early on grade and mid above grade increased by an average of 13%. Students in the categories of 3= below GL and 2 Gr. Below GL made growth from 25% & 72% in December to only 3% and 68%. However, the same is not true for the SBAC assessment. Last year we fell in both met/exceeded in English Language Arts and math. In ELA we went from 35% to 24%. That's is about 20 students less that performed at met and exceeded. In foundational reading skills assessment, our scores continue to improve every year. This year we scored 73% proficiency and our goal for this year is 80%.</p>	<p>knowledge, skills and concepts of the standard, demonstrating high expectations for students Students engage in productive struggle with rigorous content and concepts Students' proving behavior (oral, written and / or product) is at the cognitive demand of the grade level standard Teacher incorporates culturally relevant, rigorous (higher DOK) tasks that connect directly to the learning intention and facilitate application of the success criteria Students engage in rigorous, higher-level thinking Students engage in meaningful, real-world tasks Students apply the success criteria to the task to demonstrate mastery</p>
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	By June 2024, 23% of African American students in grades 3-5 will met or exceed Hispanic students in grades 3-5 will cut the achievement gap by 50% or more.			
English Learner	<p>1) Attendance Rate English Learner Below 96% 2020 94.3% (21249) 2021 90.6% 2022 92.8%</p> <p>By June 2023 ELL students will show improvement in absenteeism from 90.6% to 97%.</p> <p>2) Chronic Absenteeism: ELL Above 7.6% 2020 20.9% (39) 2021 24.6% (44) 2022 18.7% (32)</p> <p>By June 2023 ELL students will show improvement in chronic absenteeism from 24.6% to 12%.</p> <p>3) Edison teachers will participate in a number of professional development on EL support specifically in the area of small group instruction & differentiation and as a result there will be an increase in ELPAC scores (one years growth in language proficiency) ELA students attaining Met or</p>	Goal Partially or Not Met	<p>ELL (English Language Learner) students at Edison are not showing improvement, several underlying factors might be at play. Here are some possible reasons, and reflections into how we might address each one with care, cultural sensitivity, and targeted learning intentions:</p> <p>1. Better Differentiated Instruction: Some classrooms may not be fully differentiating instruction to meet the diverse language needs of ELL students. To address this, we can work with teachers to embed strategies like visuals, language scaffolds, sentence frames, and targeted vocabulary development. Our learning intention would be to ensure that every ELL student can access grade-level content.</p> <p>2. Limited Access to Comprehensible Input: If ELLs don't have sufficient opportunities to</p>	<p>Based on the data analysis, modifications with ELL (English Language Learner) students will be as follows:</p> <ol style="list-style-type: none"> 1. Differentiated of Instruction classrooms implement differentiating instruction to meet the diverse language needs of ELL students. 2. Access to Comprehensible Input: opportunities to expand on structured language practice and pairing it with clear success criteria can build both content knowledge and language proficiency. 3. Support for Academic Language Provide ELL students with more academic language than conversational English. 4. Social and Emotional Considerations: Creating an inclusive, culturally responsive environment that affirms and validates ELLs' backgrounds is crucial. Training staff on cultural sensitivity and establishing a culturally inclusive curriculum are steps we can take to make sure all students feel supported.

Exceeded on SBAC ELA as noted below on our goals. Additionally, teachers and support staff will use the ELLEVATION computer program platform for targeted ELD lessons and progress monitor regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation.

By June 2023 each ELL student at Edison will have made one years growth in their English performance level according to the ELPAC assessment.

SBAC ELA ELL: Met + Exceeded
Below 35.4%
15% (13)

By June 2023 20% of ELL students will meet or exceed proficiency on the SBAC.

SBAC Math ELL: Met +
Exceeded Below 30.4%
7% (6)

By June 2023 15% of ELL

practice language in meaningful contexts, they might struggle to connect with and retain language skills. Expanding on structured language practice and pairing it with clear success criteria can build both content knowledge and language proficiency.

3. Support for Academic Language: ELL students often struggle more with academic language than conversational English. Building academic language intentionally in the classroom, and aligning it to content standards, helps ELLs engage more deeply. We can work together to support teachers in making explicit academic language goals, which can help students progress more confidently in their subject areas. One way discussed with Edison Teachers is to provide students 30 minutes of ELD instruction. Front loading vocabulary and content objective can also help with lessons.

4.Social and Emotional Considerations: Cultural and emotional factors, like feeling isolated or undervalued, can significantly impact ELL students' learning. Creating an inclusive,

5. Family Engagement Challenges: Holding regular and accessible parent workshops, and making family engagement more welcoming can foster stronger support systems for ELL families.

	<p>students will meet or exceed proficiency on the SBAC. 4) What evidence is there that each student at Edison is receiving an excellent and equitable opportunity to learn purposefully in a safe and welcoming learning environment focused on active participation strategies [students interact with and reflect content (U3)] that centers caring, trustworthy and respectful relationships thus feeling that they matter and belong (U6) to our school community?</p>		<p>culturally responsive environment that affirms and validates ELLs' backgrounds is crucial. Training staff on cultural sensitivity and establishing a culturally inclusive curriculum are steps we can take to make sure all students feel supported.</p> <p>5. Family Engagement: Often, language barriers or a lack of cultural connection can limit the involvement of ELL families. Improving translation services, holding regular and accessible parent workshops, and making family engagement more welcoming can foster stronger support systems for ELL students at home.</p> <p>Each of these can be addressed with intentional planning, data-driven goals, and professional development tailored to build both content knowledge and language proficiency across our ELL student population.</p>	
Culture/Climate	1) Edison students will increase their sense of identity, agency and belonging by the implementation of student committees, teams, clubs and through social emotional learning	Goal Partially or Not Met	Based on our goals to strengthen students' sense of identity, agency, and belonging, implementing student-led committees, teams, clubs, and social-emotional learning (SEL) can be transformative.	<p>Areas to focus and modify:</p> <p>Encouraging Student Leadership and Voice: Student committees and teams allow students to contribute to school decision-making, event planning, and school culture. Involving them in</p>

via Edison Mentorship Program and classroom instruction.

Social Emotional Learning goal (s):

By June 2024, overall Safety & Sense of Belonging as indicated on the CORE survey will increase by 10% from 67% to 77% to meet or exceed district average of 69%.

1. Q.1: Do other kids hit or push you at school when they are not just playing around? -16 (55%)

2. Q.2: Do other kids at school spread mean rumors or lies about you? -19 (59%)

3. Q.3: I hear students use bad words at my school. -33 (81%)

By June 2024 overall student Responsible Decision Making as indicated on the CORE survey will increase by 10% from 62% to 72% to meet or exceed district average.

1. Q.5: During the past 30 days...I stayed calm even when others bothered or criticized me. -9 (54%)

2. Q.5: During the past two weeks...I calmed myself down

Pulse and CORE surveys did not show improvement in all areas. We feel that there are several ways Edison tries to improve school culture (Monday morning assemblies, school wide incentive programs, SEL/Wellness Game Room, and school teams and clubs are just a few examples of what we believe in and continue to provide students.

These opportunities not only develop a strong school community but also prepare students with the emotional resilience and interpersonal skills essential for success beyond the classroom.

these processes will instill a sense of ownership, helping them see that their voice matters.

Building Community Through Enrichment Clubs: Diverse clubs reflect students' interests, cultures, and identities, helping them find peers with similar passions and backgrounds. These shared spaces will continue to foster a sense of belonging as students connect over common interests and shared goals.

Empowering Through SEL Programs: With the help of the Sanford Harmony Program and Edison Character Success Traits, integrating SEL practices across school programs will provide students with tools to understand their emotions, empathize with others, and resolve conflicts. This foundational work builds a more compassionate, supportive school environment, reinforcing their sense of self and empathy.

Creating Opportunities for Cultural and Personal Expression: Offering cultural relevance and activities that celebrate diversity fosters identity and pride. When students see their culture represented and celebrated, they feel a deeper connection to their school. The monthly Heritage Month awareness celebration will help with the cultural and personal expression of our students.

Promoting Responsibility and Agency: Students will continue to actively participate in organizing events, leading clubs, and initiating new ideas, they experience agency and responsibility.

	<p>when upset. -12 (57%)</p> <p>Transformational Action Steps:</p> <p>Culture/Climate goal(s): By June 2024, Edison School will meet or exceed 97% attendance rate. By June 2024, Edison School will decrease its chronic absenteeism by 19% from 39% to 20%</p>		<p>Empowering them to manage activities and take on leadership roles strengthens their problem-solving and decision-making skills.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>SEL Coordinator will be used as an additional intervention Literacy and Math Specialist. They will use data to help identify students most at risk in grades 4th and 5th grade. Both push in and pull out models will be used to best meet the needs of Edison students. (IN 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Ground Education is an organization that will bring the sciences to an outdoor classroom where students are provided with critical thinking, exploring and learning of the outdoor environment. Edison has a garden that is used by Ground Ed to plant their belief that nature spaces are teaching spaces where students can learn the important connections between healthy food, a vibrant community and environmental responsibilities. (IN 2)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Social emotional learning has been a focus at Edison. This year we have built two SEL Wellness rooms for students to enjoy during their recess time. Its purpose is to provide a peaceful space where students relax, play games of their choice, read, color/draw, work on puzzles, and/or make crafts to reduce stress and anxiety. Therefore feeling more valued and happier at school, boosting their confidence and academic performance. (IN 3)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Instructional Aide Specialists are needed at Edison to assist teachers in general daily classroom activities, help special needs students meet their academic, behavior goals, and to care for their physical, emotional health and safety. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation Aides will supervise students at all school common areas for their safety and well-being. They will also support our families with questions they may have as needed. (IN 5)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Teachers and support staff will continue their professional development at grade level release planning days. During grade level release planning days teachers and staff will use student data to drive their instruction and interventions. This will be done by planning effective lessons that offer students support with meeting the standards and perform at a proficient level in both district assessment and SBAC ELA/Math state tests. Other planning may also take place such as: unit/lesson studies, goal setting, analyze student data, progress monitoring, professional development and other planning related to professional growth. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Parents across the district are being asked to use technological devices to log into ParentVue to register for several district wide programs and surveys. At Edison we have many of our families that need assistance with technology and come to the office for one on one staff help. Using their personal cell phones has been a challenge for parents. Having a high quality laptop available for our parents will help facilitate the support we provide Edison families. Additionally at parent workshops a projector will also be needed since the one we currently have is old and often has technical problems. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Teachers and students have had extra expenses to support their teaching and learning. Such materials as student headphones, classroom printers, pencil sharpeners, lamination film ext. Additionally custodial materials are also in need such as a new vacuum, paper towels, and other items that run out towards the end of the year. \$5,000 should cover the cost of these items. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California	Students will participate in frequent and multiple formative and interim assessments within the grade	Wonders / Maravillas (Dual Immersion) and associated ancillary materials

<p>Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of 	<p>level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p>
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<p>formative assessment practices to identify students' progress and needs.</p>		
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELlevation</p> <p>iReady</p>

Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.

- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>
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Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>
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Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Due to the unique layout of the school at Edison, Recreation Aides will help with the many common areas at Edison to keep students safe. Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40, Other 20	Recreation Aides will supervise students at all school common areas for their safety and well-being. They will also support our families with questions they may have as needed.	All Parents, All Students	LCFF Rec \$63,079 Hourly - Recreation Aide (7) for 457 hours annually - LCFF Rec 100%	08/27/2024 - 06/23/2025 Daily	Recreation Leader Principal Counselor	Observational supervision and sign-in sheet. Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40, Other 20
Additional supervision Other 100	Additional supervision during morning recess has been put into place by hiring an additional recreation aide. The recreational aide will support the safety, well-being and growth mindset of students during the recess period.	African-American, All Students, Identified At-Risk Students, Low SES, Other Targeted Students	LCFF \$8,136 Recreation Aide .25 FTE - LCFF 100%	08/27/2024 - 06/13/2025 Daily	Recreation Aide	Less disciplinary issues during recess period monitored by the number of yellow and pink slips given out to students. Other 100

<p>Improvement in ELA and Math proficiency. Elementary Reading - FRSA 30, Elementary Reading - Benchmarks 30, Core Curriculum 30, Other 10</p>	<p>Parent Community Facilitator will be used as an additional intervention Literacy and Math Specialist. They will use data to help identify students most at risk in grades 4th and 5th grade. Both push in and pull out models will be used to best meet the needs of Edison students.</p>	<p>African-American, All Students, English Learners, Identified At-Risk Students, Newcomers, Other Targeted Students</p>	<p>LCFF \$10,836 Title 1 \$79,462 Program Facilitator .5 FTE - LCFF 12%; Title 1 88%</p>	<p>08/28/2024 - 06/12/2025 Daily</p>	<p>Parent Community Facilitator</p>	<p>Teacher schedule of services, assessment scores Elementary Reading - FRSA 30, Elementary Reading - Benchmarks 30, Core Curriculum 30, Other 10</p>
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<p>Students in grades TK-5 are in need and supported with academic success in science, math, ELA, and social studies. SBAC ELA 30, Other College Readiness Measures 30, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 30</p>	<p>Ground Education is an organization that will bring the sciences to an outdoor classroom where students are provided with critical thinking, exploring and learning of the outdoor environment. Edison has a garden that is used by Ground Ed to plant their belief that nature spaces are teaching spaces where students can learn the important connections between healthy food, a vibrant community and environmental responsibilities.</p>	<p>All Students, English Learners, Homeless, Identified At-Risk Students, Low SES, Special Education</p>	<p>LCFF \$8,125 Services - LCFF 100%</p>	<p>08/27/2024 - 06/13/2025 Weekly</p>	<p>Ground Education Staff Principal</p>	<p>Garden lesson will be scheduled from October through June for every Edison classroom. Teachers and students will be asked to participate in an end of the year survey SBAC ELA 30, Other College Readiness Measures 30, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 30</p>
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Transitioning students from Preschool to Kindergarten</p> <p>Students will be given a smooth transition from preschool programs to the regular elementary kindergarten program. Each preschool program will vary slightly but there will be an overarching theme of literacy and mathematics with parent training embedded. All children entering kindergarten and their parents will be given a chance to attend one of five</p>	<p>Each year in the spring, the middle school counselor visits each fifth grade classroom to explain to students the process of selecting program choices for middle school. This includes both the School of Choice and Program of Choice options, as well as the elective opportunities. During the same time frame, a parent meeting is provided whereby parents can learn the same</p>	<p>As established in the Academic and Career Success Initiative, LBUSD is committed to preparing all students for college and the world of work. High School Choice is the first process for a smooth transition into high school. Beginning in the Fall of the 8th grade year, students begin the process of selecting which high school to attend for 9th grade. This</p>

district Annual Kindergarten Festivals which focus on the expectations of kindergarten students, information on registration, and math and literacy training for parents. The City of Long Beach has multiple agencies at the Festivals to inform parents about the services they provide to families. LBUSD offers a Kindergarten Readiness Guide for Parent that addresses readiness skills with activities and links.

The following programs have these preschool transitional pieces:

Special Education: When the student makes the transition from preschool to kindergarten, an IEP meeting is held to discuss the child's placement and what would be the best kindergarten setting to meet the student's needs. Each student with an IEP has a transitional placement plan included in their annual IEP to allow for a smooth transition from preschool to kindergarten. Whenever possible, the receiving kindergarten teacher will be invited to the transitional IEP to become acquainted with the child and the parents.

English Learners: All EL preschoolers will be given ELD instruction through Total Physical response (TPR) and Specially Designed Academic Instruction in English (SDAIE) strategies. Parents also receive training on expectations and the standards for kindergarten.

Head Start: Throughout the year, Head Start children participate in Kindergarten readiness activities designed to foster the development of the whole child, with an emphasis on language on literacy. Near the end of the year, children visit a Kindergarten classroom as a concrete transitional learning experience. Ten of the district's Head Start programs are located on elementary campuses, the close proximity

information, and ask questions of the counselor. Both the elementary and middle school counselors collaborate to ensure that students receive the appropriate program. Both counselors are available to assist with any part of the process of matriculating students to their next school. The elementary counselor coordinates parent meetings presented by the local middle schools to assist parents with School of Choice application process.

Throughout the first few weeks of middle school, there are assemblies and lessons that inform the new students of the procedures and expectations. At many middle schools, an upper grade mentor is provided to each incoming 6th grade students, so that peer support is readily available.

An annual Education Celebration Event takes place in January as an opportunity for families to learn about middle school programs and speak with school and district personnel. All elementary and middle schools are represented at the Education Celebration. Family Information Nights are hosted at the middle school sites to provide families information about their campuses and programs.

process extends through the 8th grade year with high schools hosting 8th graders for "shadow days," where 8th graders attend classes with a paired high schooler to experience the high school campus. High schools also host parent information night as well as participate in a city-wide high school choice summit. In December, 8th graders complete an online application for their high school choice. Final placements are completed by February.

During the summer, each high school provides an extensive incoming freshman orientation which involves our upperclassmen assisting the new 9th graders. The orientation involves pre-registration into classes, issuance of textbooks, expectations, mentorship, relationship-building and a mock school day. The upperclassmen serve a mentors to the 9th graders in a formal manner to ensure a smooth transition, especially throughout the first semester.

Adults on campus, including skilled counselors, work with individual 9th graders to build relationships with students and to work on a path to graduation. Drop-in and referral counseling services are offered.

As a vocation-based curriculum, Linked Learning naturally builds bridges with the business and professional community. Linked Learning is a proven approach to education that combines college-focused academics, work-based learning and integrated student supports. By centering high school

results in ongoing collaboration between kindergarten and preschool teachers. Head Start children enrolled at centers located on these campuses enjoyed shared learning environments with kindergarten children along with an acquaintance with kindergarten teachers. Children's portfolios, containing samples of their work, are given to parents to share with Kindergarten teachers. During the final Parent/Teacher conference, preschool parents are given the following materials: • Calendar of Ideas (for continued learning during the summer) • Kindergarten readiness activities • Kindergarten reading list • Through a donation from Operation Bell, all children transitioning to Kindergarten receive a backpack and school uniform.

Child Development Centers Preschool Program: In this program, literacy is a focal transitional piece. Preschoolers are given instruction in Concepts about Print with alphabet knowledge and letter sounds. There is extensive work on small motor skills with use of writing and cutting tools. The Desired Result Developmental Profile is used to assess pupil performance and these results are shared with the elementary school. Curriculum mapping is used to ensure consistency of instruction in all CDC classrooms. The CDC also provides a tour of the kindergarten classroom.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
School wide community events that help build a positive, encouraging and healthy school climate and culture.	Monthly Attendance Popsicle Party, Trunk or Treat Event, Turkey Trot, Gram Sales, Movie Night, FitFest, WRAP After School enrichment.	None	All school year.	Edison and WRAP Staff	Number of families in attendance. Parent Survey
The need for all students to acknowledge prevention and awareness campaign of being alcohol, tobacco, and drug free.	Kick-off school wide Red Ribbon Week Assembly Classroom lessons School wide events. Students receive bracelets and pencils to acknowledge Red Ribbon Promise	Lottery Fund \$600.00	Red Ribbon Week in October	All Edison Staff	Number of students wearing their red bracelets. Students reciting the Red Ribbon Pledge and explaining its meaning.
Students that engage in independent positive engagement on the playground will receive positive reinforcement.	Staff will use Light Bucks to reward all positive character traits in class and on the playground throughout the year.	none	All school year.	All Edison Staff	Number of Light Bucks received on a monthly basis in the office Light Bucks tubs.

Edison's goal is to celebrate success, continue to foster an environment of respect, responsibility, harmony, and believes in building a strong sense of community.	-Spirit Assemblies to reward positive character traits and academic effort -John Wooden Pyramid of Success traits -Student Council -Guidelines to Success	None	Daily and monthly at assemblies.	All Edison Staff	Spirit assembly participation Student Council meetings and events.
Students enjoy participating in several activities during recess that do not necessarily include physical activities. Therefore the SEL Game Room was created to give students access to other activities they enjoy to help them regulate emotions and stress. This can make them ore attentive and active participants in class and improve theri chances of acheiving acadaic success and social emotionally content.	Rec. Staff supervises and offers students activites to play. Often times students seek adult companionship which they can find in conversations with a trusted adult. Materials such as books, gameboards, laptops, art, and Legos are offered as items to use during their time in tehe SEL Game Room.	LCFF ~ \$500,00 Rec. Staff hourly pay	September - June	Recreation Staff	Number of students attending the SEL Game Room on a weekly basis.
Based on CORE and Pulse survey results, there is a need for studnets to have a better sense of belonging, voice and choice.	Edison has several opportunities for students to get engaged with teams and clubs to build a proud and engaging sense that they are appreciated, thier voice is heard, and they can help by joining these extra curricular activities and groups.	ELOP Funds \$25,000	8/31/23 - 6/13/24	Teahers Outside vendors Principal	Survey students on how the activity or club made a difference at Edison. Ask for areas of challenge and areas of strength.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Providing time for teachers to collaborate builds teacher efficacy, teamwork, leads to more innovation, increased student success, and improved communication. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 30, Core Curriculum 30	Teachers and support staff will continue their professional development at grade level release planning days. During grade level release planning days teachers and staff will use student data to drive their instruction and interventions. This will be done by planning effective lessons that offer students support with meeting the standards and perform at a proficient level in both district assessment and SBAC ELA/Math state tests. Other planning may also take place such as: unit/lesson studies, goal setting, analyze student data, progress monitoring, professional development and other planning related to professional growth.	LCFF \$18,671 Substitute teacher full day (23) for 3 days - LCFF 100%	08/27/2024 - 06/12/2025 Trimester	Principal Support Staff Teachers	Teacher notes and tasks to be completed, teacher survey, and student results in the areas of planning.

Describe Teacher Involvement

The Edison staff will enact measures to include teachers in the decisions regarding the use of the six LBUSD Understandings that are aligned to the Common Core State Standards. With the guidance of our Instructional Leadership Team (ILT), we will provide direction and support to all staff members by way of planning, discussion, reflection, and professional development opportunities. This will be done through grade level meetings, staff meetings, and additional teacher release planning days.

All teachers will participate in the Elementary Collaborative Inquiry Visit Structure. The feedback will assist the principal with collaborating with teachers and use the data to continue to improve best teaching practices and align them with school goals. The work of the Instructional Leadership Team (ILT) will be grounded in the six LBUSD Understanding as described in the K-12 Literacy Instructional Practice Implementation Tool.

Five of our teachers participate in our School Site Council Committee. They work collaboratively with our parents to develop, review and evaluate school improvement programs and school budgets.

At Edison School we know and are grateful for our Volunteers in Public Schools (VIPS). We have a number of parents who are willing to come and volunteer in classrooms and at school events.

Teachers and parents at Edison work in partnership with a wide array of individuals and organizations to broaden and enhance our ability to serve and advocate for all children and families.

Teachers and parents at Edison are dedicated to children's educational success, health, and well-being through strong family and community engagement.

Teachers and parents at Edison acknowledge the potential of everyone without regard, including but not limited to: age, culture, economic status, educational background, ethnicity, gender, geographic location, legal status, marital status, mental ability, national origin, organizational position, parental status, physical ability, political philosophy, race, religion, sexual orientation, and work experience.

Teachers and parents at Edison value the individual contributions of members, employees, volunteers, and partners as we work collaboratively to achieve our school's goals.

Teachers and parents at Edison value all members, employees, volunteers, and partners have a shared responsibility to align their efforts toward the achievement of the school.

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Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Edison has been working on finding a business partner that will help support events and needs at the school. Such needs as school garden, library books, field trips, student incentives etc. Hoonigans Motorsports (Business Partner)	LA Dodger Foundation Long Beach Central Library Long Beach Police Department Costco Smart and Final	None	All school year	Edison Staff, LBPD, Smart & Final Employees, Dodger Foundation employees	Number of school events that business partners are invited to (fundraising opportunities, career day, etc.)
Parent Volunteers in classrooms.	Volunteers in Public Schools (VIPS Program)	No cost	August 2023 - June 2024	Parents Sign in sheet in the office for VIPS.	Parent CORE Survey

A parent organization to support the educational enrichment of the students at Edison.	Parent Teacher Organization (Edison Parent Teacher Action Team)	No cost	August 2023 - June 2024	Parents, teachers, support staff, WRAP	Meeting Sign In Sheet
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School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	82414
Title I Parent and Family Involvement (3008)	3618

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	52220

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Juan Guitierrez	06-14-2025
Staff	Classroom Teacher	Gorgonio Martinez	06-15-2026
Staff	Classroom Teacher	David DeLaCruz Perez	06-15-2026
Staff	Classroom Teacher	Maria Lores	06-14-2025
Staff	Other School Personnel	Shawna Ouellette	06-15-2026
Community	Parent/Community Member	██████████ Druken	06-14-2025
Community	Parent/Community Member	██████████ Johnson	06-15-2026
Community	Parent/Community Member	██████████ Taylor	06-15-2026
Community	Parent/Community Member	██████████ Perez	06-15-2026
Community	Parent/Community Member	██████████ Mora	06-14-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	████████ Damazo
DELAC Representative	Parent of EL Student (required)	████████ Mendez
Principal or Designee	Staff Member (required)	Juan Gutierrez
Secretary	Staff Member (required)	Brian Duque

Name	Representing
████████ Rodriguez	Community Member
████████ Sanchez	Parent of EL Student
████████ Velediaz	Parent of EL Student
████████ Fuentes	Parent of EL Student
████████ Suarez	Parent of EL Student
████████ DeLaRosa	Parent of EL Student
████████ Perez	Parent of EL Student
████████ DelCarmen	Parent of EL Student
████████ Inzunza	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/20/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Hire College Aides/College students to come help our ELs Continue to offer Tutoring ELD instruction in the classroom Continue with Specialist support Continue with full time counselor Provide parents with how to access/view ELPAC practice test items
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates Other: i-Ready
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/20/2024

<p>6. What was SSC's response to ELAC recommendations?</p>	<p>SSC Response: Concern for available funding to keep aids on board. We can discuss allocating next years budget for additional college aids or look into possible high school volunteers or programs for additional teacher support. We are on board with a full time counselor and teachers homework support. Suggestions of more VIPS and possibly hosting more ELS classes for parents. [REDACTED] Motioned to approve. [REDACTED] second the motion. Motion approved 6-0</p> <p>Regarding ELPAC SSC agreed with the idea of providing parents with ELPAC practice items. They also suggested that teachers help native speakers learn how to help ELLs at school.</p>
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Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/20/2024
2. The SSC approved the **Home-School Compact** on 10/02/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/02/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/17/2024
5. SSC Participated in the Annual Evaluation of SPSA:11/20/2024
6. The SPSA was approved at the following SSC Meeting: 11/20/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

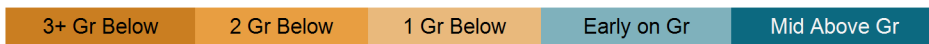
ELAC Chair: _____

Printed Name: _____ Date: _____

i-Ready Math Overall Relative Placement School Data by Subgroup Edison 2023-2024



Legend



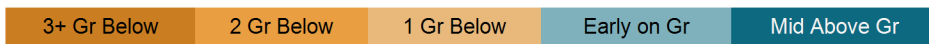
Category		Diagnostic Window	# Students	Percent by Category					
All Students	359	3	359	10	18	50	14	7	
Grade	Gr. K	3	20			70	15	15	
	Gr. 01	3	60	3		68	15	13	
	Gr. 02	3	67	31		57	7	4	
	Gr. 03	3	80	13	25	54	6	3	
	Gr. 04	3	56		21	20	29	25	5
	Gr. 05	3	76		20	16	38	20	7
Ethnicity	African American	3	43	16	7	58	14	5	
	Hispanic	3	284	9	20	50	14	6	
Gender	Female	3	165	9	21	52	15	4	
	Male	3	194	11	16	49	14	9	
Special Populations	Low SES	3	305	10	18	51	14	7	
	ELL	3	157	10	22	54	9	5	
	RFEP	3	24			4	38	42	17
	EL + RFEP	3	181	9	20	51	13	7	
	Special Ed.	3	77	29	29	34	6	3	
	Spec Ed. Speech/RSP	3	35	17	14	54	9	6	
	Homeless	3	34	18	18	53	9	3	
	GATE/Excel	3	47			38	40	21	

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Edison 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	362	3	362	15	17	40	16	12	
Grade	Gr. K	3	20	65			25	10	
	Gr. 01	3	60	68			10	22	
	Gr. 02	3	68	28	47		12	13	
	Gr. 03	3	81	28	21	19	25	7	
	Gr. 04	3	55	25	15	35	15	11	
	Gr. 05	3	78	21	24	32	15	8	
Ethnicity	African American	3	44	18	9	41	18	14	
	Hispanic	3	288	15	18	41	15	10	
Gender	Female	3	169	11	18	46	14	11	
	Male	3	193	18	17	35	18	12	
Special Populations	Low SES	3	308	14	16	42	18	11	
	ELL	3	156	19	22	43	10	6	
	RFEP	3	25	4		32	44	20	
	EL + RFEP	3	181	16	20	41	15	8	
	Special Ed.	3	78	49		19	23	6	3
	Spec Ed. Speech/RSP	3	36	47		14	25	8	6
	Homeless	3	34	12	21	44	21	3	
	GATE/Excel	3	48	2		15	35	48	

The percentages may not equal 100% due to rounding.

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Edison Elementary School ▾

If ATSI, identify subgroups:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input checked="" type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

November 20, 2024

Signature of Principal

Signature of SSC Chair

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Edison School Site Council reviewed and discussed the following document and no resource inequalities were present in the SPSA.

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school’s CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site’s continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Elija la designación ▾

Elija el nombre de la escuela ▾

Si es ATSI, identifique los subgrupos::

- Afroamericanos
- Indio americanos
- Asiático-americanos
- Estudiante que está aprendiendo inglés
- Filipinos
- Jóvenes en hogares de crianza
- Hispanos
- Sin hogar
- Isleños del pacífico
- Desfavorecidos socioeconómicamente
- Estudiantes con discapacidades
- Dos o más razas
- Blancos

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

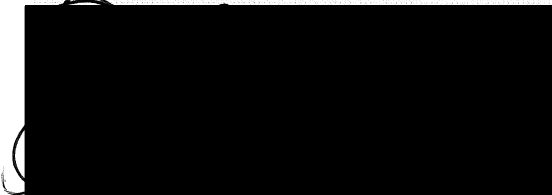
SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el SSC **20 de noviembre, 2024**

Firma del director



Firma del presidente del SSC



Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

El Consejo Escolar de Edison revisó y discutió el siguiente documento y no hubo desigualdades de recursos en el SPSA.

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



Thomas A. Edison Elementary School

Home-School Compact Agreement

2024 - 2025



Students agree to:

- Follow the Edison Guidelines for Success. **Be Nice, Be Helpful, Be Respectful, Be Hands-Off, Be a Scholar!**
- Treat staff members, parents and other students with respect.
- Follow school and classroom rules and make Edison a Bully Free Zone.
- Be goal oriented and work on high academic achievement and growth mindset.
- Come to school on time, well-rested, in school uniform, and ready to learn each day.
- Do my best work in school and at home. Complete homework assignments and classwork on time.
- Make the choice to read a book instead of screen time.
- Read with or to an adult, or read independently, for at least 15–20 minutes (TK - 2) or 30–40 minutes (3rd - 5th) each day.
- Ask for help when needed.

Student Signature

Parents/Guardians agree to:

- Treat students, staff members, and other parents with **respect**.
- Expect each student to treat staff, parents, and students with respect, and to follow school rules.
- Send my child to school on time, well-rested, in school uniform, and ready to learn.
- Provide a daily, scheduled time and place for homework. Check homework assignments. Read with or to my child for at least 15–20 minutes each day and encourage parents to ask comprehension questions regarding the reading.
- Become a volunteer to support the school. (Attend school events and parent meetings, work in the classroom, or share individual talents.)
- Respect the school's schedule. Understand that my child's absence may affect the activity planned for the class. Whenever possible, schedule medical and other appointments outside of school hours, and schedule other activities so that they do not affect your child's attendance or readiness to participate daily.
- Keep the lines of communication open between home and school. Attend parent/teacher conferences as requested. Respond promptly to all school-to-home communication. Read parent newsletter. Send an absence note which states the date of, and reason for, the absence when the student returns to school. Update all contact information on ParentVue.
- Safety first when it comes to parent drop -off and pick- up. Follow traffic /speed signage in the school zone for safety of students, parents and staff.

Parent/Guardian Signature

Staff Members agree to:

- Treat students, parents, and other staff members with respect.
- Use consistently and fairly a school-wide discipline plan. Expect all students to follow school rules.
- Be a positive role model for students.
- Provide a challenging and enriching academic program for all students.
- Involve parents in the governance of the school. Let parents know there are many ways to support their child's school.
- Respect family time and schedules by providing advance notice to families of upcoming large homework projects, testing, changes to regular school schedules and other school events which affect the family, not just the student.
- Keep lines of communication open between school and home. Communicate with parents about each child's academic and social progress.

Juan Gutierrez, Principal

Classroom Teacher Signature

Revised 10/02/24



Escuela Primaria Thomas A. Edison

Acuerdo Compacto Hogar-Escuela 2024 - 2025



Los estudiantes aceptan:

- Siga las Pautas de Edison para el éxito. Sea amable, servicial, respetuoso, no intervenga.
- Trate a los miembros del personal, los padres y otros estudiantes con respeto.
- Siga las reglas de la escuela y el salón de clases y haga de Edison una Zona Libre de Bully.
- Estar orientado a las metas y trabajar en un alto rendimiento académico y una mentalidad de crecimiento.
- Llegue a la escuela a tiempo, descansado, con el uniforme escolar y listo para aprender todos los días.
- Hacer mi mejor trabajo en la escuela y en casa. Completa las tareas y el trabajo en clase a tiempo.
- Elija leer un libro en lugar de mirar dispositivos electrónicos.
- Lea con o con un adulto, o lea de forma independiente, durante al menos 15 a 20 minutos cada día.
- Pida ayuda cuando la necesite.

Student Signature

Los padres / tutores acuerdan:

- Trate a los estudiantes, miembros del personal y otros padres con respeto.
- Espere que cada estudiante trate al personal, los padres y los estudiantes con respeto y que siga las reglas de la escuela.
- Enviar a mi hijo a la escuela a tiempo, bien descansado, con el uniforme escolar y listo para aprender.
- Proporcione un horario y un lugar diarios y programados para la tarea. Verifique las asignaciones de tareas. Leer con o con mi hijo durante al menos 15-20 minutos cada día y animar a los padres a hacer preguntas de comprensión con respecto a la lectura.
- Sea voluntario para apoyar a la escuela. (Asista a eventos escolares y reuniones de padres, trabaje en el salón de clases o comparta talentos individuales).
- Respete el horario de la escuela. Entender que la ausencia de mi hijo puede afectar la actividad planificada para la clase. Siempre que sea posible, programe citas médicas y de otro tipo fuera del horario escolar y programe otras actividades para que no afecten la asistencia o disposición de su hijo para participar diariamente.
- Mantenga abiertas las líneas de comunicación entre el hogar y la escuela. Asista a las conferencias de padres y maestros cuando se le solicite. Responda con prontitud a todas las comunicaciones entre la escuela y el hogar. Envíe una nota de ausencia que indique la fecha y el motivo de la ausencia cuando el estudiante regrese a la escuela. Actualizar toda la información de contacto en ParentVue.
- La seguridad es lo primero cuando se trata de dejar y recoger a los padres. Siga las señales de tráfico/velocidad en la zona escolar para la seguridad de los estudiantes, padres y personal.

Parent/Guardian Signature

Los miembros del personal acuerdan:

- Trate a los estudiantes, padres y otros miembros del personal con respeto.
- Use de manera consistente y justa un plan de disciplina para toda la escuela. Espere que todos los estudiantes sigan las reglas de la escuela.
- Es un modelo positivo para los estudiantes.
- Proporcionar un programa académico estimulante y enriquecedor para todos los estudiantes.
- Involucrar a los padres en el gobierno de la escuela. Hágales saber a los padres que hay muchas formas de apoyar la escuela de sus hijos.
- Respete el tiempo y los horarios de la familia notificando con anticipación a las familias sobre los próximos grandes proyectos de tarea, pruebas, cambios en los horarios escolares regulares y otros eventos escolares que afectan a la familia, no solo al estudiante.
- Mantenga abiertas las líneas de comunicación entre la escuela y el hogar. Comunicarse con los padres sobre el progreso social y académico de cada niño.

Juan Gutierrez, Principal

Classroom Teacher Signature



Thomas A. Edison Elementary School

Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Thomas A. Edison School has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Thomas A. Edison School's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Thomas A. Edison School agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Thomas A. Edison School will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through School Messenger, etc.

- At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Thomas A. Edison School will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 3. Thomas A. Edison School will update periodically its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
 4. Thomas A. Edison School will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through the School Website and School Messenger.
 - Child care provided
 5. Thomas A. Edison School will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
 6. Thomas A. Edison School will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Thomas A. Edison School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School Night
 - At SSC & ELAC meetings

7. Thomas A. Edison School will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
8. Thomas A. Edison School will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School Site Council Meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Thomas A. Edison School will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Thomas A. Edison School will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - All parents will sign the compact and receive a copy at Parent Teacher Conferences in November
3. Thomas A. Edison School will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Thomas A. Edison School will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops presented by Edison teachers. (Common Core State Standards, Standardized Testing)
5. Thomas A. Edison School will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - District Office will be doing the translations of written materials/notifications that are sent to families

PART IV.

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

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PART V.

ADOPTION

Thomas A. Edison School's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on **10/2/24** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **11/20/2024**. Thomas A. Edison School, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Juan Gutierrez

10/2/2024

Mr. Juan Gutierrez, Principal

Date



Escuela Primaria Thomas A. Edison

Pautas de participación familiar

Como escuela que recibe fondos del Título I, Parte A (Título I), Escuela Thomas A. Edison ha desarrollado conjuntamente con los miembros del Consejo Escolar y distribuido a las familias de los niños participantes, Pautas de Participación Escolar y Familiar, que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Directrices establecen a Thomas A. Edison escuela expectativas para la participación familiar y describir cómo la escuela implementará una serie de actividades específicas de participación familiar. El Pacto Hogar-Escuela está incorporado a las Pautas de participación escolar y familiar.

PARTE I

Escuela Thomas A. Edison se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente y distribuir a las familias de los niños participantes, Pautas de participación escolar familiar que la escuela y las familias de los niños participantes acuerden.
- notificará a las familias sobre las Pautas de participación escolar y familiar en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que la familia pueda entender.
- Poner a disposición de la comunidad local las Directrices para la participación escolar y familiar.
- Actualizar periódicamente las Pautas de participación escolar y familiar para satisfacer las necesidades cambiantes de las familias y la escuela.
- adoptar el pacto entre el hogar y la escuela de la escuela como un componente de sus Pautas de participación escolar y familiar.
- acepta regirse por la siguiente definición legal de participación familiar y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II.

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR ESCOLAR

1. Escuela Thomas A. Edison tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación escolar familiar y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar. Los temas incluyen:
 - i. Responsabilidades y funciones del SSC y sus miembros
 - ii. Composición de las SSC
 - iii. Consideraciones presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel del ELAC y otros comités asesores

- Planificar una reunión con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Plan Único para el Rendimiento Estudiantil.
 - i. Invite a otras familias y partes interesadas a asistir a la reunión.
 - ii. Anuncie en el boletín del Título I, en la noche de regreso a clases, a través de School Messenger, etc.
 - En la reunión
 - i. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario.
 - ii. Redactar o actualizar las pautas de participación familiar y los pactos entre el hogar y la escuela
 - iii. Se pondrán a disposición de las familias españolas y jemerés traducciones orales y escritas para permitir el debate.
2. Escuela Thomas A. Edison Tomará las siguientes acciones para distribuir a las familias y a la comunidad local las Pautas de participación familiar de la escuela:
 - En una reunión del SSC y ELAC
 - Sección de Newsletter
 - Reunión Anual de Título I
 - Mostrador de la oficina principal
 - Noche de regreso a clases
 3. Escuela Thomas A. Edison actualizará periódicamente sus Pautas de participación familiar para satisfacer las necesidades cambiantes de las familias y la escuela:
 - En las reuniones del SSC y ELAC
 - Reuniones informativas familiares
 - El consejo escolar debe votar para aprobar las pautas
 4. La Escuela Thomas A. Edison convocará una reunión pública anual de Título I para informar a las familias lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y el derecho de las familias a participar
 - Celebrar un número flexible de reuniones en distintos horarios
 - Notificaciones/folletos enviados a casa en un idioma que las familias puedan entender.
 - Anuncio realizado en la marquesina de la escuela, a través de el sitio web de la escuela y Mensajero escolar.
 - Cuidado infantil proporcionado
 5. Escuela Thomas A. Edison proporcionará información actualizada a las familias sobre los programas de Título I durante todo el año escolar:
 - Sección de Newsletter
 - En el mostrador de la oficina principal
 - En las reuniones del SSC, ELAC y otras reuniones familiares (PTA/PTO/CAAP, etc.)
 6. Escuela Thomas A. Edison proporcionará a las familias una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Escuela Thomas A. Edison También brindará oportunidades de reuniones periódicas

para formular sugerencias y participar, según corresponda, en las decisiones relativas a la educación de sus hijos:

- Talleres familiares; Encuestas familiares
- Charlas principales
- En boletines escolares
- Noche de regreso a clases
- En las reuniones del SSC y ELAC

7. La Escuela Thomas A. Edison coordinará e integrará programas y actividades de participación familiar con Head Start, Early Reading First, preescolares públicos y otros programas que alientan y apoyan a las familias a participar más plenamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten de Transición en sitios seleccionados
- Promoción/publicidad de los festivales de Kindergarten del Distrito

8. La Escuela Thomas A. Edison presentará al distrito cualquier comentario familiar si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para las familias de los niños participantes:

- En las reuniones del consejo escolar

PARTE III

COMPARTIDO RESPONSABILIDADES PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Escuela Thomas A. Edison desarrollará la capacidad de las escuelas y las familias para una fuerte participación familiar, con el fin de garantizar la participación efectiva de las familias y apoyar una asociación entre la escuela involucrada, las familias y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación. :

- Capacitaciones del distrito ofrecidas para familias y personal.
- Talleres de educación familiar en el sitio.
- Conferencias de familia y maestros
- Talleres familiares publicados en el sitio web del distrito
- DCAC, DELAC y otros foros/reuniones familiares del distrito
- Recursos del sitio web del distrito: haga clic en "P" para Universidad de padres

2. Escuela Thomas A. Edison incorporará el Pacto Hogar-Escuela como un componente de sus Pautas de participación escolar y familiar:

- Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
- Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC.
- El consejo escolar debe votar para aprobar el pacto
- Todos los padres firmarán el pacto y recibirán una copia en las conferencias de padres y maestros en noviembre.

3. Escuela Thomas A. Edison Con la ayuda de su distrito, brindará asistencia a las familias de los niños atendidos por la escuela para que comprendan temas como los siguientes.

- los estándares de contenido académico del estado
- las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas

4. Escuela Thomas A. Edison Con la ayuda del distrito, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, según corresponda, para fomentar la participación familiar, mediante:
 - Talleres familiares presentados por maestros de Edison. (Estándares estatales básicos comunes, pruebas estandarizadas)
5. Escuela Thomas A. Edison Con la ayuda del distrito y las familias, educará a sus maestros y demás personal sobre cómo acercarse, comunicarse y trabajar con las familias como socios iguales, mediante:
 - Servicios de maestros/personal
6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con los programas, reuniones y otras actividades escolares y familiares se envíe a las familias de los niños participantes en un formato comprensible y en un idioma que las familias pueden entender:
 - Oficina de distrito Estaremos haciendo las traducciones de materiales escritos/notificaciones que se envían a las familias.

PARTE IV.

COMPONENTES DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR DE LA ESCUELA DISCRECIONAL

Las Pautas para la participación escolar y familiar pueden incluir párrafos adicionales que enumeren y describan otras actividades discrecionales que la escuela, en consulta con sus familias, elija realizar para desarrollar la capacidad de participación de las familias en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales actividades enumeradas en la sección 1118(e) de ESEA:

- involucrar a las familias en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- proporcionar la capacitación necesaria en alfabetización para las familias con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación familiar, incluidos los costos de transporte y cuidado infantil, para permitir que las familias participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- formar a las familias para mejorar la participación de otras familias;
- para maximizar la participación y participación de la familia en la educación de sus hijos, organizando reuniones escolares en una variedad de horarios o realizando conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con familias que no pueden asistir a esas conferencias. en la escuela;
- adoptar e implementar enfoques modelo para mejorar la participación familiar;
- establecer un consejo asesor familiar (DCAC) para todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación familiar en los programas del Título I, Parte A;
- desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación familiar; y
- Proporcionar otro apoyo razonable para las actividades de participación familiar según la sección 1118, según lo soliciten las familias.

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PARTE V. ADOPCIÓN

Escuela Thomas A. Edison Las Pautas de participación familiar se han desarrollado y acordado conjuntamente con las familias de los niños que participan en los programas del Título I, Parte A. Las Pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el **10/2/24** y tendrá vigencia durante el período de un año escolar. La escuela distribuirá las Pautas a todas las familias en o antes **11/20/2024**. Escuela Thomas A. Edison, cuando sea factible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.

Juan Gutierrez

10/2/2024

Mr. Juan Gutierrez, Principal

Date

*Para escuelas primarias, K-8 y secundarias, **revisado 02/10/2024***