



2023-2024

Alvarado Elementary

School Plan for Student Achievement

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-promise 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: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

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.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

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: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: 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 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

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. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

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

Written Analysis - ELA Findings

Written Analysis

On the iReady assessment, our baseline data has identified 34% of students as three years below (tier three), 44% as two years below (tier two), and 22% at the level or above grade level (green tier one). By the end of the year, we had 48% proficient or above in the green tier one section. Overall in the area of FRSA, our kindergarten scored 83% proficiency in print concepts, 70% in word recognition, and 36% on phonologic awareness. First grade scored 59% on word recognition and 83% on phonological awareness. The second grade scored 74% in word recognition. On the SBAC, in the area of ELA, our students overall scored 50% at or above proficiency. This is a 16% increase over the distinct average. The F & P assessment data were collected and averaged last year in the hope to show growth and make comparisons this year. The scores for this assessment reflect the percent at or above grade level in the chart below. KinderFirstSecondThirdFourthFifth44%70%69%65%71%56%

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Students at Alvarado 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 F & Ps and iReady Diagnostic.

To meet this goal:

- Literacy Teachers working with students that are two grade levels below.
- Implementation of iReady lesson tailored to the needs of each student.
- Family Literacy Night
- Continuing with workshopProgress Monitoring:

Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.

Planned Data to Collect:

- African American Student Achievement Data
- EL Student Achievement Data
- Patterns/Trends from Walkthrough Notes/Agendas
- QCI - (Pre) Whole School Walkthrough & Goal Conferences
- EduLastic Assessments

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

On the iReady assessment, our baseline data has identified 36% of students as three years below (tier three), 55% as two years below (tier two), and 10% at the level or above grade level (green tier one). By the end of the year, we had 40% proficient or above in the green tier one section. On the SBAC, in the area of math, our students overall scored 45% at or above proficiency. This is a 7% increase over the distinct average.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Students at Alvarado 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 math unit assessments and iReady Diagnostic. To meet this goal:

- Implementation of iReady lessons tailored to the needs of each student.
- Family Math Night
- Afterschool tutoring
- Continuing with workshop

Progress Monitoring:

Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.

Planned Data to Collect:

- African American Student Achievement Data
- EL Student Achievement Data
- Patterns/Trends from Walkthrough Notes/Agendas
- QCI - (Pre) Whole School Walkthrough & Goal Conferences
- Eduastic Assessments

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings
Written Analysis
The total cumulative EL Redesignation decreased last year from 27% to 23%. Our EI students need many visual cues and language models all throughout their day. Workaround identifying and focusing on our EL population will continue this year.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals
Written Analysis
<p>Increase the ELPAC Summative overall Well Developed + Moderately Developed by Spring 2023. To meet this goal:</p> <ul style="list-style-type: none"> -Teachers with RFEP students will continue to progress monitor those students to ensure that they are continuing to achieve. -Teachers will be introduced to the Ellevation platform and begin to implement provided lessons during workshop. -Literacy Teachers working with groups <p>Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.</p> <p>Planned Data to Collect: Reclassification Rate EL Student Achievement Data (Math/ELA) Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments</p>

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Based on the culture and climate survey from the previous year the school showed we had a couple of significant dips. One is in the area of safety, students 65% of students feel safe which is an 11-point drop. This could contribute to the return to campus and the fear of the pandemic. The other area is a sense of belonging, with only 73% of the students feeling a connection to the school. That is an 8-point decrease. One of the things we notice as we dug a little deeper is if students selected a middle answer response such as some of the time they were counted as a negative response which could be confusing to students since sometimes doesn't feel like a bad response. Attendance last year decreased from 92% to 88%, many factors contributed to this drop including COVID, quarantine of students, and parent hesitation to return to person when numbers spiked.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Alvarado students sense of identity, agency and belonging will increase based on the implementation of transformative social emotional learning.
 To meet these goals:
 -Work with the district's attendance team (ALL in attendance) to increase our attendance rate.
 -Continues with our monthly awards
 Planned Data to Collect:
 -African American Student Data
 -Patterns/Trends from Walkthrough Notes/Agendas
 -Suspension rates
 -Office referral rates
 Progress Monitoring:
 -Pulse survey data
 -Informal surveys given to students
 -Interview students to get their perspective on what we can do to increase their sense of belonging, agency and identity.

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

<p>ELA</p>	<p>1) Students at Alvarado 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 F & Ps and iReady Diagnostic. To meet this goal: -Literacy Teachers working with students that are two grade levels below. -Implementation of iReady lesson tailored to the needs of each student. -Family Literacy Night -Continuing with workshop Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments</p>	<p>Goal Partially or Not Met</p>	<p>On the iReady, our school wide scores went up for each grade level each time the assessment was given. Though students showed great progress, not all students achieved one year of academic growth.</p>	<p>Teachers will continue to improve upon their craft and implement our signature practices. TK-2nd grade teachers will all consistently implement Heggerty and parent foundational readings skills workshops will be held regularly to help parents learn best practices for supporting students at home as they learn to read and write.</p>
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<p>Math</p>	<p>1) Students at Alvarado 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 math unit assessments and iReady Diagnostic. To meet this goal:</p> <ul style="list-style-type: none"> -Implementation of iReady lessons tailored to the needs of each student. -Family Math Night -Afterschool tutoring -Continuing with workshop <p>Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.</p> <p>Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments</p>	<p>Goal Partially or Not Met</p>	<p>Though our students showed overall growth in the area of math this year, not every student achieved one year of academic growth. Additionally, not all students who were more than one grade level below showed growth of greater than one year.</p>	<p>Our school focus on cognitively guided instruction will continue to improve our student's math skills. We also are funding a math intervention teacher.</p>
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English Learner	<p>1) Increase the ELPAC Summative overall Well Developed + Moderately Developed by Spring 2023. To meet this goal:</p> <ul style="list-style-type: none"> -Teachers with RFEP students will continue to progress monitor those students to ensure that they are continuing to achieve. -Teachers will be introduced to the Ellevation platform and begin to implement provided lessons during workshop. -Literacy Teachers working with groups <p>Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.</p> <p>Planned Data to Collect: Reclassification Rate EL Student Achievement Data (Math/ELA) Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments</p>	Goal Partially or Not Met	Though some students met this goal, not all of them did. We are still proud of our students for the growth they made and of our staff for utilizing the new tools provided to us through Ellevation.	Teachers have been trained in the new reclassifications, as well as how to support the redesignated students. We will continue to refresh this knowledge as needed. Teachers will continue to use collective efficacy and the tools provided by Ellevation to ensure we are meeting the needs of our ELL's.
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<p>Culture/Climate</p>	<p>1) Alvarado students sense of identity, agency and belonging will increase based on the implementation of transformative social emotional learning. To meet these goals: -Work with the district's attendance team (ALL in attendance) to increase our attendance rate. -Continues with our monthly awards Planned Data to Collect: -African American Student Data -Patterns/Trends from Walkthrough Notes/Agendas -Suspension rates -Office referral rates Progress Monitoring: -Pulse survey data -Informal surveys given to students -Interview students to get their perspective on what we can do to increase their sense of belonging, agency and identity.</p>	<p>Goal Partially or Not Met</p>	<p>Based on the results of the Pulse Survey taken last month, or school increased in the areas of belonging, identity, and agency.</p>	<p>Teachers will continue to implement SEL lessons, morning meetings, check in and the counselor will do minute check in with students as well. The SEL facilitator will assist with the implementation of Sanford Harmony.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Monitor attendance and communicate with families to ensure student success. Assist in analysis of learning problems for at-risk students and assist teacher, child and parent develop action plan. Identify students in need of behavioral interventions, provide resources necessary to improve students' interactions with peers and adults.</p> <p>Connect staff and parents with community resources.</p> <p>Coordinate and participate SST's and IEP's to advocate for appropriate interventions to maximize student achievement.</p> <p>Organize and lead site counseling groups to assist students in need of academic and/or behavioral interventions.</p> <p>Coordinate retention/promotion process.</p> <p>Coordinate Site and State testing</p> <p>Coordinate 5th grade matriculation process</p> <p>Oversee and manage planning and selection of appropriate student classroom placement.</p> <p>Assists principal with implementation of Safe and Civil Schools Action Plan so to ensure student and staff safety. (IN 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Ground Education will provide Garden lessons with CCSS based Science, ELA and Math cross-curricular connections to each of class at Alvarado for one hour each month for 8 months. Ground Education will also provide extension lessons and support for teachers to utilize throughout the month. (SM 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Materials for meetings which include copy paper to distribute reminders or notices, flyers, supplies e.g paper, color pencils and color markers, pens, for parents to use for tasks during meetings. (PI 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>The site has approved \$2,469 to cover operational expenses, instructional materials, technology and emergency supplemental resources such as PPE as necessary throughout the year, to ensure student and staff safety as well as instructional success. (SM 3)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math units. TK-2 Teachers will spend time focusing on phonics of instruction and 3-5 will dedicate time to unpack the SBAC assessments. Teachers will analyze student data and collaborate as a student success team the most appropriate interventions. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, they will review the curriculum and ensure that all students are being culturally represented in the literature and lessons. TK-5 teachers will also participate in band (cross grade level) collaboration by spending two hours meeting with the adjacent grade levels for planning and analyzing the content that was covered. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Alvarado has a long-standing commitment to Teacher College Reading and Writing Workshop program, in alignment with the CCSS and district initiatives. The proposal is for the 3rd Edition K-2 Reading Units of Study and Decodable Texts. Each classroom will receive the latest units of study guides, a digital subscription, and class sets of decodable text that align with the units of study. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
In a small group, TOSA will be able to re-teach, review or assist students in accessing previously taught CCSS-based curriculum. Using a variety of instructional strategies; TOSA will address CCSS Math Anchor Standards by using a variety of strategies. Support implementation of CCSS-based lessons, increased use of Math discourse. Additionally, Alvarado students identified at-risk, including ELL students, based on research based assessments, will benefit from research based intervention program. While all students will be monitored, TOSA will support students identified at risk of retention and not meeting grade level expectations. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to	Students will participate in frequent and multiple	Wonders / Maravillas (Dual Immersion) and

<p>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 Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching 	<p>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.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>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>Core5</p> <p>ELLevation</p> <p>iReady</p>
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and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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>

Accountability Measure 1: Increase Achievement

Interventions

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
Hands-on science experiences with cross-curricular connections to support growth in ELA, Math, and Science. Core Curriculum 100	Ground Education will provide Garden lessons with CCSS based Science, ELA and Math cross-curricular connections to each of class at Alvarado for one hour each month for 8 months. Ground Education will also provide extension lessons and support for teachers to utilize throughout the month.	All Students	LCFF \$6,381 Services - LCFF 100%	07/01/2023 - 06/30/2024 Monthly	Ground Education Employees and Classroom teachers	5th SBAC Science ELA District Assessments Writing Scores Core Curriculum 100

CORE Survey data Basic Services 100	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$58,519 Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Hourly - Recreation Aide (4) for 394 hours annually - LCFF Rec 100%	07/01/2023 - 06/30/2024 Daily	Principal	CORE Survey results Basic Services 100
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

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
<p>To provide teachers with the support needed through grade level collaboration and planning to assist with the schools instructional focuses while embedding Core Curriculum 100</p>	<p>TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math units. TK-2 Teachers will spend time focusing on phonics of instruction and 3-5 will dedicate time to unpack the SBAC assessments. Teachers will analyze student data and collaborate as a student success team the most appropriate interventions. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, they will review the curriculum and ensure that all students are being culturally represented in the literature and lessons. TK-5 teachers will also participate in band (cross grade level) collaboration by spending two hours meeting with the adjacent grade levels for planning and analyzing the content that was covered.</p>	<p>Title 1 \$12,162 Substitute teacher full day (16) for 3 days - Title 1 100%</p>	<p>07/01/2023 - 06/30/2024 Monthly</p>	<p>Principal, teachers</p>	<p>Principal will monitor implementation of standard based instruction through walkthroughs with verbal and written feedback.</p>

K-2 student foundational reading Core Curriculum 100	<p>The Units of Study for Writing and Reading (K-2) have been significantly updated to better align with the Common Core State Standards and the latest scientific research. They come in a new format that clearly states what is in each session, as well as what students will do. The components include a guide on how to ensure access through differentiated instruction. Notes in the margin suggest how to adapt for ELLs. The new units include conferring notes include “grab-and-go” resources and student work to serve as exemplars. Teacher will attend a three day workshop focusing on the new UoS for K-2 Reading and Writing. One day will also be devoted to learning about phonics development and how it applies to the newly purchased Jumprope Readers. The total cost of the training will only be \$500 for all three days.</p>	Title 1 \$3,500 Services - Title 1 100%	07/01/2023 - 07/01/2024 Daily	Teacher	IIC, Principal
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Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
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No supplemental budgeted items have been approved.

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)	165513
Title I Parent and Family Involvement (3008)	2431

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; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	39340

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

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

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

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

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research 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.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

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.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

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.

Youth Orchestra

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

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Cheryl Huber	06-28-2025
Staff	Classroom Teacher	Emily Zavala	06-28-2025
Staff	Classroom Teacher	Melina Nafarrate	06-28-2025
Staff	Classroom Teacher	Miriam Hadley	06-28-2025
Staff	Non Classroom Teacher	Lindsey Unger	06-28-2025
Community	Parent	Cynthia [REDACTED]	06-28-2025
Community	Parent	Geraldine [REDACTED]	06-28-2025
Community	Parent	Ari [REDACTED]	06-28-2025
Community	Parent	Xochil [REDACTED]	06-28-2025
Community	Parent	Charlene [REDACTED]	06-28-2025

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)	Zullymayra [REDACTED]
DELAC Representative	Parent of EL Student (required)	Gerladine [REDACTED]
Principal or Designee	Staff Member (required)	Cheryl Huber
Secretary	Parent of EL Student (required)	Alicia [REDACTED]

Name	Representing
Lindsey Unger	Staff Member

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?	09/25/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none"> - ELAC Recommends continuing tutoring for English Learners. - Continuing support with the intervention teachers as discussed last school year. - Teachers will utilize Elevation as a tool to support ELL's.
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 RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	09/26/2023

<p>6. What was SSC's response to ELAC recommendations?</p>	<p>SSC agrees that these recommendations will support the English Language Learners at Alvarado Elementary in progressing towards their academic goals.</p> <p>School Site Council Approved ELAC recommendations on Tuesday, 9/26/23.</p> <p>The SSC minutes note... Lindsey Unger moved to approve ELAC recommendations. Emily Zavala seconded the notion. All approve 9/9. ELAC recommendations are approved.</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): 09/26/2023
2. The SSC approved the **Home-School Compact** on 09/26/2023
3. The SSC approved the **Parent Involvement Guidelines** on 09/26/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/21/2023
5. SSC Participated in the Annual Evaluation of SPSA:10/24/2023
6. The SPSA was approved at the following SSC Meeting: 10/24/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI)

Alvarado Elementary School

If ATSI, identify subgroups:

- African-American
- American Indian
- Asian-American
- English Learner
- Filipino
- Foster Youth
- Hispanic
- Homeless
- Pacific Islander
- Socioeconomically Disadvantaged
- Students with Disabilities
- Two or More Races
- White

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

10/24/23

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

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.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

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 Continuum framework. Since 2014, LBUSD 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 stakeholders. 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 who require 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. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- 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, particularly in a distance-learning environment.
- 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 will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or 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 develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors 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, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, 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.



JUAN BAUTISTA ALVARADO ELEMENTARY SCHOOL

"A California Distinguished School"
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**SCHOOL- HOME COMPACT
 2023-2024**

We know that learning can take place only when there is a combination of effort, interest and motivation. As we are all committed to _____'s success in school, we are going to do our best to promote his/her achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled with our team effort. Together we can improve teaching and learning.

<p>The Alvarado staff pledges to:</p> <ul style="list-style-type: none"> • Alvarado Elementary School will focus its resources on improving the literacy level of all students. • Alvarado Elementary School will provide an academic program that is rigorous and challenging. • Alvarado Elementary School will identify students with special needs and work with parents to plan appropriate interventions. • Alvarado Elementary School staff will be positive role models for students and will create an environment inclusive of all students. • Alvarado Elementary School will provide parenting and other classes and workshops for parents. • Alvarado Elementary School will communicate with parents/guardians on an ongoing basis regarding the academic success of their children. • Alvarado Elementary School will involve parents/guardians in the governance of the school. • Alvarado Elementary School staff will provide intervention and acceleration opportunities. • Alvarado Elementary School will implement a K-5 homework program that emphasizes writing in all content areas. • Alvarado Elementary School will provide opportunities for homework help and after school tutoring through the L.B. WRAP After School Program. <ul style="list-style-type: none"> • Staff will consistently enforce the Alvarado Expectations. 	<p>As an Alvarado student I pledge to:</p> <ul style="list-style-type: none"> • Work as hard as I can on my school assignments and behavior in school. • Discuss with my parents what I am learning at school. • Ask my teacher questions when I don't understand something. • Limit my TV watching and read books instead. • Read at least ___ minutes a night. • Show respect for all adults, students, and school community. • Learn and follow Alvarado Expectations. • Students will follow safety guidelines for drop-off and pick-up • Maintain school cleanliness by putting trash in the trash cans 	<p>The Alvarado parent pledges to:</p> <ul style="list-style-type: none"> • Parents/Guardians will make sure their student comes to school on time and only misses when very ill. • Parents/Guardians will send their students to school in uniform and with supplies prepared ready to learn. • Parents/Guardians will read to their students at least ___ minutes a night and/or have their child read at least ___ minutes every night. • Parents/Guardians will provide a quiet place for their students to do homework, assist them if needed, and ensure completeness and accuracy. • Parents/Guardians will be supportive and work with the teachers to solve their students' learning and/or discipline challenges. • Parents/Guardians will visit the school and classes as often as possible and sign up to volunteer their time when possible. • Parents/Guardians will support Alvarado Expectations. • Parents/Guardians will attend at least one parent/teacher conference a year to discuss the academic progress of their child. • Parents will support the school safety drop-off and pick-up policy
<p>Teacher 's Signature _____ Date _____</p>	<p>Student's Signature _____ Date _____</p>	<p>Parent/Guardian's Signature _____ Date _____</p>
<p>Principal's Signature _____ Date _____</p>		<p>Parent/Guardian's Signature _____ Date _____</p>



ESCUELA PRIMARIA JUAN BAUTISTA ALVARADO

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CONTRATO DE ESCUELA-HOGAR 2023-2024

Sabemos que el aprendizaje es posible cuando se combina el esfuerzo, interés y motivación. No comprometemos al éxito de Alvarado en la escuela y estamos haciendo todo lo posible por estimular su rendimiento académico. Este acuerdo es una promesa de trabajar juntos. Nosotros creemos que este acuerdo se puede cumplir con nuestro esfuerzo como equipo. Juntos podemos mejorar la enseñanza y el aprendizaje

El Personal de Alvarado promete:	Como estudiante de Alvarado prometo:	El Padre de Familia de Alvarado promete:
<ul style="list-style-type: none"> • enfocar sus recursos para mejorar el nivel de alfabetización de todos los estudiantes. • brindar un programa académico riguroso y desafiante. • identificar estudiantes con necesidades especiales y trabajar con los padres para planear las intervenciones debidas. • ser modelo positivo para los estudiantes. • proveer clases para padres y otras clases y talleres para padres de familia. • comunicarse con los padres de familia/tutores de manera continua acerca del éxito académico de sus niños. • incluir a los padres de familia/ tutores en la administración de la escuela. • brindar oportunidades de intersesión. • implementar el programa de tarea del K-5 que enfatiza la escritura en todas las áreas del contenido académico. • brindar oportunidades para recibir ayuda con la tarea y asistencia académica después del horario escolar por medio del Programa Después del Horario Escolar L.B. WRAP. 	<ul style="list-style-type: none"> • dar lo mejor de mí mismo en mis trabajos escolares y en mi conducta en la escuela. • Hablar con mis padres de lo que estoy aprendiendo en la escuela. • Hacerle preguntas a mi maestro(a) cuando no entienda algo. • Limitar cuánto tiempo veo la televisión y leer libros en vez. • Leer por lo menos ___ minutos cada noche. • Demostrar respeto a todos los adultos y estudiantes. 	<ul style="list-style-type: none"> • asegurarse de que su estudiante venga a la escuela a tiempo y solamente falte cuando esté muy enfermo(a). • mandar a su estudiante en el uniforme escolar y con los útiles, preparados y listos para aprender. • leer con su estudiante por lo menos 15 minutos por la noche o pedirle a su niño(a) que lea por lo menos 30 minutos cada noche. • proveerle un lugar callado a su estudiante para hacer la tarea y ayudarlo(a) cuando sea necesario. • apoyar y trabajar con los maestros para resolver el problema de aprendizaje y/o de disciplina de su estudiante. • visitar la escuela y el salón de clase seguido cuando sea posible e inscribirse como voluntario cuando sea posible. • ayudar a sus niños con la tarea para asegurar con regularidad que esté completo y correcto. • asistir por lo menos a una vez al año a una conferencia entre maestros y padres de familia para hablar acerca del progreso académico de su niño(a).
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Firma del Maestro(a) Fecha	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Firma del Estudiante Fecha	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Firma del Padre de Familia/Tutor Fecha
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Firma del Director Fecha		<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Firma del Padre de Familia/Tutor Fecha



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Alvarado Elementary School
Parental Involvement Guidelines
2023-2024 School Year

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

PART I

Alvarado Elementary agrees to implement the following requirements:

- jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree on.
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to parents in a language the parents can understand.
- make the School Parental Involvement Guidelines available to the local community.
- periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- adopt the school's school-parent compact as a component of its School Parental Involvement Guidelines.
- agrees to be governed by the following statutory definition of parental 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 PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

1. Alvarado Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental 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 parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other parents and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, 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 Parent Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer parents to allow for discussions

2. Alvarado Elementary will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:

- At a SSC & ELAC meeting
- Section of Newsletter
- Annual Title I Meeting
- Main Office Counter
- Back to School Night

3. Alvarado Elementary will periodically update school's Parental Involvement Guidelines to meet the changing needs of parents and the school:

- At SSC and ELAC meetings
- Parent information meetings
- Supplemental Instruction
- School site council must vote to approve the guidelines

4. Alvarado Elementary will convene an Annual Title 1 Public Meeting to inform parents of the following:

- The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
- Meetings offered hold a flexible number of meetings at varying times
- Notifications/fliers sent home language
- Announcement made on school marquee, through Schoolloop and teleparent

5. Alvarado Elementary will provide updated information to parents about Title I programs throughout the school year:

- Section of Newsletter
- On Main Office Counter
- At SSC, ELAC meetings and other parent meetings (PTO/CAAP, etc.)
- Meetings offered at different times
- Announcements/fliers sent home with child in home language
- Marquee displaying school activities

6. Alvarado Elementary will provide to parents 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. 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:

- Parent workshops; parent surveys
- Coffee with the Principal
- In school newsletters
- Back-to-School night
- At SSC & ELAC meetings

7. Alvarado Elementary will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents 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. Alvarado Elementary will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:

- At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Alvarado Elementary will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - *District trainings offered for parents and staff*
 - *Parent education workshops on site*
 - *Parent-Teacher Conferences*
 - *Monthly calendars of Parent Workshops posted on district website*
 - *DCAC, DELAC and other district parent forums/meetings*
 - *District website resources: click "A-Z" Index for Parent Education, forums, guidelines, information, University and ParentVue.*

2. Alvarado Elementary will incorporate the Home-School Compact as a component of its School Parental 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
 - Compact will be discussed, signed, and distributed during fall parent-teacher conferences

3. Alvarado Elementary will, with the assistance of its district, provide assistance to parents 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. Alvarado Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Parent Workshops
 - Kindergarten Institute
 - Understanding Testing
 - Understanding the Content Standards

5. Alvarado Elementary will, with the assistance of the District and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to

implement and coordinate parent programs and build ties between parents and schools, by:

- Teacher/Staff In-services
 - Effective communication during parent-teacher conferences
 - Parents as Teachers Partners
 - Reaching the “Hard to Reach” Parents

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in home language:

- PALMS will be doing the translations of written materials/notifications that are sent to parents

PART IV.

DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

NOTE: The School Parental Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' 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 parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents 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 parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental 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 parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;

- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART V. ADOPTION

These Alvarado Elementary Parental Involvement Guidelines have been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members by **9/26/23** and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents on or before December 2023. Alvarado Elementary, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Cheryl Huber

Signature of Principal

9/26/23

Date



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Alvarado Elementary School

**Escuela Primaria Alvarado
Pautas para la participación de los padres
Año escolar 2023-2024**

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria Alvarado ha desarrollado junto con los miembros del Consejo Escolar y distribuido a los padres de los niños participantes, unas Pautas para la participación de los padres en la escuela, que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de la Escuela Primaria Alvarado para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El Pacto entre el hogar y la escuela está incorporado en las Pautas para la participación de los padres en la escuela.

PARTE I

La Escuela Primaria Alvarado se compromete a implementar los siguientes requisitos:

desarrollar conjuntamente con los padres, distribuir a los padres de los niños participantes, unas Directrices de participación de los padres en la escuela que la escuela y los padres de los niños participantes acuerden.

notificará a los padres sobre las Pautas de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender.

Poner a disposición de la comunidad local las Pautas para la participación de los padres en la escuela.

actualizar periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.

adoptar el pacto escuela-padres de la escuela como un componente de sus Directrices de participación de los padres en la escuela.

acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II.

DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LOS COMPONENTES REQUERIDOS DE LAS DIRECTRICES PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA

La Escuela Primaria Alvarado tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de los padres en la escuela y su plan escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA:

- Planificar una reunión con los padres de SSC y ELAC para revisar las pautas del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Estudiantil
- Invitar a otros padres y partes interesadas a asistir a la reunión
- Anúnciate en el boletín informativo de Título 1, en la noche de regreso a la escuela, a través de teleparent, etc.
- en la reunión
- Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer los ajustes (eliminaciones o adiciones) según sea necesario.
- Escriba o actualice las Pautas de participación de los padres y los Pactos entre el hogar y la escuela
- Las traducciones orales y escritas estarán disponibles para los padres españoles y khmer para permitir las discusiones.
- 2. La Escuela Primaria Alvarado tomará las siguientes medidas para distribuir a los padres y la comunidad local las Pautas de participación de los padres de la escuela:
 - En una reunión de SSC y ELAC
 - Sección de Newsletter
 - Reunión Anual de Título I
 - Mostrador de la oficina principal
 - Noche de regreso a la escuela
- 3. La Escuela Primaria Alvarado actualizará periódicamente las Pautas de participación de los padres de la escuela para satisfacer las necesidades cambiantes de los padres y la escuela:
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para padres

- Instrucción Suplementaria
- El consejo del sitio escolar debe votar para aprobar las pautas
- 4. La Escuela Primaria Alvarado convocará una Reunión Pública Anual del Título 1 para informar a los padres de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos del Título 1 en esta escuela y el derecho de los padres a participar
 - Las reuniones ofrecidas tienen un número flexible de reuniones en diferentes horarios
 - Notificaciones/volantes enviados en el idioma del hogar
 - Anuncio realizado en la marquesina del colegio, a través de Schoolloop y teleparent
- 5. La Primaria Alvarado proporcionará información actualizada a los padres sobre los programas de Título I durante todo el año escolar:
 - Sección de Newsletter
 - En el mostrador de la oficina principal
 - En SSC, reuniones de ELAC y otras reuniones de padres (PTA/PTO/CAAP, etc.)
 - Reuniones ofrecidas en diferentes horarios.
 - Anuncios/volantes enviados a casa con el niño en el idioma del hogar
 - Marquesina con actividades escolares
- 6. La Primaria Alvarado proporcionará a los padres una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes. La escuela también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:
 - Talleres para padres; encuestas para padres
 - Café con el director
 - En los boletines escolares
 - noche de regreso a la escuela
 - En las reuniones de SSC y ELAC
- 7. La Escuela Primaria Alvarado coordinará e integrará los programas y actividades de participación de los padres con Head Start, Early Reading First, preescolares públicos y otros programas que animen y apoyen a los padres 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 Primaria Alvarado enviará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes:

- En las reuniones del consejo escolar
- PARTE III
- RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES
- 1. La Escuela Primaria Alvarado desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres, a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de lo siguiente actividades específicamente descritas a continuación:
 - Capacitaciones del distrito ofrecidas para padres y personal
 - Talleres de educación para padres en el sitio
 - Conferencias de padres y profesores
 - Calendarios mensuales de talleres para padres publicados en el sitio web del distrito
 - DCAC, DELAC y otros foros/reuniones de padres del distrito
 - Recursos del sitio web del distrito: haga clic en el índice "A-Z" para la educación de los padres, foros, pautas, información, Universidad y ParentVue.
- 2. La Escuela Primaria Alvarado incorporará el Pacto entre el Hogar y la Escuela como un componente de sus Pautas para la Participación de los Padres en la Escuela:
 - Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el logro académico
 - Desarrollado, discutido y revisado en las primeras reuniones de SSC y ELAC
 - El consejo del sitio escolar debe votar para aprobar el pacto
 - El acuerdo se discutirá, firmará y distribuirá durante las conferencias de padres y maestros de otoño.
- 3. La Escuela Primaria Alvarado, con la asistencia de su distrito, brindará asistencia a los padres de los niños atendidos por la escuela para comprender temas como los siguientes:
 - los estándares de contenido académico del estado
 - las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas
- 4. La Primaria Alvarado, con la asistencia de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres al:
 - Talleres para padres

- Instituto de jardín de infancia
- Comprender las pruebas
- Comprender los estándares de contenido

PART IV.

DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

NOTA: Las Directrices para la participación de los padres en la escuela pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con los padres, elige emprender para desarrollar la capacidad de participación de los padres en la escuela para apoyar el rendimiento académico de sus hijos, como la siguientes actividades discrecionales enumeradas en la sección 1118(e) de la ESEA:

Involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;

Proporcionar la capacitación de alfabetización necesaria para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiación razonablemente disponibles para esa capacitación;

Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;

Capacitar a los padres para mejorar la participación de otros padres;

Con el fin de maximizar la participación y participación de los padres en la educación de sus hijos, organizar reuniones escolares en una variedad de horarios o realizar conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con padres que no pueden asistir a esas conferencias. en la escuela;

Adoptar e implementar enfoques modelo para mejorar la participación de los padres;

Establecer un consejo asesor de padres en todo el distrito (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A;

Desarrollar roles apropiados para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y

Proporcionar otro apoyo razonable para las actividades de participación de los padres bajo la sección 1118 según lo soliciten los padres.

PARTE IV.

COMPONENTES DE LAS DIRECTRICES PARA LA PARTICIPACIÓN DISCRECIONAL DE LOS PADRES EN LA ESCUELA

NOTA: Las Directrices para la participación de los padres en la escuela pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con los padres, elige emprender para desarrollar la capacidad de participación de los padres en la escuela para apoyar el rendimiento académico de sus hijos, como la siguientes actividades discrecionales enumeradas en la sección 1118(e) de la ESEA:

Involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;

Proporcionar la capacitación de alfabetización necesaria para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiación razonablemente disponibles para esa capacitación;

Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;

Capacitar a los padres para mejorar la participación de otros padres;

Con el fin de maximizar la participación y participación de los padres en la educación de sus hijos, organizar reuniones escolares en una variedad de horarios o realizar conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños

participantes, con padres que no pueden asistir a esas conferencias. en la escuela;

Adoptar e implementar enfoques modelo para mejorar la participación de los padres;

Establecer un consejo asesor de padres en todo el distrito (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A;

Desarrollar roles apropiados para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y

Proporcionar otro apoyo razonable para las actividades de participación de los padres bajo la sección 1118 según lo soliciten los padres.

PARTE V. ADOPCIÓN

Estas Pautas para la Participación de los Padres de la Escuela Primaria Alvarado han sido desarrolladas conjuntamente con los padres de los niños que participan en los programas de Título I, Parte A, y han sido acordadas por ellos. Las Pautas fueron adoptadas por los miembros del Consejo Escolar del sitio antes del 9/26/23 y estarán vigentes por un período de 1 año. La escuela distribuirá las Pautas a todos los padres en 12/2023 o antes. La Primaria Alvarado, cuando sea posible, proporcionará una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

Cheryl Huber

Firma del Director

26 de septiembre de 2023

Fecha