

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Alvarado Elementary

School Plan for Student Achievement

2024-2025

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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

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

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

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

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

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

DELAC Recommendations:

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

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

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

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

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

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

Title I Schools

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

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

On the iReady assessment, our baseline data for this school year identified 24% of students as three years below (tier three), 46% as two years below (tier two), and 31% at or above grade level (green tier one). By the end of the previous year, we had 60% proficient or above in the green tier one section. Overall in the area of FRSA, our kindergarteners finished the 23-24 school year with 82% of students on track compared to 51% the previous year, first-grade finished with 64% of students on track compared to 57% the previous year, and second-grade finished the year with 69% of students on track compared to 40% on track the previous year.

On the SBAC, for the 23-24 school year, in the area of ELA, 55% of 3rd grade students scored at or above proficiency compared to 55% the previous year, 68% of 4th grade students scored at or above proficiency compared to 52% the previous year, and 68% of 4th grade students scored at or above proficiency compared to 64% the previous year.

ELA Goals

Identified Area of Need:

Alvarado data is trending in a positive direction, where on track/on grade level data is increasing from year to year for both beginning of the year baseline data, as well as end of year data. However, there are still students who are currently one or more years below grade level. There is a need to bring these students up to grade level, keep on grade level students on track, and to maintain a rigorous learning environment for those students who are above grade level to ensure they continue to be challenged.

Goal:

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.

Action Plan Summary:

- Literacy Teachers working with students that are two grade levels below.
- Implementation of iReady lessons tailored to the needs of each student.
- Family Literacy Night
- Continuing with workshops
- teachers will implement small Group Instruction, Designated EL Instruction, and skills based group instruction
- Professional Development will be provided to staff around providing data driven, inquiry-based, rigorous instruction

Progress Monitoring:

Teachers/Admin/Specialists 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. Staff will work collectively to ensure goals are being met.

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: Mathematics

Math Findings

On the SBAC, in the area of math for the 23-24 school year, our students ended the year with 51% of 3rd students scoring met or exceeded compared to 51% the previous year, 52% of 4th graders scoring met or exceeded compared to 34% the previous year, and 52% of 5th grade students scoring met or exceeded compared to 34% the previous year.

On the iReady assessment, our baseline data for the 24-25 school year identified 7% of students as three years below (tier three), 19% as two years below (tier two), 58% at one grade level below (tier 1), and 15% of students at or above grade level. 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 district average. We will monitor progress based on the upcoming iReady assessments.

Baseline data from the previous school year on the iReady assessment identified 6% of students as being three or more grade-levels below, 29% as two grade levels below, 53% of students one grade level below, and 13% of students on or above grade level. We ended the 23-24 school year with 9% of students three or more grade levels below, 52% one or more grade levels below, and 39% of students on or above grade level.

Math Goals

Area of need:

Both 4th and 5th grade showed a significant boost in SBAC scores when comparing 22-23 to 23-24, however 3rd grade remained the same. Though are math scores are trending upward or remaining the same, a majority of students are scoring below grade level. Math needs to be a focus across the board for all students at every grade level. There is a need for formative assessments so that data can be ore tightly monitored so that students can receive appropriate support in a timely manor.

Goal: 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.

Action Plan Summary:

- Implementation of iReady lessons tailored to the needs of each student.
- Family Math Night
- Afterschool tutoring
- Continuing with parent workshops
- Teachers implement small group instruction and skills based groups
- Teachers provide inquiry-based, rigorous instruction
- QCI/Professional development for teachers in the area of math

Progress Monitoring:

Teachers/Admin/Specialists 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. Teachers, Admin, and Specialists will work collectively to ensure student needs are met.

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: English Learners

English Learner Findings

EL Reading Levels:

5 Well Developed
42 Somewhat/Moderately Developed
20 Beginning
12 no data

EL Writing Levels

11 Well Developed
38 Somewhat/Moderately
27 Beginning
12 no data

EL Speaking Levels

20 Well Developed
29 Somewhat/Moderately Developed
18 Beginning
12 no data

EL Listening Levels

16 Well Developed
36 Somewhat Moderately Developed
15 Beginning
12 no data

Alvarado currently has 88 EL's, with 15 RFEPS being monitored, 0 RFEP's fully exited, 6 newcomers, and 3 LTEL's.

English Learner Goals

Area of Need:

A majority of our students are scoring at somewhat/moderately developed in each category. Students at all levels need support to increase their language proficiency skills with the ultimate goal of being RFEP'd.

Goal:

By June, 2025, EL students will advance at least one ELPI level compared to their scores from the previous year (Spring 2024) as determined by the English Learner Progress Index (ELPI).

Action Plan Summary:

- Teachers with RFEP students will continue to progress monitor those students to ensure that they are continuing to achieve.
- Counselor will develop an incentive system to motivate students to do their best on ELPAC, encourage RFEP
- Teachers will utilize the data, tools, and strategies provided by Ellevation
- Literacy Teachers working with groups
- Teachers will provide designated EL instruction

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:

- Reclassification Rate
- EL Student Achievement Data (Math/ELA)
- Patterns/Trends from Walkthrough Notes/Agendas
- QCI - (Pre) Whole School Walkthrough & Goal Conferences
- Eduastic Assessments

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Pulse Survey Findings...
Identity: 83% Favorable this Fall, which is two points above the district average, but 3 points down from the Spring survey.
Agency: 82% Favorable this Fall, which is two points above the district average, and the same as the Spring survey.
Belonging: 80% Favorable this Fall, which is two points above the district average, but 6 points down from the Spring survey.

Pulse Survey Findings by Subgroups...
Identity: (Overall 83%)
EL: 79%. Not EL: 84%
African American: 86%
Asian: 84%
Hispanic/Latino 81%
Students w/ Disabilities: 81%. Students w/o Disabilities: 84%

Agency: (Overall 82%)
EL: 86%. Not EL: 82%
African American: 77%
Asian: 85%
Hispanic/Latino 82%
Students w/ Disabilities: 80%. Students w/o Disabilities: 83%

Belonging: (Overall 80%)
EL: 83%. Not EL: 79%
African American: 76%
Asian: 81%
Hispanic/Latino 81%
Students w/ Disabilities: 77%. Students w/o Disabilities: 80%

Culture/Climate Goals

Area of need:

The student population scored higher in all three categories than the district average for each category (Agency, Identity, Belonging), however, our scores for identity and belonging dropped compared to scores from the previous Spring. Belonging had the most significant drop, going from 86% in Spring 2023, to 80% in Fall, 2024. When looking at the subgroups data, African American students and students with disabilities scored the lowest compared to the student average, however, these were only slight differences. Alvarado needs to focus on raising scores in all areas, particularly Identity and Belonging, with a special focus on our African American students, and students with disabilities.

Goal:

By June 2025, Alvarado Pulse survey results will show an increase of 03% (from 80% in Fall 2024 to 83% in Spring 2025) in the area of Belonging as measured by the Student Wellness Pulse Survey.

Action Plan Summary:

- Work with the district's attendance team (ALL in attendance) to increase our attendance rate.
- Continues with our monthly awards
- Teacher's implement Harmony SEL Curriculum
- continue with our culture building activities (A.M. Show, Student Council, Student of the Month Assemblies, School-wide traditional activities, Assemblies, Caught 'Ya Parties)

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.

Planned Data to Collect:

- Pulse Survey Data
- African American Student Data
- Students with Disabilities Data
- Patterns/Trends from Walkthrough Notes/Agendas
- Suspension Rates
- Office Referral Rates

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 trended in a positive direction 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>Alvarado scores trended in a positive direction each time the survey was given last year, however from Spring to Fall of this year, scores for identity and belonging decreased slightly from the previous survey results. Alvarado scored above the district average in all three categories (identity, belonging, 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.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>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)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<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. (PD 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

<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.</p> <p>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 Jump Rope Readers. The total cost of the training will only be \$500 for all three days. (PD 2)</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>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

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
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 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. 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading,</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science,</p>

<p>• Regular practice with complex text and its academic vocabulary with intensity.</p> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>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>Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

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 • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

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

<p>K-5 students demonstrating gaps in their math skills and not meeting LBUSD retention criteria on math facts. Basic Services 100</p>	<p>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.</p>	<p>Identified At-Risk Students</p>	<p>LCFF \$26,756 Title 1 \$80,268 Teacher on Special Assignment (TOSA) .6 FTE - LCFF 25%; Title 1 75%</p>	<p>07/01/2024 - 06/30/2025 Daily</p>	<p>1 Teacher on Special Assignment (60%) to support K-5</p>	<p>Student assessment data (formative and interim) based on District math unit test levels. Increased scores on LBUSD data: Unit assesment, math fact and IAB. Basic Services 100</p>
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<p>There is a need for more instructional materials for students, technology and emergency supplemental resources to support our students' academic achievement, safety and improve the school climate. Basic Services 100</p>	<p>Alvarado has a long standing history of academic excellence which comes from ensure each teacher has the supplemental materials and school supplies needed. The site has approved \$8,400 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.</p>	<p>All Students, All Parents, All Staff</p>	<p>LCFF \$10,704 Materials - LCFF 100% Services - LCFF 100%</p>	<p>07/01/2024 - 06/30/2025 Daily</p>	<p>Cheryl Huber</p>	<p>Principal and office supervisor will keep itemized list of materials purchased for students to report back to the SSC at the end of the year. Basic Services 100</p>
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Academic and SEL materials and services. Elementary Reading - FRSA 20, Elementary Math - Math Facts 20, Culture-Climate Survey (Student-Staff) 20, Basic Services 40	SSC approved \$31,000.00 from Title I for supplemental materials, including technology to support targeted students with foundational reading skills, math manipulatives, workshop support and materials, multilingual support and all TK-5th grade classes.	English Learners, Identified At-Risk Students, All Students	Title 1 \$31,000 Materials - Title 1 100% Services - Title 1 100%	08/29/2024 - 06/30/2025 Semester	Principal	5th SBAC Science ELA District Assessments Writing Scores Elementary Reading - FRSA 20, Elementary Math - Math Facts 20, Culture-Climate Survey (Student-Staff) 20, Basic Services 40
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 \$63,119 Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Leader .25 FTE - LCFF Rec 100% Hourly - Recreation Aide (5) for 155 hours annually - LCFF Rec 100%	07/01/2024 - 06/30/2025 Daily	Principal	CORE Survey results Basic Services 100

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 \$6,500 Services - LCFF 100%	07/01/2024 - 06/30/2025 Monthly	Ground Education Employees and Classroom teachers	5th SBAC Science ELA District Assessments Writing Scores Core Curriculum 100
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Alvarado hosts an annual TK/Kinder Orientation before the start of each school year where parents and students have the opportunity to tour the campus, meet the kinder teachers, and visit their classrooms.	Alvarado promotes the district School of Choice fair for 5th grade students. The counselor hosts a parent meeting to inform and assist with School of Choice. 5th grade teachers promote social skills, organizational skills, and academic readiness all aimed at helping students have a smooth and successful transition to middle school.	N/A

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Student Voice Community Building	Student Council - basic school supplies needed A.M. Show (Student news show) - no supplies needed	N/A	October-June	Mrs. Huber Ms. Rosales Ms. Unger	Pulse Survey Informal student survey Student interviews Staff feedback

Accountability Measure 3: Professional Development

Professional Development

Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
<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 \$12,989 Substitute teacher full day (16) for 3 days - Title 1 100%</p>	<p>07/01/2024 - 06/30/2025 Monthly</p>	<p>Principal, teachers</p>	<p>Principal will monitor implementation of standard based instruction through walkthroughs with verbal and written feedback.</p>

Describe Teacher Involvement

Teachers have the opportunity to participate in School Site Council Elections, and if elected, serve on the committee.

Teachers have the opportunity to serve on the Equity Leadership Team.

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
To increase the amount of parent participation and to ensure that at parents are informed about Title 1 Meetings and Workshops. Culture-Climate Survey (Parent) 100	Materials for meetings which include copy paper to distribute reminders or notices, flyers, supplies e.g paper, color pencils and color markers, pens, for parent meetings and communication.	Par Inv \$3,065 Materials - Par Inv 100%	08/27/2024 - 06/30/2025 Monthly	Administrators, selected staff and parents	Principal

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)	124675
Title I Parent and Family Involvement (3008)	3065

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

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

State Programs *	Allocation
LCFF	43960

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

Midyear Adjustments:

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Family Resource Centers

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

Youth Orchestra

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

Assistance to Schools**Counselors**

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

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

APEX Online

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

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Chery Huber	06-28-2025
Staff	Classroom Teacher	Miriam Hadley	06-28-2025
Staff	Classroom Teacher	Emily Zavala	06-28-2025
Staff	Classroom Teacher	Melina Nafarrate	06-28-2025
Staff	Other School Personnel	Lindsey Unger	06-28-2025
Community	Parent/Community Member	██████ Lee	06-28-2025
Community	Parent/Community Member	██████ Labrada	06-28-2025
Community	Parent/Community Member	███ Niabati	06-28-2025
Community	Parent/Community Member	██████████ Le	06-28-2026
Community	Parent/Community Member	███ Gaines	06-28-2026

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)	██████████ Arellano
DELAC Representative	Parent of EL Student (required)	██████████ Labrada
Principal or Designee	Staff Member (required)	Cheryl Huber
Secretary	Parent of EL Student (required)	██████████ Salas

Name	Representing
██████████ Lopez	Parent of EL Student
██████████ Zelaya	Parent of EL Student
██████████ Lopez	Parent of EL Student
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?	10/08/2024
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. - ELAC and school staff will continue to monitor EL data to determine effectiveness. - Establish Newcomers groups to support ELL’s and other students that are new to Alvarado this year and following years. - ELAC and school staff will continue to monitor EL data to determine continued effectiveness of the above implementations.

<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations</p>	<p>10/08/2024</p>
<p>6. What was SSC's response to ELAC recommendations?</p>	<p>School Site Council reviewed these recommendations at their 2:20 pm meeting on 10/8/24. There were no questions or concerns.</p> <p>█████ Zavala Motioned to approve, █████ Hadley Seconded. All approve 8/8. ELAC Recommendations approved.</p>

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): 10/08/2024
2. The SSC approved the **Home-School Compact** on 10/08/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/08/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/17/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/19/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



JUAN BAUTISTA ALVARADO ELEMENTARY SCHOOL

"A California Distinguished School"
 1900 E. 21st Street,
 Signal Hill, California 90755
 (562) 985-0019
 FAX (562) 986-9451

**SCHOOL- HOME COMPACT
 2024-2025**

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. <hr/> <p>Teacher 's Signature _____ Date _____</p> <hr/> <p>Principal's Signature _____ Date _____</p>	<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 <hr/> <p>Student's Signature _____ Date _____</p>	<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. <ul style="list-style-type: none"> • 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 <hr/> <p>Parent/Guardian's Signature _____ Date _____</p> <hr/> <p>Parent/Guardian's Signature _____ Date _____</p>
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ESCUELA PRIMARIA JUAN BAUTISTA ALVARADO

"Una Escuela Distinguida de California"
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CONTRATO DE ESCUELA-HOGAR 2024-2025

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/> <p>Firma del Maestro(a) Fecha</p>	<hr/> <p>Firma del Estudiante Fecha</p>	<hr/> <p>Firma del Padre de Familia/Tutor Fecha</p>
<hr/> <p>Firma del Director Fecha</p>		<hr/> <p>Firma del Padre de Familia/Tutor Fecha</p>



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Alvarado Elementary School
Parental Involvement Guidelines
2024-2025 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



JUAN BAUTISTA ALVARADO
ELEMENTARY SCHOOL
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Alvarado Elementary School

Escuela Primaria Alvarado

Pautas para la participación de los padres

Año escolar 2024-2025

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