



Alvarado Elementary

School Plan for Student Achievement
2025-2026

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 (ELA)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (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 Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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:

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

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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, 31% of students in Grade 1 were below grade level, which is an increase of 4% from the previous year. 40% of students in Grade 2 were below grade level, which is an increase of 11% from the previous year. 28% of students in Grade 3 were below grade level, which is a decrease of 9% from the previous year. 63% of students in Grade 4 were below grade level, which is a 12% increase from the previous year. 52% of students in Grade 5 were below grade level, which is a decrease of 11% from the previous year.

On the ELA SBAC, 55% of Grade 3 students scored Met/Exceeded compared to 55% the previous year, 63% of Grade 4 students scored Met/Exceeded compared to 68% the previous year, and 65% of Grade 5 students scored Met/Exceeded compared to 68% the previous year.

On the FRSA, 84% of students in Grade K were On Track compared to 80% the previous year, 92% of students in Grade 1 were On Track compared to 64% the previous year, and 79% of students in Grade 2 were On Track compared to 69% the previous year.

Fluency proficiency levels shows 92% of students in Grade 1 are Met compared to 78% the previous year, 79% of students in Grade 2 are Met compared to 71% the previous year, 77% of students in Grade 3 are Met compared to 63% the previous year, 51% of students in Grade 4 are Met compared to 60% the previous year, and 59% of students in Grade 5 are Met compared to 53% the previous year.

ELA Goals

Identified Area of Need:

For 3 consecutive years, 55% of students in Grade 3 have scored Met/Exceeded on the SBAC. While the percentage of African American students scoring Met/Exceeded has increased from 14% in 22-23 to 56% in 24-25, the overall percentage has stayed the same, as well as the percentage of ELs scoring Met/Exceeded. For 2 consecutive years, the percentage of students in Grades 4 and 5 who scored "Not Met" on SBAC ELA the prior year, but reached the scale score growth target the following year has increased from 36% to 43%. However, for the 24-25 school year, that percentage dropped to 32%.

Board Goal 1: The percentage of Grade 3 students who meet or exceed grade-level standards on the SBAC will grow from 55% in June 2025 to 67% in June 2026.

Interim Goal 1a: By June 2026, 88% of students in Grade K, 95% of students in Grade 1, and 92% of students in Grade 2 will meet or exceed on the Spring foundational reading skills assessment.

Interim Goal 1b: By June 2026, 95% of students in Grade 1, 81% of students in Grade 2, and 82% of students in Grade 3 will meet or exceed on the Spring fluency assessment.

Interim Goal 1c: By June 2026, 80% of students in Grade 1, 78% of students in Grade 2, and 76% of students in Grade 3 will be on or above grade level on i-Ready Reading Diagnostic 3 assessment.

Board Goal 2: The percentage of students in Grades 4 and 5 scoring at the "Not Met" achievement level in the prior year who meet the scale score growth target on the state SBAC ELA assessment will increase from 32% to 48% in June 2026.

Interim Goal 2a: By June 2026, 37% of students in Grades 4 and 5 who were Not Met the prior year will be Met for their i-Ready Stretch Growth from D1-D3.

Interim Goal 2b: By June 2026, 30% of students in Grades 4 and 5 who were Not Met the prior year will be Met/Exceeded on the Quarter 4 Fluency assessment.

Action Plan Summary:

-Literacy Teachers working with students who are two grade levels below.

-Implementation of iReady lessons tailored to the needs of each student.

-Implementation of small Group Instruction, designated ELD Instruction, and skills-based group instruction

-Professional Development will be provided to staff on 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 as needed. 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

Comprehensive Needs Assessment: Mathematics

Math Findings

On the iReady Diagnostic 3 assessment, 73% of students in Grade 1 scored Below Grade Level compared to 51% the previous year, 57% of students in Grade 2 scored Below Grade Level compared to 63% the previous year, 55% of students in Grade 3 scored Below Grade Level compared to 65% the previous year, 46% of students in Grade 4 scored Below Grade Level compared to 53% the previous year, and 46% of students in Grade 5 scored Below Grade Level compared to 59% the previous year.

On the Math SBAC, 57% of students in Grade 3 were Met/Exceeded compared to 51% the previous year, 37% of students in Grade 4 were Met/Exceeded compared to 52% the previous year, and 54% of students in Grade 5 were Met/Exceeded compared to 52% the previous year. 60% of students in Grade 4 achieved Above/Accelerated Growth compared to 62% the previous year, and 62% of students in Grade 5 achieved Above/Accelerated Growth compared to 87% the previous year.

Math Goals

Identified Area of Need:

The percentage of students in Grades 3 and 5 scoring Met/Exceeded on the Math SBAC increased from 51% to 57% and 52% to 54%. However, the percentage of students in Grade 4 scoring Met/Exceeded on the Math SBAC decreased from 52% to 37%. In addition, the percentage of students in Grade 4 making Above/Accelerated Growth on the Math SBAC decreased from 62% in 23-24 to 60% in 24-25. The percentage of students in Grade 5 making Above/Accelerated Growth on the Math SBAC decreased from 87% in 23-24 to 62% in 24-25.

Goal: The percentage of students On Track to meet their Stretch Growth on the i-Ready Math D3 will increase from 41% to 51% in Grade 1, 21% to 31% in Grade 2, 26% to 36% in Grade 3, 21% to 31% in Grade 4, and 22% to 32% in Grade 5.

Action Plan Summary:

- Implementation of iReady lessons tailored to the needs of each student.
- 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

Comprehensive Needs Assessment: English Learners

English Learner Findings

Alvarado currently has 79 ELs, with 17 RFEPs being monitored, 0 RFEPs fully exited, 8 newcomers, 24 ELs w/IEPs, and 4 LTEL's.

2024-2025 ELPAC Data:

Overall

25 Moderately Developed

21 Somewhat Developed

6 Beginning Stage

Oral

10 Well Developed

4 Somewhat Developed

21 Moderately Developed

2 Minimally Developed

15 No Data

Reading

4 Well Developed

19 Somewhat/Moderately

14 Beginning

15 No Data

Speaking

19 Well Developed

15 Somewhat/Moderately

3 Beginning

15 No Data

Listening

6 Well Developed

28 Somewhat/Moderately

3 Beginning

15 No Data

Writing

2 Well Developed
33 Somewhat/Moderately
2 Beginning
15 No Data

Written Language
2 Well Developed
16 Somewhat Developed
11 Moderately Developed
8 Minimally Developed
15 No Data

In the SBAC ELA assessment, English Learners declined 18.9 points, and in the SBAC Math, English Learners declined 49.2 points.

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.

Goal:

By June 2026, EL students will grow in the areas of reading, listening, writing, and written language, and increase English language proficiency levels by at least 1 level overall.

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, and encourage RFEP
- Teachers will utilize the data, tools, and strategies provided by Ellevation
- Literacy Teachers working with groups
- Teachers will provide designated EL instruction
- Facilitator will provide ELPAC workshops for EL parents

Progress Monitoring:

Teachers/Admin will monitor data quarterly to reflect on teaching practices and make adjustments as needed.

Planned Data to Collect:

- Reclassification Rate
- EL Student Achievement Data (Math/ELA)
- Common Assessments

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Pulse Survey 24-25 Spring Findings

Agency: 85% Favorable, an increase of 1% from the Winter 24-25 Survey
Belonging: 84% Favorable, an increase of 2% from the Winter 24-25 Survey
Identity: 86% Favorable, an increase of 3% from the Winter 24-25 Survey

Based on the California Dashboard, 2.8% of all students were suspended at least one day in the 2024-2025 school year, which is a 2.8% increase from the prior year.

African American: 6.7% suspended at least one day, 6.7% increase
Socioeconomically Disadvantaged: 3.1% suspended at least one day, 3.1% increase
Asian: 2% suspended at least one day, 2% increase
English Learners: 2.8% suspended at least one day, 2.8% increase
Hispanic: 1.9% suspended at least one day, 1.9% increase
Students with Disabilities: 1.1% suspended at least one day, 1.1% increase

Alvarado's 24-25 Attendance Rate was 92.31%, approximately 3% short of the District's goal of 95%.

Based on the California Dashboard, 30.5% of all students are chronically absent, which is a 12% decline from the prior year.

Chronically Absent Students by Subgroups (Orange):

African American: 39%, 16.6% decline
English Learners: 26.4%, 11.6% decline
Homeless: 52.9%, 4.2% decline
Students with Disabilities: 44.9%, 11.7% decline

Chronically Absent Students by Subgroups (Yellow):

Asian: 15.7%, 7.6% decline
Hispanic: 35.1%, 14.3% decline
Socioeconomically Disadvantaged: 30.8%, 14.6% decline

Culture/Climate Goals
<p>Pulse Survey Goal:</p> <p>By June 2026, Alvarado's Pulse survey results will show an increase of at least 5% for all areas.</p>
<p>Suspension Area of Need:</p> <p>The suspension rate in 2024 increased 2.8% from the prior year.</p> <p>Suspension Goal:</p> <p>By June 2026, Alvarado's suspension rate will decrease by 2%.</p>
<p>Attendance Area of Need:</p> <p>The percentage of students considered Chronically Absent has declined from the 2024 to the 2025 school year. Each subgroup category also declined.</p> <p>Attendance Goal:</p> <p>By June 2026, Alvarado's average attendance rate will be 95% for all students. The chronically absent percentage will decline by 12%, with a decline in each subgroup of at least 10%.</p>

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) Identified Area of Need: Alvarado data is trending in a	Goal Partially or Not Met	Board Goal 1: The percentage of Grade 3 students who meet or	Action Plan Summary: -Literacy Teachers working with students who

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&P 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

exceed grade-level standards on the SBAC will grow from 55% in June 2025 to 67% in June 2026.

Interim Goal 1a: By June 2026, 88% of students in Grade K, 95% of students in Grade 1, and 92% of students in Grade 2 will meet or exceed on the Spring foundational reading skills assessment.

Interim Goal 1b: By June 2026, 95% of students in Grade 1, 81% of students in Grade 2, and 82% of students in Grade 3 will meet or exceed on the Spring fluency assessment.

Interim Goal 1c: By June 2026, 80% of students in Grade 1, 78% of students in Grade 2, and 76% of students in Grade 3 will be on or above grade level on i-Ready Reading Diagnostic 3 assessment.

Board Goal 2: The percentage of students in Grades 4 and 5 scoring at the "Not Met" achievement level in the prior year who meet the scale score growth target on the state SBAC ELA assessment will increase from 32% to 48% in June 2026.

Interim Goal 2a: By June 2026,

are two grade levels below.

- Implementation of iReady lessons tailored to the needs of each student.
- Implementation of small Group Instruction, designated ELD Instruction, and skills-based group instruction
- Professional Development will be provided to staff on 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 as needed. 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

-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
Edulastic Assessments

37% of students in Grades 4 and 5 who were Not Met the prior year will be Met for their i-Ready Stretch Growth from D1-D3.
Interim Goal 2b: By June 2026, 30% of students in Grades 4 and 5 who were Not Met the prior year will be Met/Exceeded on the Quarter 4 Fluency assessment.

For 3 consecutive years, 55% of students in Grade 3 have scored Met/Exceeded on the SBAC. While the percentage of African American students scoring Met/Exceeded has increased from 14% in 22-23 to 56% in 24-25, the overall percentage has stayed the same, as well as the percentage of ELs scoring Met/Exceeded. For 2 consecutive years, the percentage of students in Grades 4 and 5 who scored "Not Met" on SBAC ELA the prior year, but reached the scale score growth target the following year has increased from 36% to 43%. However, for the 24-25 school year, that percentage dropped to 32%.

-Literacy Teachers working with students who are two grade levels below.
-Implementation of iReady lessons

			<p>tailored to the needs of each student.</p> <ul style="list-style-type: none"> -Implementation of small Group Instruction, designated ELD Instruction, and skills-based group instruction -Professional Development will be provided to staff on providing data-driven, inquiry-based, rigorous instruction 	
Math	<p>1) 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.</p> <p>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</p>	Goal Partially or Not Met	<p>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.</p> <p>On the iReady Diagnostic 3 assessment, 73% of students in Grade 1 scored Below Grade Level compared to 51% the previous year, 57% of students in Grade 2 scored Below Grade Level compared to 63% the previous year, 55% of students in Grade 3 scored Below Grade Level compared to 65% the previous year, 46% of students in Grade 4 scored Below Grade Level compared to 53% the previous year, and 46% of students in Grade 5 scored Below Grade Level</p>	<p>Action Plan Summary:</p> <ul style="list-style-type: none"> -Implementation of iReady lessons tailored to the needs of each student. -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 <p>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.</p> <p>Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data</p>

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

compared to 59% the previous year.

On the Math SBAC, 57% of students in Grade 3 were Met/Exceeded compared to 51% the previous year, 37% of students in Grade 4 were Met/Exceeded compared to 52% the previous year, and 54% of students in Grade 5 were Met/Exceeded compared to 52% the previous year. 60% of students in Grade 4 achieved Above/Accelerated Growth compared to 62% the previous year, and 62% of students in Grade 5 achieved Above/Accelerated Growth compared to 87% the previous year.

Impacted Goal Attainment:

- Implementation of iReady lessons tailored to the needs of each student.
- Afterschool tutoring

Patterns/Trends from Walkthrough Notes/Agendas
QCI - (Pre) Whole School Walkthrough & Goal Conferences

	EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments			
English Learner	<p>1) 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.</p> <p>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).</p> <p>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</p>	Goal Partially or Not Met	<p>Our English Learner data reveals significant challenges. We currently serve 79 EL students, including 8 newcomers, 4 Long-Term English Learners who haven't reclassified after years of support, and 24 ELs with IEPs (30% of our EL population). Most concerning, we have 0 students who fully exited RFEP monitoring this year, meaning no one progressed to full English proficiency, and our EL students declined dramatically on state testing—dropping 18.9 points in ELA and 49.2 points in Math on the SBAC.</p> <p>Looking at ELPAC data, we see clear patterns: our students' oral language and speaking skills are relatively strong (10 Well Developed in oral, 19 Well Developed in speaking), but they're struggling significantly with academic language skills. Reading is our weakest area with only 4 students at Well Developed and 14 at Beginning Stage. Writing is</p>	<p>Increase English learner achievement by implementing more intensive, targeted language instruction. Actions include expanding designated and integrated ELD time, using consistent structured language supports, and increasing small-group instruction focused on vocabulary, sentence frames, academic language routines, and ELPAC-aligned reading comprehension strategies. Designated ELD will also include daily math language practice, with teachers pre-teaching math vocabulary and using Ellevation to identify key academic language.</p> <p>The Literacy Teacher and EL Coordinator will create LTEL groups during designated ELD to target skills preventing reclassification, and will provide specialized supports for ELs with IEPs. Supplemental tutoring (Summit) will be prioritized for students at Beginning and Somewhat Developed proficiency levels.</p> <p>Teacher PD will focus on Ellevation strategies, scaffolding, and progress monitoring. Family engagement will increase through workshops on home-language literacy, vocabulary building, and ELPAC awareness to reinforce learning at</p>

	<p>-Teachers will utilize the data, tools, and strategies provided by Ellevation -Literacy Teachers working with groups -Teachers will provide designated EL instruction</p> <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>		<p>similarly concerning with just 2 students Well Developed. This tells us students can communicate verbally but aren't developing the literacy skills needed for academic success. With 4 Long-Term ELs and no students fully exiting, we have students who've been in our system for years without achieving reclassification, indicating our ELD instruction and integrated support aren't sufficient to move students to proficiency. The 49-point SBAC math decline shows language barriers are preventing access to content across all subjects, not just language arts.</p>	<p>home.</p> <p>Finally, increase family engagement through workshops on home-language literacy, vocabulary-building strategies, and ELPAC awareness to reinforce language development at home and support improved proficiency outcomes.</p>
Culture/Climate	<p>1) 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</p>	Goal Met	<p>Our school climate and attendance data show we're making real progress, but we still have work to do. Students are feeling good about school; our Pulse Survey shows 84-86% favorable ratings in Belonging, Agency, and Identity, and all three went up from winter, which is great.</p>	<p>With the collaboration of counselor, office instructional aides, family facilitator, the school will introduce attendance incentive celebrations to encourage consistent daily attendance, along with increased progress monitoring for students who are chronically absent. This will include regular check-ins, family outreach, and individualized support plans to remove barriers</p>

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

We also made huge gains on chronic absenteeism, dropping from 42.5% to 30.5%, which's a 12% improvement, with every single subgroup improving, especially our Hispanic students (down 14.3%), Socioeconomically Disadvantaged students (down 14.6%), and African American students (down 16.6%). However, we have two significant concerns: our suspension rates jumped from basically 0% to 2.8%, with African American students hit hardest at 6.7%. Also, while chronic absenteeism is improving, our overall attendance is only 92.31% (short of the district's 95% goal), and our most vulnerable students are still struggling: 52.9% of homeless students, 44.9% of students with disabilities, and 39% of African American students are still chronically absent.

to attendance.

To further enhance campus connectedness, a Student Council Leadership Committee will be established to provide student voice, support peer engagement, and lead initiatives that promote a positive school climate.

Additionally, the school will launch a morning show led by student leadership teams with counselor and parent community engagement facilitator to build community, highlight student achievements, and strengthen schoolwide culture.

In addition to ELAC, PTO and coffee with the principal informational meetings, the community facilitator will implement and lead the Pairing Partners Calm & Kind workshops for parents to provide them with family resources and strategies for coping with student wellbeing at home and at school.

- 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

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Alvarado has a long standing history of academic excellence which comes from ensure each teacher has the supplementat matials 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 saftey as well as instructional suces. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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)	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 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
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. (SM 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

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate 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
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. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful

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

<p>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>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>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 the CA Math Framework, the district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Big Ideas, CCSS Content Connectors, 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>Task option to use as a site Common Assessment/Checkpoint</p> <p>Quarterly Assessments</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Student Centered Resources: 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
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<p>K-5 students demonstrating gaps in their literacy/math skills and not meeting LBUSD retention criteria on math facts. Core Curriculum 100</p>	<p>For the upcoming 25/26 school year, our site will be limited to 1 literacy support position. This position is listed as a Literacy TOSA. Historically, our school has found great success in providing literacy support through intervention to our most at-risk students. We want to be able to continue this as much as possible next year with the limited resources provided by the district. We would like to extend our job sharing position to include a supplemental 360 hours (180 per person) support. This will allow the intervention teachers to provide additional literacy support daily to 2 intervention groups.</p>	<p>Identified At-Risk Students</p>	<p>Title 1 \$15,941 LCFF \$17,491 Teacher Hourly P Schedule (2) for 75 hours annually - Title 1 100% Teacher Hourly Extra Comp (2) for 90 hours annually - LCFF 100% Teacher Hourly P Schedule (2) for 15 hours annually - Title 1 100%</p>	<p>07/01/2025 - 06/30/2026 Daily</p>	<p>2 Teachers on Special Assignment 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. Core Curriculum 100</p>
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Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Attendance Parent engagement Attendance/Chronic Absenteeism Rate 100	Support with attendance incentives and initiative, additional interactions with the public and parent engagement/translati ons.	All Parents, All Students, Identified At-Risk Students, African-American, English Learners, Homeless, Special Education, Asian, Low SES, Hispanic	LCFF \$4,139 Hourly - Intermediate Office Assistant (1) for 105 hours annually - LCFF 100%	11/17/2025 - 06/30/2026 Daily	Principal Office Supervisor	Attendance and Chronic Absenteeism Attendance/Chronic Absenteeism Rate 100

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
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	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 \$1,600 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.	All Students, All Parents, All Staff	LCFF \$1,600 Materials - LCFF 100%	07/01/2025 - 06/30/2026 Daily	Jennifer Kolb	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>By providing additional psychologist time during the summer, we can: - Complete assessments for students on the current waitlist. -Assess newly enrolled students with identified needs. -Ensure students begin the year with the necessary supports in place. -Prevent delays in services. Basic Services 100</p>	<p>To support a smooth start to the 2025â€²2026 school year by allocating additional psychologist hours during the summer to assess students currently on the IEP evaluation waitlist or newly enrolled students with identified needs. As of now, we have a number of students awaiting psychoeducational evaluations, as well as newly enrolled students with potential or pending special education concerns. Without timely assessments, these students may begin the school year without access to appropriate services and support.</p>	<p>All Students</p>	<p>LCFF \$6,494 Manager Additional Assignment (1) for 48 hours annually - LCFF 100%</p>	<p>07/01/2025 - 06/30/2026 Weekly</p>	<p>Principal</p>	<p>psychoeducational evaluations Basic Services 100</p>
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<p>After-school tutoring extends the school day in a meaningful way, giving students equitable access to high-quality math instruction and the support they need to succeed. Students will be selected based on a range of data points and will take a pre/post assessment during each 6-8 week session. Elementary Reading - FRSA 50, Elementary Math - Math Facts 50</p>	<p>Providing after-school math tutoring offers targeted support for students who need additional time and instruction to master essential math concepts and skills. As we work to ensure all students meet grade-level expectations, tutoring serves as an effective intervention to: - Address learning gaps and build foundational understanding - Reinforce classroom instruction through personalized, small-group support -Boost student confidence and engagement in math -Provide consistent opportunities for practice and feedback -Support students in preparation for upcoming content and assessments</p>	<p>All Students</p>	<p>Title 1 \$15,941 Teacher Hourly P Schedule (10) for 18 hours annually - Title 1 100%</p>	<p>07/01/2025 - 06/30/2026 Weekly</p>	<p>Principal Counselor</p>	<p>F & P assessments BMF tests Reading BM tests Elementary Reading - FRSA 50, Elementary Math - Math Facts 50</p>
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Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
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 \$10,000.00 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.	Identified At-Risk Students, All Students, English Learners	Title 1 \$10,000 Materials - Title 1 100%	07/01/2025 - 06/30/2026 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
Student needs to be exposed to VAPA enrichment to increase motivation in the classroom. Other 100	As part of Prop 28, students will receive VAPA lessons during the school week.	All Students	Prop 28 \$72,067 Teacher - Elementary .4 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Daily	VAPA Teacher	Students Other 100

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
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 \$66,885 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Leader .25 FTE - LCFF Rec 100% Hourly - Recreation Aide (3) for 300 hours annually - LCFF Rec 100% Hourly - Recreation Leader (1) for 500 hours annually - LCFF Rec 100%	07/01/2025 - 06/30/2026 Daily	Principal	CORE Survey results Basic Services 100

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 \$6,500 Services - LCFF 100%	07/01/2025 - 06/30/2026 Monthly	Ground Education Employees and Classroom teachers	5th SBAC Science ELA District Assessments Writing Scores Core Curriculum 100

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	N/A	October-June	Mrs. Santiesteban Ms. Rosales	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
By engaging in lesson study, we can build our collective expertise, strengthen core instruction, and ensure every student has access to rigorous and responsive math learning. Core Curriculum 100	Beginning in the 2025-2026 school year, Alvarado will no longer have a designated math intervention teacher supporting grades 1-5. In light of this shift, it will be more important than ever for classroom teachers to work collaboratively to ensure all students receive high-quality math instruction. To support this, we will be providing additional time and structures for teachers to work together, learn from one another, and grow as a team. One powerful structure we will use is Math Lesson Study—a process that allows teams to plan, teach, observe, and reflect on lessons with a focus not just on what is taught, but on how students think, problem-solve, and learn math.	Title 1 \$5,186 Substitute teacher half day (17) for 2 days - Title 1 100%	07/01/2025 - 06/30/2026 Monthly	Principal, teachers	Principal will monitor implementation of standarad based instrcution through walthroughs with verbal and written feedback.

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
-Increased alignment across grade-level instruction -More responsive, data-informed teaching -Increased teacher efficacy through collaboration - Improved student learning outcomes through targeted supports Core Curriculum 100	To provide dedicated, consistent time for grade-level teams to engage in focused instructional planning and analysis centered on student work. This time will be used to improve instructional practices, monitor student progress, and collaborate on targeted strategies to support student achievement. Each grade level will be provided one weekly planning block during studentsâ€™ PE time. 1. Student Work at the Center 2. Focus Area Identified 3. Action-Oriented Collaboration 4. Documentation & Accountability	Title 1 \$22,436 Substitute teacher full day (20) for 2 days - Title 1 100% Substitute teacher full day (20) for 2 days - Title 1 100%	07/01/2025 - 06/30/2026 Monthly	Principal, teachers	Principal will monitor implementation of standarad based instrcution through walthroughs with verbal and written feedback.

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 Leadership Teams.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parent workshops: Care Center Attendance workshop, Second Step workshop, ELPAC/EL parent information workshops,	Providing communication via School Messenger and in the form of Newsletters, information for the website, Social Media, and Handouts. District translators Khmer/Spanish.	Equity Engagement & Partnership	09/30/2025 - 06/20/2025 once a month	Care Counselor, Principal & Facilitator	Thought Exchange Surveys, attendance
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 \$3,019 Materials - Par Inv 100%	07/01/2025 - 06/30/2026 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)	117329
Title I Parent and Family Involvement (3008)	2929

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	44380

* 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.

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

Elementary CARE and Support Centers (formerly known as 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.

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.

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	Jennifer Kolb	06-28-2027
Staff	Classroom Teacher	Christina Estiamba	06-28-2027
Staff	Classroom Teacher	Linda Lofstrom	06-28-2027
Staff	Classroom Teacher	Melina Nafarrate	06-28-2027
Staff	Other School Personnel	Monica Santiesteban	06-28-2027
Community	Parent/Community Member	████████ Brewer	06-28-2027
Community	Parent/Community Member	████████ Ferrel	06-28-2027
Community	Parent/Community Member	████████ Orr	06-28-2027
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)	██████ Ruiz/██████ Rangel
DELAC Representative	Parent of EL Student (required)	██████████ Rocha/██████ Ruiz
Principal or Designee	Staff Member (required)	Jennifer Kolb
Secretary	Parent of EL Student (required)	██████████ Gomez

Name	Representing
Monica Santiesteban	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?	10/15/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Continue Newcomer Groups to support ELLs and new students at Alvarado each year. Monitor EL Data through ELAC and school staff to assess the effectiveness of supports. Offer Extra Academic Support for ELs, including tutoring and homework help, plus parent resources. Share ELPAC Results with individualized information for each student. Provide Parent Workshops for ELL families, tailored to their interests and needs.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Language Census Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/15/2025
6. What was SSC's response to ELAC recommendations?	Reviewed and approved.

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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on 10/15/2025
2. SSC approved the **Home-School Compact** on 10/15/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/15/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/16/2025, 09/16/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 10/15/2025
6. The SPSA was approved at its meeting on 10/15/2025

LBUSD Board of Education Approval Date: 11/17/2025

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

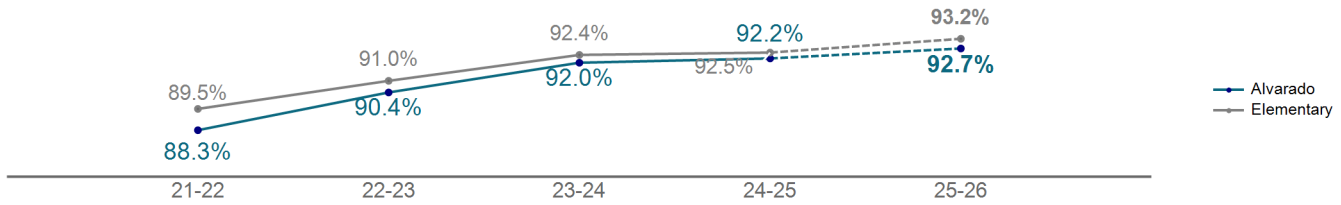
Printed Name: _____ Date: _____

ELAC Chair: _____

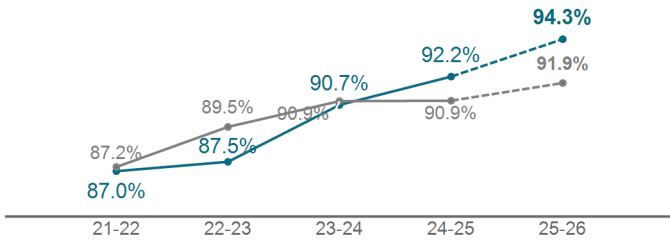
Printed Name: _____ Date: _____

Attendance Rate

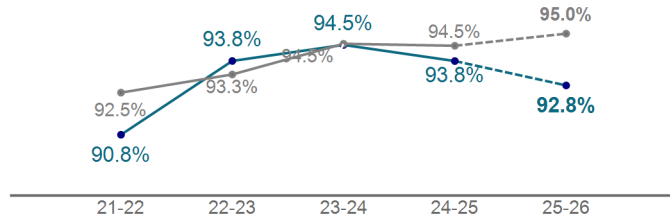
Alvarado
All Students
N = 414



African American
N = 58



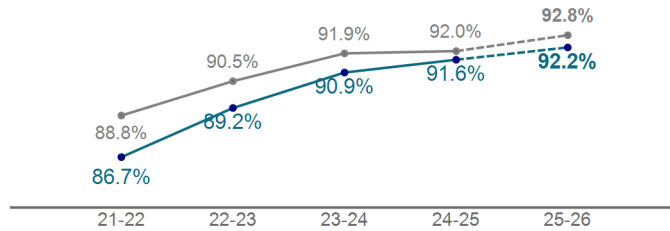
Asian
N = 83



Filipino

Subgroup with fewer than 20 students.

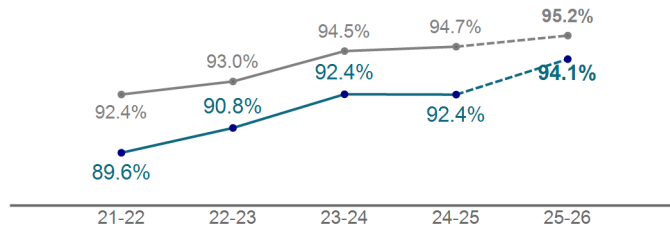
Hispanic
N = 206



Pacific Islander

Subgroup with fewer than 20 students.

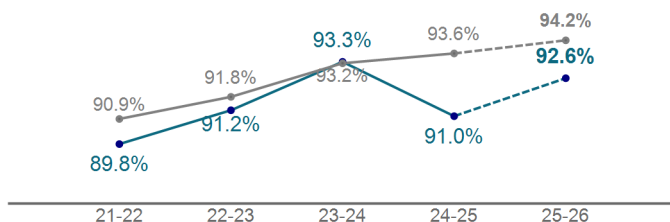
White
N = 21



Native American

Subgroup with fewer than 20 students.

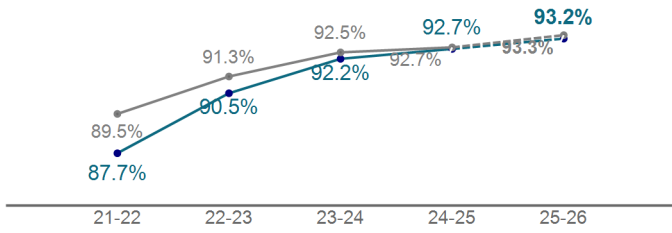
Other
N = 41



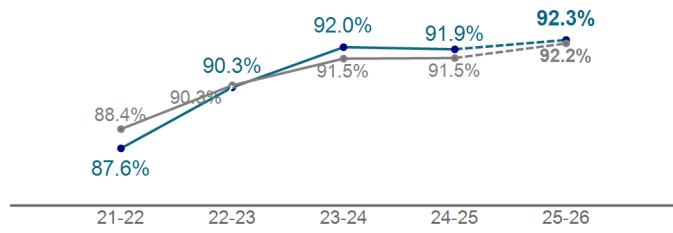
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

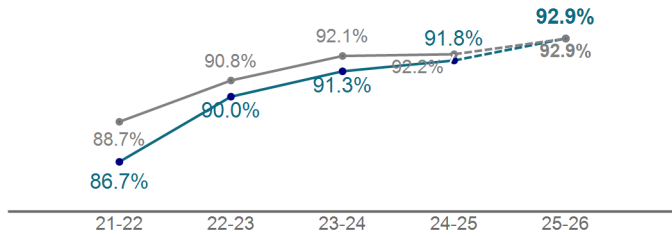
EL + RFEP
N = 100



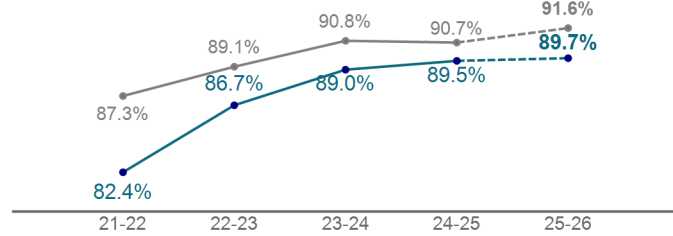
Low SES
N = 312



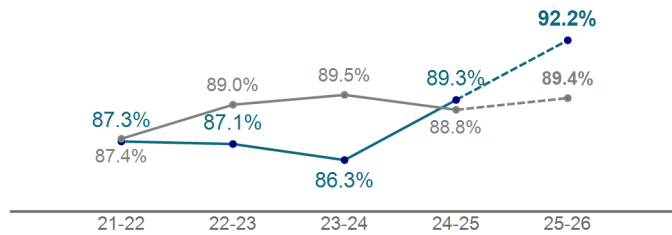
English Learner
N = 79



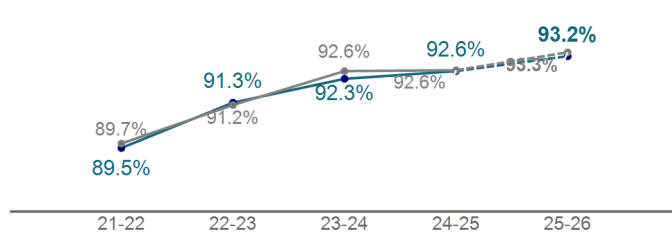
Special Education
N = 97



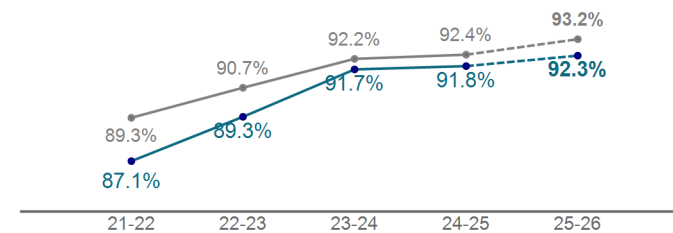
Homeless or Foster Youth
N = 24



Female
N = 188



Male
N = 226



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Alvarado 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate		
All Students	406	406	5	22	20	20	33	26.6%	27.6%	46.6%	24.3%	
Grade	Gr. TK	29	14	14	21	24	28	27.6%	41.4%	48.3%	37.5%	
	Gr. K	57	5	26	26	14	28	31.6%	37.1%	57.9%	30.6%	
	Gr. 01	58	5	26	17	22	29	31.0%	31.3%	48.3%	25.7%	
	Gr. 02	65	3	26	22	20	29	29.2%	28.4%	50.8%	21.3%	
	Gr. 03	72	3	22	24	17	35	25.0%	19.0%	48.6%	22.2%	
	Gr. 04	54	2	19	15	26	39	20.4%	18.2%	35.2%	20.7%	
	Gr. 05	71	6	17	15	21	41	22.5%	25.4%	38.0%	20.5%	
Ethnicity	African American	52	8	19	19	15	38	26.9%	37.9%	46.2%	33.8%	
	American Indian	1	100					100.0%		100.0%	28.6%	
	Asian	94	3	13	17	18	49	16.0%	14.7%	33.0%	14.8%	
	Cambodian	100	3	13	16	19	49	16.0%	9.6%	32.0%	16.1%	
	Filipino	1	100					100.0%	100.0%	100.0%	13.2%	
	Hispanic	197	4	26	22	21	26	30.5%	30.7%	52.8%	26.7%	
	Pacific Islander	1						100	0.0%	75.0%	0.0%	35.1%
	White	25	32	12	28	28		32.0%	25.0%	44.0%	11.4%	
	Other	35	9	17	23	26	26	25.7%	22.2%	48.6%	18.0%	
Gender	Female	191	3	21	19	22	34	24.6%	27.1%	44.0%	23.6%	
	Male	215	6	22	20	19	33	28.4%	28.1%	48.8%	24.9%	

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Alvarado 2024-2025

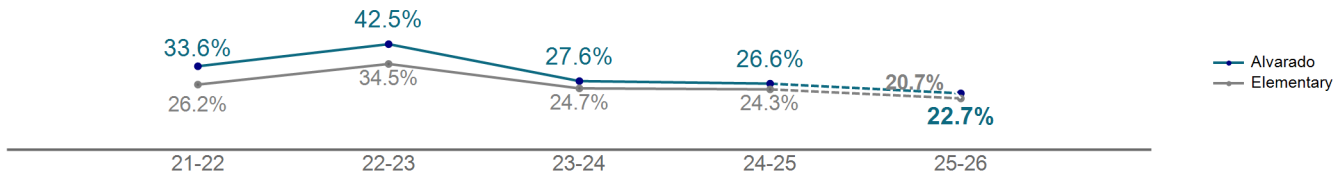
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands				Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance
	Low SES	312	4	24	20	21	31	28.8%	26.6%	48.4%	29.5%
	ELL	72	6	19	21	17	38	25.0%	28.1%	45.8%	26.7%
	RFEP	33	3	12	3	21	61	15.2%	4.3%	18.2%	13.6%
	EL + RFEP	105	5	17	15	18	45	21.9%	23.5%	37.1%	23.6%
	Special Ed.	95	11	24	27	19	19	34.7%	41.2%	62.1%	32.9%
	Spec Ed. Speech/RSP	32	6	19	28	28	19	25.0%	35.7%	53.1%	26.4%
	Homeless/Foster	26	12	42	12	8	27	53.8%	60.0%	65.4%	42.6%
	Foster	5	40	20	40			40.0%	0.0%	60.0%	37.8%
	Homeless	21	14	43	10	10	24	57.1%	62.5%	66.7%	43.6%
GATE/Excel	70	13	14	20	53		12.9%	11.3%	27.1%	10.5%	

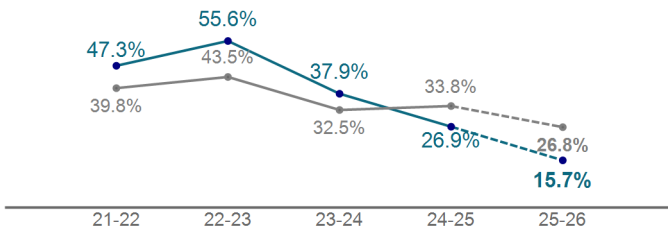
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

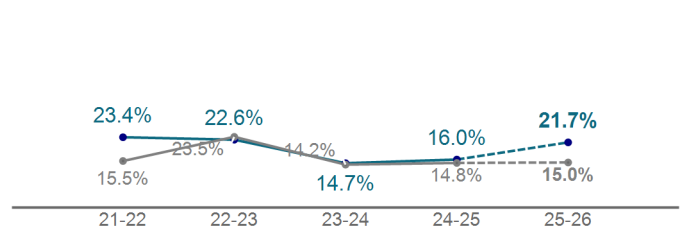
Alvarado
All Students
N = 401



African American
N = 51



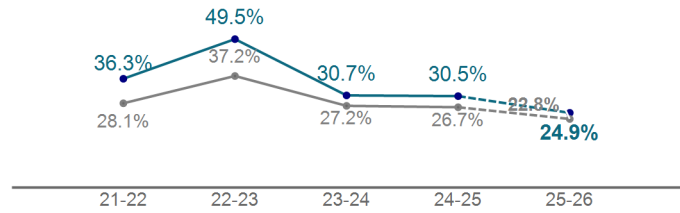
Asian
N = 83



Filipino

Subgroup with fewer than 20 students.

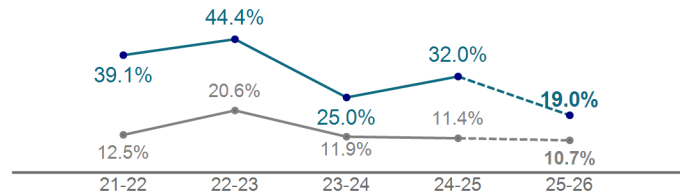
Hispanic
N = 201



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 21



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

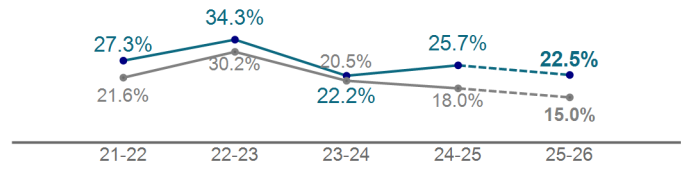
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

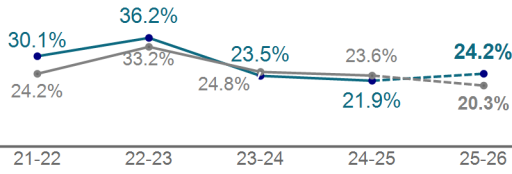
N = 40



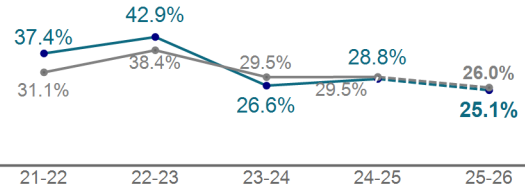
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

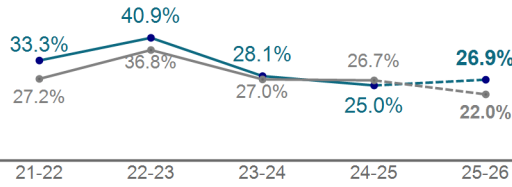
EL + RFEP
N = 99



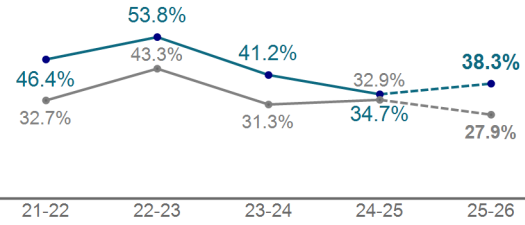
Low SES
N = 307



English Learner
N = 78



Special Education
N = 94



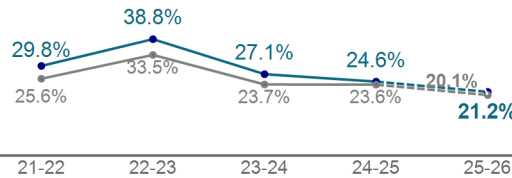
Homeless or Foster Youth

Subgroup with fewer than 20 students.

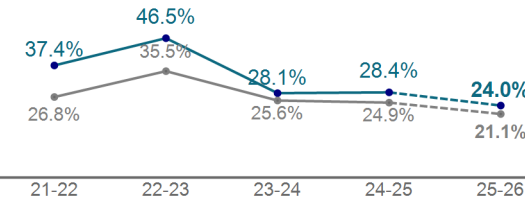
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 184



Male
N = 217



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Alvarado

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,396	District	48%	27	22	28	24	52%	↑2		↑2
Gender	Female	District	44%	23	21	30	26	56%	↑2		↑2
	Male	District	52%	31	22	26	22	48%	↑3		↑3
	Nonbinary	District	31%	16	16	40	29	69%	↑14		-
Special Populations	EL + RFEP	District	62%	37	25	25	13	38%	↑1		↑4
	ELL	District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	District	38%	12	26	38	23	62%	↑3		↑5
	Foster	District	74%	52	21	19	7	26%	↑3		↑12
	GATE/Excel	District	10%	2	8	31	59	90%	↑2		↓-
	Homeless	District	69%	45	24	21	10	31%	↑1		↑3
	Homeless/Foster	District	70%	46	24	20	9	30%	↑1		↑4
	Low SES	District	58%	34	24	27	15	42%	↑2		↑3
	Special Ed.	District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	District	81%	57	24	15	4	19%	↓2		↑6

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: School Data by Subgroup

Alvarado

Category	Tested		Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	31,450	District	62%	36	25	19	19	38%	↑2		↓4
Gender	Female	District	64%	37	26	19	17	36%	↑2		↓5
	Male	District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	District	67%	41	26	20	13	33%	↑1		↓28
Special Populations	EL + RFEP	District	74%	49	25	15	10	26%	↑2		↓3
	ELL	District	90%	70	21	8	2	10%	↓1		↑1
	RFEP	District	61%	32	29	22	17	39%	↑3		↓5
	Foster	District	80%	57	23	12	8	20%	↑3		↑7
	GATE/Excel	District	20%	5	15	27	53	80%	↑1		↓9
	Homeless	District	82%	59	24	11	7	18%	↑-		↓4
	Homeless/Foster	District	82%	58	24	11	7	18%	↑1		↓3
	Low SES	District	71%	44	26	17	12	29%	↑2		↓2
	Special Ed.	District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	District	85%	66	20	10	5	15%	↓2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2025 :: School Data by Subgroup

Alvarado

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	13,317	District	72%	15	57	19	9	28%	↑2		-	
Gender	Female	District	73%	13	59	19	8	27%	↑1		-	
	Male	District	71%	17	54	19	10	29%	↑3		-	
	Nonbinary	District	79%	3	76	7	14	21%	↓20		-	
Special Populations	EL + RFEP	District	83%	20	63	13	3	17%	↑1		-	
	ELL	District	99%	43	56			1%	↓1		-	
	RFEP	District	75%	9	66	20	5	25%	↑-		-	
	Foster	District	87%	27	60	12	1	13%	↑4		-	
	GATE/Excel	District		35%	2	33	38	27	65%	↑1		-
	Homeless	District	86%	26	60	11	3	14%	↑1		-	
	Homeless/Foster	District	86%	26	60	11	3	14%	↑1		-	
	Low SES	District	81%	19	61	15	4	19%	↑1		-	
	Special Ed.	District	92%	37	55	6	2	8%	↓-		-	
	Spec Ed. Speech/RSP	District	92%	32	60	7	2	8%	↓2		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Alvarado

Category		Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N	Growth Target					
			Declined	Below Target	Above Target	Accelerated*		
All Students	103	103	-	21	21	24	33	
		All ES	44	22	22	26	31	
		District	28	30	15	17	38	
	Grade	Gr. 04 (Minimum Growth Target: 44) (Min Accelerated Growth Target: 89) (Minimum Board Goal 2 Target: 118)	45	-	13	18	29	40
			All ES	42	24	23	28	25
			District	38	24	24	28	24
		Gr. 05 (Minimum Growth Target: 35) (Min Accelerated Growth Target: 71) (Minimum Board Goal 2 Target: 101)	58	-	28	24	21	28
			All ES	46	21	20	24	36
			District	46	21	20	24	36
Ethnicity	Hispanic	48	-	27	25	17	31	
		All ES	47	22	21	26	31	
		District	28	30	14	17	38	
	Cambodian	32	-	16	13	31	41	
		All ES	40	22	20	28	30	
		District	23	29	15	18	38	
	Asian	31	-	16	10	39	35	
		All ES	42	22	21	27	30	
		District	28	29	15	17	39	
	African American	13^	-	8	31	23	38	
		All ES	41	24	21	20	35	
		District	25	32	14	15	39	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Alvarado

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	White	6^	-	33	33	33	
		All ES	37	21	23	27	28
		District	27	30	15	19	37
	Other	5^	-	20	60		20
		All ES	38	23	20	28	28
		District	25	31	15	17	37
Gender	Female	51	-	24	24	20	33
		All ES	43	23	23	25	29
		District	28	30	15	17	38
	Male	52	-	19	19	29	33
		All ES	45	21	20	26	32
		District	26	31	14	17	38
Nonbinary	All ES^	-1	50	50	0		
	District	19	33	18		48	
Special Populations	EL + RFEP	27	-	22	22	19	37
		All ES	51	22	19	26	33
		District	28	31	13	16	41
	ELL	9^	-	22	11	33	33
		All ES	52	24	19	25	33
		District	31	30	15	17	38
	RFEP	18^	-	22	28	11	39

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Alvarado

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A Special Populations	RFEP	All ES	51	19	20	28	33
		District	27	31	11	15	43
	Foster	2^	-			50	50
		All ES	33	31	20	16	33
		District	35	38	18	9	35
		GATE/Excel	42	-	24	19	24
	All ES		39	23	23	28	26
		District	30	29	16	19	36
		Homeless	1^	-			100
	All ES		51	23	20	21	35
		District	34	30	15	16	40
		Homeless/Foster	3^	-			67
	All ES		48	25	20	20	35
		District	34	31	15	15	39
		Low SES	81	-	23	21	22
	All ES		47	22	22	25	32
		District	28	30	15	16	39
		Special Ed.	14^	-	29	36	14
	All ES		52	22	19	22	37
		District	31	30	14	17	39
Spec Ed. Speech/RSP		11^	-	36	18	18	27

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Alvarado

1/27/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Growth Target				
		N		Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Spec Ed. Speech/RSP	All ES	56	20	17	23	40
			District	31	31	13	16	41

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Alvarado

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Declined	Below Target	Above Target	Accelerated*	
M a t h	All Students	103	-	13	26	31	30	
		All ES	35	24	29	28	19	
		District	20	34	20	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42) (Min Accelerated Growth Target: 85)	45	-	13	27	29	31
			All ES	48	20	30	31	20
			District	44	21	30	30	19
		Gr. 05 (Minimum Growth Target: 39) (Min Accelerated Growth Target: 79)	58	-	12	26	33	29
			All ES	20	29	29	25	18
			District	21	30	28	25	17
	Ethnicity	Hispanic	48	-	13	21	38	29
			All ES	38	24	28	28	19
			District	19	36	19	19	27
Cambodian		32	-	16	22	22	41	
		All ES	36	22	28	26	24	
		District	18	30	20	20	30	
Asian		31	-	16	35	19	29	
		All ES	33	23	29	26	22	
		District	22	31	21	20	29	
African American	13^	-	8	38	15	38		
	All ES	46	23	32	25	19		
	District	23	35	20	17	28		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Alvarado

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Ethnicity	White	6^	-			67	33	
		All ES	18		26	31	26	17
		District	16		34	20	19	26
	Other	5^	-		20	20	40	20
		All ES	30		25	28	29	17
		District	21		31	20	20	28
Gender	Female	51	-		14	25	27	33
		All ES	28		25	30	27	18
		District	17		34	20	18	27
	Male	52	-		12	27	35	27
		All ES	40		24	29	28	19
		District	22		35	19	19	27
	Nonbinary	All ES^	-		50		50	0
		District	-12		52	12	15	21
Special Populations	EL + RFEP	27	-		26	30	15	30
		All ES	37		25	27	28	21
		District	17		37	18	18	27
	ELL	9^	-		44	33	11	11
		All ES	31		27	26	26	20
		District	25		37	18	18	26
	RFEP	18^	-		17	28	17	39

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Alvarado

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	RFEP	All ES	52	22	27	30	21
		District	14	36	18	18	28
	Foster	2^	-	50	50	0	
		All ES	74	31	26	26	17
		District	60	35	19	18	28
		GATE/Excel	42	-	7	29	29
	All ES		27	23	30	29	17
		District	16	31	21	21	27
		Homeless	1^	-			100
	All ES		36	25	28	27	21
		District	12	38	19	16	27
		Homeless/Foster	3^	-	33	33	33
	All ES		44	26	28	26	20
		District	18	38	19	16	27
		Low SES	81	-	15	28	30
	All ES		36	24	28	28	19
		District	19	35	19	19	27
		Special Ed.	14^	-	7	21	29
	All ES		43	26	26	26	23
		District	25	36	17	17	29
Spec Ed. Speech/RSP		11^	-		27	27	45

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Alvarado

1/27/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Growth Target				
		N		Declined	Below Target	Above Target	Accelerated*	
Math	Special Populations	Spec Ed. Speech/RSP	All ES	36	25	27	24	24
			District	21	37	18	17	29

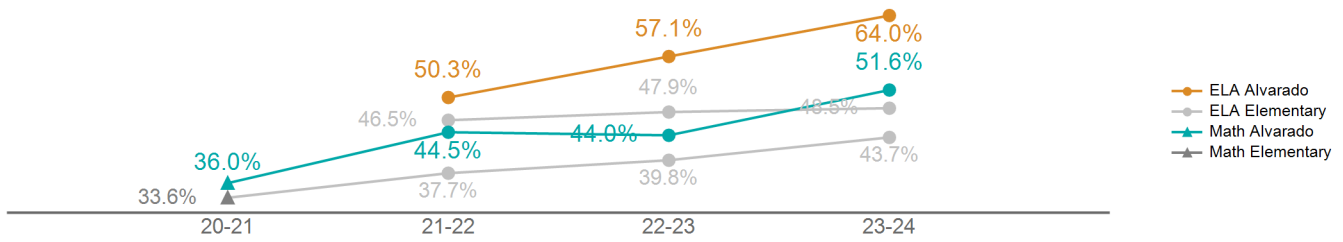
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

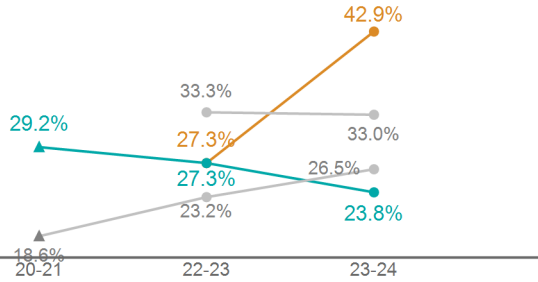
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

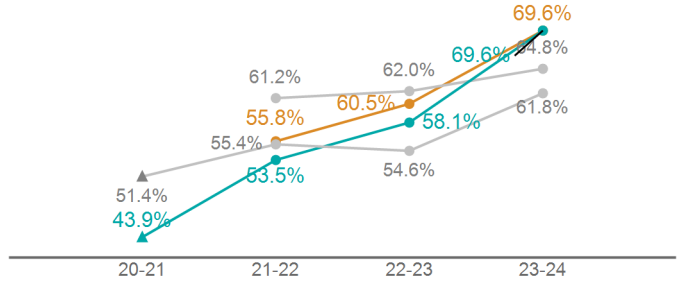
**Alvarado
All Students**



African American



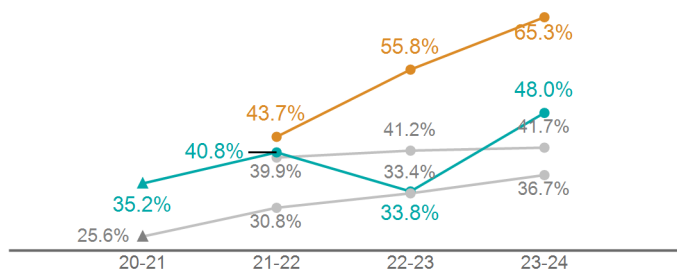
Asian



Filipino

Subgroup with fewer than 20 students.

Hispanic



Pacific Islander

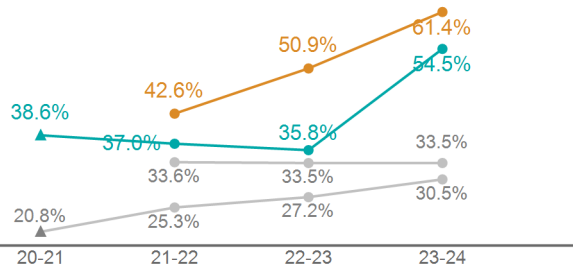
Subgroup with fewer than 20 students.

White

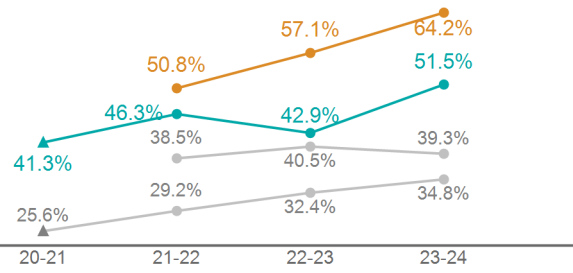
Subgroup with fewer than 20 students.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

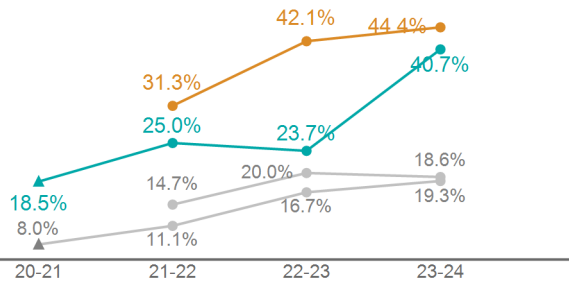
EL + RFEP



Low SES



English Learner



Special Education

Subgroup with fewer than 20 students.

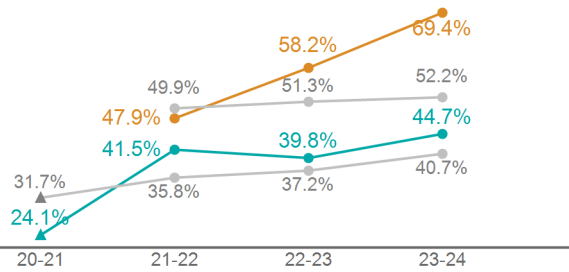
Homeless



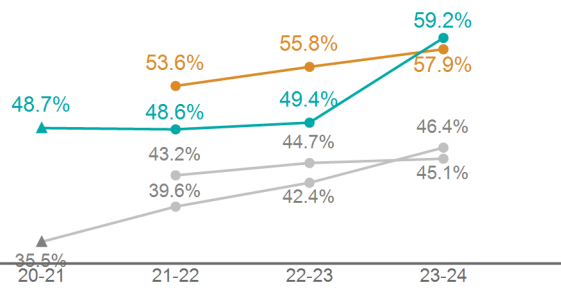
Foster Youth

Subgroup with fewer than 20 students.

Female



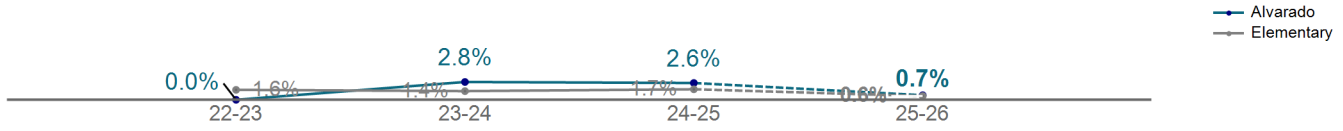
Male



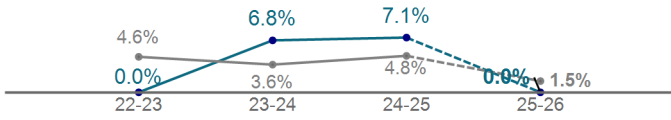
N's are from the current year.
Subgroups under 20 students are not included.

Suspension Rate

Alvarado
All Students
N = 419



African American
N = 58



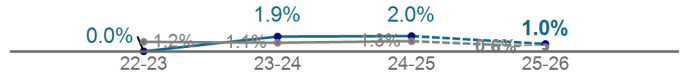
Asian
N = 83



Filipino

Subgroup with fewer than 20 students.

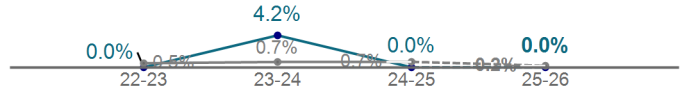
Hispanic
N = 209



Pacific Islander

Subgroup with fewer than 20 students.

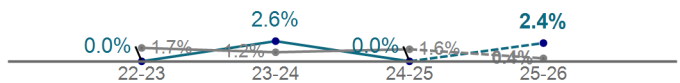
White
N = 22



Native American

Subgroup with fewer than 20 students.

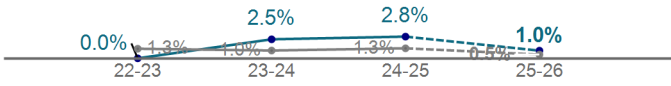
Other
N = 42



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

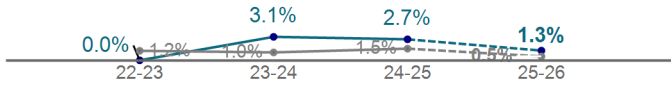
EL + RFEP
N = 100



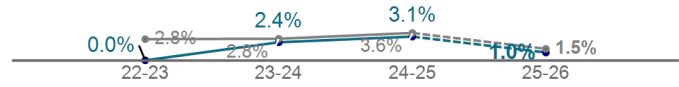
Low SES
N = 314



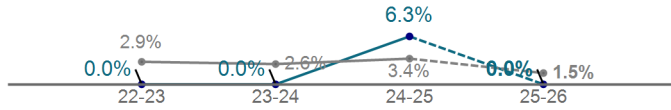
English Learner
N = 79



Special Education
N = 98



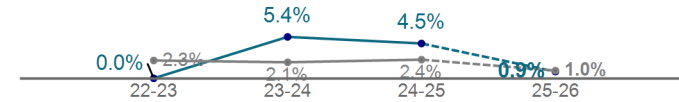
Homeless or Foster Youth
N = 24



Female
N = 191



Male
N = 228



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

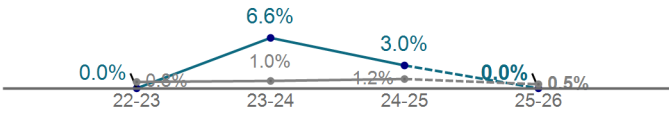
Gr. K
N = 56



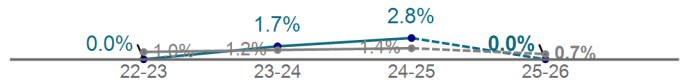
Gr. 01
N = 62



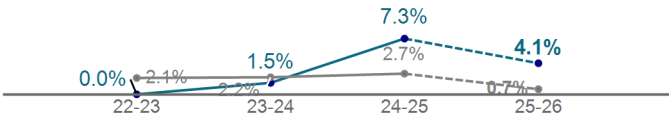
Gr. 02
N = 58



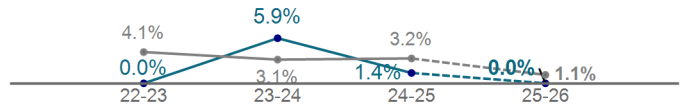
Gr. 03
N = 63



Gr. 04
N = 74



Gr. 05
N = 61



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

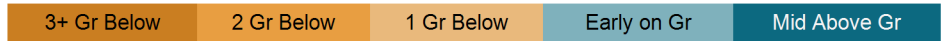


i-Ready Math Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	49	12	86	2		
			2	45	9	82	4	4	
			3	48		73	13	15	
	Teacher	Hall, H	1	23	4	91	4		
			2	22	5	77	9	9	
			3	25		56	20	24	
		Hunt, L	1	23	22	78			
			2	21	14	86			
			3	23		91	4	4	
	Ethnicity	African American	1	7		100			
			2	7		100			
			3	8		75	13	13	
		American Indian	1	1		100			
		Asian	1	12	33	67			
			2	9	22	67	11		
			3	12		58	17	25	
		Filipino	1	1		100			
			2	1		100			
			3	1					100
		Hispanic	1	19	5	95			
			2	18	6	83	6	6	
			3	17		76	12	12	
		White	1	4	25	75			
			2	5	20	80			
	3		5		100				
	Other	1	5		80		20		
		2	5		80		20		
		3	5		80		20		
	Gender	Female	1	21	14	86			
			2	20	5	90	5		
3			20		75	10	15		
Male		1	28	11	86	4			
		2	25	12	76	8	4		
		3	28		71	14	14		

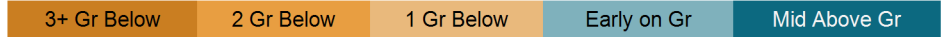


i-Ready Math Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	37	11	89			
			2	33	9	85	33		
			3	34		76	9	15	
		ELL	1	11	18	82			
			2	10	10	80	10		
			3	11		64	18	18	
		RFEP	1	4		100			
			2	2		100			
			3	2		50		50	
		EL + RFEP	1	15	13	87			
			2	12	8	83	8		
			3	13		62	15	23	
		Special Ed.	1	7	29	71			
			2	7	43	57			
			3	7		86		14	
		Spec Ed. Speech/RSP	1	6	17	83			
			2	6	33	67			
			3	6		83		17	
Homeless	1	2		100					
	2	1		100					
	3	2		50		50			

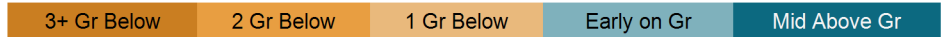
i-Ready Math Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	54	30	54	11	6	
			2	35	23	54	14	9	
			3	52	19	40	21	19	
	Teacher	Courtney, L	1	28	29	50	11	11	
			2	19	32	53	5	11	
			3	28	21	39	14	25	
		Nafarrate, M	1	24	29	58	13		
			2	15	13	53	27	7	
			3	26	12	42	35	12	
	Ethnicity	African American	1	6	17	67	17		
			2	5	80	20			
			3	6	50	17	33		
		Asian	1	6	67	17	17		
			2	3	33	67			
			3	5	20	20	60		
		Hispanic	1	31	45	48	6		
			2	21	24	57	14	5	
			3	31	26	45	26	3	
			Pacific Islander	1	1	100			
				2	1	100			
				3	1	100			
		White	1	3	67	33			
			2	1			100		
			3	2			50	50	
		Other	1	7	14	43	29	14	
			2	4	50	25	25		
			3	7	29	29	43		
Gender	Female	1	31	35	52	10	3		
		2	18	28	67	6			
		3	31	23	39	23	16		
	Male	1	23	22	57	13	9		
		2	17	18	41	24	18		
		3	21	14	43	19	24		

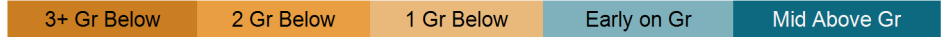
i-Ready Math Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Special Populations	Low SES	1	45	33	58	7	2	
			2	28	29	57	14		
			3	43	23	42	23	12	
		ELL	1	10	50	50			
			2	7	57	43			
			3	9	56	33	11		
		RFEP	1	5		20	20	40	20
			2	3				33	67
			3	5		20	20	60	
		EL + RFEP	1	15	40	40	13	7	
			2	10	40	30	10	20	
			3	14	36	29	14	21	
		Special Ed.	1	3	33	67			
			2	2	50	50			
			3	3	33	33	33		
		Spec Ed. Speech/RSP	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		Homeless	1	2	50	50			
			2	2	50	50			
			3	3	33	33	33		
GATE/Excel	1	12		33	42	25			
	2	8	50	13	38				
	3	11			27	73			

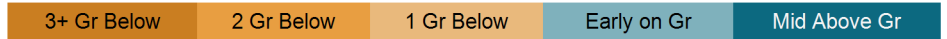


i-Ready Math Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
3	All Students	All	1	59	7	20	61	7	5		
			2	59	7	10	63	12	8		
			3	60		2	7	47	23	22	
	Teacher	Lofstrom, L		1	28	7	21	54	11	7	
				2	27	7	11	63	11	7	
				3	28		7	43	29	21	
		Millhouse, M		1	30	10	20	63	3	3	
				2	30	7	10	60	13	10	
				3	30		3	7	50	20	20
	Ethnicity	African American		1	9		33	44	22		
				2	9		11	44	33	11	
				3	9			67	33		
		Asian		1	10	20	10	60	10		
				2	10		10	10	50	10	20
				3	10			10	30	30	30
		Hispanic		1	32	6	22	69	3		
				2	32	9	13	69	6	3	
				3	33		3	9	48	27	12
		White		1	5		20	60	20		
				2	5			80	20		
				3	5			40	20	40	
		Other		1	3			33	33	33	
				2	3			67	33		
				3	3			33	33	33	
	Gender	Female		1	33	9	12	67	9	3	
				2	33	3	9	67	12	9	
				3	33		6	42	27	24	
Male			1	26	4	31	54	4	8		
			2	26	12	12	58	12	8		
			3	27		4	7	52	19	19	
Special Populations	Low SES		1	50	8	22	62	6	2		
			2	49	6	12	65	10	6		
			3	50		8	50	26	16		

i-Ready Math Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	ELL	1	8	13	13	75		
			2	8	13	13	75		
			3	8		13	75	13	
		RFEP	1	4			75	25	
			2	4			50	50	
			3	4				50	50
		EL + RFEP	1	12	8	8	75	8	
			2	12	8	8	67	17	
			3	12		8	50	25	17
		Special Ed.	1	7	29	29	43		
			2	8	50	13	38		
			3	8	13	38	38	13	
		Spec Ed. Speech/RSP	1	6	33	33	33		
			2	7	57	14	29		
			3	7	14	43	29	14	
		Homeless	1	2	100				
			2	2	50	50			
			3	2	50	50			
		GATE/Excel	1	16		56	25	19	
			2	16		44	25	31	
			3	16			38	63	

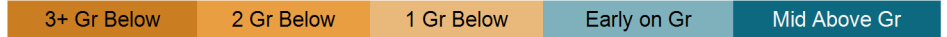
i-Ready Math Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	49	10	24	43	20	2	
			2	45	2	16	40	22	20	
			3	47	6	11	28	30	26	
	Teacher	Hadley, M	1	23	13	26	48	13		
			2	22	5	23	27	32	14	
			3	24	8	13	38	25	17	
		Yoshizaki, L	1	24	8	25	38	25	4	
			2	24	13		50	13	25	
			3	24	4	8	21	33	33	
	Ethnicity	African American	1	6	50		50			
			2	6	17		67	17		
			3	7	29		43	29		
		Asian	1	17	6	24	35	29	6	
			2	15	13		27	27	33	
			3	16	6	25	25	44		
		Hispanic	1	21	14	19	48	19		
			2	19	5	16	42	26	11	
			3	19	11	11	21	42	16	
			White	1	4	25	25	25	25	
				2	4	25		25	50	
				3	4	25		25	50	
		Other	1	1	100					
			2	1	100					
			3	1	100					
	Gender	Female	1	26	12	27	50	12		
			2	24	4	13	50	25	8	
			3	25	8	8	24	44	16	
		Male	1	23	9	22	35	30	4	
			2	21	19		29	19	33	
			3	22	5	14	32	14	36	
Special Populations	Low SES	1	40	13	30	40	18			
		2	37	3	19	41	22	16		
		3	38	8	11	32	29	21		

i-Ready Math Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Special Populations	ELL	1	5	60	40				
			2	5	100					
			3	5	40	60				
		RFEP	1	8		13	38	50		
			2	6			17	17	67	
			3	6				33	67	
		EL + RFEP	1	13		23	23	23	31	
			2	11			45	9	9	36
			3	11			18	27	18	36
		Special Ed.	1	7		43	57			
			2	7		14	57	29		
			3	7		29	43	29		
		Spec Ed. Speech/RSP	1	6		33	67			
			2	6			67	33		
			3	6		17	50	33		
		Foster	1	1			100			
			2	1			100			
			3	1			100			
		Homeless	1	3			33	33	33	
			2	2		50	50			
			3	3		67	33			
GATE/Excel	1	17			53	41	6			
	2	17			29	24	47			
	3	17				41	59			

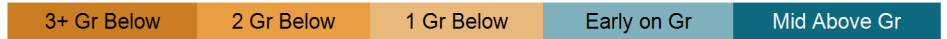
i-Ready Math Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	60	13	10	52	18	7
			2	63	10	11	35	32	13
			3	63	3	10	33	35	19
	Teacher	Soto, D	1	31	10	13	58	10	10
			2	32	9	6	41	28	16
			3	31	10	35	29	26	
		Zavala, E	1	29	14	7	48	28	3
			2	32	9	19	28	34	9
			3	32	6	9	31	41	13
	Ethnicity	African American	1	7	29	14	29	29	
			2	9	11	33	33	22	
			3	9	11	11	33	44	
		Asian	1	15	13	47	27	13	
			2	17	12	6	29	29	24
			3	17	6	12	24	24	35
		Hispanic	1	32	13	9	59	13	6
			2	30	7	10	33	37	13
			3	31	10	35	39	16	
		White	1	2	100				
			2	2	100				
			3	2	50	50			
	Other	1	4	50	25	25			
		2	5	20	40	40			
		3	4	50	25	25			
	Gender	Female	1	27	11	11	56	22	
			2	27	11	4	52	26	7
			3	27	4	7	41	33	15
Male		1	33	15	9	48	15	12	
		2	36	8	17	22	36	17	
		3	36	3	11	28	36	22	
Special Populations	Low SES	1	47	15	6	51	19	9	
		2	45	11	9	31	33	16	
		3	45	4	7	33	36	20	

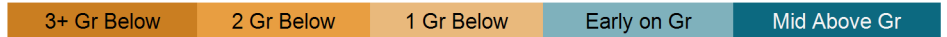
i-Ready Math Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	ELL	1	5	40	40	20		
			2	5	60		40		
			3	4	25	25	50		
		RFEP	1	12		58	25	17	
			2	12		33	42	25	
			3	12		17	42	42	
		EL + RFEP	1	17	12	12	47	18	12
			2	17		18	35	29	18
			3	16		6	6	25	31
		Special Ed.	1	9		67	22	11	
			2	11		36	27	18	18
			3	11		18	45	18	9
		Spec Ed. Speech/RSP	1	7		57	29	14	
			2	8		38	25	13	25
			3	8		25	25	25	13
		Foster	1	1		100			
			2	1		100			
			3	1		100			
		Homeless	1	1		100			
			2	2			50	50	
			3	2			50	50	
GATE/Excel	1	25			44	40	16		
	2	25			24	44	32		
	3	25			20	40	40		

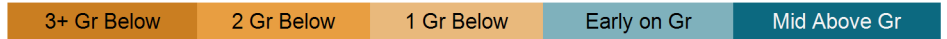
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	49	4	76	14	6	
			2	46	2	54	11	33	
			3	45	2	31	24	42	
	Teacher	Hall, H	1	23		78	13	9	
			2	24		42	8	50	
			3	25		20	24	56	
		Hunt, L	1	23	9	83	9		
			2	22	5	73	14	9	
			3	23		4	39	22	35
	Ethnicity	African American	1	7		86	14		
			2	7		43		57	
			3	8			13	63	25
		American Indian	1	1				100	
		Asian	1	12	17	83			
			2	10		10	60	20	10
			3	11		9	45	9	36
		Filipino	1	1		100			
			2	1				100	
			3	1				100	
		Hispanic	1	19		74	21	5	
			2	19		58	5	37	
			3	16		38	19	44	
		White	1	4		100			
			2	4		75	25		
			3	5		40		60	
		Other	1	5		40	40	20	
			2	5		40		60	
3	4					50	50		
Gender	Female	1	21	5	62	24	10		
		2	21		38	24	38		
		3	19		21	21	58		
	Male	1	28	4	86	7	4		
		2	25	4	68		28		
		3	26		4	38	27	31	

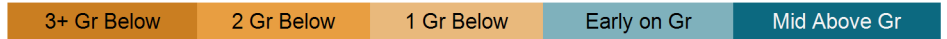
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	37	5	76	14	5	
			2	34	3	59	12	26	
			3	32	3	38	25	34	
		ELL	1	11	100				
			2	11	9	73	9	9	
			3	11	9	55	18	18	
		RFEP	1	4		25	50	25	
			2	3				100	
			3	2				100	
		EL + RFEP	1	15	7	73	13	7	
			2	14	7	57	7	29	
			3	13	8	46	15	31	
		Special Ed.	1	7	100				
			2	6	17	83			
			3	6	17	67	17		
		Spec Ed. Speech/RSP	1	6	100				
			2	6	17	83			
			3	5	20	60	20		
Homeless	1	2	100						
	2	2		50		50			
	3	2		50		50			

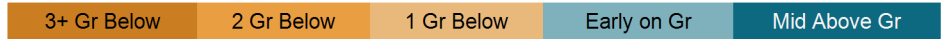
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	52	21	42	21	15	
			2	53	13	45	17	25	
			3	49		8	31	24	37
	Teacher	Courtney, L	1	28	29	36	21	14	
			2	28	11	54	14	21	
			3	29	7	48	14	31	
		Nafarrate, M	1	24	13	50	21	17	
			2	26		12	35	19	35
			3	26			8	15	35
	Ethnicity	African American	1	6		50		33	17
			2	7		57		29	14
			3	5			20	40	40
		Asian	1	6			17	50	33
			2	5		20	20	20	40
			3	6			17	17	67
		Hispanic	1	31	32	48	10	10	
			2	32	16	50	16	19	
			3	30		10	37	30	23
		Pacific Islander	1	1		100			
			2	1		100			
			3	1		100			
		White	1	2		50		50	
			2	1					100
			3	1					100
	Other	1	6			17	17	33	33
		2	7		14	29	14	43	
		3	6			33		67	
	Gender	Female	1	31	26	39	16	19	
			2	30	10	43	20	27	
			3	30	10	43	7	40	
Male		1	21	14	48	29	10		
		2	23	17	48	13	22		
		3	19			5	11	53	32

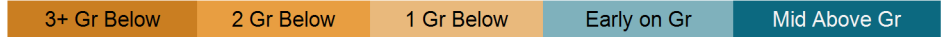
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Special Populations	Low SES	1	43	26	44	16	14	
			2	42	14	48	21	17	
			3	37		5	32	30	32
		ELL	1	10	50	40	10		
			2	10	40	50	10		
			3	8	25	50	25		
		RFEP	1	5		40	40	20	
			2	5		20	20	60	
			3	5			40	60	
		EL + RFEP	1	15	33	40	20	7	
			2	15	27	40	13	20	
			3	13	15	31	31	23	
		Special Ed.	1	2	100				
			2	4	50	25	25		
			3	4	25	50	25		
		Spec Ed. Speech/RSP	1	1	100				
			2	3	67	33			
			3	2	50	50			
		Homeless	1	2	50	50			
			2	3	33	67			
			3	3		67	33		
GATE/Excel	1	12		8	25	67			
	2	10				100			
	3	11				100			

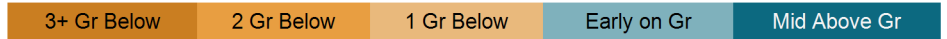
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	57	5	14	37	26	18	
			2	58	3	7	36	31	22	
			3	59	2	10	15	47	25	
	Teacher	Lofstrom, L	Lofstrom, L	1	28	4	14	43	25	14
				2	27	11	41	22	26	
				3	28	14	14	46	25	
		Millhouse, M	Millhouse, M	1	30	7	10	37	27	20
				2	30	7	3	37	37	17
				3	30	3	7	17	50	23
	Ethnicity	African American	African American	1	7	29	14	29	29	
				2	9	22	33	22	22	
				3	9	11	33	33	22	
		Asian	Asian	1	10	10	30	30	30	
				2	10	30	40	30		
				3	10	10	10	50	30	
		Hispanic	Hispanic	1	32	9	16	44	22	9
				2	31	6	6	42	32	13
				3	32	3	13	16	53	16
		White	White	1	5	40	40	20		
				2	5	20	40	40		
				3	5	40	60			
		Other	Other	1	3	33	33	33		
				2	3	33	67			
				3	3	33	67			
	Gender	Female	Female	1	32	16	28	34	22	
				2	32	3	28	38	31	
				3	33	3	18	45	33	
Male		Male	1	25	12	12	48	16	12	
			2	26	8	12	46	23	12	
			3	26	4	19	12	50	15	
Special Populations	Low SES	Low SES	1	47	4	15	38	28	15	
			2	48	2	6	42	29	21	
			3	49	2	10	16	47	24	

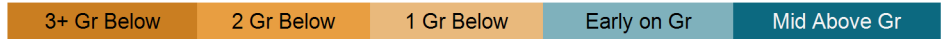
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	ELL	1	8	13	63	25		
			2	8	13	38	50		
			3	7		14	86		
		RFEP	1	4				100	
			2	4				75	25
			3	4			25	75	
		EL + RFEP	1	12	8	42	50		
			2	12	8	25	58	8	
			3	11		9	64	27	
		Special Ed.	1	7	43	57			
			2	8	25	38	38		
			3	8	13	63	25		
		Spec Ed. Speech/RSP	1	7	43	57			
			2	7	29	43	29		
			3	7	14	71	14		
		Homeless	1	2		50	50		
			2	2	50	50			
			3	2		50	50		
		GATE/Excel	1	16		6	31	63	
			2	16			25	75	
			3	16			13	88	

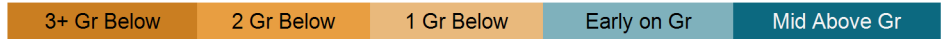
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	49	10	22	43	10	14
			2	48	10	10	42	13	25
			3	48	13	2	48	17	21
	Teacher	Hadley, M	1	23	13	17	43	13	13
			2	23	17	9	48	9	17
			3	24	21		42	21	17
		Yoshizaki, L	1	24	8	29	42	8	13
			2	24	4	13	38	17	29
			3	24	4	4	54	13	25
	Ethnicity	African American	1	6	33		50		17
			2	6	17	17	33	17	17
			3	7	14		43	29	14
		Asian	1	17	6	12	29	24	29
			2	16	6		38	13	44
			3	16			38	6	56
		Hispanic	1	21	14	24	52	5	5
			2	21	14	14	48	14	10
			3	20	20	5	55	20	
		White	1	4	25		50	25	
			2	4		25	25		50
			3	4	25		50	25	
		Other	1	1			100		
			2	1			100		
			3	1			100		
	Gender	Female	1	26	4	15	54	15	12
			2	25	8	8	44	20	20
			3	25	4	4	44	24	24
Male		1	23	17	30	30	4	17	
		2	23	13	13	39	4	30	
		3	23	22		52	9	17	
Special Populations	Low SES	1	40	13	23	45	10	10	
		2	40	13	13	45	10	20	
		3	39	15	3	51	15	15	

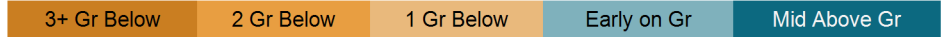
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
4	Special Populations	ELL	1	5	60	20	20				
			2	5	40	40	20				
			3	5	60	20	20				
		RFEP	1	8			25	13	38	25	
			2	8			13	25	63		
			3	7			14	29	14	43	
		EL + RFEP	1	13			23	23	15	23	15
			2	13			15	23	23	38	
			3	12			33	8	25	8	25
		Special Ed.	1	7			71	14	14		
			2	7			71	29			
			3	7			71	29			
		Spec Ed. Speech/RSP	1	6			83	17			
			2	6			67	33			
			3	6			83	17			
		Foster	1	1			100				
			2	1			100				
			3	1			100				
		Homeless	1	3			33	33	33		
			2	3			33	33	33		
			3	3			33	67			
GATE/Excel	1	17				6	29	29	35		
	2	17					18	18	65		
	3	17					12	29	59		

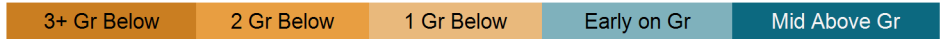
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	58	9	28	34	28	2
			2	63	5	22	40	25	8
			3	61	5	16	30	33	16
	Teacher	Soto, D	1	31	10	35	29	23	3
			2	32	6	13	47	25	9
			3	31	6	13	19	39	23
		Zavala, E	1	29	7	21	41	31	
			2	32	3	34	31	25	6
			3	32	3	25	38	25	9
	Ethnicity	African American	1	7	29	43	29		
			2	9	11	22	56	11	
			3	9	11	22	33	22	11
		Asian	1	15	7	33	20	40	
			2	17	24	47	24	6	
			3	16	25	25	31	19	
		Hispanic	1	30	7	20	43	27	3
			2	30	7	23	27	33	10
			3	30	7	13	23	37	20
		White	1	2	100				
			2	2	50	50			
			3	2	50	50			
		Other	1	4	50	50			
			2	5	20	60	20		
			3	4	75	25			
	Gender	Female	1	26	8	27	42	23	
			2	27	4	15	52	30	
			3	26	4	8	35	46	8
Male		1	32	9	28	28	31	3	
		2	36	6	28	31	22	14	
		3	35	6	23	26	23	23	
Special Populations	Low SES	1	45	9	24	38	27	2	
		2	45	7	16	42	27	9	
		3	43	7	14	21	42	16	

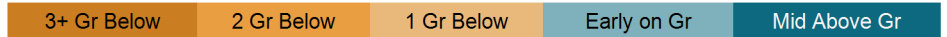
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Alvarado 2024-2025 Grade 5



Legend

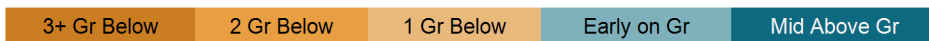


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
5	Special Populations	ELL	1	5	40	60					
			2	5	20	20	60				
			3	3	33	67					
		RFEP	1	12	17		42	42			
			2	12	8	33	58				
			3	12	8	25	33	33			
		EL + RFEP	1	17	12	29	29	29			
			2	17	6	12	41	41			
			3	15	7	20	20	27	27		
		Special Ed.	1	9	44	33	22				
			2	11	27	45	18	9			
			3	10	30	30	20	20			
		Spec Ed. Speech/RSP	1	7	43	29	29				
			2	8	25	50	13	13			
			3	7	29	29	29	14			
		Foster	1	1	100						
			2	1	100						
		Homeless	1	1	100						
			2	2	100						
			3	2	50		50				
		GATE/Excel	1	24	8	33	54	4			
2	25		40		44	16					
3	25		16	52		32					

i-Ready Math Overall Relative Placement School Data by Subgroup Alvarado 2024-2025



Legend



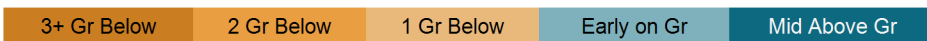
Category	Diagnostic Window	# Students	Percent by Category					
All Students	275	3	275	29	44	25	20	
Grade	Gr. 01	3	48	73	13	15		
	Gr. 02	3	55	18	40	24	18	
	Gr. 03	3	60	27	47	23	22	
	Gr. 04	3	48	6	10	29	29	25
	Gr. 05	3	63	3	10	33	35	19
Ethnicity	African American	3	40	3	8	53	23	15
	Asian	3	61	2	7	31	25	36
	Hispanic	3	133	2	12	45	29	11
	Other	3	20	10	50	10	30	
Gender	Female	3	136	2	10	43	28	18
	Male	3	139	2	9	45	22	22
Special Populations	Low SES	3	214	2	10	46	25	16
	ELL	3	37	8	27	49	11	5
	RFEP	3	30			17	33	50
	EL + RFEP	3	67	4	15	34	21	25
	Special Ed.	3	36	14	33	39	8	6
	Spec Ed. Speech/RSP	3	29	14	31	41	7	7
	GATE/Excel	3	70			7	39	54

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Alvarado 2024-2025



Legend



Category		Diagnostic Window	# Students	Percent by Category						
All Students	276	3	276	4	9	30	29	28		
Grade	Gr. 01	3	48		2	29	23	46		
	Gr. 02	3	57	9		33	23	35		
	Gr. 03	3	60		2	10	15	48	25	
	Gr. 04	3	48	13	2		48	17	21	
	Gr. 05	3	63	5	19		29	32	16	
Ethnicity	African American	3	40		5	8	30	38	20	
	Asian	3	62			13	26	21	40	
	Hispanic	3	134	5	10		31	34	19	
Gender	Female	3	138		1	6	33	29	31	
	Male	3	138	6	12		28	30	25	
Special Populations	Low SES	3	212	5	8		30	32	25	
	ELL	3	37	14	19		32	30	5	
	RFEP	3	30			3	3	17	27	50
	EL + RFEP	3	67		9	12		25	28	25
	Special Ed.	3	37	24		30		32	11	3
	Spec Ed. Speech/RSP	3	29	28		34		28	7	3
	GATE/Excel	3	70					9	29	63

The percentages may not equal 100% due to rounding.



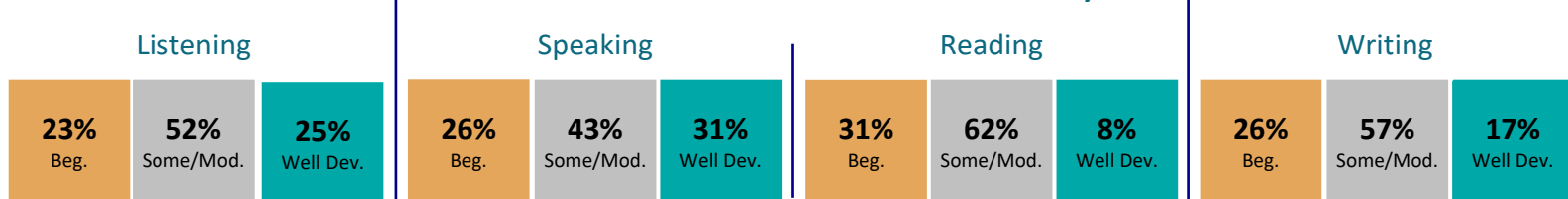
ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Alvarado

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



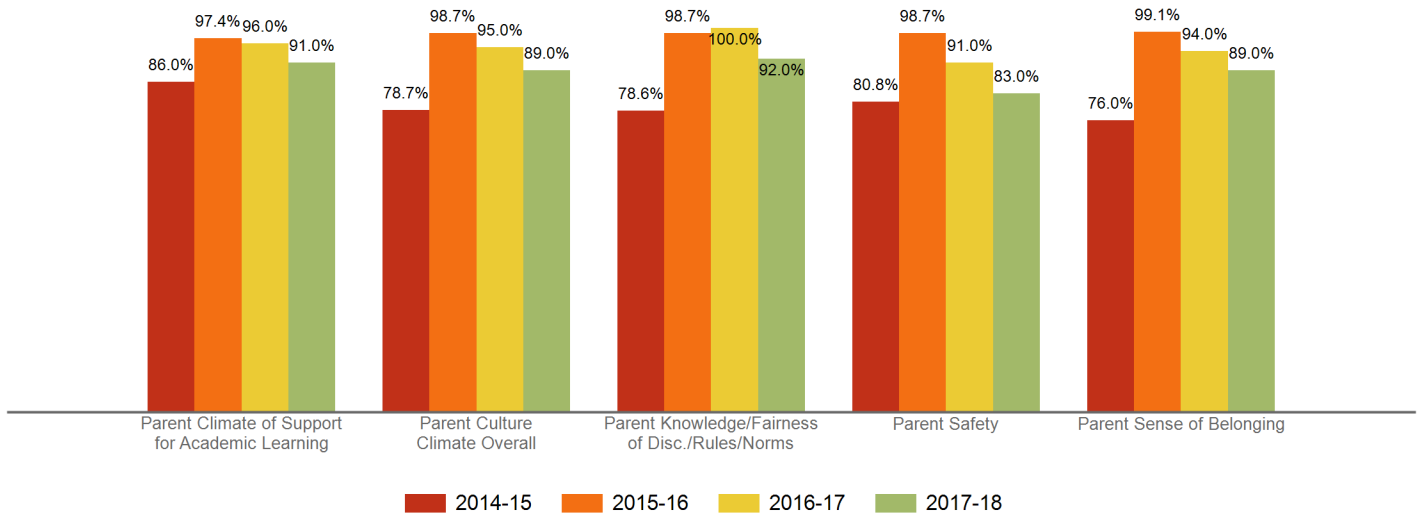
Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	75%	0%	25%	0%	63%	25%	13%	50%	50%	0%	63%	38%	0%	75%	25%	0%
01	24%	29%	29%	18%	24%	47%	24%	18%	47%	29%	18%	76%	0%	24%	35%	35%
02	36%	29%	21%	14%	29%	43%	21%	29%	36%	29%	36%	36%	21%	14%	79%	0%
03	7%	43%	50%	0%	0%	57%	7%	7%	43%	14%	7%	57%	0%	14%	29%	21%
04	42%	17%	33%	8%	8%	58%	17%	33%	25%	25%	33%	42%	8%	17%	67%	0%
05	8%	33%	25%	33%	8%	25%	42%	8%	17%	50%	17%	50%	8%	8%	50%	17%

Culture-Climate Survey (Parent)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>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.</p> <p>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.</p> <p>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)</p> <p>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>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</p>

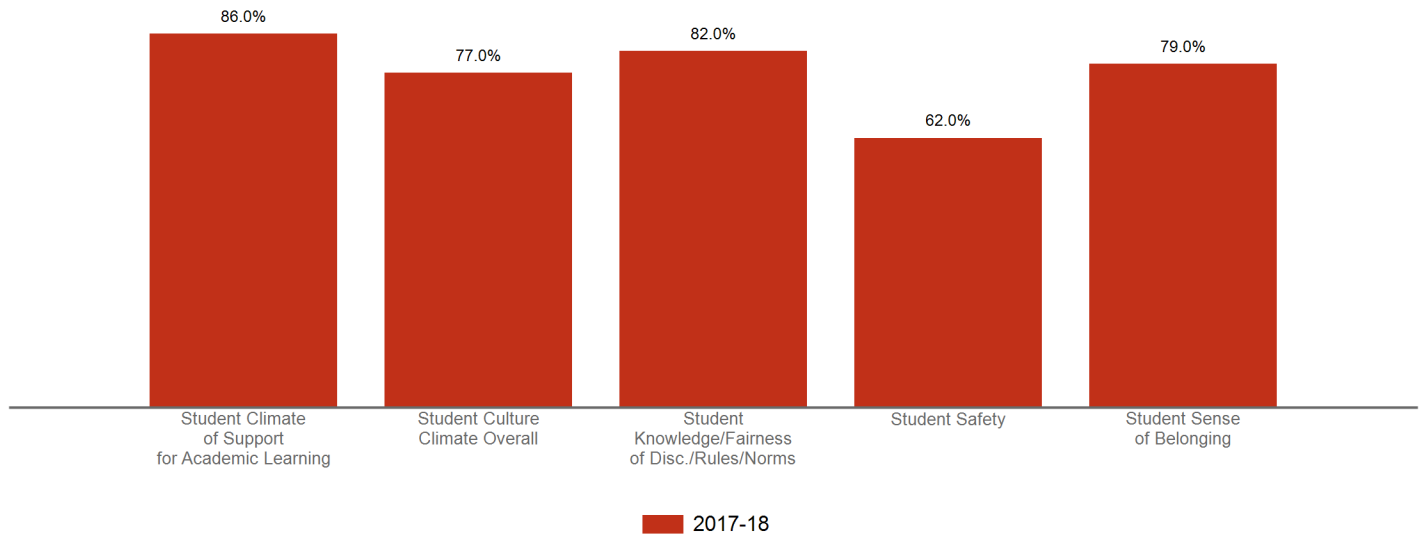


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials for meetings which include copy paper to distribute reminders or notices, flyers, supplies e.g paper, color pencils and color markers, pens, for parent meetings and communication.		Materials
Total			

Culture-Climate Survey (Student-Staff)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>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.</p> <p>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.</p> <p>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)</p> <p>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>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</p>

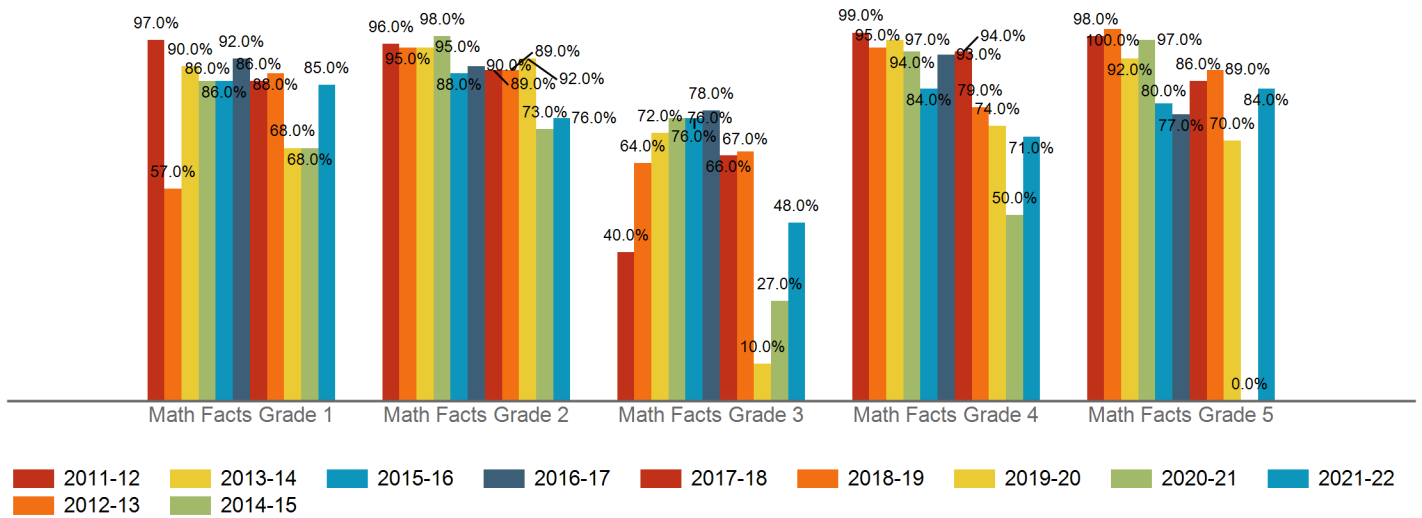


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	SSC approved \$31,000.00 from Title I for supplemental materials, including technology to support targeted students with foundational reading skills, math manipulatives, workshop support and materials, multilingual support and all TK-5th grade classes.		Materials, Services
Total			

Elementary Math - Math Facts

School Year: 24-25

Goals	
Area	Description
Math Goals	<p>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.</p> <p>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.</p> <p>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</p> <p>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.</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>

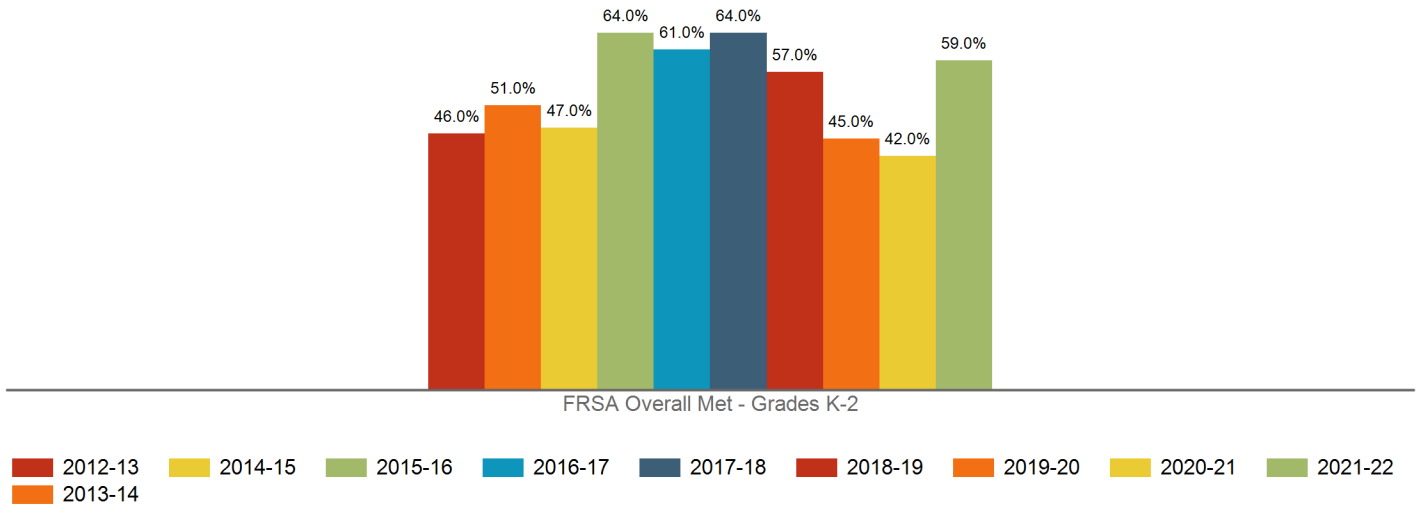


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	SSC approved \$31,000.00 from Title I for supplemental materials, including technology to support targeted students with foundational reading skills, math manipulatives, workshop support and materials, multilingual support and all TK-5th grade classes.		Materials, Services
Total			

Elementary Reading - FRSA

School Year: 24-25

Goals	
Area	Description
ELA Goals	<p>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.</p> <p>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.</p> <p>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</p> <p>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.</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>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	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.		Materials, Services
Total			

Elementary Reading - FRSA

School Year: 24-25

Reading-FRSA Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
24861	3	4/21/25	6/10/25	35	0.75	26.25
24883	3	12/3/24	2/26/25	23	0.5	11.5
24884	3	3/3/25	5/28/25	26	0.5	13
	9					50.75

All Parents

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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.	\$6,500	
	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.	\$107,024	
	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.	\$3,065	
	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.	\$12,989	
2	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.	\$10,704	
	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$63,119	
3	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.	\$31,000	
Total		\$234,401	

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LONG BEACH UNIFIED SCHOOL DISTRICT
 ALVARADO ELEMENTARY SCHOOL
 1900 E. 21st St. Signal Hill, CA 90755
 (562) 985-0019 · Fax (562) 986-9451

Alvarado Home-School Compact 2025 - 2026

The staff and parents/guardians at **Alvarado** have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of **Alvarado** agree to implement the following activities:

THE SCHOOL

- **Alvarado Elementary** will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- **Alvarado Elementary** staff will be positive role models for students.
- **Alvarado Elementary** will provide after school tutoring when resources are available.
- **Alvarado Elementary** will involve parents/guardians in the governance of the school.
- **Alvarado Elementary** will keep parents informed of their child's progress.

x

 Teacher's Signature

 Date

x

 Principal's Signature

 Date

THE HOME

Our district deeply values family partnership as essential to student success. We warmly invite and encourage your involvement in your child's education. To ensure we can provide the best support possible, we ask that appointments be scheduled in advance when possible. Conferences will focus on your child's needs, and we are committed to working together in a respectful, solution-oriented manner. If you need language support, scheduling assistance, or other accommodations, we're here to help.

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a quiet place for their children to study and check his/her work.
- Parents/Guardians will talk, read or write to/with their children at least 20 minutes each night.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their children.

THE STUDENT

- Students will come to school prepared to learn by being on time and coming well-rested.
- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers and peers in a positive manner.

x

 Parent's Signature

 Date

x

 Student's Signature

 Date



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Alvarado Pacto de Casa y Escuela 2025 - 2026

El personal y los padres de familia/tutores en Alvarado tienen altas expectativas para los estudiantes en la escuela y para ellos mismos. En un esfuerzo por brindar el programa educativo de la más alta calidad para los estudiantes, el personal y los padres de familia/tutores en Alvarado están de acuerdo en implementar las siguientes actividades:

LA ESCUELA

- La escuela proporcionará un programa de instrucción riguroso y desafiante basado en los Estándares Estatales de California para cada nivel de grado.
- El personal escolar será un modelo positivo a seguir para los estudiantes.
- La escuela proporcionará ayuda académica después del horario escolar cuando haya recursos disponibles.
- La escuela tendrá en cuenta a los padres/tutores en la gobernación de la escuela.
- La escuela mantendrá a los padres de familia informados sobre el progreso de sus niños.

X

Firma de Maestro/a

Fecha

X

Firma de Directora

Fecha

EL HOGAR

- Los padres de familia/tutores enviarán a sus niños a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado y de llegar a tiempo todos los días.
- Los padres de familia/tutores ofrecerán un lugar tranquilo para que sus niños estudien y revisen su trabajo.
- Los padres de familia/tutores pasarán por lo menos veinte minutos cada noche hablando, leyendo o escribiendo con sus niños.
- Los padres de familia asistirán a todas las conferencias solicitadas por los maestros para hablar acerca del progreso académico de sus niños.

EL ESTUDIANTE

- Los estudiantes vendrán a la escuela preparados para aprender al llegar a tiempo y estar bien descansados.
- Los estudiantes serán aprendices responsables al prestar atención en la clase, leer todos los días y dar su mayor esfuerzo en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un aprendiz cooperativo y comprometido.
- Los estudiantes convivirán con maestros y compañeros de una manera positiva.

X

Firma del padre/madre

Fecha

X

Firma del estudiante

Fecha



Alvarado Elementary Family Involvement Guidelines 2025-2026 School Year

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

PART I

Alvarado agrees to implement the following requirements:

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

PART II

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

1. Alvarado will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. School Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the School Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Publicize in Title I Newsletter, at Back-to-School night, through the school website, SchoolMessenger, & Front Office
 - At Meeting
 - i. Review School Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Alvarado will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting



- Main Office Counter
 - Back to School Night
3. Alvarado will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Newsletter
 - Annual Title 1 Meeting
 - Main Office Counter
 - Back to School Night
 - School site council must vote to approve the guidelines
 4. Alvarado will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement posted on front office, School Messenger, and School Website, School Social Media Account
 5. Alvarado will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
 - Meetings offered at different times
 - Announcements/fliers sent home with children in home language
 - Marquee displaying school activities
 6. Alvarado will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Alvarado will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Coffee with the Principal
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
 7. Alvarado will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
 - Promotion of LBUSD's VIPs Program
 - Parent Workshops
 8. Alvarado will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School Site Council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Alvarado will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site



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- Family-Teacher Conferences
 - Monthly Calendars of Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for [Parent University](#)
2. Alvarado will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - Compact will be discussed, signed and distributed during fall parent-teacher conference
 3. Alvarado will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
 4. Alvarado will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops
 - Building Healthy Habits Attendance Workshop,
 - Introduction to Second Step
 - Kindergarten Orientation
 - Understanding Assessments (I-Ready/Pear Assessment/CAASPP)
 - Understanding the Content Standards
 - Reading & Writing Workshops
 5. Alvarado will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services
 - Effective communication during parent teacher conferences
 - School Messenger/Canvas/ParentVue Mail/ClassDojo/phone calls
 - Viewing Parents as teacher partners
 6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - District translators will be requested to do the translations of written materials/notifications that are sent to families as needed.

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

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

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between



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teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

PART V
ADOPTION

Alvarado Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on **10/15/25** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **December 2025**. Alvarado Elementary, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Dr. Jennifer Kalb
Signature of Principal

10/15/25
Date



Alvarado Elementary

Alvarado Guía de Participación Escolar para las Familias 2025-2026

Cómo Alvarado recibe fondos del Título I, Parte A (Título I), la escuela ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Alvarados Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Alvarado para la participación de las familias y describe la manera en que la Alvarado implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y escuela Alvarado está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

La escuela Alvarado está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela Alvarado y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela Alvarado.
- adoptar el contrato entre el hogar y la Alvarado, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la Alvarado y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la definición de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo.

PARTE II: DESCRIPCIÓN DE CÓMO LA ALVARADO IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La escuela Alvarado tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:

(Nombre las acciones que constituyen planificar, revisar, y mejorar el Programa del Título I, por ejemplo, recolectar y propagar a los padres de familia para revisar los siguientes materiales.)

- La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores
- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.



- i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
 - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Clases, a través del sitio web de la Alvarado, "SchoolMessenger" y la oficina.
 - En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Alvarado
 - iii. Tener disponible intérpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones
2. La escuela Alvarado tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a Clase
3. La escuela Alvarado actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela Alvarado:
 - En las reuniones de SSC y ELAC
 - Sección del Boletín Informativo
 - Boletín Informativo Título 1 Mostrador de la Oficina Principal
 - Reuniones informativas para las familias
 - El Consejo Escolar deberá votar para aprobar la guía
4. La escuela Alvarado convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos en esta en la escuela Alvarado, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la escuela Alvarado, School Messenger, sitio web de Alvarado, y cuenta de redes sociales de Alvarado.
5. La escuela Alvarado proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
 - Juntas ofrecidas por la escuela
 - Anuncios/boletines mandados a la casa en su idioma
 - Anuncios en el tablero electrónico
6. La escuela Alvarado les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la Alvarado, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La escuela Alvarado también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
 - Talleres para las familias; encuestas para las familias
 - Café con la directora
 - En el boletín informativo de la Alvarado
 - Noche de Regreso a Clases
 - En las reuniones del SSC y ELAC
7. La escuela Alvarado coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo "Head Start", "Early Head Start", Alvarados



públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en Alvarados selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
 - Promoción del programa de VIPS
 - Talleres para Padres
8. La escuela Alvarado entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
- En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. La escuela Alvarado construirá la capacidad de la Alvarado y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la Alvarado, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir "P" para Universidad de Padres
2. La escuela Alvarado incorporará el Contrato entre la Familia y la Alvarado como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la Alvarado y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
 - El pacto se discutirá, firmará y distribuirá durante la conferencia de padres y maestros del otoño.
3. La escuela Alvarado, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la Alvarado para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La escuela Alvarado, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias
 - o Taller de asistencia para el desarrollo de hábitos saludables
 - o Introducción a Second Step
 - o Orientación para kínder
 - o Comprensión de las evaluaciones (I-Ready/Pear-Assessment/CAASPP)
 - o Comprensión de los estándares de contenido
 - o Talleres de lectura y escritura
5. La escuela Alvarado, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Familias
 - Comunicación eficaz durante las reuniones de padres y maestros



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- School Messenger/Canvas/ParentVue Mail/ClassDojo/llamadas telefónicas
 - Considerar a los padres como colaboradores docentes
6. La escuela Alvarado, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender: (Nombrar acciones)
- Las traducciones por escrito de los materiales/avisos que se mandan a las familias serán pedidas por traductores del distrito cuando se necesite.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela Alvarado, en consulta con sus familias, elige comprometerse para fomentar la capacidad de las familias para la participación en la Alvarado para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la Alvarado y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la Alvarado;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

PARTE V: ADOPCIÓN

Esta Guía de Participación Escolar para las Familias se ha desarrollado conjuntamente y de acuerdo con las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la escuela Alvarado el 15/12/2025 y estará vigente por un periodo de un año lectivo. La escuela Alvarado distribuirá la Guía a todas las familias desde Diciembre 2025 o antes. La escuela Alvarado, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Dr. Jennifer Kall
Firma de Directora
15/10/25
fecha