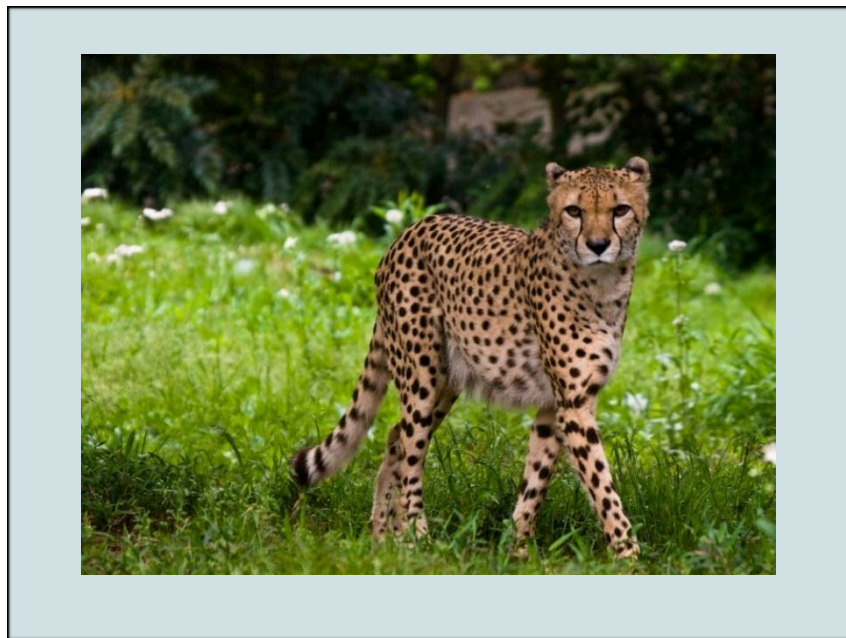


Adelante Charter School of Santa Barbara

Parent-Student Handbook 2024-2025



1102 E. Yanonali St. Santa Barbara, CA 93103

805-966-7392 (office) 805-966-7243 (fax)

Web Site: <http://www.adelantecharter.org>

Office Hours: 7:30 AM to 4:00 PM

Mascot: Cheetah
Colors: Teal and Tan

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Welcome to the 2024-2025 School Year!

The Student Parent Handbook is a document that provides the Adelante community with information about different aspects of the school.

You will find the school schedule, a list and contact information of the staff, along with expectations for us all.

You will also find our mission statement and our educational philosophy, along with Cesar Chavez' core values – these are documents that guide our purpose as a place of academic, intellectual and social preparation. As a parent or guardian, it is important that you are aware of the policies and procedures.

If you have questions about the school, you are encouraged to refer to this handbook or check the school website. As this handbook is for families and students, it is a great idea to review the handbook with your student, as they will find answers to some of their questions.



ADELANTE STAFF & CONTACT INFORMATION

Grade/Position	Name	Room #	Ext.	Email Address
Director	Javier Bolívar	B-2 Office	1103	jbolivar@sbunified.org
Office Manager	Karla Centeno	B-2 Office	1102	kcenteno@sbunified.org
Student/Parent Coordinator	Susana Ramirez	B-2 Office	1116	sramirez@sbunified.org
Personnel & Business Services	Norma Quezada	B-2 Office	1101	nquezada@sbunified.org
K Teacher	Maya Singer	Rm 100	1113	
K Teacher	Carolina Alcaraz	Rm 101	1104	calcaraz@sbunified.org
1 st Grade Teacher	Fernanda Morales	Rm 106	1107	fmorales@sbunified.org
1 st Grade Teacher	Graciela Rodriguez	Rm 107	1105	ghrodriguez@sbunified.org
2 nd Grade Teacher	Dolores Meraz	Rm 102	1108	dmeraz@sbunified.org
2 nd Grade Teacher	Andrea Carrillo	Rm 103	1110	acarrillo@sbunified.org
3 rd Grade Teacher	Ericka Bobadilla	Rm 108	1122	ebobadilla@sbunified.org
3 rd Grade Teacher	Erika Ruiz Santillán	Rm 109	1123	esantillan@sbunified.org
4 th Grade Teacher	Alexia Limón	Rm 104	1114	alimon@sbunified.org
4 th Grade Teacher	Annabel Meza	Rm 105	1115	ameza@sbunified.org
5 th Grade Teacher	Tania Ferrufino	Rm 112	1111	tferrufino@sbunified.org
5 th Grade Teacher	Monica Gotzmer	Rm 113	1106	mdettmer@sbunified.org
6 th Grade Teacher	Veronica Ramos	Rm 114	1109	vramos@sbunified.org
6 th Grade Teacher	Marcos Espino	Rm 115	1112	mespinocervantes@sbunified.org
Dance Teacher	Lauren Macioce			lmacioce@sbunified.org
PE Teacher	Jose Sandoval Buzo			jsandoval@sbunified.org
Music Teacher	Sandra Limon			sandralimon@sbunified.org
Art Teacher	Amber O'Rourke	B-1	1119	aorourke@sbunified.org
Sped Director/Teacher	Leticia Lemus	Rm B-3B	1144	leticialemus@sbunified.org
Psychologist	Meaghan Romo	B-4 Office	1147	mromo@sbunified.org
Speech & Language	Michelle Alferez	Rm B-3A		malferez@sbunified.org
Instructional Coach	Holly Gil	B-2 Office		hgil@sbunified.org
Instructional Assistant	Marta Avila	Rm 101		mavila@sbunified.org
Instructional Assistant	Jade Munoz	Rm 100		jmunoz@sbunified.org
Instructional Assistant	Laura Adame	Rm 106		
Instructional Assistant	Guadalupe Nuñez	Rm 107		
Instructional Assistant	Laura Ramirez	Rm B-3B		lramirez@sbunified.org
Instructional Assistant	Lesly Juan Maldonado	Rm B-3B		ljuanmaldonado@sbunified.org
Instructional Assistant	Hellen Ojedo			hojeda@sbunified.org
Reading Interventionist	Lilly Stuart			

Yard Supervision	Luz Perez			
Yard Supervision	Miguel Chavez			
Yard Supervision	Irene Camacho			
Yard Supervision	Erica Castañeda			
Yard Supervision	Stephanie Navarro			
Day Custodian	Tony Donato			
Night Custodian	Albert Sandoval			
A-OK Program	Lesly Juan Maldonado			

ADELANTE SCHOOL CALENDAR 2024-2025

Monday, August 19	First Day of School for Students	
August 28	Back to School Night	
September 2	Labor Day	Holiday: No School
October 11	Holiday	No School
October 21	Non Student Day/Staff PD	No School
November 4	Early Release	1pm Dismissal
November 11	Veteran's Day	Holiday: No School
November 15	Early Release	1pm Dismissal
November 18-22	Parent Conferences	Early Release (1pm dismissal)
November 25-29	Thanksgiving Break	No school (classes resume Nov. 27, 2023)
December 13	Early Release	1pm Dismissal
December 16-January 3	Winter Break	No school (classes resume Jan. 8, 2024)
January 20	Martin Luther King Jr. Day	Holiday: no school
February 14	Lincoln's Birthday	Holiday: no school
February 17	Presidents' Day	Holiday: no school
March 3	Non Student Day/Staff PD	No School
March 14	Early Release	1pm Dismissal
March 17-21	Parent Conferences	Early Release (1pm dismissal)
March 24-28	Spring Break	No school (classes resume April 1, 2024)
March 31	Early Release	1pm Dismissal
May 2	Early Release	1pm Dismissal
May 26	Memorial Day	Holiday: no school
June 9-11	Student Led Conferences	Early Release (1pm dismissal)
Thursday, June 12	Kinder & 6 th Grade Promotion Ceremonies LAST DAY OF SCHOOL	Early Release (1pm dismissal)

Please check the website throughout the school year for the most up-to-date calendar information.

DAILY SCHOOL SCHEDULE
2024-2025

CLASSES BEGIN Breakfast in the Cafeteria	8:00 AM 7:30AM
RECESS	Kindergarten 9:10 to 9:25 franklin playground 1 st 9:30 to 9:45 lower campus 2 nd - 3 rd 9:50 to 10:05 lower campus 4 th - 6 th 9:40 to 9:55 upper campus
LUNCH	K & 1 st 10:50 - 11:40 2 nd & 3 rd 11:20 - 12:05 4 th , 5 th & 6 th 11:50 - 12:35
RECESS	1 st 1:45 - 2:00 PM franklin playground 2 nd - 3 rd 1:15 - 1:30 PM lower campus
DISMISSAL	Kindergarten 2:00 PM 1 st -3 rd 2:50 pm 4 th -6 th 3:00 pm



DISMISSAL FOR ALL STUDENTS ON
WEDNESDAY IS 1:00 PM

Kindergarten	10:40 - 11:15
1 st	10:45 - 11:15
2 nd & 3 rd	11:20 - 11:50
4 th , 5 th & 6 th	11:55 - 12:25

Rainy Day Lunch Schedule

EDUCATIONAL OVERVIEW

Mission and Philosophy

Our Mission

The mission of Adelante Charter School is to develop bi-literate, multicultural students whose strong academic and cultural foundations prepare them to meaningfully participate and provide leadership in their families, their community and their world to create a more just and equitable society.

Philosophy

The ACS community believes that the best setting for educating linguistic minority pupils - and one of the best for educating any pupil - is a school in which two languages are used without apology and where becoming proficient in both is considered a significant intellectual and cultural achievement. (C. Glenn, 1990).

The core values of Cesar Chavez

Acceptance of all people, Celebrating Community, Respect for Life and the Environment, Non-Violence, A Preference to Help the Most Needy, Knowledge, Sacrifice, Service to Others & Determination.

TRIBES:

Teachers are all trained in the TRIBES Learning Community and use the program to create a positive social-emotional climate in the classroom and across the school campus. Four basic agreements form the basis of this program, including attentive listening, appreciation/no put downs, mutual respect, and the right to pass. Through a variety of both personal and academic contexts, students are guided to explore their relationships with each other and create a safe and healthy environment. Cooperation, goal-setting, and progress monitoring become group processes that ensure that everyone's voice is valued and honored. TRIBES is at the heart of our positive campus culture that celebrates all students and cultivates young citizens who value empathy, justice and leadership.

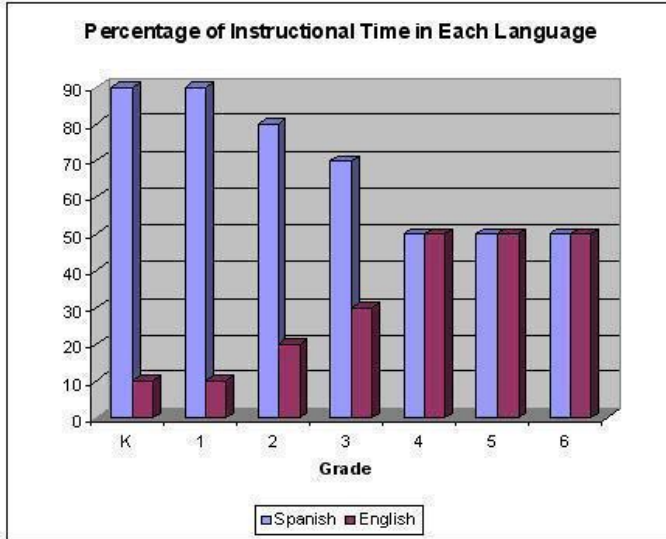
Background

Adelante Charter School of Santa Barbara, previously known as César Chávez Charter School, is a two-way immersion elementary school spanning grades K-6 with a small school feel. ACS is dedicated to becoming a school of excellence and is striving towards being honored as a California Distinguished School.

Benefits of Two-Way Immersion Programs

This proven educational model integrates native English speaking students with native Spanish speaking students beginning in kindergarten. Together, they learn a second language while learning academic content. Each student adds another language at no cost to their first language. Students who participate in these programs demonstrate higher levels of language proficiency, achievement and self-concept.

In kindergarten and 1st grades, 90% of instructional time is in Spanish with an emphasis on Spanish literacy. As students progress through the grades,



English language instruction increases. By 5th grade, instructional time is evenly divided between Spanish and English. The 90/10 model is very effective because English Learners (language minority students) best acquire a second language when their first language is firmly established. English Proficient (or language majority) students' second language is best developed through immersion in that targeted language. Immersing English proficient students in the target (Spanish) language will promote higher levels of

second language proficiency, while immersing English Learners in their native language will produce not only higher levels of proficiency in their native language, but also higher levels of English proficiency and academic success overtime.

Achievement Tests

At ACS, all of our students take the STAR 360 Assessments to measure their progress in Spanish and in Mathematics. Students in third through sixth grade take the Smarter Balanced assessments for English Language Arts and Mathematics in the spring. The tests are designed to measure students' progress in reading, language, and mathematics. As ACS is a two-way immersion school, an equivalent of this exam, the CSA (California Spanish Assessment) test is given to measure progress in Spanish. The CSA is given in grades 3rd-6th. You will receive the results for both tests in September.

As part of the California assessment program, students in the fifth grade are tested in science.

Physical Fitness Test

The fifth graders take a State Physical Fitness Test in the spring, the FITNESSGRAM®. The primary goal of the FITNESSGRAM® is to assist students in establishing lifetime habits of regular physical activity.

SCHOOL EVENTS AND TRADITIONS

Adelante Charter School is fortunate to have a committed and very involved community of parents and teachers. This sense of community is evident through a number of defining events throughout the year including:

- Back-To-School Night: This is a night where you will meet with your child's teacher to discuss classroom expectations, homework policies, etc. (August)
- All-School Clean-Up Day: This is a day where the whole school comes together on a Saturday to beautify the Adelante campus. This is generally held on a Saturday in April
- Día de los Muertos Fundraiser: This is our biggest fundraising event. This event is organized by PTSO and is held on the first Sunday of November. There are student presentations, great food and games.
- Parent, Student, Teacher Conferences: Conferences happen 3 times a year. This is when you meet with your child's teacher to discuss their progress and achievements.
- Milpas Holiday Parade: Adelante participates annually in the Milpas Holiday Parade.
- Adelante Winter Show: Under the direction of our music and dance teachers our students perform dances and sing songs to celebrate winter holidays.
- Adelante Charter Performing Arts Showcase: under the direction of our enrichment teachers students from 3-6 participate in our school musical towards the end of the school year.
- All School Dance Show: Our students work hard all year with our dance teacher to put on a dance show that showcases all of the hard work they have done all year.
- Art Show: Under the direction of our Art teacher, our students create wonderful art pieces that are displayed in our annual art show. The art pieces our students create are truly one of a kind masterpieces.
- Jog- A- Thon/Color Run: This is a fundraiser where families, friends and neighbors pledge money to support the students as they jog or walk in the Jog-A-Thon, which takes place during your child's regular school day.
- Kinder and 6th Grade Promotion Ceremonies: Kinder and 6th grade students participate in a graduation ceremony to acknowledge their achievements and recognize them as they move on to the next grade and start their next educational journey.

PROCEDURES & INFORMATION

Daily Schedule

School starts at 8:00am for all Adelante students. Kindergarten dismissal is at 2:00pm, 1st-3rd grade dismissal is at 2:50pm and 4th- 6th grade is at 3:00pm. Every Wednesday is early release and ALL students are dismissed at 1:00pm.

Attendance

As Adelante is a charter school, regular school attendance is a requirement. Our success as a charter school is dependent upon strong student attendance. We recognize the positive impact that regular school attendance has on student achievement. As parents/guardians you play a key role in helping your child be successful.

It is important to understand that students with excessive absences and or tardies will be asked to leave Adelante and enroll in another school. Adelante will be enforcing attendance because of previous high tardiness and absenteeism which impacts the yearly budget.

Absence Policy

When a student is absent, please call the school office (not the classroom teacher) on the morning of the absence. Parents may leave a message on the school voicemail (805)966-7392. Parents have 72 hours to verify an absence before it's marked as an unexcused absence.

If a student is absent for only part of the day, he/she must report to the office for a slip. A student who is late due to a dental/medical appointment will need to provide the school office with documentation verifying the appointment.

Tardy Policy

All students must be on time for school. Students arriving late often miss important beginning-of-the-day information that is relevant to their education. Arriving on-time is aligned with our TRIBES agreement of mutual respect as we expect our students to respect their school, their teachers and their learning. Students who are not in the classroom at 8:00 a.m. will be considered tardy. *Tardy students must report to the office for a tardy slip.* All tardies are recorded and are reported on progress reports and on the final report card. Students that arrive after 8:30am with no excuse are considered to be "Truant". A habitually truant student jeopardizes their spot at Adelante.

If a student has 10 or more tardies a month they lose the privilege of Free Dress Day Friday.

Student Sign Out

ACS is a closed campus and students are not allowed to leave campus during school hours for any reason unless accompanied by an adult and properly signed-out. Parents picking up their child from school early must first go to the office, sign the student out in the Sign out log and state the reason for the early release. After signing the student out the office staff will call for the student and they will be released to their parents. In the event that a student is leaving school habitually early, teachers inform the Principal who schedules a meeting with parents. Please schedule doctor appointments after school hours or during vacations.

Student Health

All staff are trained in First Aid and CPR, and there is a School Health Assistant at ACS. Children not well enough to participate in the classroom will be sent home. This is not only in the best interest of the child, but serves as protection for the other children as well.

****Please note: All Adelante Charter School staff are mandated reporters. A mandated reporter is someone who is required by law to report reasonable suspicious abuse.****

In order to decrease exposure to illness and to promote a healthier classroom environment, please keep your child at home if he or she:

- Has a temperature of 100°F or more. Your child should remain at home in bed for the day and should be FEVER FREE FOR 24 HOURS without the help of medication before returning to school.
- Has been diagnosed with a strep infection. Your child should be on antibiotics for 24 hours before returning to school.
- Has a sore throat, especially with fever or swollen glands in the neck.
- Has vomited during the night and into the morning. *If a child vomits at school, they will be sent home.*
- Has a persistent cough, chest congestion, or discolored nasal discharge.
- Has persistent diarrhea during the night and into the morning.
- Has a red eye with thick purulent drainage or discharge that has crusted over during sleep. Your child may return to school after the eye is clear, or 24 hours after starting medical treatment, or with written permission from the doctor.
- Has a body rash that you cannot identify, or that is accompanied by a fever.
- Has live head lice. Treat with lice removal products before returning to school. The child must be checked by the health assistant when returning to school. Please call the Health Assistant if you have any questions.
- Has tested positive for COVID-19, must be fever free for 24 hours and may return to school wearing a mask indoors through the end of day 10.

Medication at School

If your child needs to take any medication (prescription or non-prescription) at school, please observe the following procedures:

1. If a child must take medication at school, a Medication Consent form (available in the office or on the Santa Barbara Unified School District website) must be completed by the physician and the parent.
2. Bring the medication in the original container to the office with your signed permission and specific instructions for administration.
3. All medication must be kept in the school office and administered by school personnel. Children may not carry any medication on their person unless noted by the doctor on the medication form. This also includes “over the counter” nonprescription medications such as aspirin, vitamins, cough drops, nose drops, etc.
4. Please see the Health Assistant for the consent form if your child needs to keep emergency medication “with them” (i.e., asthma inhaler)

*These rules apply to ALL medication for all students.

Immunizations

State of California Law requires certain immunizations before a child may attend school. The Health Assistant will notify you if your child's immunizations are incomplete.

Emergency Card

The school must have a current emergency card on file for each student. Please notify the Health Assistant of any changes in address, home, work and emergency telephone numbers or any change in medical issues or support required. In the event of an emergency or illness at school, it is essential that we are able to reach you quickly.

DISASTER INSTRUCTIONS FOR PARENTS

The following instructions have been adopted by the Santa Barbara Unified School District to ensure the most effective response following a major earthquake. The rules have been designed to provide for the health, physical safety, and protection of ACS students in accordance with the legal requirements of the school district.

1. If a major earthquake occurs and damage is extensive, we ask that parents or others for whom you have assumed responsibility to park their cars away from campus and walk to school grounds to pick up their students. We must keep the access driveways and streets open for emergency vehicles only.
2. At the school, a security team will direct you to the appropriate check out area.
3. Do not call the school and tie up phone lines.
4. Your child will be held at the school until signed out. If the school buildings are not considered safe, children will be held on the large field area.
5. Children will be released only to parents or those persons you as a parent/guardian have authorized. Be prepared to present identification.
6. Children will be held for up to 72 hours and then we will relocate them to a pre-designated local emergency shelter.
7. Arrange with your neighbors for alternate safe homes to which your child should go if you are not home. Tell your children about this plan and to whose home they should go.
8. Be sure to list at least 3 people on the school's emergency cards that would be willing to assume the responsibility of guardianship in your absence. Be sure that these individuals acknowledge they will be responsible for your children until you get home.
9. At the end of the day, a complete school roster will be posted outside the school office indicating (a) who picked up your child and (b) to what emergency shelter your child was released to.

It is essential that students be taken home as soon as possible. Parents are urged to cooperate fully with the ACS emergency response teams (faculty and support personnel) and keep the parking lot areas and access streets open for emergency vehicles and equipment.

A copy of the Adelante Safety Plan can be found on our school website or in the school office.

STUDENT INFORMATION

Student Behavior Guidelines

Mutual Respect

At ACS, everyone's rights are respected. We treat others as we want to be treated.

We demonstrate respect by:

- The way we speak with one another (no verbal threats, insults, or offensive language).
- Our body language (no unwanted touching or threat of violence to anyone).
- Being aware of what is going on around us.
- Anticipating how our actions will affect others.
- Being considerate of others' time and needs.
- Resolving conflict when it occurs through established problem solving techniques.

Safety

At ACS, we behave in such a way that we do not cause harm to others or ourselves.

We demonstrate safety by:

- Not running in the pathways or classrooms
- Not pushing, shoving, or having rough contact with one another
- Staying in supervised areas (never being in unsupervised areas without specific permission)

Participation in the Learning Process

At ACS, we provide everyone an opportunity to learn and be a part of our community.

We are able to participate in the learning process when we:

- Follow directions of teachers, staff and other adults who are volunteering
- Do not disrupt or distract others from learning

Respect and Care of our Property and Environment

At ACS, we take pride in maintaining the function and appearance of our environment.

We respect and care for our learning environment when we:

- Keep classrooms, halls, group meeting areas, and the playground clean and free of trash
- Are not destructive to furnishings, buildings, or another's property
- Keep furnishings, supplies, tools, personal possessions, etc. orderly

A copy of the complete discipline policy is attached to the end of this handbook as Appendix I.

Suspension and Expulsion Procedures

Copies of the detailed ACS Suspension and Expulsion Procedures are available upon request in the School Office. Behaviors for which students can be suspended can be found in Appendix I.

Field Trip Guidelines

- Students must have a signed permission slip for all field trips 1 day prior to the field trip.
- Teachers will be sending permission slips for parent signatures.
- Students without the signed form will not be able to leave the school and will be placed in another classroom.
- Excellent student behavior is especially important on field trips as they are representatives of our school.
- The teal polo shirt is mandatory on all field trips.

Health & Wellness Policy

As a school, ACS is committed to providing an environment of healthy nutrition and physical activity for all students. **We are a SUGAR AND JUNKFOOD FREE SCHOOL.** As parents you can support this commitment by adhering to the following:

- When sending beverages to school, send water, milk, 100% fruit or vegetable juices. Do not send soda or sweetened drinks.
- Send only healthy foods to school at all times. No chips, cookies, candies, Gatorade, etc.

Breakfast & Lunch

Breakfast is available to every student at 7:40 a.m. and is served in the cafeteria. Lunch is available to every student free of charge. Students are served fresh fruits and vegetables on a daily basis.

We encourage our families **not** to bring or send “fast food” with your child.

Homework Policy

ACS recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits. Moreover, it is recognized that time spent on homework directly influences students' ability to meet the school's academic standards. At ACS, teachers provide homework that is meaningful for students, deepens student understanding and builds essential skills. For questions about homework, please contact your child's teacher.

Sexual Harassment

ACS is committed to maintaining an educational environment that is free from harassment and discrimination. Our school adheres to the Santa Barbara Unified School District policies on sexual harassment. Copies of the policy are available in the ACS office or on the SBUSD website for review.

Cell Phones, Electronic Devices, Toys (including Fidget Spinners, and stuffed animals)

Cell phones and all other electronic devices interfere with learning and are often stolen or misplaced. Students should leave these items at home if possible. We understand that most students have cell phones and bring them to school. All classroom teachers have a safe place for students to store their phones while in school. Phones must be put on vibrate or turned off. If students are caught using their cell phones, i-watches, or any other type of electronics without prior permission, they will be confiscated and parents will be required to pick them up. The same applies to any and all toys including stuffed animals, pokémon cards, fidgets etc.

Our cell phone and smartwatch policy is as follows:

- Cell phones will be turned off during the school day and remain in the student's classrooms in each teacher's designated safe spot.
- Smartwatches should be left at home. If a student is wearing one on campus, it must be turned off and placed in the designated safe spot in the classroom.
- The school is not responsible for lost, stolen or damaged devices.
- Phone calls, texting, and videotaping are strictly prohibited at any time during the school day.
- If a student needs to contact a parent during the school day, they may request permission from the teacher and make a call from the classroom or the front office.

DRESS CODE

ACS School Uniform

- Teal polo embroidered with school name
- Teal polo for **ALL** field trips
- Beige/tan pants, shorts, skirt, jumper (Uniform polo under)
- Gray sweatshirt (plain/ no logos or Adelante embroidered)
- Socks of choice
- Tights, leggings and long-sleeved shirts worn during cold days are white, gray, beige/tan and Cheetah print.



Dress Code Information

- School uniforms are to be worn on a daily basis except for the last Friday of the month, which is designated as Free Dress Friday.
- School uniforms (TEAL Polo) must be worn on ALL field trips. If Free Dress Friday falls on a day of a field trip, students **must** still wear their teal polo.
- Hairstyle and hair color **may not be distracting** to the learning environment. For example, no Mohawks.
- Face, hands and arms should be free of any decoration, tattoos or coloring. No make-up or nail polish (this includes acrylic nails) may be worn or brought to school.
- Athletic or simple, covered shoes are required for school. Feet **must** be covered within the shoe. **Sandals, platforms, and skate (heelies) shoes are unacceptable.**
- Oversized clothing is not permitted. Hats are allowed on the playground as protection from the sun and on field trips as long as they are appropriate.
- Sweatpants, blue jeans and camouflage pants are not part of the school uniform.
- Every Friday, students can wear the Adelante Charter School, Día de los Muertos or class T-Shirt!
- Neatness in appearance and appropriateness of dress are required at all times.
- All uniform shirts **must be embroidered** with the school name.
- Students must wear the Adelante Charter School sweatshirt with embroidery or a plain gray sweatshirt (no logos).

If your child is not in school uniform or not following the dress code, parents will be contacted. After the third time your student has not complied with the dress code, he/she will lose the privilege of Free Dress Friday.

If a student has 10 or more tardies a month they lose the privilege of Free Dress Day Friday.

COMMUNICATION

Communication Methods

- **Telephone:** The school phone number is (805) 966-7392. The staff directory with extensions is on page 4.
- **E-Mail:** We strongly encourage all families to utilize email as their primary communication method with teachers & staff. E-mail addresses are on page 4.
- **ParentSquare.com:** Updated information will be posted on ParentSquare.com. Please be sure to log on and stay current with all Adelante communications. If you do not have a log in, please contact the office as soon as possible.
- **ACS Website:** The website has both general and current information. Do review the resources for parents! www.adelantecharter.org
- **Bulletin Boards:** The bulletin boards in and around our campus provide current information about what is happening at school and in the community. You will also find classroom specific information along with parent participation opportunities.

WORKING TOGETHER

Adelante Mission Statement

The mission of Adelante Charter School is to develop bi-literate, multi-cultural students whose strong academic and cultural foundations prepare them to meaningfully participate and provide leadership in their families, their community and their world to create a more just and equitable society.

Family Engagement

Here at Adelante, we believe in family and in community. Volunteerism is part of our school's culture, as ACS recognizes the vital role that parents play as partners in their child's educational experience. Research clearly demonstrates that family engagement is the single factor, outside the school itself, that most profoundly influences a child's academic success.

Volunteer time for your children while at Adelante can take many forms. It might mean sharing a family tradition with your child's class, sewing a costume, reaching out to the larger community, or offering a service such as hair cutting or gardening. Perhaps it means making phone calls, running errands, teaching kids about your work, or making crafts at home.

Your child's teacher would like to know how you may best share your time, talents, knowledge, or experience.

Some Ways to Share your Time with Adelante

- Attend parent-teacher conferences
- Attend school meetings (school site council, ACS Board Meetings, EBAC, PTSO)
- Be a lead parent/classroom parent
- Accompany students on field trips
- Supervise students during breakfast, lunch and recesses
- Volunteer time in the classroom or prepare materials at home
- Volunteer in the office
- Be part of a fundraising team
- Attend parent workshops/trainings
- Forge valuable relationships with outside community members and/or organizations
- Offer services such as sewing, gardening, or food preparation for events
- Make phone calls
- Run errands
- If you are bilingual, acting as a translation "buddy" to a monolingual parent

Parent Teacher School Organization (PTSO)

The PTSO is the team that leads the school's fundraising events. The PTSO's regular meeting is held the 1st Wednesday of the month. The meetings begin at 6:30pm. Being a part of the PTSO is a great way to meet other parents and to be part of building a positive school community.

School Site Council (SSC)

This is an important group formed by certified teachers, classified staff, parents and principal. The main objective is to improve school services, especially for our English Learners. School site council is NOT a political group. The group is focused on ensuring services are being provided. We follow state mandated protocols and procedures. Adelante Charter School has fewer than 300 students, therefore in accordance to EC Section 65001[d][1]), we are required to have: one principal, one teacher (selected by the teachers), one school staff member (selected by the other school personnel) and three parents or community members selected by parents.

Emergent Bilingual Advisory Committee (EBAC)

Each California public school with 21 or more English Learners must form an English Learner Advisory Committee (ELAC). At Adelante EBAC the term "emergent bilingual" is intended as a positive description of these students, in that it emphasizes that they're learning in two languages, and that both the home language and new language are of value.

ADELANTE CHARTER SCHOOL FUNDRAISING POLICY

Guiding Principles

All revenue-producing activities at Adelante Charter School, including fundraising projects and afterschool sales, must support the school vision and educational philosophy, and be approved by the Executive Director. Any fundraising efforts organized by a teacher, staff member, or parent group should benefit the grade level as a whole or program they represent. The school encourages students, parents, and faculty to use discretion when organizing fundraising activities and charitable drives. Such fundraising activities should avoid direct competition with local merchants of the school.

General Fund-Raising Guidelines

Students shall not be assigned to or be held responsible for the collection of funds that are otherwise authorized in accordance with the school's rules and policies.

Participation in any and all fundraising activities should be strictly voluntary; no student or school employee shall be coerced into such activities.

Contributions on the part of students, school employees, parents, or other patrons should likewise be voluntary, without coercion, and without peer or group pressure. In no instance shall participation in, or support for, a fundraising project be used to determine a student's grade or his or her eligibility for participation in school-related programs or activities.

The school will provide a healthy environment for appropriate fundraising by promoting student safety, reducing the pressure placed on students, and decreasing the prospect of excessive or duplicative solicitation of funds.

School Fund-Raising Standards

A specific school project and grade level or program must be identified prior to raising funds.

Fundraising events will not be endorsed or sponsored by the school without the approval and consent of the director. Materials that advertise community fundraising activities may be placed in the school office or other locations (i.e. Parent Square messages) identified by the school director.

Prizes or other incentives intended to encourage increased sales must be approved by the director. Students shall not be involved in soliciting fundraisers or fundraising activities during school hours. The school may not impose sales quotas (or the like) as a part of fundraising efforts, and students shall not be required to pay for any unsold items returned to the school.

School fundraising activities will be accounted for using established school accounting systems and procedures. Records of fundraising efforts,

including accurate reporting on participation levels and financial outcomes, shall be open to parents, students, and donors.

All funds raised should be submitted to the school office to be reconciled and deposited.

For a school fundraiser, all money and order forms should be submitted to the office. For all after-school food sales, parents should collect and count money and submit it to the office to be reconciled and deposited into the whole grade level or program account.

Fundraising activities involving food sales shall follow Santa Barbara Unified School District BP 3554 Other Food Sales policy which states that "Food sales other than breakfast/lunch will only be allowed for fundraising if the director approves."

GOVERNANCE

ACS Board of Directors

Roles and Responsibilities: The ACS Board of Directors (BOD) is made up of parents, educators, and community members. The Board of Directors is ultimately responsible for decisions that ensure ACS's viability and particularly focuses on educational, financial, legal, and personnel issues. The Board of Directors makes final decisions regarding the expulsion of students from ACS.

Its major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff. As a nonprofit corporation, the Board of Directors is the final authority on such decisions.

Board Composition: The Board consists of 7-11 members who reflect the diversity of our school community and the community at large. These include:

- At least two parents of ACS students, including at least one parent whose dominant language is Spanish, but not to exceed the majority of the existing board.
- At least one community member.
- At least two educators who are not employed by ACS. Additional non-voting advisors to the board include (1) the Director; (2) a member of the Santa Barbara Unified School District Board of Education; and (3) the ACS book keeper.

The current ACS Board of Directors includes the following:

- Brianna Aguilar, President
- Amanda Lopez-Solis, Co Vice-President
- Andy Gil, Co Vice-President
- Jack Rivas, Treasurer
- Sheila Cullen, Secretary
- Inés Casillas, Member
- Mirian Gutierrez, Member
- Mike Medel, Member
- Annette Cordero, Emeritus Member

If you are interested in being considered for Board membership, please speak with the Director or a board member.

Public Meetings: The Board of Directors holds regular meetings—currently on the first Monday of each month—and invites the public to all open sessions. Agendas are published with the requisite Brown Act notice to the ACS community and can be found posted outside the school office, on the main gate, and on the ACS website. There are specific agenda items for public comments in which community members can address the board. If you would like to see an item or concern addressed in a meeting, please see

either the Director or a Board Member. All parents are encouraged to attend the ACS Board meetings. Interpretation is always available.

More information about the Board of Directors can be found in our school's charter. A copy of the charter is kept in the office and is available on the school website, www.adelantecharter.org.

Santa Barbara Unified School District (SBUSD)

ACS is chartered by the Santa Barbara Unified School District and operates under a charter agreement with the school district. Dr. Hilda Maldonado is the Superintendent of the school district and can be reached at 805-963-4338. The school district office is located at 720 Santa Barbara Street, Santa Barbara, CA 93101. The district website is at www.sbunified.org. SBUSD's Board of Education is made up of elected officials.

The current board members are the following:

- Wendy Sims-Moten, President (Term expires December 2024)
- Gabe Escobedo, Vice President (Term expires December 2026)
- William Banning, Board Member (Term expires December 2024)
- Rose Muñoz, Board Member (Term expires December 2026)
- Sunita Beall, Board Member

APPENDIX I: DISCIPLINE POLICY AND BEHAVIOR STANDARDS

Adelante Charter School (ACS) is committed to ensuring a caring community for learning in a safe environment. The school's code of conduct is based on the set of Core Values of César Estrada Chávez:

- Acceptance of all People
- Celebrating Community
- Respect for Life and the Environment
- Non-Violence
- Innovation
- A Preference to Help the Neediest
- Knowledge
- Sacrifice
- Service to Others
- Determination

These values reflect our belief in equal opportunity and high academic expectations for all children, and the importance of effort and persistence. They show our belief in the importance of respecting our neighbors, respecting ourselves, resolving disputes peacefully, and respecting diversity. Teaching about these values and giving children opportunities to put them into practice in daily life give children the opportunity to build good character.

Therefore, at Adelante Charter School, we adhere to the following principles:

We are respectful of differences of all types. We choose our words and actions to help, not hurt others. We keep our school free of verbal and non-verbal put-downs with regard to:

- Academic progress
- Age
- Appearance/body image/ mannerisms
- Athletic ability
- Belief systems
- Cultural, ethnic and/or racial background
- Family background and composition
- Friendships
- Languages
- Learning styles
- Physical challenges
- Sexual harassment of any type, including gender stereotypes and homophobic taunts.
- We use school-appropriate language.
- We do not tolerate physical abuse, taunts, threats or bullying.
- We accept responsibility for our words and actions without excuses.

BASIC SAFETY RULES

Students...

- follow safety directives of staff
- walk through the campus at all times and do not run
- do not ride your bike on campus. There are bike racks where bikes can be locked during the school day.
- skateboards and scooters (Razors) are not permitted on campus
- wear a helmet when riding a bike to school (**California Motor Vehicle Code § 21212 (a)**).
- climb on play equipment and not on ramp railings or picnic tables
- close doors gently
- meet on the main playground before school
- remain on campus from the beginning until the end of the school day (unless signed out through the office by a parent or adult)
- leave the classroom only with teacher permission to go to a specific destination
- never open gates to admit adults or to retrieve balls.
- stay on the playground during recess in areas that are supervised by an adult
- remain seated in the lunch area until dismissed by a supervisor
- request to go to the restroom during recess
- use behaviors that keep others safe
- ask for help when a student is hurt and tell an adult when a student is not following the rules

INTERPERSONAL CONDUCT

Students...

- understand and comply with our school's uniform policy
- line up quickly and quietly when asked by a teacher or aide
- are always ready to learn
- students raise their hand when they need attention from a teacher or aide
- do not invade the space of another student nor do they hit, push, kick, or otherwise hurt another person
- do not engage in bullying, name-calling or threats
- do not use foul language
- respect each other's personal property and do not take, hide or damage it
- leave toys at home

RESPECT FOR OUR SCHOOL

Students...

- are all responsible for putting trash into trash cans or recycling bins
- don't waste resources and take only what they need
- use the restrooms with good hygiene and respect for others who use and clean the restrooms
- write on paper, not on walls, books, or desks
- never bounce balls against classroom walls or murals
- only play ball games on the playground

Restorative Proactive Practices

Creating a healthy school climate for students and adults is a priority. We know that safe and orderly educational environments are vital to effectively and efficiently deliver high-quality instruction. By implementing Restorative Proactive Practices, we are committed to addressing underlying issues and giving students time and space to reflect on their actions. We shift away from the traditional, punitive approach to wrongdoing and empower students to view misbehavior as an offense against their relationships.

Tier 1 - Classroom Practices

These are the things we do to create a solid community in the classroom with all members, including students and adults. Things like community circles, emotional work, meditation, and breathing. Teacher and student conversations are also considered.

Tier 2 - Thinkery/Office

This is where the student takes some time to reflect because the efforts in Tier 1 had no positive response. This can be done in the office, in another classroom, or in a designated space in the current classroom.

Formal Restorative Approach Meetings

This is a formal meeting request by a teacher and/or parents. An administrator, counselor or other adult support staff would facilitate it. Agreements are set in writing and traditional discipline is discussed if the agreements are not met.

Traditional Discipline

The restorative approaches have not had positive impacts and the agreements have not been met.

SUSPENDABLE OFFENSES

The discipline system helps students resolve most problems before they get to the point of meriting suspension. However, there are some behaviors that the State Education Code 48900 deems to be grounds for suspension from the school (by the administrator) or from the classroom (by the teacher). Students who are suspended from school must leave with a parent or guardian and may not return to campus until the suspension is over. Assignments are sent home so that children continue their class work.

A full description of ACS's policies and procedures (including rights to a hearing) regarding suspensions and expulsions are available in the ACS office upon request.

Students **may** be suspended or expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person. Willfully used force of violence upon the person of another, except in self-defense.

- b) Unlawfully possessed, used, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- c) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- d) Committed or attempted to commit robbery or extortion.
- e) Caused or attempted to cause damage to school property or private property.
- f) Stole or attempted to steal school property or private property.
- g) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a

former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Students **must** be suspended or expelled for any of the following acts when it is determined the pupil:

- a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Possession of an explosive.

APPENDIX II: ACCEPTABLE USE POLICY FOR TECHNOLOGY

Adelante Charter School follows the Acceptable Use Policy of the Santa Barbara Unified School District.

STUDENT USE OF TECHNOLOGY

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

(cf. 0440 - District Technology Plan)
(cf. 1113 - District and School Websites)
(cf. 4040 - Employee Use of Technology)
(cf. 5131 - Conduct)
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.12 - Search and Seizure)

Before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the

district adapts to changing technologies and circumstances.

Use of District Computers for Online Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access. However, use of social networking sites embedded in approved school sites, such as the Santa Barbara County Education Office portal, are permitted.

Legal Reference:

EDUCATION CODE

51006 Computer education and resources
51007 Programs to strengthen technological skills
51870-51874 Education technology
60044 Prohibited instructional materials

PENAL CODE

313 Harmful matter
502 Computer crimes, remedies
632 Eavesdropping on or recording confidential communications
653.2 Electronic communication devices, threats to safety
UNITED STATES CODE, TITLE 15
6501-6506 Children's Online Privacy Protection Act
UNITED STATES CODE, TITLE 20
6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:
6777 Internet safety
UNITED STATES CODE, TITLE 47
254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16
312.1-312.12 Children's Online Privacy Protection Act
CODE OF FEDERAL REGULATIONS, TITLE 47
54.520 Internet safety policy and technology protection measures, E-rate
discounts

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

MY SPACE.COM PUBLICATIONS

The Official School Administrator's Guide to Understanding MySpace and
Resolving Social Networking Issues

WEB SITES

CSBA: <http://www.csba.org>

American Library Association: <http://www.ala.org>

California Coalition for Children's Internet Safety:
<http://www.cybersafety.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

Center for Safe and Responsible Internet Use: <http://csriu.org>

Federal Communications Commission: <http://www.fcc.gov>

Federal Trade Commission, Children's Online Privacy Protection:
<http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>

U.S. Department of Education: <http://www.ed.gov>

Web Wise Kids: <http://www.webwisekids.org>

Policy: SANTA BARBARA UNIFIED SCHOOL DISTRICT

Adopted: May 5, 2009 Santa Barbara, California

Revised: April 27, 2010

Title I, Part A Local Education Agency (LEA)/Parent and Family
Engagement Policy

Adelante Charter School
2023-2024

2.0 With approval from the local governing board, Adelante Charter School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Adelante Charter School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Adelante Charter School uses meetings, focus groups and survey data to develop the school-level Parent and Family Engagement Policy. Meetings include:

- * Back to School Night
- * Parent-teacher conferences
- * Café con el director
- * SSC Meetings
- * Board Meetings
- * PTSO Meetings
- * EBAC Meetings
- * LCAP Meetings

Survey data from:

- * California Healthy Kids Survey
- * California School Parent Survey
- * LCAP Survey
- * Adelante School Effectiveness Survey

Results of the surveys were reviewed by the Board of Trustees, staff, and administration. These results were used to inform development of the LCAP goals and actions as well as inform student and family engagement policies.

The policy is distributed annually through the Parent Handbook

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- *Incoming Kinder welcome and informational meeting
- *Back to School Night
- *Café con el director - monthly
- *Parent Workshops
- *EBAC meetings
- *PTSO meetings
- *SSC meetings
- * Board meetings
- *Student Showcases - Visual and performing arts

Every effort is made to accommodate families' ability to be involved. There are meetings in the morning, afternoon and evening. For the advisory committees, (EBAC, SSC) meetings are scheduled based on the availability of the members of the committee.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- *SSC
- *EBAC
- *Monthly Board meetings
- *LCAP presentations at Board meetings

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Parents are informed about the Title I program through the LCAP - School wide program

- SSC
- EBAC

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Adelante Charter School uses a variety of academic assessments. These tools are shared and explained at our annual back to school night, as well as during parent-teacher conferences (2x a year and a third student-led conference in May). The curriculum in use at the school, as well as the achievement levels expected at each grade level are also shared during these times.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parent requests for regular meetings to share suggestions and to participate, as appropriate, in decisions relating to the education of their children can come via communication with the classroom teachers and/or the director. Requests can be made (in the parent's primary language) via email, hand written requests, via phone, or verbally in person.

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Adelante Charter has no parent comments expressing that the school wide program is not satisfactory.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Parent workshops held throughout the year to help parents understand assessment results and the rigorous standards their children are engaged with as well as ways to support their child at home.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage

and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Adelante Charter School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Adelante Charter School will provide high-quality, rigorous, engaging curriculum and instruction in a supportive and effective learning environment that enables children to meet challenging state academic standards by:

- Establishing a schedule for learning, providing opportunities for acceleration and intervention -enrichment and support.
- Conducting ongoing professional development,
- Using high-quality instructional materials, and
- Hiring highly qualified teachers.

Family engagement is a core practice at Adelante. The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important

factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." Adelante families work in close partnership to support the academic achievement of all students. Feedback from families is facilitated and welcomed with particular attention given to the feedback received from families of our most vulnerable student groups. Changes to policy occur based on this feedback. Every effort is made to accommodate families' linguistic or other access needs so they can engage as informed participants. The majority of Adelante's families are Spanish-speaking and we provide interpretation at all events and all communication from the school is provided in Spanish and English. All classroom teachers are bilingual and communication with families is a strength. The school Parent Coordinator supports parent participation by updating school announcements on the website, ParentSquare, mailings and the posting of notices and information on the campus. Teachers regularly communicate with parents and post participation opportunities on ParentSquare. Families will be responsible to support students in their learning by:

- Monitoring attendance,
- Making sure that homework is completed.
- Monitoring the amount of television their children watch.
- Volunteering in the child's classroom.
- Participating, as appropriate, in decisions relating to the child's education.
- Promoting positive use of the child's extracurricular time.
- Staying informed about the child's education and communicating with the school by promptly reading all notices from the school or the school district either received by the child or by mail and responding, as appropriate.
- Attending school meetings
- Serving, to the extent possible, on school committees.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Parent teacher conferences are held at the end of the 1st and 2nd trimester. Parents attend a student-led conference at the end of the school year.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

The school provides parent's copies of state assessment results. Parents are informed of student progress through parent-teacher conferences and the report card each trimester with more frequent reporting for those students not meeting grade level expectations.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents can communicate with all staff via email or phone. Parents can communicate with teachers at any time via ParentSquare. Teachers are available 30 minutes before and after the school day. The school office is open during the school year from 7:30 to 4:30. The principal is available to meet with parents by appointment. Parent volunteers are welcome in classrooms as arranged with the teacher.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Adelante works to ensure that students and parents are actively engaged in our school. Effective communication with families is vital. We will communicate frequently and openly with our families using, but not limited to, the following means:

- As a dual language program we are fortunate to have a bilingual staff where all classroom teachers are able to communicate with families in Spanish and English. All communication sent out via Parent Square is in both Spanish and English. Board meetings are conducted in both languages with simultaneous interpretation provided to anyone who is not bilingual.
- Monthly Café con el Director take place in the morning as a time for families to connect with the director and hear about what is happening at the school as well as ask questions or raise concerns.
- Teachers communicate regularly with families via Parent Square and Parent teacher conferences that take place three times a year at each marking period, with the last conference being student-led. • Monthly newsletters are sent to all families highlighting teaching and learning at each grade level in Spanish and English.
- Simultaneous interpretation for in-person gatherings and translation of key planning documents and executive summaries

**It may be helpful to include the parent and family engagement policy review in the annual review of the Local Control and Accountability Plan Federal Addendum.*

***The policy must be updated periodically to meet changing needs of parents and family members and the LEA. If the LEA has a process in place for involving parents and family members in planning and designing the school's programs, the LEA may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*

Approved by ACS Board: February 12, 2024