



*Academia de Lenguaje y Bellas Artes*  
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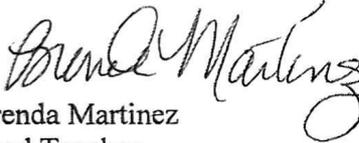
August 22, 2023

Dear Ms. Lisa Haar, Charter School Program Manager,

With the intent of continuing to provide a unique and proven successful educational experience for students, ALBA School is intending to renew its five-year contract with the Milwaukee Public Schools District. ALBA School is seeking to continue as an instrumentality charter school of the district.

The contact person for this process will be Brenda Martinez, Lead Teacher.

Sincerely,

  
Brenda Martinez  
Lead Teacher

  
Patricia Kraker  
SGC President

## **Academia de Lenguaje y Bellas Artes Charter Contract Renewal September 2023**

### **Current Charter School Performance**

1. Provide a description of how the school has been faithful in implementing its educational program outlined in the charter proposal (Appendix A).

Twenty years ago, ALBA School was established to provide a new opportunity for bilingual students in Milwaukee. Conscious of the difference in educational programs available to monolingual and bilingual students, ALBA was created to bridge the gap, providing bilingual elementary students with a fine arts based option. In addition to the fine arts, maintaining instruction in the native language, Spanish, and creating intentional connections to the cultural background of the students are at the heart of ALBA's educational program. Today, disrupting the inequities in educational practices, pedagogy, and outcomes for bilingual students is just the way ALBA "does school." To faithfully carry out this work, a daily commitment to upholding the mindset, practices, and policies that are different from traditional schools in the district and state is required. For twenty years ALBA has stayed true to its original charter intentions and educational program.

Being a charter school allows ALBA to make an impact on the lives of children regardless of the tides of educational reforms. The developmental bilingual program at ALBA has stood strong in the wave of district shifts in curriculum. For example, while the district bilingual model is one of teaching for bi-literacy which alternates reading languages in bilingual schools; through the autonomy entrusted by our charter ALBA continues to teach reading both English and Spanish daily in the intermediate and adolescent grade levels. Secondly, the focus on the native Spanish language development in the kindergartens and primary grades allows students to make a natural transition into school routines and gives parents the ability to greatly assist at home with foundational skills for school success. This provides optimal parent engagement at home and school to build a strong relationship with the school and establishes work habits that will facilitate future success.

The charter contract approved in June of 2019 authorized the expansion of grade levels to include 6, 7th, and 8th grades as a continuation of the well established ALBA School educational program. With a humble beginning of fifteen students remaining at ALBA for the first class of 6th grade in the fall of 2019, enrollment steadily increased to 167 students in grades 6-8th fall of 2023. While the pandemic affected every aspect of life, ALBA families continued to support the mission and expansion of the school. Returning to in-person instruction in 2021-22, the first class of 8th grade students completed their primary education at ALBA. In 2022-23, a second class of eighth grade students opened. On May 22, 2023, thirty six students completed 8th grade at ALBA. Thirty one of the thirty six 8th grade students first enrolled in ALBA in K3-K5. Three more started in 1st-2nd grades. This reflects the dedication, confidence and vested interest our families have in the educational program at ALBA School.

Included with the approval of the new charter contract in 2019, the ALBA community embarked upon a journey to become an IB Primary Years Programme, PYP, and Middle Years Programme, MYP, school. The roll out of the PYP in PreK-5th grades began in summer of 2019 and achieved official authorization in fall of 2022. ALBA

is honored to be the first bilingual PYP school in the state of Wisconsin! This is quite an accomplishment considering the pandemic and its effects on pedagogy, morale, and staffing shortages! The roll out of the MYP in grades 6-8th however, was delayed due to challenges during pandemic, staffing, training, and funding challenges. At the end of September 2023, the staff working with the MYP grades will begin category 1 training. Official acceptance as a MYP candidate school is contingent on securing several support items from MPS Central Office. It is anticipated that in two years we would seek authorization for MYP and become the first PYP/MYP in MPS and the first bilingual school to offer PYP and MYP in the state.

ALBA is rooted in culturally relevant teaching. Hispanic cultural identity is developed in school together with strong parental support and community involvement. The school year is organized around quarterly themes to develop and cultivate positive self-identity. The IB PYP units developed by classroom teachers and specialists collaborating on transcurricular connections within the ALBA quarterly themes. Parents also support these themes for our school community. For example, during the first quarter Indigenous Roots theme, our Hispanic Heritage Celebration showcases student learning about the Aztecs, Mayans, Incas and Tainos (Arawak). Parents support this by bringing their cultural knowledge and culturally relevant items to exhibit and present to the larger school community during this learning unit.

English language acquisition is developed at ALBA in a nurturing and non-threatening manner. Students engage in authentic learning experiences in their homeroom and their fine arts classes which are taught in English. In addition, thoughtful and careful bridging instruction in the English language supplements the concepts being taught in their native language. Print rich environments afford students and families the opportunity to explore literature in both languages at home and in school. Our school library houses an extensive collection of both fiction and non-fiction books for all reading levels in both languages. ESL is taught through the content of Science so that students in K4 through 5<sup>th</sup> grade engage in academic learning in listening, speaking, reading, and writing and not just social language development (BICS [Basic Interpersonal Communication Skills] vs CALPS [Cognitive Academic Language Proficiency] as theorized by Jim Cummins). ESL for older students includes more targeted grammar and writing based instruction to ensure success academically in all content areas.

When it comes to arts education, minority students and those from low-income households have less access to arts instruction. This is important to be aware of as ALBA school's population embodies this statistic with 99% Hispanic students enrolled and 90% free and reduced lunch. Studies show that even though Hispanics are the largest minority group nationally in the public school system, they are less likely to receive an arts-rich education. Therefore, providing a rich education in the arts and academic areas are foundational to providing quality learning.

ALBA School's focus on the fine arts arises from the positive impact on educational performance. The fine arts teachers at ALBA collaborate with classroom teachers to connect and develop concepts across disciplines. Students benefit from 80-90 minutes of art and music instruction weekly supplemented with presentations from guest artists and ensembles. Through a partnership with the Milwaukee Art Museum, students in 3<sup>rd</sup> through 5<sup>th</sup> grade are in the Jr. Art Docent Program visiting the art museum three times a year. Beginning in K5, ALBA students take Suzuki violin lessons with our music/strings teacher. Lessons are geared towards engaging families together to support our youngest musicians. At the end of second grade, ALBA students are selected

for the highly coveted Milwaukee Youth Symphony Orchestra (MYSO) Progressions Program for weekly string instrument and orchestra lessons. As a part of their music classes at ALBA, 3rd and 4<sup>th</sup> graders learn to play string instruments, with opportunities to perform for the school community several times throughout the year. In 5th-8th grades students choose to either enroll in either an orchestra or band ensemble. Unique to ALBA School is our Samba Brazilian drumline ensemble for interested students in 5th-8th grades. The Artists and Community in Education (ACE) partnership works with students in K5 through 5<sup>th</sup> grades to bring a deeper connection to the arts through ensembles, concerts, and integrating music in the classroom. In grades 3<sup>rd</sup> through 5<sup>th</sup>, students are provided the opportunity to take weekly ballet lessons with Milwaukee Ballet through the Relevé program. Danceworks partners with ALBA for the Mad Hot Ballroom and Tap dance program in 5<sup>th</sup> and 6th grades. ALBA students are also able to participate in Cantos de las Americas through showcasing their artistic skills in dance and music at the annual concert celebration. America Scores, a combination of soccer and creative writing program, provides students with opportunities to improve their writing skills through carefully guided lessons in poetry while also developing their athletic dexterity. Our partners at Sharp Literacy, provide a critical component in marrying visual art, science, STEM, and vocabulary in hands-on, creative, experiential learning for students in K4 through 5th grade. It is clear to see through all of the above activities that ALBA is a unique educational program amalgamating the arts with culturally relevant teaching and academics. ALBA values and invests in creativity.

The following accolades are testaments to the educational program, environment and culturally responsive community developed and sustained at ALBA. The culturally responsive, encouraging, respectful, and nurturing environment at ALBA School is recognized at the state level. The positive, equitable systems of support fully integrate academic, behavior, and social-emotional skills. This positive climate enables teachers, students, and parents to collectively focus on learning while individually strengthening their own skills and abilities to educate and support the whole child.

2019 Wisconsin Charter School Program Expansion Grant

2019 Wisconsin Title I Schools of Recognition-Beating the Odds

2019 Gold in Reading, Math, and Behavior from WI RtI Center

2019, 2022, 2023 Fresh Fruit and Vegetable Program

2021 21st Century Community Learning Center 5 year Grant

2022 Silver Honor in Behavior from WI DPI RtI Center

2022 Verizon Innovative Learning Schools Cohort 9

2023 Silver in Behavior from WI DPI RtI Center

2023 Verizon Innovative Schools - National Recognition for Family Engagement

## **Staff & Students**

WIABE Board Member

Wisconsin Association of Colleges for Teacher Education Early Career Educator

Marquette University Young Educator Award

WIABE Teacher of the Year

WEA Benefits 2023 Art Contest Winner

Cesar Chavez 2023 Art Contest Winners in all three categories grades 6-8, 3-5, K-2

Cesar Chavez 2021 Art Contest Winners in grades 6-8

2. Explain how the school has met goals and measurable objectives during the term of this contract. Highlight growth in student achievement and provide evidence of how the school is making progress towards meeting its academic outcomes.

The annual Pupil Academic Achievement Reports paint broad strokes of the generalized impact of ALBA School. These reports demonstrate how ALBA routinely meets or exceeds district proficiency in the WI Forward State Exam and the other goals and measurable objectives required in the contract. On the state report card, ALBA School received Exceeding Expectations for two consecutive years and Meeting expectations for the first year of the new contract. School report cards were not issued for the 2019-20 school year. The 2022-23 state report card is expected to be out later this fall. In 2019 ALBA School was recognized as Gold Level School for reading, math, and PBIS (Positive Behavior Intervention Support) by the WI Department of Public Instruction WI RtI Center. May 2019 ALBA is proud to be named a Wisconsin School of Recognition for the sixth year. It is also important to note that with new 2022-23 ESSA reports ALBA is one of less than ten percent of schools in MPS to not be identified for improvement.

The mission of ALBA School focuses upon students who are English Language Learners hence more than three quarters of ALBA students are identified as ELs. Progress in the native language, Spanish, is carefully monitored to ensure firm foundational literacy skills before adding English reading in 2nd grade. We continue to monitor proficiency in both languages to ensure that students are balanced bilinguals. To paint a detailed stroke of the strategic language instruction and educational program at ALBA prepares our second language learners we present the following data from the 2022-2023 Forward Exam, the most recent available data.

- In 2022-2023, 14% of ALBA 5th grade EL students were proficient on the Math Forward test while the state average was 11% proficiency for 5th grade Hispanic ELs.
- In 2022-23, on the WI Forward ELA exam, the average score for Hispanic English proficient students was higher at ALBA than at the state level. For example, the average score for Hispanic English

proficiency students at ALBA was 18 points higher in 3rd grade and 49 points higher in 8th grade than the state for 3rd-8th grade Hispanic English proficient students.

- To show the positive effects on achievement from being an ALBA student long term, in 2022-23, 42% of ALBA 8th grade Hispanic students were advanced/proficient on the English Language Arts test on the Forward test while the state achieved only 22% in advanced/proficient for 8th grade Hispanic students.

Our unique culturally responsive climate and educational program emerges as an antidote to the achievement and opportunity gaps. Providing a quality education is the very foundation of the ALBA mission and vision created 20 years ago. ALBA continues to fulfill the call to equip bilingual students who flourish in their schooling and become lifelong learners. All goals and objectives are not met through quantitative data but also through qualitative practices and the future success of our students, staff and parents.

## **Financial Performance**

1. Explain how the school has met its financial performance standards. Describe how the school is financially sound.

ALBA has met its financial performance goals. Our biannual financial audits have been clean without findings since the inception of the school. Student well-being and learning is at the heart of our annual budget. Student instruction and support are prioritized over materials and supplies. In years where the budget or outside grants allows for additional materials and resources we are careful to order what is needed for long term gains. For example, with our charter school expansion grant for grades 6,7 and 8, we were able to purchase equipment for new course offerings. For example, to support the launch of Project Lead the Way, STEM classes, professional development, start up materials, and 3-D printers were purchased.

Through extremely cautious spending and careful monitoring of budgetary funds and outside grants, we have updated virtually every learning space utilized by students. We have successfully renovated classrooms-installing marker boards, painting, and updating furniture and technology; the library was remodeled and the collection of books in Spanish and for older student interest levels was increased by over 3000 volumes; technology was added to each classroom; additional instruments for our youngest musicians and newest ensemble were purchased; and finally the auditorium sound equipment was updated.

Through careful and selective planning we have also been able to upgrade and increase the technology available for teaching and learning. Every classroom is equipped with a Promethean board, document camera, LCD projector, computers and chromebooks. Students in grades 1st through 8th were one to one with Chromebooks prior to the pandemic for in school learning. Last school year the computer lab was refreshed in order to improve speed, access and memory required for Project Lead the Way classes in 5th-8th grades.

## **Organizational Performance**

1. Illustrate how the school has a well-functioning organizational structure. Include pertinent information about parental involvement, staffing, health and safety, school enrollment, discipline guidelines, and school facilities. Describe how the community partnerships have impacted students.

## **Parent Involvement**

ALBA has strong parental support and community involvement. We are proud of the time and dedication that ALBA parents invest in the betterment of the education of their children. The parents of our students are genuine and vital partners in education. They are active in the classroom where they share their unique funds of knowledge, cultural heritage, and traditions. The Parent Center is a vibrant hub for parents throughout the school day. Workshops and classes are held with topics ranging from how to help with homework to personal development, ESL and managing finances. ALBA's PTO takes a role in organizing and running supporting events. Throughout the year, parents organize and support events – from Hispanic Heritage Month (September) to Graduation (May) — for students and staff.

## **Staffing**

The staff at ALBA school collaborates to provide a well-rounded education for all of our students. Para-professionals support students in each classroom with a highly qualified educator. In K3 through K5, each classroom has a Paraprofessional to support the academic as well as social emotional needs of the students. In 1st-8th grades, one Paraprofessional supports the two classrooms at each grade level. As a fine arts elementary school, we have a full time art and two full time and two part time music teachers. This well-functioning structure not only supports academic instruction but furthers the mission of our school in the fine arts. Staff continually develop their leadership capacity through school wide committees, events teams and in leading professional development and workshops for colleagues and parents. This empowerment has launched teachers and paraprofessionals into new opportunities including:

Associate Educator of Teacher and School Programs at the Milwaukee Art Museum

Senior Director of Academic Coaching, Boys and Girls Club of Greater Milwaukee

MarVan Scholars Program Manager at Boys and Club of Greater Milwaukee

US Department of Labor Investigator

Press Secretary Boston Mayoral Office

Lead Teaching Artist, Chicago Center for Music Education

Principal at Milwaukee French Immersion School, MPS

Principal at Lincoln Avenue School, MPS

Principal at Badger Elementary School, Appleton, WI

Reading Specialist, Elmbrook School District

Dean of Academics, Waukesha School District

Assistant Principal, Wauwatosa School District

Peace Corps Volunteer, Nicaragua

## **Health and Safety**

The Comprehensive School Health Team working in conjunction with the school nurse, when available, provides teachers with strategies and plans to raise students' overall awareness of health and safety concerns. In 2015, ALBA began a partnership with the Sixteenth Street Clinic which supported healthy habits for our entire school community. ALBA was the pilot school for this program that has since been carried out in schools across Milwaukee county. ALBA continues to implement the policies that resulted from this partnership. To ensure the daily safety of our students, ALBA utilizes all staff in ensuring that our students are safe. From arrival at school in the morning until the last student leaves from after-school activities, staff work together to keep our students as safe as possible. We are hopeful that the district will allocate a school safety aide for our building as the needs of the students and community are ever changing.

## **Enrollment**

ALBA's enrollment continues to grow. Each subsequent year an additional grade or classroom is opened to accommodate the expansion to middle school grades and the resulting decrease in the third track of classrooms in K-5th grades to accommodate the space needed for the middle grades. During the five years of this contract ALBA has added over fifty students, despite the Covid-19 pandemic and changes to 3 year old Head Start enrollment. Parents continually seek ALBA as the educational provider for their children as evidenced by our waitlist for Head Start with over 40 students! Our students through the open enrollment program come from suburbs as far as Brown Deer to the north, Oak Creek to the south and east to Cudahy. Our students from the City of Milwaukee are from throughout the city, even as far as Good Hope Road! ALBA does not provide transportation, yellow bussing, so parents are dedicated to their child's education driving a considerable distance for the educational program at ALBA. In spite of the distance, we maintain student attendance at 95% annually, which is considerably higher than the district average.

## **Discipline Policies**

ALBA's school wide focus on appropriate behaviors for learning creates a positive school climate. Prevention is pursued and valued, not punishment. Our culturally responsive environment successfully mitigates most discipline issues resulting in very few, if any, behavioral referrals and suspensions. Parents and staff work together to create a positive and safe learning environment throughout the school that fosters students' personal growth and academic performance. This unified commitment to the ALBA model contributes to a safe school environment and climate. Our behavior policy follows a culturally sensitive multi-level system of support setting clear expectations for students from the onset of the school year. Additionally, ALBA rules and expectations are reviewed at monthly student assemblies. To set the educational tone for the day, every morning, students repeat the ALBA Pledge in both English and Spanish, which highlights our behavior expectations: "I am always respectful; I live and learn safely; I am responsible; I always do my best; I am ALBA."

## **School Facilities**

ALBA utilizes every square inch of space allocated within the Walker building. Some spaces house two to four different teachers and classes at a time in order to accommodate our programmatic needs. Through the additional ESSER II and III funds the district received, ALBA was allocated \$1 million for renovations to create more small group spaces within the school. We anticipate these renovations will alleviate some of the doubling and tripling of classes within a space. To fully meet the potential for ALBA's educational program, we would prefer to be the sole occupants in the Walker Building. Presently the Building Council meets monthly to plan any drills for fire, crisis and health and go over any issues that arise between the two schools in the building.

2. Provide evidence that parents and students are satisfied with the school.

Children whose parents are engaged in their school, no matter their income or background, display greater interest, have better attendance and feel more self-assured about their learning. There are also fewer behavior problems and higher academic performance than those who are not. ALBA school has great parental involvement. Parents regularly volunteer in various classrooms, schoolwide activities, and parent meetings. Evidence of parental satisfaction that supports and maintains a high level of involvement can be confirmed through the following:

- 95% of parents attend parent/teacher conferences.
- High chaperone count for field trips
- Average attendance of monthly parent meetings is 60-80 parents.
- Average attendance of special programs, such as the winter program, 800 people.
- Average attendance in K5/8th grade graduation ceremony 600.
- Graduation speakers that connect with the community include a university professor, other leaders in the community and even a former Green Bay Packer.
- Parents build a community of learners by leading classes for each other.
- Parents petitioned the district for ALBA to expand through middle school on multiple occasions.
- Parents advocating for their children organizing meetings with central office staff and board members.

In addition, a high satisfaction rate is evidenced by our parents choosing to transport their children. ALBA School does not provide transportation to regular education students, parents are responsible for bringing their children to school daily. The average daily attendance rate is 95% .

Central Office Staff, school leaders from various schools, walk through data, potential parent visitors, universities and others have consistently commented on the positive school climate the school has created. They are impressed by how happy students and staff are in the school. A retired principal once stated, “It is a joy to walk the halls in this school because you hear the teaching and learning coming from every classroom.” During our open houses, many parents are delighted about the child centered environment. Many of the parents have stated, “It is like going to school in our native country, except better!”

ALBA students may spend eleven years of their young lives with the staff. 8th grade graduation is an emotional time for families, staff and the 8th graders as strong family like bonds are developed during the course of the years together. Many of our students come back to visit the school, showing up at big events or stopping by after final exams in high school or college. As a grade school it is difficult to track students throughout their high school careers. For high school many ALBA students attend Reagan, King, MHSA, Cristo Rey, Carmen, and Augustine Prep. ALBA students actively participate in the Reagan choirs, band and performance ensembles as well as have leading roles in the musicals. Other students have continued at Riverside, Hamilton, Pulaski, Veritas, Tenor, Marquette University High School, Divine Savior, St. Anthony’s, St. Thomas More, and Pius XI.

3. Demonstrate that the school has an active and effective school governance structure. Provide examples and explain.

## **Management of the School**

As ALBA is a teacher led school, we have a two pronged administration, a Teacher Cooperative and a School Governance Board.

### **Governing Board (SGB)**

The SGB plays an active and integral role in the management of the school. The SGB is responsible for overseeing and approving major policy or procedures in addition to approving monthly financial reports, the budget and the school improvement plan. In addition they are empowered to collaborate with staff to develop goals and interpret general policies while remaining true to the vision and mission of ALBA.

The School Governing Board (SGB) is highly active in creating and implementing school policies. Stakeholders convene regularly to oversee the educational and fiscal performance of the school. The Board members uphold the integrity of the charter when making and carrying out decisions. For example, the uniform and attendance policies that ALBA follows were created as a result of parent requests. Annually the SGB develops and oversees the school budget which sets the instructional, support and scheduling parameters for the following year. Likewise SGB members keep the pulse of the school and share the needs of the greater parental community with the school.

### **Teacher Cooperative**

A Teacher Cooperative is designed for distributed leadership. The teachers at ALBA take on the administrative duties that would normally be delegated to a principal. Educators share the responsibilities with integrity to manage the day-to-day operations of the school. Through highly collaborative committees and grade level teams educators are the voice and decision makers in how the school is run. We have one lead teacher, who serves as the school contact person for the district. When major decisions need to be made, the co-op meets and comes to consensus on the decision.

## **Plans for Continued Success**

1. Describe any proposed changes to the school's educational program for the term of the next charter school contract (up to five years).

ALBA is pursuing the following changes to our educational program during the duration of this next charter contract:

- Establish a feeder pattern for 8th grade students to attend Reagan, Pulaski, and MHSA.
- School board designation as an IB Fine Arts School
- Implementation of the IB Middle Years Programme 6th through 8th grades with the funding and staffing allocations as provided for traditional IB schools.
- Maintain the early start calendar
- Full carryover of board funds

- Review prior budgets from the term of the 2014-2023 contracts for carryover that was requested and not brought forward.
  - Equitable funding for centralized positions such as principal, secretary, guidance counselor, literacy and math coaches etc. In a teacher-led school, administrative duties are shared among teachers and are still completely without a principal. ALBA School wants the full funding of an administrator and other centralized positions for allocation to effectively support our teacher led model. “Funding the position responsibilities not the person.”
  - Reallocation of space within the Walker Middle School building as the last configuration was spring of 2014 with one hundred fifty students fewer than this year.
2. Outline the school’s goals and measurable objectives for the term of the next charter school contract and describe how the school intends to meet these goals.

As education is a lifelong process and students are unique learners with individual needs, ALBA School will continue to increase student performance academically and in the fine arts, improve parental satisfaction and increase its contribution to the community.

1. Academically, we will continue improving test scores to meet or exceed state proficiency percentages in Math and English Language Arts for similar students in similar grades.
2. Artistically, ALBA will increase fine arts offerings and the percentage of students participating in the partnerships.
3. While ALBA School has substantial parental involvement as compared to other MPS schools, we anticipate incremental increases in the quantity of parent and community volunteers directly providing academic support in classrooms.
4. With the deep roots ALBA has established in the community, we not only benefit from community partnerships but also desire to give back to the community through service learning and artistic projects. It is our desire that ALBA School continue to be recognized as an arts school within the local arts community.

3. Provide the proposed enrollment and grade levels for the term of the next charter school contract. ALBA School is seeking a maximum contract enrollment in the following grades for the year of the proposed five year contract. For the school years 2024-2029, we propose a maximum enrollment in grades K3-8th of 650 students.

## **B. Financial Performance**

1. Explain the school’s financial plans and forecast.

Financially ALBA School would like to be afforded the autonomy that was given to instrumentality charter schools during the first charter contract. An example of this autonomy is the funding that all schools were given for a principal is greater than the funding that was given to teacher led schools where principal duties are shared among staff rather than completed by one administrative person. This results in the teacher leader working more than 191 days but only having a central allocation for 191 days thus requiring the school to pay the difference since centralized funding was allocated based on person and not position.

Our financial plans and forecast are very dependent on the financial policies of the district and state. The need to renovate the entire playground was great and without the centralized funding of cyclical maintenance, it took many years of ALBA saving, writing proposals and seeking outside partners to secure the funding and carry out the project. In addition, we have a significant need as a fine arts school for a multi-purpose space with flooring suitable for dance classes and theatrical accommodations for a black box intimate performance space. This is a space that would be well utilized by our current elementary school population. We do not have any funds set aside to begin this project and welcome suggestions to fund this.

### **C. Organizational Performance**

1. Illustrate plans for strengthening parental and community involvement in the school's educational mission.

ALBA School will involve parents to ensure sustainability through the empowerment and building the capacity of our school community. Parents have historically been and presently are actively engaged in decision making and in supporting the needs of the school. Through the monthly parent meetings, new parents are brought into the school community to positively impact the educational success of the students. During the monthly meetings parents receive educational training with an academic or social/emotional focus. This training is presented by the parent coordinator, school social worker, school psychologist, teachers, specialists, and community organizations. This school-wide community effort also introduces parents to support staff available within the school for any individual concerns.

As ALBA has an open door policy to parent volunteers, parents often find their niche in supporting classroom, specialty rooms, and the parent center. This allows the school to build the capacity of our parents in leadership, volunteerism and as advocates for education. To further enhance home-school relationships, ALBA School regularly has school wide events that foster: communication among parents and with the staff, engagement in their child/children's learning, and a showcase of student learning. Since the creation of ALBA, the Parent Teacher Organization has been active by meeting monthly and managing more than 10 events per year. This parent led group brings many opportunities for parents to be involved around the school mission and provide many cultural celebrations and educational support to the students and families.

2. Describe any changes to the school's governance structure.  
No changes are proposed to the governance structure at this time.