2017-2018
Single Plan for Student Achievement (SPSA)

Alvord Alternative Continuation High School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Jason Marquez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>(951) 509-6120</td>
</tr>
<tr>
<td>Address:</td>
<td>10368 Campbell Avenue, Riverside</td>
</tr>
<tr>
<td>Fax:</td>
<td>(951) 509-6119</td>
</tr>
<tr>
<td>District Name:</td>
<td>Alvord Unified School District</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:jason.marquez@alvordschools.org">jason.marquez@alvordschools.org</a></td>
</tr>
<tr>
<td>CDS Code:</td>
<td>33-66977-0135061</td>
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Approved by District Board of Education on March 15, 2018.
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## Programs

This plan represents the coordination of the following resources to support student achievement:

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>State Programs</th>
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<tbody>
<tr>
<td>D Title I Part A School-wide Program (SWP)</td>
<td>S School-Based Coordinated Programs</td>
</tr>
<tr>
<td>D Title I Part A Targeted Assistance School (TAS)</td>
<td>D/S Local Control Funding Formula (LCFF-LI and LCFF-EL)</td>
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<tr>
<td>D Title I Part A – Services to Homeless Students</td>
<td>D Special Education</td>
</tr>
<tr>
<td>D Title II, Preparing, Supports Effective Instruction</td>
<td>D Gifted And Talented Education (GATE)</td>
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<tr>
<td>D Title III, Language Instruction for English-Learners</td>
<td>D Expanded Learning Safe Neighborhoods Partnership Program PrimeTime/HalfTime</td>
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<tr>
<td>D Title III, Immigrant Students</td>
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</table>

**Other plans that are coordinated in this plan include:**

| D Local Education Agency Plan (LEA)                | D District Technology Use Plan                      |
| D Local Control and Accountability Plan (LCAP)     | S Western Association of Schools and Colleges (WASC) |
| S Other (Action Team for Partnership (ATP))        |                                                     |

**KEY:** D=District, S=Site, N/A= Not Applicable

Technical Assistance Provided by Local Education Agency (LEA)

* - Improving the Academic Achievement of the Disadvantaged
## Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

| 1. | The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| 2. | The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval. |
| 3. | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
   - X English Learner Advisory Committee: 9-6-17, 10-19-18, 11-16-18, 12-14-17, 1-11-18, 2-22-18
   - X Leadership Team/Department Advisory Committee: 9-14-18, 10-12-17, 11-9-17, 1-25-18, 2-28-18
   - Other committees established by the school (LIST): |
| 4. | The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP). |
| 5. | This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| 6. | The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides. |
| 7. | This SPSA was approved by the SSC at a public meeting on: 2-28-18 |

**Attested:**

<table>
<thead>
<tr>
<th>Typed Names:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal: Jason Marquez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC Chairperson: Maria Sotelo</td>
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</table>
Purpose
The school profile provides a description of the school that is helpful in understanding the school and district.

Site Description

Student Demographics

<table>
<thead>
<tr>
<th>Student Subgroup</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1 (0.8%)</td>
<td>0 (0.0%)</td>
<td>1 (0.63%)</td>
</tr>
<tr>
<td>Asian</td>
<td>2 (1.6%)</td>
<td>0 (0.0%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Filipino</td>
<td>1 (0.8%)</td>
<td>0 (0.0%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>110 (88.7%)</td>
<td>113 (93.4%)</td>
<td>149 (93.71%)</td>
</tr>
<tr>
<td>African American</td>
<td>2 (1.6%)</td>
<td>3 (2.5%)</td>
<td>3 (1.89%)</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>8 (6.5%)</td>
<td>5 (4.1%)</td>
<td>4 (2.52%)</td>
</tr>
<tr>
<td>Multiple or No Response</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>2 (1.26%)</td>
</tr>
<tr>
<td>English Learners (EL)</td>
<td>70 (59.33%)</td>
<td>61 (49.22%)</td>
<td>86 (54.1%)</td>
</tr>
<tr>
<td>Socio-Economically Disadvantaged (SED)</td>
<td>108 (91.53%)</td>
<td>109 (88.7%)</td>
<td>153 (96.2%)</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0 (0%)</td>
<td>2 (1.6%)</td>
<td>8 (5.0%)</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>124</td>
<td>121</td>
<td>159</td>
</tr>
</tbody>
</table>

Datasource
2015-16 datasource is CDE Dataquest
2016-17 datasource is CALPADS, 12/7/2016
2017-18 datasource is CALPADS, 12/2/2017

Alvord Alternative Continuation High School is an alternative learning program for students who are not successful in the comprehensive high school setting within the Alvord Unified School District. Alvord Unified School District has an ADA of about 20,000 students, grades K-12. Alvord Alternative Continuation High School opened September, 2012 and serves as a continuation high school for the district. Alvord Alternative Continuation High School is located in the western section of the city of Riverside. The Alvord Unified School District was formed in 1960. Originally, the district was partly within the city limits of Riverside, and partly in an unincorporated area. By the year 1970, the district had been annexed by the city of Riverside. The population boom in the area started at this point. In 1967, there were 8,295 students within the boundaries of the district. This number doubled by 1997, and has continued to grow. Some areas of the district remain mostly rural in nature, while newer housing developments have brought the middle class socioeconomic group into the district. Alvord Alternative Continuation High School students come from any of the three comprehensive high school settings throughout the district.

Enrollment

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>11</td>
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<tr>
<td>12</td>
<td>106</td>
<td>80</td>
<td>84</td>
<td>84</td>
<td>98</td>
</tr>
</tbody>
</table>

Facilities and Technology
Alvord Alternative Continuation High School is housed at the Student Services Center behind the district office. The campus consists of eight portable classrooms, a multi-purpose classroom, a student gym, a guidance office and the main office. This year is the fourth year of implementing our one to one computer program; meaning every student enrolled at AACH is assigned a learning laptop, meant to be used to increase access to technology, while increasing student academic production and providing equity to our SED population. Campus-wide, 9 classrooms house student laptop charging stations, each containing between 14 and 40 HP Stream Laptops. In addition, the designated Independent Study classroom contains an additional 10 laptops for those students within the Independent Study program. The campus supports internet access for students on campus through a campus-wide Wi-Fi system. Student may access English assignments through the internet, complete and return assignments through the internet, access Odyssey Ware distance learning courses through the internet, as well as make use of online tools to plan post high school education/training (college applications, FAFSA, job applications). In addition, each teacher is assigned a staff laptop, which allows them to increase communication with students, monitor class assignments, assign Odyssey Ware courses, grade Odyssey Ware courses, take advantage of online teacher development opportunities and communicate with parents/guardians. The site last year purchased an additional technology cart of HP Stream Laptops, to serve newest additions to the AACH program, including; Special Education indirect Service program, as well as an Elementary and Secondary Summit Program, that will allow AACH to serve up to an additional 28 Special Education students in need of an alternative setting, secondly to merge technology and physical education, with the addition of an on-site fitness room that will incorporate technology to be used to gauge, track and display student fitness goals.

Instructional Minutes
The majority of students attend 4 classes each day that are 60 minutes in length for a total of 240 instructional minutes each day. Students also are enrolled in afternoon classes which total 180 minutes each day. Independent study students have weekly appointments with the school staff on campus as well. Student enrolled in Independent Study must complete 15 hours of school work each week. The master schedule of classes is based upon the graduation needs of students. Alvord Alternative Continuation High School has no minimum days, but does have early release days that affect almost every Tuesday during the school year; on these days student exit school early, to allow teachers collaboration time; used for curriculum planning on campus, as well as collaboration with other school sites and staff.
Alvord Strategic Plan

During 2013-2014 a district Strategic Planning Committee was formed to develop a district strategic plan that would align with district and school site plans. The committee was composed of school board members, district leaders, teachers, parents, classified, and certificated bargaining unit representatives, elected city officials, community leaders from businesses, higher education, and non-profit organizations. The process included creating a receptive climate, assembling relevant information, selection of the planning team, conducting planning sessions to develop district values, beliefs, vision, mission statement, parameters, objectives, and strategies.

District Priorities
Our priorities are: students, teachers and instructional content.

District Values
- Courage
- Inclusiveness
- Innovation
- Integrity

District Vision
The Alvord Unified School District Promise: All students will realize their unlimited potential.

District Mission Statement
Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:
- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

District Parameters
- We will collaboratively develop policies that support equitable learning opportunities for all.
- We will hold everyone to a high level of accountability.
- We will not allow economic, social and academic barriers to impede the safety and education of our students.
- We will respect and value the diverse roles of all individuals and their contributions.
- We will only tolerate beliefs, decisions and actions that inspire students to succeed.

District Beliefs
We believe:
- In individual empowerment
- Everyone has the right to a world-class education
- Success is our shared responsibility
- Engaged learning strengthens our organization
- Our community is enriched by its diversity
- Innovation with inspiration transforms lives
- Excellence is within everyone

District Objectives
- All students will graduate from high school, ready for college and career
- All students will contribute to a high quality of life in our community.
- All students will be inspired to fulfill their own unlimited potential.
District Strategies

- We will redefine and establish programs for students who pursue an alternative educational pathway.
- We will collaborate with all partners and each other for the benefit of our students and the future of our community.
- We will develop a comprehensive PreK-12 program that ensures quality and engaging instruction.
- We will communicate effectively with all stakeholders in a clear and timely manner.
- We will develop the character of each student to build a better and more unified community.
- We will ensure, develop and support exemplary staff at all levels of the organization.
- We will develop a system for meaningful family engagement.
- We will develop a learning environment that challenges all students to achieve excellence.
- We will develop a learning organization to address the unique situation of each student.

Areas of Pride and Strength

Alvord Alternative Continuation High School is proud of its safe, clean campus. Students play a major role in campus beautification and recycling efforts. The Safe School Plan is the blue print to meet our goal of providing a productive learning environment for our students. Students feel safe when they come to Alvord Alternative Continuation High. The staff and administration have set clear expectations for each student, and the consequences for violating these expectations are fair and administered consistently. Student behavior that is disruptive or which hurts others will not be tolerated. The school district contracts with InterQuest Canine Detection Services. These canines visit our campus throughout the year. They are trained to identify over one thousand different scents. This has greatly helped with the detection of and prevention of illegal substances being brought on to our campus. Students who violate school and district rules may be suspended from school or expelled whenever necessary. Alvord Alternative Continuation High School's strength includes the bond that the teachers can form with their students in their classes, advisory, and school activities. These bonds demonstrate to students that the staff cares for them individually. This facilitates an open line of communication with the teachers that often keeps dangerous situations from ever taking place on campus. The staff is able to dialogue with students in order to help them avoid violent and disruptive behavior or to make the necessary referrals when appropriate. The staff is trained in the areas of; child abuse reporting, disaster response, suspension and expulsion procedures, the notification of teachers of dangerous students, sexual harassment, school-wide dress codes, procedures for safe ingress and egress from school, procedures to ensure a safe and orderly environment conducive to learning, as well as rules and procedures regarding school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5.
Central Focus on School Reform

Purpose

The purpose of the central focus on school reform is to describe the reform strategies that provide opportunities for all children to achieve academically.

Alvord Alternative Continuation High utilizes a number of strategies to improve instruction. On-going staff development and collaboration actions focus on alignment of Individualized curriculum to district Units of Study. In addition, Direct Instruction techniques are incorporated into Math and English. Technology is utilized daily in the form of Odyssey Ware, as well as alternative assignments that align with units of study, but provide students options to display content knowledge and mastery. In addition, teachers are using district developed Units of Study; building relevant components into the alternative education program, with consideration given to the independent study model used at AACH, addressing the unique needs of each student on campus. Finally, students schedule and class plan is based on student's needs, taking into account ELA assessment data, high school transcripts needs, personal/counseling needs, life circumstances and/or IEP needs.

Collaboration Process (EPC 5,6,8)

Due to the small size of the staff, communication and collaboration occurs on almost a daily basis. Formal collaboration, Teacher-Directed time, takes place the second and fourth Tuesday of every week; Teacher Directed time, Staff Meetings and Professional Development days are ongoing, specific and meaningful, inclusive of ongoing dialogue focused on student achievement and school site improvement that advance student achievement; focused on college and career readiness; with emphasis on literacy.

Cite Research/Resources for Central Focus on School Reform

Data is applied directly towards instruction. Previous CAASPP results will be reviewed and based on data practices will be modified in order to provide targeted instructional practices that reflect needs of student population based on data results. Additional data used may included literacy assessment data, math assessment data and informal behavioral assessment data.

School Site Council Membership

<table>
<thead>
<tr>
<th>Name of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Marquez/Luis Medina</td>
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<tr>
<td>Walter Caceres</td>
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<tr>
<td>Mark Recktenwald</td>
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<tr>
<td>Pollavet Hansanugrum</td>
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<td>X</td>
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<tr>
<td>Lenore Brunk</td>
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<td>X</td>
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<tr>
<td>Leanna Arellano</td>
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<tr>
<td>Maria Sotelo</td>
<td>[ ]</td>
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<tr>
<td>Vacant</td>
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<tr>
<td>Guadalupe Sotelo</td>
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<tr>
<td>Luis Santos</td>
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<td></td>
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<tr>
<td>Allen Garcia</td>
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At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents; or other community members. Classroom teachers must comprise a majority of
persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Leadership Team

Purpose
The purpose of a school leadership team is to involve the school community in the development, implementation, and monitoring of the school plan. The composition of the leadership team includes the principal, grade level representatives, department representatives, teachers of English Learners, GATE students, Special Education students, support personnel for the at-risk students, school advisory committee representatives, and parent representatives, as much as possible.

The leadership team here at Alvord Alternative Continuation High involves all staff members. The team meets monthly in a formal staff meeting to discuss issues impacting the school and its students. Furthermore, a formal student review meeting is held once a month in order to address the needs of specific students who are struggling academically.

<table>
<thead>
<tr>
<th>Name of Members</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirley Marcotte</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Chris Van Houten</td>
<td>Teacher</td>
</tr>
<tr>
<td>Walter Caceres</td>
<td>Teacher</td>
</tr>
<tr>
<td>Craig Adams</td>
<td>Teacher</td>
</tr>
<tr>
<td>Leanna Arellano</td>
<td>Secretary</td>
</tr>
<tr>
<td>Chris Jeffrey</td>
<td>Teacher</td>
</tr>
<tr>
<td>Stephen Enriquez</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mark Recktenwald</td>
<td>Teacher</td>
</tr>
<tr>
<td>Pollovet Hansanugrum</td>
<td>Teacher</td>
</tr>
<tr>
<td>Lenore Brunk</td>
<td>Special Education Teacher</td>
</tr>
</tbody>
</table>
Comprehensive Needs Assessment Components

The school plan is based on a comprehensive school-wide needs assessment of the school’s instructional program which includes program planning, monitoring, and evaluation activities conducted during the previous school year with the input of stakeholders which includes the analysis of student performance data in relation to state academic content standards. Program planning activities are conducted at leadership and grade level/departamental team meetings, staff meetings, ELAC and SSC meetings. Current programs are monitored and reviewed on an on-going basis by discussion with staff and the SSC. Evaluation of the SPSA is conducted by analyzing data, reviewing student work, surveys, and discussions with staff and parents. Financial, material, and human resources are considered. Staff, students and parents are involved throughout the evaluation process of all consolidated programs.

Data Analysis and Assessments
Disaggregated assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team members review and evaluate disaggregated assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weaknesses of various programs and in areas of instruction. Areas for improvement are then determined using the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers meet and discuss how students would be assessed. Please refer to the School and Student Performance Data section where an analysis is provided.

Procedures for Analyzing Data
Teachers utilize a variety of assessments to determine students’ success. Analysis of the data from these assessments provides teachers, students, and parents with information needed to drive instruction. The data is also used to guide individual and group instruction needed to remediate and/or address areas of weakness.

Procedures for Reporting Results
The school ensures that the results of the CAASPP and CELDT (if applicable), are made available to the teachers, students, and parents in a timely manner. Teachers are trained on reporting the results to parents and discuss questions regarding the results in a manner that equates them to the student’s classroom performance. Information from a variety of assessments such as grades, prompt scores, portfolios, and state assessments are included in the discussion. This information is shared with the student and parents in a productive manner that emphasizes strengths and details steps needed for improvement.

Release time is provided for principals, teachers, and support staff to analyze student information throughout the year. The principal and Leadership Team plan activities to analyze data at staff development and grade level meetings to inform instruction and plan interventions.

Parents are informed of their student’s progress in the following ways:
All students are educated in tracking current credits as well as planning classes to be taken; this information is available daily and is encouraged to be shared with parent/guardian daily/weekly and monthly. All students are asked to maintain current transcripts and graduation credit check sheet to monitor and share progress. Teachers and principal contact parents on the phone and through e-mail daily to inform parents of their student’s progress. Formal parent conferences are not held at the site, instead the small size of the school allows for daily communication with parents; the schools focus is an open door policy providing parents/guardians ample opportunity to communicate with teachers, school counselor and administration. Parents have opportunity to serve on the school site council and ELAC. Parents are asked to participate as stakeholders for SPSA plans, Budget planning through SSC and focus of Title 1 funds; they are asked to give input and to approve expenditures of categorical funding. School information is available to parents online at school website.
Analysis of Site’s Current Instructional Program

The following statements are adapted from the Elementary and Secondary Education Act (ESEA), and the California Essential Program Components (EPC). In conjunction with the needs assessments, these categories are used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration is given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Academic Program Survey
Discussion of each of these statements should result in succinct and focused findings based on verified facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

The APS was reviewed and responded to during Staff Development time. Responses were developed and tabulated in individual departments. When the APS report was generated, Staff Development time was again utilized to review and analyze results. The EPC not receiving a rating of 3 or 4 was #6 ongoing Instructional Assistance and Support and the rating was due to a lack of a Pre-Algebra curriculum which is an issue to be resolved at District level prior to site taking any action.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Local district benchmarks, CAASPP results are all employed in lesson development and the development of instructional strategies. Benchmark exams are currently being incorporated into some individualized contracts.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Teachers in the various subject areas utilize the Alvord District course descriptions, adopted materials, and pacing guide, which are, aligned with the California content standards/frameworks. Teachers develop lesson plans using the course descriptions, district pacing guides, and Common Core frameworks. Teachers are integrating district benchmarks into individualized instructional materials and strategies. Data gathered and strategies/materials developed accordingly via staff collaboration and training.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   Staff development aiming at improvements in assessment, strategies, and the development of best practices is scheduled on a monthly basis.

4. Sufficiency of credentialed teachers and teacher professional development (e.g. access to instructional materials training on SCE-adopted instructional materials) (EPC)

   The staff is highly qualified according to the criteria outlined by NCLB. All teachers on staff are fully-credentialed.
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All core disciplines have access to district-wide pacing guides alligned to state standards. The information utilized in the development of these pacing guides is based on local, state, and national assessment data. Staff development focuses on implementation of strategies/instruction outlined in these guides.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Due to the small size of the staff, instructional assistance from the district has been provided on an individual or small group basis as requested. Staff are trained in data-driven instructional startegies.

7. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

Teachers are appropriately credentialed and provided with monthly staff development which is aligned to the content standards as well as focused on student performance, assessment, and the specific needs for the school. Teachers collaborate regularly in both a formal and informal settings. Cross-curricular communication and coordination are ongoing.

**Teaching and Learning**

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The faculty is provided with district adopted materials which are aligned with the state’s content and performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

NA

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The nature of individualized instruction at an alternation education continuation school allows for flexibility in time and interventions startegies within the regular school hours.

11. Availability of standards-aligned instructional materials appropriate to all student groups (ESEA)

All textbooks and other instructional materials are allined to state and national standards. Intervention and accessibility resources are available to all students who have specialized needs

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Direct instruction is incorporated into the classroom using material that is aligned with the AUSD and State adopted curriculum. Step-Up-To Writing strategies have been incorporated into language arts classes. All core courses are aligned with the state standards and intervention material.

**Opportunity and Equal Educational Access**

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

As a continuation school much of our curriculum is structured as invidualized instruction packets which students completed at their own pace. We have online(Odyssey Ware) as well as traditional text resources available to provide for individual student preferences. Odysseyware are provided for students to assist in passing the High School Exit Exam.
14. Research-based educational practices to raise student achievement

   Direct Instruction strategies have been integrated into instruction.

**Parental Involvement**

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

   The Wiley Center has counselors on campus to work personal counseling needs like substance abuse and anger management. Participation in work study program is available to students through local comprehensive school sites.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932) Such as described in School Plans. Schools shall be deemed to have met this requirement by establishing a school site council.

   Staff, parents, students, administration, and community members participate in SSC and ELAC

**Funding**

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

   The site receives categorical funds to assist with educationally disadvantaged students (LCFF_LI), English Learners (LCFF-EL) and Title 1. These funds are used to support these student populations. Supplemental materials and supplies are purchased to support student achievement. Wiley Center counseling is also provided.

18. Fiscal support (EPC)

   The site receives categorical funds to assist with educationally disadvantaged students and English Learners. These funds are used to support these student populations.

**SPSA Annual Evaluation**

**Outcomes**

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal? Goals 1.1 and 2 have not been met, but the site has two programs in place that have helped increase foundation and critical reading skills; in addition, making use of entrance ELA assessment provides staff with initial data used to place students in appropriate program/schedule. Staff is in the process this school year of developing Math interventions/extended learning opportunities that address CAASP Math Data and focus on increasing math skills, as well as preparation of college math assessment test. Staff is also this school year researching the purchase of math assessment program, internet-based, that will provide staff initial math skills data prior to students enrolling in the alternative education program.

Identify goals in the most recent SPSA that was not met, or was only partially met. What actions related to this goal were ineffective or minimally effective? Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them? Goals are all currently still being worked on, CAASPP data made available after this years testing will reflect progress on goals 1.1 and 1.2. However, continuous barriers to meeting goals remain related to at-risk population we serve, related to concerns such as attendance, academic struggles of individual students, emotional concerns that must be addressed and unstable home issues that further complicate learning.

**Involvement/Governance**

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?
Both are well informed regarding SPSA, however barriers there are barriers in place that affect consistency of SSC and ELAC; such as student turn over rate, parents participation rate.

How was the plan monitored during the school year?
The SPSA was discussed in staff/leadership meetings, as well as SSC and ELAC, and was monitored during the year for consistency with direction of program, needs of students and staff to support student success.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
As always, school administration and staff must continue to be creative in attracting parents to SSC and ELAC meetings, in order to increase input and buy in of program.

Description of Barriers and Related School Goals

The current major barrier is the site space; in relation to continuous student growth over the past years, there is no space for the addition of additional portables or new construction development. Additionally, initiating parent involvement groups as well as updating/improving the process involving at-risk students, referral procedures and the transition of students to not only an alternative setting, but placement in the most appropriate setting in relation to student success has been lengthy, but will be a beneficial tool once complete, in reducing the district dropout rate.

Goals related to barriers are centered around building, increasing the technological infrastructure of the site, to serve as many students as possible and prepare for California Common Core State Standards and to show student academic growth through student performance as measured by CAASPP, as well as increasing community partnerships to provide increased services for students.
Performance Data & Conclusions

CAASPP Results (All Students)

English Language Arts/Literacy

### Overall Participation for All Students

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th># of Students with Scores</th>
<th>% of Enrolled Students</th>
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<tr>
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<td>14-15</td>
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<td>16-17</td>
<td>14-15</td>
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* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### Overall Achievement for All Students

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<tr>
<th>Grade Level</th>
<th>Mean Scale Score</th>
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<th>% Standard Met</th>
<th>% Standard Nearly Met</th>
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### Reading

Demonstrating understanding of literary and non-fictional texts

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<th>% Below Standard</th>
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### Writing

Producing clear and purposeful writing

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### Listening

Demonstrating effective communication skills

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### CAASPP Results (All Students)

#### Mathematics

**Overall Participation for All Students**

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<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
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<th>% of Enrolled Students Tested</th>
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**Overall Achievement for All Students**

<table>
<thead>
<tr>
<th>Grade Level</th>
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**Concepts & Procedures**

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**Problem Solving & Modeling/Data Analysis**

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**Communicating Reasoning**

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CAASPP Results Data Analysis

English-Language Arts/Literacy

All Students
CAASPP results show that in the area of English Language Arts, 60% of tested students did not meet the standard, 29% of tested students nearly met the standard and 11% met the standard. Approximately 85% of all students tested did not meet the standard, showing deficiencies in areas of reading, writing, listening, research and inquiry. Data will be used to build and implement reading intervention program that targets areas noted, as well as provide staff professional development in targeted areas.
Mathematics

**All Students**

Results in the area of mathematics show that 94.55% of 11th-grade students tested did not meet the standard and 5.45% Nearly Met Standard. Students scored lowest in the target area of concepts and procedures, followed by problem-solving, and mathematical reasoning. Analysis of math data shows that low reading levels could be contributing to low performance in math, as demonstrated by students low score in the area of reading comprehension. Site staff will use data to restructure and implement math intervention course that incorporates reading strategies similar to ELA intervention course. Data will also be used to provide targeted professional development.
## California English Language Development (CELDT) Data

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**Conclusions indicated by the CELDT data:**
Results are reflective of students accepted into AACH program; in addition, AACH is not staffed to provide services to lower CELDT level students; levels 1 and 2.
## Dropout and Graduation Rates

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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cohort Dropout Rate</td>
<td>28.0</td>
<td>22.3</td>
<td>20.5</td>
<td>8.5</td>
<td>7.5</td>
<td>5.9</td>
<td>11.5</td>
<td>10.7</td>
<td>9.7</td>
</tr>
<tr>
<td>Cohort Graduation Rate</td>
<td>40.0</td>
<td>56.3</td>
<td>64.3</td>
<td>84.1</td>
<td>86.5</td>
<td>89.7</td>
<td>81.0</td>
<td>82.3</td>
<td>83.8</td>
</tr>
</tbody>
</table>

### Conclusions indicated by the Dropout and Graduation data:

This is an obvious area of emphasis for a continuation school; note that we now have available three years of data, to be used to assist with development of instructional strategies and intervention procedures with the purpose of reducing dropout rate. One area of focus, based on data, are students with LTEL status. These students were targeted to receive AALD course work and iLiT Reading Program (Advanced Academic Language Development); coursework grounded in basic language development skills, building foundations that might have been previously missed through other coursework/grade levels. In addition, students entering AACH program will be cycled through Intensive Reading Intervention program, that incorporates AVID WICOR strategies, and common core state standards. Finally, as a site, we will continue to increase counseling services to address students emotional and social needs, as well as adopting new supplemental curriculum that will address college and career readiness for all students.
## Action Plan: Planned Improvements in Student Performance

### Performance Goal 1.1: English-Language Arts

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

**LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

### SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)
Based on CAASPP Achievement Data results for 2016-2017, 11.0% of 11th grade students at AACH met standard in ELA, 29% of 11th grade students nearly met and 60% of 11th grade students did not meet ELA standards. Smart goal will focus on increasing percentage of students meeting or exceeding standard to 25% of all AACH 11th grade students based on CAASPP 2016-2017 overall achievement ELA test results.

### Data Used to Form this Goal:

Data used to create goal taken from CAASPP released Overall Achievement Data 2016-2017.

### Findings from the Analysis of this Data:

Data shows students must make gains in areas of reading, writing, listening, research and inquiry. Reading Intervention Program will focus on skill building within these areas, so as to increase students proficiency. More specifically, students did make gains in percentage of students at or near standard; in both Reading and Listening. Data also shows weakest areas are in writing and research/inquiry.

### How the School will Evaluate the Progress of this Goal:

Students will first be required to participate in ELA Reading Intervention course; focusing on reading, writing, listening, research and inquiry; using research-based strategies based on AVID WICOR and aligned with common core state standards. Prior to site/program enrollment, students will be administered initial ELA testing, using Pearson iLiT GRADE assessment, giving student and staff initial data points used to properly place students in the appropriate reading program. Data from iLiT will be used by staff to properly place students in needed ELA courses and provide intense pullout work in ELA areas of weakness, reflected in iLiT data.
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Strategic Plan Strategy</th>
<th>Actions To Be Taken</th>
<th>Start Date</th>
<th>Comp. Date</th>
<th>Estimated Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards-Based Core Curriculum and Assessment</td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Weekly writing assignments based on targeted strategies such as Cornell Notes, Quick Writes, Reflections, Peer Evaluation and Authentic Writing.</td>
<td>08/2017</td>
<td>6/2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Direct Instruction in appropriate venues, CAASPP ELA Intervention Courses.</td>
<td>08/2017</td>
<td>6/2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Use of student data to develop and revise course content, ensure targeted quality and engaging instruction. CAASPP ELA Intervention Courses.</td>
<td>08/2017</td>
<td>6/2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 - Learning organization</td>
<td>ELA classes will be focusing on academic language development.</td>
<td>8/2017</td>
<td>6/2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Formulation of AALD course to assist targeted LTEL student population, based on data provided by EL Office and Staff; iLiT testing data.</td>
<td>8/2017</td>
<td>6/2018</td>
<td></td>
</tr>
<tr>
<td>Research-based Instruction/ Supplemental Instruction</td>
<td>1 - Alternative educational pathway</td>
<td>CAASPP prep materials integrated into all classes, across curriculum; focused on writing strategies.</td>
<td>08/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - Alternative educational pathway</td>
<td>At Risk: Tutoring after school, Flex and Independent Study options; Saturday School program</td>
<td>08/17</td>
<td>06/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 - Comprehensive PreK-12 program</td>
<td>English Learners: ELA/ELD standards alignment and SDAIE instructional strategies.</td>
<td>08/17</td>
<td>06/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - Alternative educational pathway</td>
<td>Odyssey Ware internet based credit recovery program available for all students during and after school hours.</td>
<td>08/17</td>
<td>06/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Purchase library/reading support materials</td>
<td>08/17</td>
<td>06/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Purchase of supplemental Pearson iLiT internet based curriculum to be used with AALD curriculum, focusing on EL and non-EL students not meeting standards in reading, writing, listening, research and inquiry.</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Purchase of supplemental technology such as student USB drives and USB Mouse, to accommodate needs of students in AACH program.</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Purchase of supplemental internet based tech support system, used to enhance learning via student tech by providing digital journals, highlight lesson objectives, expected outcomes, deliver peer assessment, pretest and on-going assessment.</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td>Targeted Professional Development</td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Weekly teacher collaboration focused on assessments, curriculum, discuss data, make instructional decisions, plan lesson delivery.</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 - Support exemplary staff</td>
<td>Odyssey Ware professional development trainings; focused on curriculum development within credit recovery program</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td>Focus Area</td>
<td>Strategic Plan Strategy</td>
<td>Actions To Be Taken</td>
<td>Start Date</td>
<td>Comp. Date</td>
<td>Estimated Costs</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>6 - Support exemplary staff</td>
<td>Ongoing ILT ELA Common Core Curriculum development/strategies/assessment training for ELA teachers; collaboration time with alternative education site ELA instructors to build Common Core into Alternative Education Curriculum.</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 - Comprehensive PreK-12 program</td>
<td>AALD teacher professional development through ELL Services Office for ELA Instructor.</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td>Achievement/Data Driven Structure and Support</td>
<td>9 - Learning organization</td>
<td>Pre-Testing students with Pearson iLIT GRADE online assessment, data used to build individual schedules, AALD classes, CAASPP ELA Intervention Class</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Individualized instruction packets aligned with district pacing guides</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td>Academic-Centered Family and Community Engagement</td>
<td>7 - Family engagement</td>
<td>New student orientation</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 - Family engagement</td>
<td>Parent Representation/Participation in SSC and ELAC</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 - Communicate effectively</td>
<td>Parental notification/contact by phone, Tele-parent, conferences</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance
Performance Goal 1.2: Mathematics

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

**LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

**SCHOOL SMART GOAL:**
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By 6/1/2018, 25% of all 11th grade students tested, will score MET or Exceeded on the CAASPP Math testing.

<table>
<thead>
<tr>
<th>Data Used to Form this Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data used to form this goal was taken from CAASPP results for 2017, showing that 5% of students placed in Nearly Met and 95% places in Not Met.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Findings from the Analysis of this Data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings show that 100% of students tested did not meet math standards, according to 2017 CAASPP data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How the School will Evaluate the Progress of this Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will receive intensive CAASPP Intervention curriculum instruction throughout the school year, students will be administered Odyssey Ware Math Assessment as well as individualized math instruction via Integrated Math video-based curriculum allowing for increased individual repetition for students. Past CAASPP School Data will be used to guide/adjust ongoing instruction specific to student weaknesses/needs, based on tested strands. Staff will analyze CAASPP passage rates in June to determine if goal was achieved.</td>
</tr>
<tr>
<td>Focus Area</td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Standards-Based Core Curriculum and Assessment</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Research-based Strategy Instruction/Supplemental Instruction</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Targeted Professional Development</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Achievement/Data Driven Structure and Support</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Academic-Centered Family and Community Engagement</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Estimated Costs**

<table>
<thead>
<tr>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0001-0999: Unrestricted: Locally Defined</td>
<td>Title I</td>
<td>1046</td>
</tr>
<tr>
<td>0001-0999: Unrestricted: Locally Defined</td>
<td>Title I</td>
<td>374</td>
</tr>
<tr>
<td>0001-0999: Unrestricted: Locally Defined</td>
<td>Title I</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Unrestricted: Locally Defined</td>
<td></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

Performance Goal 2: English Learners

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All limited-English-proficient students will attain proficiency in English, at minimum meeting annual measurable achievement objectives (AMAO).

**LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

**SCHOOL SMART GOAL:**
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By 2018, 100% ELA limited-English proficient students will meet adequate yearly progress.

Data Used to Form this Goal:
CELDT and state testing data.

Findings from the Analysis of this Data:
io assessment data shows 22% of 64 students tested made positive movement; highest percentage of movement was in area of reading and writing, lowest was in area of speaking and listening Data will be used by site to guide ELA instruction across curriculum.

How the School will Evaluate the Progress of this Goal:
Review yearly CELDT scores/data.
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Strategic Plan Strategy</th>
<th>Actions To Be Taken</th>
<th>Start Date</th>
<th>Comp. Date</th>
<th>Estimated Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards-Based Core Curriculum and Assessment</td>
<td>3 - Comprehensive PreK-12 program</td>
<td>EL site facilitator to administer annual CELDT testing.</td>
<td>8/17</td>
<td>6/18</td>
<td>1000-1999: Certificated Personnel Salaries LCFF-EL 2596</td>
</tr>
<tr>
<td>Research-based Instruction/Supplemental Instruction</td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Supplemental materials and supplies such as technology support and headphones for ELA curriculum; provided by district.</td>
<td>8/17</td>
<td>6/18</td>
<td>4000-4999: Books And Supplies LCFF-EL</td>
</tr>
<tr>
<td>Targeted Professional Development</td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Ongoing AALD/iLiT professional development for ELA teacher, provided through EL Office and outside vendor.</td>
<td>08/17</td>
<td>06/18</td>
<td>1000-1999: Certificated Personnel Salaries LCFF-EL 5800: Professional/Consulting Services And Operating Expenditures LCFF-LI</td>
</tr>
<tr>
<td>Achievement/Data Driven Structure and Support</td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Alignment of curriculum and individualized instruction packets to district pacing guide.</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td>Academic-Centered Family and Community Engagement</td>
<td>7 - Family engagement</td>
<td>New student orientation</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 - Family engagement</td>
<td>Parent representation/participation in ELAC</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 - Communicate effectively</td>
<td>Parental notification /contact by phone and blackboard, individual parent conferences.</td>
<td>8/17</td>
<td>6/18</td>
<td></td>
</tr>
</tbody>
</table>
**Planned Improvements in Student Performance**

**Performance Goal 3: Safe and Drug-Free Environment Conducive to Learning**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>LEA PERFORMANCE GOAL:</th>
<th>All students will be educated in learning environments that are safe, drug free, and conducive to learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP ENGAGEMENT GOAL 3:</td>
<td>Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.</td>
</tr>
</tbody>
</table>

**SCHOOL SMART GOAL:**

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

- By June 2018, the average daily attendance will increase by 3%.
- By June 2018, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by .5%.

**Data Used to Form this Goal:**

Above goals formed from past school year data, regarding overall monthly attendance, and discipline reports.

**Findings from the Analysis of this Data:**

Analysis of last years data showed that overall program attendance improved, however goal for this year, based on data would be to increase number of students in program while maintaining attendance percentage above 94%.

**How the School will Evaluate the Progress of this Goal:**

Site staff will analyze monthly attendance reports, as well as attendance within each individual site program to determine areas needing improvement.
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Strategic Plan/Strategy</th>
<th>Actions To Be Taken</th>
<th>Start Date</th>
<th>Comp. Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards-Based Core Curriculum and Assessment</td>
<td>5 - Develop character of students</td>
<td>Red Ribbon Week Activities</td>
<td>8/17</td>
<td>6/18</td>
</tr>
<tr>
<td></td>
<td>5 - Develop character of students</td>
<td>Drug, Alcohol supplemental instruction, guest speaker, Wylie Center Counselor.</td>
<td>8/17</td>
<td>6/18</td>
</tr>
<tr>
<td></td>
<td>5 - Develop character of students</td>
<td>Be Proud, Be Responsible Course</td>
<td>8/17</td>
<td>6/18</td>
</tr>
<tr>
<td>Research-based Strategy Instruction/Supplemental Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targeted Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement/Data Driven Structure and Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic-Centered Family and Community Engagement</td>
<td>7 - Family engagement</td>
<td>Parent/Admin conferences, Wylie Center counselor meetings with students</td>
<td>8/17</td>
<td>6/18</td>
</tr>
</tbody>
</table>
### Planned Improvements in Student Performance

#### Performance Goal 4: High School Graduation and College Readiness

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>LEA PERFORMANCE GOAL:</th>
<th>All students will graduate from high school and be college/ career ready.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP CONDITIONS OF LEARNING GOAL 1:</td>
<td>Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.</td>
</tr>
<tr>
<td>LCAP PUPIL OUTCOMES GOAL 2:</td>
<td>Students will be prepared to be college and career ready when they graduate from high school.</td>
</tr>
<tr>
<td>LCAP ENGAGEMENT GOAL 3:</td>
<td>Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.</td>
</tr>
</tbody>
</table>

#### SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

100% of our students will complete district diploma requirements, will be college and/or career ready; prepared to enter a 2 year college path of study or career trade school upon exit from the AACHS school site, by June 2018.

#### Data Used to Form this Goal:

District data on students completing minimum graduation requirements, making them eligible to enroll at 2 year junior college or career tech program.

#### Findings from the Analysis of this Data:

Five by Five placement report data shows that from 11-12 and 14-15 school years, graduation rate at AACHS has increased 34.6%. Site will spend 17-18 school year increasing student FAFSA completion rate as well as community college/trade school/post secondary education enrollment.

#### How the School will Evaluate the Progress of this Goal:

School site and district will track data showing number students that meet AUSD diploma requirements, making them eligible to enter post secondary program.
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Strategic Plan/Strategy</th>
<th>Actions To Be Taken</th>
<th>Start Date</th>
<th>Comp. Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards-Based Core Curriculum and Assessment</td>
<td>3 - Comprehensive PreK-12 program</td>
<td>Implementation of supplemental career and college readiness curriculum.</td>
<td>8/17</td>
<td>6/18</td>
</tr>
<tr>
<td></td>
<td>2 - Collaborate with partners</td>
<td>RCC CTE presentations on campus for graduating students throughout the school year, as well as school field trips to RCC CTE programs.</td>
<td>8/17</td>
<td>6/18</td>
</tr>
<tr>
<td>Research-based Strategy Instruction/Supplemental Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targeted Professional Development</td>
<td>2 - Collaborate with partners</td>
<td>Professional development trainings for school guidance counselor, targeting areas of financial aid, career and college readiness.</td>
<td>8/17</td>
<td>6/18</td>
</tr>
<tr>
<td>Academic-Centered Family and Community Engagement</td>
<td>5 - Develop character of students</td>
<td>New student orientation</td>
<td>8/17</td>
<td>6/18</td>
</tr>
<tr>
<td></td>
<td>7 - Family engagement</td>
<td>New Family orientation</td>
<td>8/17</td>
<td>6/18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Costs</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>LCFF-LI</td>
<td>1000</td>
</tr>
</tbody>
</table>
### Summary of Expenditures in this Plan

#### Total Allocations and Expenditures by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Allocation</th>
<th>Balance (Allocations-Expenditures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF-EL</td>
<td>15,750</td>
<td>0.00</td>
</tr>
<tr>
<td>LCFF-LI</td>
<td>10,394</td>
<td>0.00</td>
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<tr>
<td>Title I</td>
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#### Total Expenditures by Funding Source

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<thead>
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<th>Funding Source</th>
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<tr>
<td>LCFF-EL</td>
<td>15,750.00</td>
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<td>10,394.00</td>
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</table>
### Summary of Expenditures in this Plan

#### Total Expenditures by Object Type and Funding Source

<table>
<thead>
<tr>
<th>Object Type</th>
<th>Funding Source</th>
<th>Total Expenditures</th>
</tr>
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<tr>
<td>0000: Unrestricted</td>
<td>LCFF-EL</td>
<td>6,487.00</td>
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<tr>
<td>1000-1999: Certificated Personnel</td>
<td>LCFF-EL</td>
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<tr>
<td>4000-4999: Books And Supplies</td>
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<td></td>
<td>LCFF-LI</td>
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<td>0001-0999: Unrestricted: Locally</td>
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<td>5000-5999: Services And Other</td>
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<tr>
<td>0001-0999: Unrestricted: Locally</td>
<td>Title I</td>
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</table>
## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

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<thead>
<tr>
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<tr>
<td>0001-0999: Unrestricted: Locally Defined</td>
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<td>1000-1999: Certificated Personnel Salaries</td>
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<td>5000-5999: Services And Other Operating Expenditures</td>
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### Summary of Expenditures in this Plan

#### Total Expenditures by Goal

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<tr>
<td>Reading/Language Arts</td>
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<td>Mathematics</td>
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<tr>
<td>History/Social Studies (Secondary Only)</td>
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<tr>
<td>Science (Secondary Only)</td>
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</tr>
<tr>
<td>Limited English Proficient Students</td>
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<td>Highly Qualified Teacher/Paraprofessional</td>
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<td>Safe and Drug-Free Learning Environment</td>
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</tr>
<tr>
<td>High School Graduation/College Readiness</td>
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</table>
Program Descriptions
School Based Coordinated Program (SBCP)

Intent
To provide school site flexibility in the use of certain state-funded categorical resources.

Description of Site Program
The SBCP legislation provides greater flexibility for schools and school districts to better coordinate the funds they receive while ensuring that schools continue to receive funds to meet their needs. This legislation focuses authority to exercise such flexibility at the school level, with the approval and under the policy direction of the governing board. The School Site Council decides which funding sources it wishes to coordinate. The funding sources are:

a) Local Control Funding Formula-Low Income (LCFF-LI)
b) Local Control Funding Formula-English Learners (LCFF-EL);
c) Title I (if applicable)

The greatest benefits of becoming a SBCP school is the opportunity afforded teachers, other school staff, the Principal, parents, and students (in secondary schools) to work together to design and implement a program in which resources received by the school are coordinated and utilized to ensure that all students acquire the knowledge, the understanding, and the skills of the core curriculum of the district. It is the opportunity to focus the attention of the entire school community on what is and should be happening for all the students in the school, rather than looking at what the separate funding resources seem to be dictating for certain groups of students within the school population. By providing an integrated program, planned jointly by classroom teachers and specialist teachers, a SBCP also presents the opportunity to more effectively coordinate instructional delivery systems needed by students who have a combination of special needs. A SBCP plan must address the needs of all students, even when funding for those students is not included in the plan. Funds must be expended as specified in the school plan.

Coordination of Services
Expenditures are directly related to the core curriculum and advance the goals in the Local Education Agency Plan, and achievement of the student outcomes in the district’s Strategic Plan, and the Local Control Accountability Plan. Coordination between categorically funded staff and regular staff is emphasized to provide a cohesive program for all students. Grade-level and subject-specific meetings as well as Leadership Team meetings are designed to facilitate coordination and planning. Paraprofessionals and teachers also meet regularly to implement a well-articulated program that enables student learning. This site’s teaching staff continuously assesses and modifies instruction to ensure that students are experiencing success with the core curriculum. Staff development is structured to promote student success in meeting state/district standards in all subject areas. Teachers, parents, and students have opportunities for input to the curriculum throughout the school year. All staff members work together to provide a coherent program for all students on a continuous basis.

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- Local Control Funding Formula-Low Income (LCFF-LI)
- Control Funding Formula-English Learners (LCFF-EL);
- Title I (if applicable);
- Special Education (including specially designed academic instruction and related services).

Objectives
1. Increase use and availability of technology in the classroom.
2. Increase multi-media in direct instruction within the classroom.
3. Provide increased hands-on learning opportunities on campus.
4. Increase rewards for students achieving academic success.
5. Improve school spirit among students.
6. Increase community based partnerships and resources for student population
7. Increase opportunity to provide extended learning
8. Provide Teachers continuous time to prepare, adjust and modify district units of studies to meet needs of students
Program Descriptions
Title I Schoolwide (SWP) or Targeted Assistance School (TAS) Program

Intent
The intent of Title I, Part A, is to improve the teaching and learning of children who are at risk of not meeting challenging academic standards and who reside in areas with high concentrations of children from low-income families. In addition, to support effective, research-based educational strategies that close the achievement gap between high and low-performing students and enable the students to meet the state’s challenging academic standards.

Description of District Program
Each eligible Title I SWP or TAS school develops, in consultation with the LEA, a comprehensive Single Plan for Student Achievement (SPSA). The SPSA is used to guide the instructional program and ensure alignment with the goals and targets of the LEAP. The SPSA provides opportunities for all students to meet proficient and advanced levels of student academic achievement as defined by the state.

This SPSA describes how each school will implement the following Title I components:

- A comprehensive needs assessment of the entire school using School Data Profiles, and State/District assessment data that has been reviewed and analyzed to develop reform strategies;
- School wide reform strategies
  - opportunities for all children to meet the State’s proficient and advanced levels of academic achievement
  - use effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school;
  - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  - include strategies for meeting the educational needs of historically underserved populations such as females and African Americans
  - include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards, which may include counseling, pupil services, and mentoring services; college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and the integration of vocational and technical education programs; and address how the school will determine if such needs have been met; and are consistent with, and are designed to implement the State and local improvement plans.
- Instruction by highly qualified teachers.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals, parents, community members, and other staff to enable all students in the school to meet the State’s student academic achievement standards.
- Strategies to attract high-quality highly qualified teachers to high-need schools.
- Parental involvement strategies include participating in plan writing (developing, implementing, evaluating), developing School-Parent Compact, Parent Involvement Policy, attending Site/District committees, partnering with Site/District professional development activities, and decision-making regarding how funds are allocated for parental involvement activities.
- Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. The District provides a variety of school-based and work-based learning opportunities aligned to academic content standards. Through the Regional Occupation Program, career academies, and other career technical programs, students have access to programs that meet University of California a-g requirements and are articulated with the community college and California State University system. Through partnerships with the Riverside Community College and California State University campuses, teachers collaborate and articulate curriculum, pathways are defined, and the need for remediation in English, ELD and mathematics are being addressed prior to graduation from high school.
o Measures to include teachers in the decisions regarding the use of academic assessments described in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
o Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely additional assistance which shall include measures to ensure students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
o Coordination and integration of Federal, State, and local services and programs, including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
o Supplemental programs reflect the needs of at-risk, ELL, GATE, RSP/SDC, and disabled students, and may include services for social, emotional and physical challenges through access to psychologists, personal services consultants, counselors, and nurses.
o Homeless students are provided with immediate enrollment, transportation, age-appropriate tutorial sessions, peer counseling, and mentoring and parenting skill development. Additional support includes college/career awareness and preparation, the integration of vocational and technical education, applied learning, and team teaching.

Title I funds may only be used to supplement, not supplant.

**District Objectives**
The District goal for Title I School wide (SWP) and Targeted Assisted Schools (TAS) is to improve student achievement to meet the State’s proficient and advanced skills in the language arts and mathematics program.

**Description of Site Program**
Site Title 1 funds will be used to provide targeted assistance for students, specifically those students not meeting state standards in mathematics based on CAASPP data, for purpose of preparing student to be college and career ready upon completion of graduation.

**Personnel** (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)
Mathematics Teachers will be paid to prepare supplemental curriculum, as well as provide extended day instructional time specifically targeted in area of mathematics skills, specific to areas of need based on CAASPP Math data.

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
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**Objectives**
Objective of Math Club program will be to prepare students to take community college math assessment, for purpose limiting or eliminating need for students to take remedial math courses at community college level.
Program Descriptions
English Learner (EL) Program

**Intent**
To develop English Learners’ proficiency in English and in the district’s core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students.

EL students who acquire a good working knowledge of English during a temporary transition period and meet the district’s transfer criteria are then transferred into English-language mainstream classrooms. EL students are re-classified as fluent English proficient after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district’s average native English-language speakers.

**Description of District Program**
The Alvord Unified School District currently provides the following basic instructional service programs to identified English Learner (EL) students:

- **Structured English Immersion (SEI)**: K-12 EL students who are assessed on the California English Language Development Test (CELDT) and score at "less than reasonable levels of fluency in English" receive a minimum of 30 minutes daily English Language Development (ELD) instruction at their fluency level, and access to core content subjects through specially designed academic instruction in English (SDAIE) techniques and primary language support. The district uses CELDT levels 1-3 to identify the SEI students. Standards-based ELD instruction focuses on essential English listening, speaking, reading and writing skills, and is directed to students’ English proficiency levels. Teachers provide comprehensible core content instruction, based on state grade-level standards, and appropriate SDAIE instructional strategies. Bilingual Instructional Assistants provide primary language support for core content instruction. In the SEI program, both ELD and content courses are taught by teachers with appropriate EL State authorizations or interim teachers in training for the appropriate EL State authorizations.

- **English Language Mainstream (ELM)**: K-12 EL students who are assessed on the CELDT and score at "reasonable levels of fluency in English" (CELDT levels 4-5) receive standards-based ELD instruction daily, with listening, speaking, reading and writing skills at students’ English proficiency levels. SDAIE strategies continue to be used in the core content subjects. Teachers in the ELM classroom are responsible for providing services and instruction that continues the students English Language Development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Teachers in the ELM program hold appropriate State EL authorizations or, as interim teachers, are in training for those authorizations.

- **Alternative bilingual program**: Spanish speaking K-12 EL students whose parents sign and are granted a parental waiver are enrolled in the district alternative bilingual program. Students enrolled in this program receive daily standards-based academic instruction through their primary language in core content subjects and daily standards-based English instruction in ELD. As students increase their English proficiency, they receive access to increasing amounts of English core instruction, provided through SDAIE instructional strategies.
The Alvord Unified School District uses state LCFF funds and federal funds, including Title III funding to provide the following supplemental services to increase the effectiveness of instruction for EL students:

- Professional Development, mentoring, and coaching of district stakeholders including teachers, administrators, paraprofessionals, other staff, parents, or community members to increase the linguistic and academic achievement of English learners
- Staff development includes use of Instructional Specialists-English Learners to provide research-based support for elementary and/or secondary teachers, staff, and parents of EL students involved with instruction for English Learners, including tutorials (before and after school hours), intervention programs (during the school day), or summer school classes targeted to EL student needs.
- Bilingual assistants at each school to provide primary language support in core academic subjects for English Learners with a focus on EL students at lower proficiency levels.

A District Title III Year 4 Action Plan has been implemented to meet the Proficient goals of Annual Measureable Achievement Objective (AMAO) 3 in Reading/Language Arts and mathematics and maintain continued achievement of AMAO 1 & 2. The Plan incorporates quarterly monitoring of site/District strategies including:

- use of EL assessment data
- collaborative EL lesson planning
- administrator supervision of differentiated instruction
- implementation of EL differentiated professional development strategies
- improved EL access to core, intervention and advanced materials and courses
- increased EL parent/advisory training to understand/assist their own children’s educational needs

Title III funds may only be used to supplement, not supplant.

**Description of Site Program**

EL students placed at AACH have a CELDT score which designates them as Early Intermediate or above. The EL students are mainstreamed into all classrooms. Accommodations are made by the staff to ensure that all students have access to the curriculum. The accommodations include: 1) Language material on tape or CD, abridged novels, and movies of required readings 2) Computers with word processing software for writing and internet access for research 3) Supplemental office/student supplies; paper,pens, markers as needed for differentation/ scaffolding of instruction

**Personnel** (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)

English Language Facilitator Stipend: 100% LCFF-EL Site ($2,755)

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>English Learner Facilitator</td>
<td>Supports CELDT testing, attends district meetings, plans ELAC meetings</td>
</tr>
</tbody>
</table>

**Objectives**

Improve technology (computers, printers, tape recorders, CD players, DVD players, Digital Projectors and Document Cameras)LEP access to core curriculum improvement in CELDT scores; to show improvement on CAASPP achievement scores, student graduation rate and post secondary enrollment.
Intent
All individuals with exceptional needs have a right to participate in free appropriate public education. Special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs, prepare them for further education, employment and independent living.

Description of District Services
Special Education ensures that all individuals with exceptional needs are appropriately identified and assessed. Students are provided a free appropriate public education program to meet their unique needs, prepare them for further education, employment and independent living. A full continuum of program options for special education and related services is available to meet the educational and service needs of these students, including general education, Specially designed academic instruction, related services, and transportation.

Students are offered full and equitable opportunities which promote maximum interaction with non-disabled peers in the least restrictive environment. Steps are taken to ensure that individuals with exceptional needs participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population. Policies and procedures regarding parent involvement and IEP development are clearly defined, consistently used, and documented through SELPA. There is coordination of instruction and curriculum with special and regular education staff.

Objectives
- All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- Students with disabilities are provided free appropriate public education programs and services to meet their unique needs, prepare them for further education, employment and independent living.
- Increase collaboration between Special education teachers, related service providers and general education teachers to best support students.

Description of Site Services
Special Education Services are provided to RSP students by site special education teacher; students in AACH program are placed by IEP team, after determining students academic skills are sufficient to succeed in Independent Study Based program.

Objectives
To serve students with an IEP, in manner that provides alternative setting, accommodations, modifications to assist students in meeting graduation requirements, as well as college and career readiness.
Program Descriptions
Technology Program

Intent
To provide students with up-to-date technology to enhance their academic proficiency in language arts, math, science, and history.

Description of District Services
The District believes that through the meaningful integration of technology, student academic achievement can be improved. To facilitate this integration, the District developed a comprehensive technology plan that includes both curriculum and professional development components detailing how teachers and students will incorporate technology into the teaching and learning processes. The overall goal of integrating technology into the learning and teaching processes is to help all students attain proficiency in mathematics and language arts and enable all students to earn a high school diploma.

Before developing this plan, the District assessed the current practices and access to technology of all its elementary, middle and high schools. The course of action to bring technology to teachers and students include:

- Using technology to improve teaching and learning
- Assisting students acquire technology and information literacy skills
- Utilizing technology that ensures appropriate access to all students
- Using technology for efficient student record keeping and assessment
- Making teachers and administrators more accessible to parents via utilizing technology
- Providing professional development opportunities for administrators and teachers

The District will monitor its success and progress with implementing the curriculum content and professional development technology components on an annual basis.

The school’s current technology practices and site technology objectives are described in the next two sections.

Description of Site Program
Alvord Alternative Continuation High students and teachers have access to technology both during the day and outside of school hours. All classrooms are connected to the Internet and Intranet. All staff members have e-mail accounts; the district uses MS Office Outlook Web Access for e-mail. All teachers and students have access to technology on campus. All enrolled students receive an assigned laptop to be used while on campus for academics, to increase access and provide equity to all students in AACH program. Additional computers on campus have access to Odyssey Ware. All teachers use e-mail for communication. School Site Council has approved the purchase of technology-based supplemental curriculum, to increase student access to on line credit recovery programs and on-line ELA and Math intervention curriculum.

Objectives
Continue to modernize available technology including computers, projectors, printers that are obsolete or inoperable
Purchase multi-media equipment such as tape players/recorders, CD players, DVD players, headphones, etc.
All students will have a windows computer for usage
Calculators for student use in all math classrooms
Increase use of specific educational programs for education (Google for Education) for students, staff and community members
Purchase of Internet-based curriculum enhancement program (Net Support)
Program Descriptions
School Safety Program

**Intent**
To provide counseling services to students and families to reduce and prevent drug, alcohol, tobacco use, and violence.

**Description of District Services**
Student Services supports drug, alcohol, tobacco, and violence prevention and reduction counseling services in order for all students to attend safe and drug-free schools. The focus is to reduce barriers to learning and build resiliency factors leading to student success, academically, emotionally, socially, and physically.

The district contracts with providers to offer counseling services to students and families at each school site throughout the school year. Counseling services consist of drug, alcohol, and violence prevention and reduction training. Students learn to recognize and relinquish harmful behaviors and habits, and develop strategies for a successful school career and life.

**Description of Site Program**
Drug sniffing dogs are on campus frequently to check for illegal substances. A campus supervisor, an administrator, and teachers are present before school, during breaks, passing periods and after school. Students participate in anti-substance abuse programs.

**Objectives**
Provide a safe environment for all students
Provide safe environment for all staff, parents and visitors
Provide a clean campus
Remove graffiti as soon as possible
Intent
To establish strong, healthy, and systematic school, family, and community partnerships which lead to effective family engagement that supports student achievement and closes the achievement gap.

Description of District Services
The Board of Education recognizes that parents/guardians are their children’s first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parent involvement is encouraged through Board Policy and School Parent Compacts as a step in improving student achievement. All parents are kept informed of their child’s progress toward meeting grade level standards through report cards and progress reports, parent workshops, conferences and meetings. District-wide expenditures from supplemental programs are designed to provide students additional support for succeeding with the core curriculum and to enhance parents’ abilities to assist their children in the learning process.

In order to engage parents/guardians positively in their children’s education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children’s academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children’s learning and provide them with techniques and strategies that they may use to improve their children’s academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training that fosters effective and culturally sensitive communication with the home, including training and how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process in both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Alvord schools have received Parent Engagement Initiative Leadership training (Parent PELI) and are forming Action Teams for Partnership (ATP) as an arm of their School Site Councils (SSC). These teams are made up of school staff, parents and community members who work together to set school goals and plan activities around Joyce Epstein’s 6 Types of Parent Involvement in order to increase parent engagement and increase student achievement. All District parent involvement programs are built around these 6 types of parent involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Description of Site Services
AACH will continue to focus on building a strong base foundation of parental/community involvement, which has started with the formation and implementation of the School Site Council and the English Learner Advisory Committee. Upon formation of these two groups, and commitment from parent/student members, staff will in conjunction with both groups build a solid SPSA, before initiating our PELI and ATP programs. SSC Board will be elected and installed according to adopted SSC procedures, SCC will meet monthly, agenda will be built and posted prior to SSC meetings; meetings will focus on increasing/building student achievement as well as teacher training.

Objectives
Objective of AACH is to form strong School Site Council and English Learner Advisory Committees during the 2017-2018 school year.
Program Descriptions
Expanded Learning Program
Prime-Time / Half-Time

Intent
Provide a safe and positive expanded learning environment for students of the Alvord Unified School District during the after school hours by providing daily educational, recreational, and enrichment activities. The main academic goal of the Expanded Learning Program is to assist students in increasing proficiency in Reading and Mathematics.

Description of District Services
Alvord’s After School Programs is provided at 12 elementary schools and four middle schools. The program is aligned to the regular school day through the use of curriculum binders with activities that are aligned to the school day curriculum and a coach liaison at each site to provide instructional support.

The program provides both homework assistance and tutoring in order to support classroom instruction and help students attain state standards in Math, Language Arts, Science and Social Science. Materials used include technology based products and technology-based instruction to ensure the students are receiving individualized instruction in an interactive manner. Reinforcement and practice of skills taught takes place in a disguised manner using games and other non-traditional tools so that the students remain engaged after a long day at school. Alvord students are also engaged in high interest, high movement, motivational and enrichment activities. Enrichment activities are research based and promote asset development, character and leadership development, movement, collaboration and team building, creative expression, anger management, conflict resolution, and tolerance and appreciation of others. All activities provide high interest practice in academics, reinforce newly acquired skills, and promote the physical and emotional well-being of our students.

A few of the enrichment activities seen frequently at sites include board games to reinforce thinking, strategy and problem solving; craft projects that develop creativity; cooking including discussions about nutrition; and campus beautification and gardening projects. Each site provides an opportunity for student to showcase their enrichment talents. At the Elementary level, students participate in sports tournaments in Soccer and Soci, or Basketball. At the Middle School level, a tournament is planned for these 5 sports: Socci, Basketball, Football, Soccer, Volleyball, and Softball. Middle school students also have skateboarding, music (musical instruments), art and Wii clubs. The “Extravaganz” is a culminating event held at the end of each year for middle school students to showcase their projects, compete against each other in a variety of athletic events, and come together to show their school spirit.

Objectives
- Provide homework assistance.
- Improve students’ attendance in school.
- Improve or maintain students’ grades.
- Provide students opportunities to engage in cultural enrichment activities.
- Reduce/avoid harmful risk-taking behaviors among students.
Directors, Coordinators, Instructional Specialists, Director's Assistant, Assessment/Evaluation Technician, Secretary, Clerks, and part-time clerical assistance staff the Categorical/English Language Learners Offices and provide indirect services. Bilingual assistants, project specialists/instructional coaches, intervention teachers, librarians, elementary library assistants, and instructional computer assistants provide direct support to school sites. These positions are single and multi-funded from a combination of sources including, Title I (TI), Title III (TIII) and Local Control Funding Formula (LCFF) funds. LCFF supplemental and concentration grants are targeted to increase and improve services for students from low-income families, English learners, and foster youth.

Funding for Title I is applied for annually through the Consolidated Programs Application process. Funding allocations to the schools are on a per pupil basis. The Central Office monitors the expenditures of program funds for a variety of programmatic considerations. Foremost among the considerations are guidelines for the use of the funds that will meet the needs of students and the annual audit requirements including the Federal Program Monitoring (FPM) criteria. The school’s portion of each program is as follows:

LCFF-LI funds provide targeted support for students from low income families and foster youth at each site which supplements and supports the district’s educational program. The school’s allocation is $10,394.

LCFF-EL funds provide targeted support for English Language Learners (ELL) at each site which supplements and supports the district’s educational program for ELL students. The school’s allocation is $15,750.

Title I funds provide support for students at risk of not meeting academic standards and who reside in areas with high concentrations of children from low-income families. The school’s allocation for Title I is $2,020. There is a carryover of 0 for a total allocation of 2,020

*Supplemental and Concentration grant portion of Local Control Funding Formula (LCFF)
<table>
<thead>
<tr>
<th>Object Code</th>
<th>Description</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1110</td>
<td>Teacher's Salaries - Extra Duty</td>
<td>• Hourly rate for certificated staff to perform leadership duties, grade level planning/articulation, parent education/involvement activities and other duties related to categorical programs.</td>
</tr>
<tr>
<td>1130</td>
<td>Teacher's Salaries - Substitutes</td>
<td>• Salaries for Special Projects Personnel to manage and conduct categorically related duties.</td>
</tr>
<tr>
<td>1140</td>
<td>Teacher Salaries - Stipends</td>
<td>• Includes Certificated Personnel Salaries (Project Specialists/Instructional Coach).</td>
</tr>
<tr>
<td>1900</td>
<td>Teacher's Salaries Project Specialists/Instructional Coaches</td>
<td>• Includes Classified Personnel Salaries (Clerks, Instructional Assistant/Computer, Instructional Assistants, and Bilingual Assistants).</td>
</tr>
<tr>
<td>2100</td>
<td>Instructional Aide's Salary</td>
<td>• Hourly rate for classified staff to perform additional duties related to categorical programs may be necessary.</td>
</tr>
<tr>
<td>2110</td>
<td>Instructional Aide's Salary - Hourly</td>
<td></td>
</tr>
</tbody>
</table>
Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school’s Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children’s education  
b. inform parents and family members that they can directly effect the success of their children’s learning  
c. build consistent and effective communication between home/school  
d. train teachers and administrators to communicate effectively with parents and families  
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)
Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)
**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
   - English Learner Advisory Committee: 9-6-17, 10-19-18, 11-16-18, 12-14-17, 1-11-18, 2-22-18
   - Leadership Team/Department Advisory Committee: 9-14-18, 10-12-17, 11-9-17, 1-25-18, 2-28-18
   - Other committees established by the school (LIST):

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP).

5. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.

7. This SPSA was approved by the SSC at a public meeting on: 2-28-18

Attested:

<table>
<thead>
<tr>
<th>Typed Names:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal: Jason Marquez/Luis Medina</td>
<td></td>
<td>3-2-18</td>
</tr>
<tr>
<td>SSC Chairperson:</td>
<td>Maria Soleiro</td>
<td>3-2-18</td>
</tr>
</tbody>
</table>
Alvord Alternative Continuation High School
School Site Council Agenda
March 15, 2018
Meeting Location: 104, Time: 2:00pm

I. Introductory Procedure
   1. Call to Order
   2. Establishment of Quorum
   3. Pledge of Allegiance
   4. Welcome and Introductions

II. Action Items
   1. Approve meeting minutes from 2-28-17
   2. Approve Categorical Expenditures for: Expenditures at this time, over $500.00.
      a. ILIT $4320.00

III. Discussion/Information
   1. Budget Reports by Funding Source
   2. District/School Parent Involvement Policy
      a. Approve Parent and Family Engagement Policy
   3. Reports from Parent Committees
      • English Learners Advisory Committee (ELAC)
      • District Parent Advisory Committee (PAC)
   4. Program Reports
      • Parent and Family Involvement Opportunities (SSC, ELAC, District Parent Committee)
      • Interventions (Breakfast Club, Tutoring, iLiT, Critical Reading, Math Club)
   5. Principal’s Report

IV. Hearing Session/Public Comments
   This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment
   1. Agenda building for next meeting
   2. The next SSC meeting is scheduled for: TBD
   3. Adjournment: Action Item
Alvord Alternative Continuation High School
Title I Targeted Assistance School
Parent and Family Engagement Policy
2017-2019

Alvord Alternative Continuation High School jointly developed its written Title I parent and family engagement policy with input from Title I parents and family members. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the school and parents. Means of gathering input included reviewing and discussing the policy during the annual Title I, ELAC and SSC meetings. The policy is updated with input from parents every two years.

The policy is distributed to parents and family members of participating Title I student at the beginning of the school year in the registration packets and to new enrollees and returning students as part of their new student enrollment packet. During the first year of implementation (2017-18), the policy was distributed to parents and family members by mail.

The policy describes the means for carrying out the following Title I parent and family engagement requirement. [20 USC 6318 Section 1118(a)-(f) inclusive]

Engagement of Parents and Family Members in the Title I Program
To involve parents and family members in the Title I program at Alvord Alternative Continuation High School, the following practices have been established:

• The school convenes an annual meeting, at a convenient time to which all parents of participating children are invited and encouraged to attend, to inform parents and family members about their school’s participation under this part and to explain the Title I requirements, and about the right of parents to be involved.
  The Title I annual meeting is held each spring. Parents are notified by the Blackboard messaging system, flyers sent home, postings to the school website, and reminder phone calls. The annual meeting will coincide with Open House.

• The school offers a flexible number of meetings for Title I parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.
  Parent groups decided to convene one annual meeting in the evening. If parents request additional meetings, their requests will be met.

• The school involves parents and family members of participating Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
  Parents have the opportunity to be involved in the Title I program by providing suggestions during the annual meeting. Additionally, School Site Council and English Learner Advisory Committee members have the opportunity to make suggestions and provide input into the school's Title I and the parent/family engagement programs during their meetings.

• The school provides parents and family members of participating Title I students with timely information about Title I programs through the distribution of the parent and family engagement
policy, school-parent compact, and annual meeting. In addition, all students and their parents are informed about specific Title I services available to them during the orientation to AACHS.

- The school provides parents and family members of participating Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Students who are credit deficient are referred to alternative education from their comprehensive high school. Students enroll in credit recovery courses and/or courses for original credit. Curriculum is in alignment with CCSS and NGSS. 11th grade students participate in the CAASPP state testing. 10th and 11th graders take the PSAT and SAT. Students may return to their comprehensive high schools once they are out of credit recovery and only at the end of the semester.

- If requested by parents and family members of participating Title I students, the school provides opportunities for regular meetings that allow the parents and family members to participate in decisions relating to the education of their children. During orientation, parents are encouraged to keep in contact with the school regarding their child’s educational needs. Parents are provided with the school’s contact information as well as the direct contact information to the school’s counselor. Parents are invited to attend SSTs, IEPs, and Student Review to discuss their child’s educational program and progress towards graduation.

**School-Parent Compact**
Alvord Alternative Continuation High School distributes to parents and family members of Title I students a school-parent compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State’s high academic standards. It addresses the following legally required items, as well as other items suggested by parents and family members of Title I students:

- The school’s responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children’s learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child’s class; and opportunities to observe classroom activities

The school-parent compact was written with input from staff and site parent groups. The school-parent compact is reviewed bi-annually in the spring during at a parent meeting. Parents are provided the opportunity to make suggestions to compact.

**Building Capacity for Engagement and Involvement**
Alvord Alternative Continuation High School engages Title I parents and family members in meaningful interactions with the school. It supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:
The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

During orientation, parents are provided information that will assist them with improving their child's achievement and understanding the academic standards, curriculum, and assessments. School staff is available to answer questions about student progress, curriculum, and standards.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Upon enrollment, parents attend a meeting in which the handbook is reviewed. This guide assists parents navigate the alternative education program and supports their child's success in the program. Other information distributed may include how a credit recovery program works, graduation requirements, FAFSA information, and college and career opportunities.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

At the beginning of the school year, the staff reviews the purpose of Student Review. Students struggling academically and/or behaviorally may be brought forward for Student Review. Parent(s), student, and staff all attend the Student Review meeting to discuss the student's successes and areas that need improvement. Interventions are discussed and implemented. Student Reviews are scheduled throughout the school year. Staff is directly taught to communicate with parents about student learning goals and expectations and to set the tone for developing collaborative working relationships with parents and students.

The school coordinates and integrates the Title I parent and family engagement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parent involvement is encouraged in campus activities that include but are not limited to Back-to-Ghouls Night (aka Back-to-School Night), individual student graduations, Open House, School Site Council participation, and English Learner Advisory Committee involvement. In addition, parents are able to learn English through adult education.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent involvement information is disseminated during registration in both English and Spanish. Additional activities and events that occur throughout the year are communicated to parents via flyers, the school website and Blackboard phone calls to the home.

The school provides support for parental and family engagement activities requested by Title I parents.

Parents provide input for parent and family engagement activities during the annual meeting, SSC and ELAC meetings, and during the student orientation. All suggestions are taken into consideration. Administration and/or staff may consider those suggestions and changes may be made to the existing program.
Accessibility
Alvord Alternative Continuation High School provides opportunities for the participation of all Title I parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents and family members understand. Parent Involvement information is disseminated during registration in both English and Spanish. Additional activities and events that occur throughout the year are communicated to parents via flyers, the school website and Blackboard messages to the home.

Adoption
This policy was adopted by the Alvord Alternative Continuation High School Site Council on January 24, 2018 and will be in effect for a period of 2017-2019.
La Escuela Secundaria de Continuación Alternativa Alvord desarrolló conjuntamente con recomendaciones de los padres y familias de Título I, la política de participación de padres y familias de Título I. Tía política debe estar disponible a la comunidad local y ser actualizada periódicamente para cumplir con las necesidades cambiantes de la escuela y los padres. Los médicos de recopilación de información incluyeron la revisión y discusión de la política durante la reunión anual Título I, las reuniones ELAC y SSC. La política se actualiza cada dos años, con la aportación de los padres.

La política se distribuye a los padres y miembros de las familias de alumnos participantes Título I, al principio del año escolar en los paquetes de inscripción y los que regresan, como parte de su nuevo paquete de inscripción. Durante el primer año de implementación (2017-18), la política se distribuyó por correo, a los padres y miembros de las familias.

La política describe los medios para llevar a cabo el siguiente requisito de participación escolar de padres y familias Titulo I. [20 USC 6318 Sección 111B(a)-(f) inclusive]

**Participación de Padres y Miembros de las Familias en el Programa Título I**

Se han establecido las siguientes prácticas para incluir a los padres y miembros de las familias en el programa Título I de la Escuela de Continuación Alternativa Alvord:

- La escuela convoca una reunión anual, en un horario conveniente a la que se invita y anima para que asistan todos los padres de niños participantes, para informarles sobre la participación de la escuela en esta parte y explicarles los requisitos de Título I y acerca de su derecho de participar. La reunión anual Título I se lleva a cabo cada primavera. A los padres se les notifica mediante el sistema telefónico automatizado Blackboard, anuncios enviados a los hogares, publicaciones en el sitio web escolar y llamadas telefónicas para recordarles. La reunión anual coincidirá con la Exhibición Escolar.

- La escuela ofrece un número flexible de reuniones Título I para los padres y miembros de la familia, tal como por la mañana o la noche, y podría proporcionar transporte, cuidado para niños o visitas a los hogares, con fondos proporcionados por esta parte, ya que tales servicios se relacionan a la participación de padres. Los grupos de padres decidieron convocar una reunión anual por la noche. Si los padres solicitan reuniones adicionales, se cumplirá su solicitud.

- La escuela incluye a los padres y miembros de la familia de alumnos participantes Título I de una manera organizada, continua y oportuna en la planeación, revisión, y mejoramiento de los programas escolares Título I y la política de participación de padres Título I.

Los padres tienen la oportunidad de involucrarse en el programa Título I al proporcionar sugerencias durante la reunión anual. Además, los miembros del Concilio Escolar y del Comité Consejero para Aprendices del Idioma Ingles tienen la oportunidad,
durante sus reuniones, de hacer sugerencias y proporcionar recomendaciones para los programas escolares Título y la participación de padres y familias.

- La escuela proporciona a los padres y miembros de la familia de alumnos participantes en Título I, con información oportuna acerca de las programas Título I mediante la distribución de la política de participación de padres y familias, acuerdo escolar escuela-padres y reunión anual. Además, todos los alumnos y sus padres son informados, durante la orientación de AACHS, acerca de los servicios específicos Título I disponibles para ellos.

- La escuela proporciona a los padres y miembros de la familia de los alumnos participantes en Título I con una explicación del currículo usado en la escuela, las evaluaciones utilizadas para medir el progreso estudiantil y los niveles de competencia que se espera que los alumnos logren.

Los alumnos que en las escuelas secundarias regulares, están atrasados en créditos, son referidos a educación alternativa. Los alumnos se inscriben en cursos para reponer créditos y/o cursos para obtener créditos originales. El currículo está alineado con los estándares CCSS y NGSS. Los alumnos en el grado 11 participan en el examen estatal CAASPP. Los de los grados 10 y 11 toman el PSAT y SAT. Los alumnos pueden regresar a sus escuelas regulares una vez que hayan recuperado los créditos que les hacían falta y únicamente al final del semestre.

- Si es solicitado por los padres y miembros de la familia de alumnos participantes en Título I, la escuela proporciona oportunidades para reuniones regulares que permitan a los padres y miembros de la familia participar en decisiones relacionadas a la educación de sus hijos.

Durante la orientación, se anima a los padres a mantenerse en contacto con la escuela acerca de las necesidades de sus hijos. A los padres se les proporciona la información de la escuela así como la del consejero escolar. A los padres se les invita a las SST, IEP, y Revisión del Alumno para hablar del programa educativo y de su progreso hacia la graduación.

Acuerdo Escuela-Padres
La Escuela Secundaria de Continuación Alternativa Alvord distribuye a los padres y miembros de la familia de los alumnos Título I, el acuerdo escuela-padres. El acuerdo, que ha sido desarrollado juntamente con los padres y miembros de familia, describe como ellos, todo el personal escolar y los alumnos compartirán la responsabilidad de mejorar el rendimiento académico de los alumnos. Describe maneras específicas en que la escuela y las familias se asociarán para ayudar a los alumnos a lograr los altos estándares académicos del estado. Trata con los siguientes requisitos legales, así como otros conceptos sugeridos por los padres y miembros de familia de los alumnos Título I:

- La responsabilidad de la escuela de proporcionar currículo e instrucción de alta calidad
- La manera en que los padres serán responsables de apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre los padres y maestros mediante una conferencia anual de padres maestros, como mínimo; frecuentes reportes de progreso; acceso al personal; oportunidades para que los padres y miembros de la familia sean voluntarios y participen en las clases de sus hijos; y oportunidades para observar las actividades del salón de clase

El acuerdo escuela-padres fue escrito con recomendaciones del personal y los grupos de
padres escolares. El acuerdo escuela-padres es revisado cada dos años en la primavera durante una reunión de padres. A los padres se les proporciona la oportunidad de hacer recomendaciones para el acuerdo.

**Desarrollando la Capacidad para Involucrarse y Participar**
La Escuela Secundaria de Continuación Alternativa Alvord incluye a los padres Título I y miembros de la familia en interacciones significativas con la escuela. Apoya una colaboración entre el personal, padres y miembros de la familia y la comunidad para mejorar los logros académicos estudiantiles. Para ayudar a alcanzar estas metas, la escuela ha establecido las siguientes prácticas:

- La escuela proporciona a los padres Título I con ayuda para que comprendan el contenido de los estándares académicos del estado, las evaluaciones, y como monitorear y mejorar el rendimiento de sus hijos.
  Durante la orientación, se les proporciona a los padres información que les ayudará a mejorar el rendimiento académico de sus hijos y a comprender los estándares académicos, el currículo y las evaluaciones. El personal escolar está disponible para contestar preguntas acerca del progreso de los alumnos, el currículo y los estándares.

- La escuela proporciona a los padres Título I materiales y capacitación para ayudarles a trabajar con sus hijos y mejorar su rendimiento.
  Al inscribirse, los padres asisten a una reunión en la cual se revisa el manual. Esta guía ayuda a los padres a navegar el programa de educación alternativa y apoya el éxito de sus hijos en el programa. Otra información que se distribuye puede incluir cómo funciona un programa de recuperación de créditos, requisitos de graduación, información de FAFSA, y oportunidades universitarias y profesionales.

- Con la ayuda de los padres Título I, la escuela educa a los miembros del personal acerca del valor de las contribuciones de los padres y a trabajar con los padres como socios igualitarios.
  Al principio del año escolar, el personal revisa el propósito de la Revisión del Alumna. A los alumnos que estén teniendo dificultades académicas o de comportamiento se les recomienda para Revisión del Alumno. Los padres, el alumno y el personal asisten a la reunión de Revisión del Alumna para hablar de los éxitos del alumno y las áreas que necesitan mejorar. Se habla de y se implementan intervenciones. Las Revisiones del Alumna se programan durante todo el año escolar. Al personal se le enseña directamente a comunicarse con las padres acerca de las metas y expectativas de aprendizaje de los alumnos y a fijar la base para desarrollar relaciones de trabajo colaborativas con padres y alumnos.

- La escuela coordina e integra el programa de participación familiar y padres Título I con otros programas, y conduce otras actividades, tal como centros de recursos para padres, para animar y apoyar a las padres para que participen completamente en la educación de sus hijos.
  Se fomenta la participación de padres en las actividades escolares que incluyen pero no se limitan a: *Back-to-Ghouls Night* (alias Noche de Regreso a la Escuela), graduaciones individuales de alumnos, Exhibición Escolar, participación en el Concilio Escolar y el Comité Consejero para Aprendices del Idioma Ingles. Además, los padres pueden aprender inglés mediante educación para adultos.
• La escuela distribuye información relacionada a programas escolares y de padres, reuniones, y otras actividades a padres. Título I en un formato e idioma que los padres puedan entender. La información de participación de padres se difunde durante la inscripción tanto en inglés como en español. Los eventos y actividades adicionales que ocurren durante el año escolar se comunican a los padres por medio de anuncios, el sitio web escolar y llamadas automatizadas al hogar por medio del sistema Blackboard.

• La escuela proporciona apoyo para las actividades de participación de padres y familias solicitadas por padres. Título I.

Los padres proporcionan recomendaciones para las actividades de participación de padres y familias durante la reunión anual, reuniones SSC y ELAC, y durante la orientación estudiantil. Todas las sugerencias se toman en consideración. La administración y/o el personal puede considerar esas sugerencias y se pueden hacer cambios al programa actual.

Accesibilidad
La Escuela Secundaria de Continuación Alternativa Alvord proporciona oportunidades para la participación de todos los padres Título I y miembros de las familias, incluyendo a aquellos con competencia limitada en el idioma inglés, con discapacidades, y padres y miembros de familia de alumnos migrantes. La información y reportes escolares se proporcionan en un formato e idioma que los padres y miembros de la familia puedan entender. La información de participación de padres se difunde durante la inscripción tanto en inglés como en español. Los eventos y actividades adicionales que ocurren durante el año escolar se comunican a los padres por medio de anuncios, el sitio web escolar y llamadas automatizadas al hogar por medio del sistema Blackboard.

Adopción
Esta política fue adoptada por el Concilio Escolar de la Escuela de Continuación Alternativa Alvord el 24 de enero de 2018 y estará en vigor por el período de 2017-2019.
Alvord Alternative Continuation High School Parent Compact 2017-2018

This compact is an agreement between three parties: the parent, the student and the teacher. It lists what each party needs to do to support student learning at Alvord Alternative Continuation High School.

The staff and parents at AACHS have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students and to show how the school and family are working together to educate the students at Alvord, the staff and parents agree to implement this compact.

Parent Responsibilities:
- Ensure that my child attends school every day and is on time.
- Discuss with my child the importance of school attendance and learning standards.
- Know the grade level standards my child is expected to learn.
- Contact my child’s teacher when I am concerned about my child’s progress or have questions regarding the standards or assignments.
- Understand that if my child is 18 years old, he or she must sign a release form before the staff can discuss my child’s educational progress including academics, attendance and behavior.
- Set aside a specific time and provide a quiet place to do homework.
- Look over homework and check for understanding.
- Sign and return all papers that require a parent signature by the due date, including this compact.
- Volunteer and/or become involved in ELAC, SSC and other activities when possible.
- Participate in scheduled parent-teacher conferences, Back to School Night and Open House.
- Schedule appointments with the teacher to observe my student’s classroom when appropriate or necessary.
- Know that I have access to my child’s grades and attendance through the AERIES Parent Portal available which is on the school’s website under the “Parents” tab.

Student Responsibilities:
- Attend school every day and on time.
- Earn a minimum of 10 credits per month.
- Tell my teacher if I do not understand the standards-based homework or classroom assignments.
- Complete all standards-based homework and classroom assignments on time with my best efforts.
- Respect and obey the school rules and classroom behavior expectations.
- Develop a schedule to complete work outside of class.
- Return any paper that requires a parent signature by the due date.
- Display appropriate citizenship and behavior at all times on campus or at school events.
- Respect the personal rights and personal property of others as well as cultural, racial, and ethnic differences.

School/Teacher Responsibilities:
- Provide high quality standards-based instruction in order for all students to experience academic success.
- Hold high expectations for all students.
- Communicate regularly with parents regarding their student’s academic progress.
- Provide opportunities for parents to observe their student’s classroom if requested.
- Provide a stimulating, supportive, and effective learning environment that enable students to meet state standards.
- Allow standards-based assessment to drive instruction focusing on students’ needs.
- Keep AERIES system current with student’s attendance and grades.

Contact Information: Alvord Alternative Continuation High School
10368 Campbell Ave, Riverside, California 92505 (951) 509-6120

Webpage Address: www.alvordschools.org

Alvord Alternative Continuation High School Parent Compact 2017-2018
Parents: Discuss this Parent Compact with your student before signing

Parent Signature: ___________________________ Date: ____________

Student’s Name: ___________________________ Grade: ____________

Please Print

Signature: ___________________________
Acuerdo Entre Padres y Escuela de la Escuela Secundaria Alvord Alternativa
2017-2018

Este acuerdo es entre tres partes: Los padres, estudiantes y maestros. Este acuerdo enumera lo que cada parte tiene que hacer para apoyar el aprendizaje de los estudiantes en la Escuela Secundaria Alvord Alternativa.

El personal docente y los padres de AACHS tienen altas expectativas para sí mismos y para los estudiantes en la escuela. En el esfuerzo de proveer un programa de instrucción de la más alta calidad para los estudiantes y de mostrarles cómo la escuela y las familias trabajan juntos para educar a los estudiantes de Alvord, el personal docente y los padres están de acuerdo en implementar este acuerdo:

**Responsabilidades de Padres:**
- Asegurar que mi hijo/a asista a clases diaria y puntualmente.
- Platicar con mi hijo/a acerca de la importancia de la asistencia escolar y los estándares de aprendizaje.
- Saber cuáles son los estándares por nivel de grado que se espera que mi hijo/a aprenda.
- Comunicarme con los maestros de mi hijo/a cuando tenga alguna preocupación acerca de su progreso o tenga preguntas tocante a los estándares o asignaturas.
- Entender que si mi hijo/a tiene 18 años de edad, él o ella debe firmar una autorización antes de que el personal les pueda darme información acerca del progreso educativo incluyendo materias académicas, asistencia escolar y comportamiento.
- Establecer un horario específico y proveer un lugar tranquilo para hacer la tarea.
- Repasar la tarea y asegurar que la entiendan.
- Firmar y regresar todos los documentos que requiere la firma de los padres, incluyendo este acuerdo para la fecha indicada.
- Ser voluntarios y/o participar en ELAC, SSC y otras actividades cuando sea posible.
- Participar en las conferencias de padres y maestros, Noche de Regreso a la Escuela y Noche de Exhibición Escolar.
- Programar citas con los maestros para observar en el salón de clase de mi hijo/a cuando sea necesario y apropiado.
- Saber que tengo acceso a las calificaciones y asistencia escolar de mi hijo/a por medio del Portal para Padres Aeries que está disponible en la página web de la escuela bajo la etiqueta de "padres".

**Responsabilidades de los Estudiantes:**
- Asistir a clases diaria y puntualmente.
- Obtener un mínimo de 10 créditos por mes.
- Dedicar tiempo a mis maestros si no entiendo la tarea o asignaturas de la clase en base a los estándares.
- Completar toda la tarea o asignaturas de la clase en base a los estándares de manera oportuna haciendo mi mejor esfuerzo.
- Respetar y obedecer las reglas escolares y las expectativas de comportamiento en el salón de clase.
- Desarrollar un horario para completar el trabajo fuera del salón de clase.
- Regresar cualquier documento que requiere la firma de los padres para la fecha indicada.
- Siempre exhibir el buen juicio y comportamiento en los campos escolares y en eventos escolares.
- Respetar los derechos y propiedades personales de otros así como las diferencias culturales, de raza y etnia.

**Responsabilidades de los Maestros:**
- Proveer instrucción de alta calidad en base a los estándares para que todos los estudiantes puedan experimentar el éxito académico.
- Tener altas expectativas para todos los estudiantes.
- Mantener una comunicación regular con los padres tocante al progreso académico de sus hijos.
- Proveer oportunidades para que los padres puedan observar en los salones de clase de sus hijos si lo solicitan.
- Proveer un ambiente de aprendizaje estimulante, de apoyo y efectivo que permita a los estudiantes alcanzar los estándares del estado.
- Permitir que la evaluación en base a los estándares impulse a la instrucción centrada en las necesidades de los estudiantes.
- Mantener el programa en Internet Aeries actualizado con la asistencia escolar y calificaciones de los estudiantes.

**Información de Comunicación:**
Escuela Secundaria Alvord Alternativa
10368 Campbell Ave, Riverside, CA (951) 509-6120
www.alvordschools.org

**Sitio Web:**

**Acuerdo Entre Padres y Escuela de la Escuela Secundaria Alvord Alternativa**
2017-2018

*Padres: Favor de platicar con sus hijos acerca de este acuerdo antes de firmarlo.*

Firma de Padres:

Fecha:

Nombre de Estudiante:

Grado:

Firma de Estudiante:

...
Alvord Alternative Continuation High School
School Site Council Agenda
February 28, 2018
Meeting Location: 104, Time: 2:00pm

I. Introductory Procedure
   1. Call to Order
   2. Establishment of Quorum
   3. Pledge of Allegiance
   4. Welcome and Introductions

II. Action Items
   1. Approve meeting Minutes from 9-14-17 and 10-12-17 and 11-9-17
   2. Approve Categorical Expenditures for: Expenditures at this time, over $500.00.
      a. No items needing approval at this time

III. Discussion/Information
   1. Budget Reports by Funding Source
   2. Training Topics:
      • District/School Parent Involvement Policy
      • Single Plan for Student Achievement (SPSA)
      • Review/analyze achievement data (CAASPP ELA/MATH, DASHBOARD, website)
      • GOALS: Based on student data and need areas of growth
        o ELA
        o Math
        o EL
        o Title 1
        o College/Career
      • Get Approval for SPSA
   4. Reports from Parent Committees
      • English Learners Advisory Committee (ELAC)
      • District Parent Advisory Committee (PAC)
   5. Program Reports
      • Professional Development Opportunities (Paraprofessionals, Teachers)
      • Parent and Family Involvement Opportunities (SSC, ELAC, District Parent Committee)
      • Interventions (Breakfast Club, Tutoring, iLiT, Critical Reading, Math Club)
   6. Principal’s Report

IV. Hearing Session/Public Comments
   This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussing or acting upon matters not on the agenda.
V. Adjournment
   1. Agenda building for next meeting
   2. The next SSC meeting is scheduled for: TBD
   3. Adjournment: Action Item
Alvord Alternative Continuation High School

School Site Council

February 28, 2018

I. Introductory Procedure
   a. Call Meeting to Order
      i. Meeting called to order by Luis Medina at 2:16 pm
      ii. Welcome and introductions made
      iii. Quorum met
   b. See attached sign in sheet for those in attendance

II. Action Items
   a. Approval of Minutes for 1/25/18
      i. Motion made by Recktenwald and seconded by Brunk
   b. 9-14-17/10-12-17 & 11-9-17
      i. Minutes are not available at this time
      ii. Mr. Marquez will have them available for next meeting
   c. Approve Categorical Expenditures
      i. No Categorical expenditures at this time

III. Discussion/Information
   a. SPSA
      i. Reviewed by those in attendance
      ii. Motion made by Caceres to approve SPSA, seconded by Recktenwald
   b. ELAC-nothing to report at this time
   c. Professional Development
      i. Recktenwald will be attending on 3/1 a Professional Development for Sheltered English Training
   d. Interventions
      i. Math Club will be approved at board meeting this week. Mr. Hansanugrum should be able to start 3/3/18
   e. Principal’s Report
      i. 50 grads
      ii. 153 enrollment
      iii. 10-12 on waitlist

IV. Adjournment
   a. Meeting adjourned at 2:34
# AACHS

## School Site Council
### Secondary Sign-In Sheet
#### 2-28-2018

<table>
<thead>
<tr>
<th>Name (Type)</th>
<th>Signature</th>
<th>SSC Position</th>
<th>Officer</th>
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<tbody>
<tr>
<td><strong>SCHOOL SITE MEMBERS</strong></td>
<td></td>
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<tr>
<td>Jason Marquez/Luis Medina</td>
<td></td>
<td>Principal</td>
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<tr>
<td>Walter Caceres</td>
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<td>Classroom Teacher</td>
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<tr>
<td>Mark Recktenwald</td>
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<td>Classroom Teacher</td>
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<td>Pollavet Hansanugrum</td>
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<td>Classroom Teacher</td>
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<td>Lenore Brunk</td>
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<td>Classroom Teacher</td>
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<td>Leanna Arellano</td>
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<td>Other Staff</td>
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<tr>
<th>Name (Print)</th>
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<th>Parent/Community Member</th>
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<tr>
<td>Mario Soto</td>
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<th>Name (Print)</th>
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<tr>
<td>Stephen Enrique</td>
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<td>Teacher Athletic Coach</td>
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Revised 8/10/2016
# AACHS

## School Site Council

**Secondary Sign-In Sheet**

1-25-2018

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## NON-MEMBERS/GUESTS

<table>
<thead>
<tr>
<th>Name (Print)</th>
<th>Signature</th>
<th>Title</th>
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<tbody>
<tr>
<td>STEPHEN ENRIQUE</td>
<td></td>
<td>Teacher</td>
</tr>
</tbody>
</table>

Revised 8/10/2016
I. Introductory Procedure
1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items
1. Approve meeting Minutes from 9-14-17 and 10-12-17 and 11-9-17
2. Approve Categorical Expenditures for: Expenditures at this time, over $500.00.
   (List site categorical budgets that apply to the site e.g. TI, LCFF-LI, and LCFF-EL)
   • NetSupport: Approx. (Li) $2,500.00
   • iLiT for 18-19: (EL) $4,320.00
   • Summer Planning Hours (EL): Approx. $6,000.00

III. Discussion/Information
1. Budget Reports by Funding Source
2. Training Topics:
   • District/School Parent Involvement Policy
3. Single Plan for Student Achievement [SPSA]
   • Review/analyze achievement data (CAASPP ELA/MATH, DASHBOARD, website)
   • GOALS: Based on student data and need areas of growth
     o Math CAASPP Data
     o 95.44% did not meet standard
     o Concepts and Procedures: Math Rules and Ideas
4. Reports from Parent Committees
   • English Learners Advisory Committee (ELAC)
   • District Parent Advisory Committee (PAC)
5. Program Reports
   • Professional Development Opportunities (Paraprofessionals, Teachers)
   • Parent and Family Involvement Opportunities (SSC, ELAC, District Parent Committee)
   • Interventions (Breakfast Club, Tutoring, iLiT, Critical Reading)
6. Principal’s Report

IV. Title 1 Fund:
• Approval of funds:
  o SPSA Goal 1.2
  o Based on CAASPP Math Data
To Fund Math Club, NTE 18 Hours (Will provide tutoring and preparation for student needing support in area of math, specifically to build skills/prepare students for JC Math Assessment Test)

IV. Hearing Session/Public Comments
   This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment
   1. Agenda building for next meeting
   2. The next SSC meeting is scheduled for: ? TBD
   3. Adjournment: Action Item
Alvord Alternative Continuation High School
School Site Council Agenda
January 25, 2018
Meeting Location: 104, Time: 2:00pm
MINUTES

I. Introductory Procedure
   1. Call to Order: call to order by Marquez,
   2. Establishment of Quorum: quorum established
   3. Pledge of Allegiance
   4. Welcome and Introductions: welcome by Marquez, introductions of those present

II. Action Items
   1. Approve meeting Minutes from 9-14-17 and 10-12-17 and 11-9-17
   2. Approve Categorical Expenditures for: Expenditures at this time, over $500.00.
      (List site categorical budgets that apply to the site e.g. TI, LCFF-LI, and LCFF-EL)
      - NetSuppor: Approx. (LI) $2,500.00
      - iLIT for 18-19: (EL) $4,320.00
      - Summer Planning Hours (EL): Approx. $6,000.00

*all expenditures discussed by marquez, in relation to program, amount and purpose.
Netsupport will be used to enhance on line curriculum and teaching strategies, approved. iLIT, used to meet ELA needs to students, reoccurring expense, now on year 3, approved. Summer Planning hours will be used to plan/modify/align unit of study to alternative education setting, in order for teachers to have ample time to prepare, each teacher not to exceed 15 hours, approved.

III. Discussion/Information
   1. Budget Reports by Funding Source: budget was discussed by looking at budget sheet, specifically areas of LI, EL, Title 1. Also discussed that discretionary will be used to purchase basic supplies by end of spending period.
   2. Training Topics:
      - District/School Parent Involvement Policy
   3. Single Plan for Student Achievement (SPSA)
      - Review/analyze achievement data (CAASPP ELA/MATH, DASHBOARD, website)
      - GOALS: Based on student data and need areas of growth
         o Math CAASPP Data
         o 95.44% did not meet standard
         o Concepts and Procedures: Math Rules and Ideas

*marquez discussed the need to attempt something different for math, that could be geared towards junior college math assessment preparation, this could also be funded through Title 1, using CAASPP data and RCC Math Assessment release questions, math department could build prep course, tend to students weaknesses/strengths in preparation of test, to score high enough to avoid remedial courses.
4. Reports from Parent Committees
   • English Learners Advisory Committee (ELAC)
   • District Parent Advisory Committee (PAC)
     *Cacaers discussed ELAC, not much parent participation on campus, discussion continues to be how to pull parents in

5. Program Reports
   • Professional Development Opportunities (Paraprofessionals, Teachers)
   • Parent and Family Involvement Opportunities (SSC, ELAC, District Parent Committee)
   • Interventions (Breakfast Club, Tutoring, iLiT, Critical Reading)
     *Marquez discussed each bullet, encouraged teachers present to offer STAR points for students that bring parent to any meeting

6. Principal’s Report

IV. Title 1 Fund:
   • Approval of funds:
     o SPSA Goal 1.2
     o Based on CAASPP Math Data
     o To Fund Math Club, NTE 18 Hours (Will provide tutoring and preparation for student needing support in area of math, specifically to build skills/prepare students for JC Math Assessment Test)
   • Marquez again described plan for MATH CLUB, to use CAASPP DATA and RCC math assessment examples, release questions to work with graduating seniors to prepare them for community college assessments, funds would be for targeted low income student population; vote take to approve, funds approved.

IV. Hearing Session/Public Comments
   *This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment
   1. Agenda building for next meeting
   2. The next SSC meeting is scheduled for: TBD
   3. Adjournment: Action Item

No date set, next meeting will be announced and info sent out, meeting adjourned.
For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties.

The Alvord Unified School District has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedure (UCP) to address allegations of unlawful discrimination, harassment, intimidation and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 230 and Government Code section 1135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person’s association with a person or group with one of more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:
- Adult Education
- After School Education and Safety
- Agriculture Vocational Education
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education and Career Technical and Technical Training
- Career Technical Education
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education of Pupils in Foster Care and Pupils who are Homeless
- Every Student Succeeds Act / No Child Left Behind
- Local Control Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- Tobacco-Use Prevention Education

A pupil fee includes, but is not limited to, all of the following:
1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothing, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

We shall post a standardized notice of the educational rights of foster and homeless youth, as specified in Education Code Sections 48553, 48553.5, 49069.5, 51225.1 and 51225.2. This notice shall include complaint process information, as applicable.

Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Assistant Superintendent
Human Resources & Student Services
9 KPC Parkway, Corona, CA 92879
(951) 509-5030
Email: ucp.complaints@alvord.k12.ca.us

A pupil fee complaint is filed with the Alvord Unified School District and/or the principal of a school.

Complaints alleging discrimination, harassment, intimidation or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

A copy of our UCP complaint policies and procedures is available free of charge.
Distrito Escolar Unificado Alvord
Aviso Anual de Procedimientos Uniformes de Quejas
2016 - 2017

Para estudiantes, empleados, padres/tutores, miembros de comités consejeros escolares y del distrito, oficiales de escuelas privadas y otras partes interesadas.

El Distrito Escolar Unificado Alvord tiene la responsabilidad primordial de cumplir con las leyes y reglamentos federales y estatales. Ha establecido Procedimientos Uniformes de Quejas (UCP) para tratar con alegaciones de discriminación ilegal, accoso, intimidación y bullying, y todas las quejas alegando violación a leyes estatales o federales gobernando programas educativos, el cobro ilegal de cuotas estadunitenses y el incumplimiento del Plan de Responsabilidad para el Control Local (LCAP).

Investigaremos todas las alegaciones de discriminación ilegal, accoso, intimidación o bullying en contra de cualquier grupo protegido según identificado en las secciones 200 y 220 del Código de Educación y la sección 1135 del Código de Gobierno, incluyendo cualquier característica racial o percibida según se define en la sección 422.55 del Código Penal o en base a asociación de una persona con otra o grupo con uno o más de estas características reales o percibidas en cualquier programa o actividad conducido por la agencia, la cual está financiada directamente por o recibe o se beneficia de cualquier ayuda financiera estatal.

El UCP deberá ser utilizado también al tratar con quejas que aleguen la falta de cumplimiento con las leyes estatales y/o federales en:
- Educación para Adultos
- Educación Después de Clases y Seguridad
- Educación Vocacional Agrícola
- Educación Bilingüe
- Programas de Asistencia y Revisión entre Maestros Colegas de California
- Carrera Técnica y Educación Técnica y Carrera Técnica y Capacitación Técnica
- Educación Técnica Profesional
- Desarrollo y Cuidado Infantil
- Nutrición Infantil
- Educación Compensatoria
- Ayuda Categórica Consolidada
- Períodos del Curso sin Contenido Educativo
- Ayuda para Impacto Económico
- Educación de Alumnos en Hogares Temporales y Alumnos sin Hogar
- Ley Cada Estudiante Triunfa / Ningún Niño se Queda Atrás
- Planes de Responsabilidad para el Control Local
- Educación para Migrantes
- Minitas de Instrucción de Educación Física
- Costas Estudiantiles
- Adaptaciones Razonables para una alumna que está Embarazada
- Centros y Programas Regionales Ocupacionales
- Planes de Seguridad Escolar
- Educación Especial
- Educación para la Prevención del uso del Tabaco

Una cuota estudiantil incluye pero no se limita a lo siguiente:
1. Una cuota que se cobra a un alumno como condición para inscribirse en la escuela o clases, o como una condición para participación en una clase o una actividad extracurricular, independientemente de si la clase o actividad es electrónica u obligatoria, o se para recibir crédito.
2. Un depósito de seguridad u otro pago que se requiera que el alumno haga para obtener un material, gaveta, libro, dispositivo para una clase, instrumento musical, ropa u otro material o equipo.
3. Una compra que se requiera que el alumno haga para obtener materiales, suministros, equipo o ropa asociada con una actividad educativa.

Una queja de cuota de alumno o LCAP puede ser establecida automáticamente si el demandante proporciona evidencia o información que lleve a pruebas para apoyar la queja.

Al alumno inscrito en una escuela pública no se le deberá requerir pagar una cuota por la participación en una actividad educativa.

Una queja de cuota de alumno se deberá presentar antes de un año de la fecha en que ocurrió la alegada infracción.

Publicaremos un aviso estandarizado de los derechos educativos de los jóvenes en hogares de crianza y sin hogar, según se especifica en las secciones 48953, 48953.5, 49066.5, 51225.1 y 51225.2 del Código de Educación. Este aviso deberá incluir la información del proceso de quejas, según corresponda.

Las quejas distintas a las relacionadas con cuotas de alumnos se deben presentar por escrito ante la siguiente persona designada para recibir quejas:

Superintendente Auxiliar
Desarrollo de Recursos Humanos
9 KPC Parkway, Corona, CA 92879
(951) 509-5030
Email: ucpcomplaints@alvord.k12.ca.us

Una queja de cuotas de alumno se presenta ante el Distrito Escolar Unificado Alvord y/o el director de la escuela.

Las quejas alegando discriminación, accoso, intimidación o bullying, se deben entablar dentro de seis (6) meses de la fecha en que ocurrió la alegada discriminación, accoso, intimidación o bullying o la fecha en la que el demandante tuvo conocimiento inicial de los hechos de la alegada discriminación, accoso, intimidación o bullying, a menos que el superintendente o su designado extienda el tiempo para entablarla.

Las quejas se investigarán y se enviará una decisión por escrito u reporte al demandante dentro de los setenta (60) días después de la fecha en que se recibió la queja. Este periodo de tiempo se podrá extender por medio de un acuerdo por escrito del demandante. La persona responsable de investigar la queja conducirá y completará la investigación de acuerdo con los procedimientos locales adoptados bajo la sección 4621.

El demandante tiene el derecho de apelar nuestra Decisión de la queja relacionada con programas específicos, cuotas de alumnos y LCAP al Departamento de Educación de California (CDE) en presentar una apelación por escrito dentro de los 15 días después de recibir nuestra decisión. La apelación debe estar acompañada de una copia de la queja estudiante originalmente y una copia de nuestra Decisión.

El demandante es informado de los recursos legales civiles, incluyendo pero no limitado a órdenes judiciales, órdenes de restricción u otros remedios u órdenes que pueden estar disponibles bajo leyes estatales o federales en cuanto a la discriminación, accoso, intimidación o bullying, si es aplicable.

Una copia de nuestra política y procedimientos de quejas UCP está disponible de forma gratuita.

Last modified: November 2016
Acuerdo Entre Padres y Escuela de la Escuela Secundaria Alvord Alternativa
2017-2018

Este acuerdo es entre tres partes: Los padres, estudiantes y maestros. Este acuerdo enumera lo que cada parte tiene que hacer para apoyar el aprendizaje de los estudiantes en la Escuela Secundaria Alvord Alternativa.

El personal docente y los padres de AACHS tienen altas expectativas para sí mismos y para los estudiantes en la escuela. En el esfuerzo de proveer un programa de instrucción de la más alta calidad para los estudiantes y de mostrarles como la escuela y las familias trabajan juntos para educar a los estudiantes de Alvord, el personal docente y los padres están de acuerdo en implementar este acuerdo:

Responsabilidades de Padres:
- Asegurar que mi hijo/a asista a clases diaria y puntualmente.
- Platir con mi hijo/a acerca de la importancia de la asistencia escolar y los estándares de aprendizaje.
- Saber cuáles son los estándares por nivel de grado que se espera que mi hijo/a aprenda.
- Comunicarme con los maestros de mi hijo/a cuento tenga alguna preocupación acerca de su progreso o tenga preguntas tocante a los estándares o asignaturas.
- Entender que si mi hijo/a tiene 18 años de edad, el o ella debe firmar una autorización antes de que el personal les pueda dar información acerca del progreso educativo incluyendo materiales académicos, asistencia escolar y comportamiento.
- Establecer un horario específico y proveer un lugar tranquilo para hacer la tarea.
- Repasar la tarea y asegurar que la entiendan.
- Firmar y regresar todos los documentos que requiera la firma de los padres, incluyendo este acuerdo para la fecha indicada.
- Ser voluntarios y/o participar en ELAC, SSC y otras actividades cuando sea posible.
- Participar en las conferencias de padres y maestros, Noche de Regreso a la Escuela y Noche de Exhibición Escolar.
- Programar citas con los maestros para observar en el salón de clase de mi hijo/a cuando sea necesario y apropiado.
- Saber que tengo acceso a las calificaciones y asistencia escolar de mi hijo/a por medio del Portal para Padres AERIES que está disponible en la página web de la escuela bajo la etiqueta de “padres”.

Responsabilidades de los Estudiantes:
- Asistir a clases diaria y puntualmente.
- Obtener un mínimo de 10 créditos por mes.
- Decidir si mi maestro/a no entiendo la tarea o asignaturas de la clase en base a los estándares.
- Completar toda la tarea o asignaturas de la clase en base a los estándares, de manera oportuna, haciendo mi mejor esfuerzo.
- Respetar y obedecer las reglas escolares y las expectativas de comportamiento en el salón de clase.
- Desarrollar un horario para completar el trabajo fuera del salón de clase.
- Regresar cualquier documento que requiere la firma de los padres para la fecha indicada.
- Siempre exhibir el buen comportamiento en los campos escolares y en eventos escolares.
- Respetar los derechos y propiedad personal de otros así como las diferencias culturales, de raza y étnicas.

Responsabilidades de los Maestros:
- Proveer instrucción de alta calidad en base a los estándares para que todos los estudiantes puedan experimentar el éxito académico.
- Tener altas expectativas para todos los estudiantes.
- Mantener una comunicación regular con los padres tocante al progreso académico de sus hijos.
- Proveer oportunidades para que los padres puedan observar en los salones de clase de sus hijos si lo solicitan.
- Proveer un ambiente de aprendizaje estimulador, de apoyo y efectivo que permita a los estudiantes alcanzar los estándares del estado.
- Permítan que la evaluación en base a los estándares impulse a la instrucción centrada en las necesidades de los estudiantes.
- Mantener el programa en Internet AERIES actualizado con la asistencia escolar y calificaciones de los estudiantes.

Información de Comunicación:
Escuela Secundaria Alvord Alternativa
10368 Campbell Ave, Riverside, CA (951) 509-6120
www.alvordschools.org

Sitio Web:

Acuerdo Entre Padres y Escuela de la Escuela Secundaria Alvord Alternativa
2017-2018
Padres: Favor de platicar con sus hijos acerca de este acuerdo antes de firmarlo.

Firma de Padres: [Signature]
Fecha: [Date]
Nombre de Estudiante: [Name]
Grado: [Grade]
Firma de Estudiante: [Signature]
Alvord Alternative Continuation High School Parent Compact 2017-2018

This compact is an agreement between three parties: the parent, the student and the teacher. It lists what each party needs to do to support student learning at Alvord Alternative Continuation High School.

The staff and parents at AACHS have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students and to show how the school and family are working together to educate the students at Alvord, the staff and parents agree to implement this compact.

### Parent Responsibilities:
- Ensure that my child attends school every day and is on time.
- Discuss with my child the importance of school attendance and learning standards.
- Know the grade level standards my child is expected to learn.
- Contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments.
- Understand that if my child is 18 years old, he or she must sign a release form before the staff can discuss my child's educational progress including academics, attendance and behavior.
- Set aside a specific time and provide a quiet place to do homework.
- Look over homework and check for understanding.
- Sign and return all papers that require a parent signature by the due date, including this compact.
- Volunteer and/or become involved in ELAC, SSC and other activities when possible.
- Participate in scheduled parent-teacher conferences, Back-to-School Night and Open House.
- Schedule appointments with the teacher to observe my student's classroom when appropriate or necessary.
- Know that I have access to my child's grades and attendance through the AERIES Parent Portal available which is on the school's website under the "Parents" tab.

### Student Responsibilities:
- Attend school every day and on time.
- Earn a minimum of 10 credits per month.
- Tell my teacher if I do not understand the standards-based homework or classroom assignments.
- Complete all standards-based homework and classroom assignments on time with my best efforts.
- Respect and obey the school rules and classroom behavior expectations.
- Develop a schedule to complete work outside of class.
- Return any paper that requires a parent signature by the due date.
- Display appropriate citizenship and behavior at all times on campus or at school events.
- Respect the personal rights and personal property of others as well as cultural, racial, and ethnic differences.

### School/Teacher Responsibilities:
- Provide high quality standards-based instruction in order for all students to experience academic success.
- Hold high expectations for all students.
- Communicate regularly with parents regarding their student's academic progress.
- Provide opportunities for parents to observe their student's classroom if requested.
- Provide a stimulating, supportive, and effective learning environment that enables students to meet state standards.
- Allow standards-based assessment to drive instruction focusing on students' needs.
- Keep AERIES system current with student's attendance and grades.

### Contact Information:
**Alvord Alternative Continuation High School**  
10368 Campbell Ave, Riverside, California 92505  
(951) 509-6120

**Webpage Address:** www.alvordschools.org

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**Parents: Discuss this Parent Compact with your student before signing**

<table>
<thead>
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**Action Plan: Planned Improvements in Student Performance**

**Performance Goal 1.1: English-Language Arts**

The SSC has analyzed the academic performance of all-student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

- **LEA PERFORMANCE GOAL:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.
- **LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.
- **LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

**SCHOOL SMART GOAL:**
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
Based on CAASPP Achievement Data results for 2015-2016, 11.0% of 11th grade students at AACH met standard in ELA; smart goal will focus on increasing percentage of students meeting or exceeding standard to 50% of all AACH 11th grade students based on CAASPP 2016-2017 overall achievement ELA test results.

**Data Used to Form this Goal:**
Data used to create goal taken from CAASPP released Overall Achievement Data 2016-2017.

**Findings from the Analysis of this Data:**
Data shows students must make gains in areas of reading, writing, listening, research and inquiry. Reading Intervention Program will focus on skill building within these areas, so as to increase students proficiency. More specifically, students did make gains in percentage of students at or near standard; in both Reading and Listening. Data also shows weakest areas are in writing and research/inquiry.

**How the School will Evaluate the Progress of this Goal:**
Students will first be required to participate in ELA Reading Intervention course; focusing on reading, writing, listening, research and inquiry; using research based strategies based on AVID WICOR and aligned with common core state standards. Prior to site/program enrollment, students will be administered initial ELA testing, using Pearson iLit GRADE assessment, giving student and staff initial data points used to properly place students in appropriate reading program.
Planned Improvements in Student Performance
Performance Goal 1.2: Mathematics

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

**LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

**SCHOOL SMART GOAL:**
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By 6/1/2017, 50% of all 11th grade students tested, will meet the overall achievement standard on the CAASPP Math testing.

**Data Used to Form this Goal:**
Data used to form this goal was taken from CAASPP results.

**Findings from the Analysis of this Data:**
Findings show that 85% of students tested did not meet math standards, according to 2015-2016 CAASPP data.

**How the School will Evaluate the Progress of this Goal:**
Students will receive intensive CAASPP Intervention curriculum instruction throughout the school year, students will be administered Odyssey Ware Math Assessment as well as individualized math instruction via Revolution K12 on line based program. Past CAASPP School Data will be used to guide/adjust on-going instruction specific to student weaknesses/needs, based on tested strands. Staff will analyze CAASPP passage rates in June to determine if goal was achieved.
Planned Improvements in Student Performance
Performance Goal 1.2: Mathematics

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in mathematics.
LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL: 
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By 6/1/2017, 50% of all 11th grade students tested, will meet the overall achievement standard on the CAASPP Math testing.

Data Used to Form this Goal:
Data used to form this goal was taken from CAASPP results.

Findings from the Analysis of this Data:
Findings show that 85% of students tested did not meet math standards, according to 2015-2016 CAASPP data.

How the School will Evaluate the Progress of this Goal:
Students will receive intensive CAASPP Intervention curriculum instruction throughout the school year, students will be administered Odyssey Ware Math Assessment as well as individualized math instruction via Revolution K12 online based program. Past CAASPP School Data will be used to guide/adjust on-going instruction specific to student weaknesses/needs, based on tested strands. Staff will analyze CAASPP passage rates in June to determine if goal was achieved.
**Action Plan: Planned Improvements in Student Performance**

**Performance Goal 1.1: English-Language Arts**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

**LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

**SCHOOL SMART GOAL:**
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
Based on CAASPP Achievement Data results for 2015-2016, 11.0% of 11th grade students at AACH met standard in ELA; smart goal will focus on increasing percentage of students meeting or exceeding standard to 50% of all AACH 11th grade students based on CAASPP 2016-2017 overall achievement ELA test results.

**Data Used to Form this Goal:**
Data used to create goal taken from CAASPP released Overall Achievement Data 2016-2017.

**Findings from the Analysis of this Data:**
Data shows students must make gains in areas of reading, writing, listening, research and inquiry. Reading Intervention Program will focus on skill building within these areas, so as to increase students proficiency. More specifically, students did make gains in percentage of students at or near standard; in both Reading and Listening. Data also shows weakest areas are in writing and research/inquiry.

**How the School will Evaluate the Progress of this Goal:**
Students will first be required to participate in ELA Reading Intervention course; focusing on reading, writing, listening, research and inquiry; using research based strategies based on AVID WICOR and aligned with common core state standards. Prior to site/program enrollment, students will be administered initial ELA testing, using Pearson iLIT GRADE assessment, giving student and staff initial data points used to properly place students in appropriate reading program.
Alvord Alternative Continuation High School  
School Site Council Agenda  
November 9, 2017  
Meeting Location: 104, Time: 2:00pm

I. Introductory Procedure
   1. Call to Order
   2. Establishment of Quorum
   3. Pledge of Allegiance
   4. Welcome and Introductions

II. Action Items
   1. Approve meeting Minutes from 9-14-17 and 10-12-17
   2. Approve Categorical Expenditures for: No expenditures at this time, over $500.00.  
      (List site categorical budgets that apply to the site e.g. TI, LCFF-LI, and LCFF-EL)

III. Discussion/Information
   1. Budget Reports by Funding Source
   2. Training Topics:
      - District/School Parent Involvement Policy – Ask for comments/input (include in minutes)
      - Title 1 Funds (Power Point, initial discussion regarding use of funds, and achievement data) ($2020.00)
      - Uniform Complaint Procedures and Williams Complaint Notification (Handout)
      - Current School Accountability Report Card (SARC on Website)
   3. Single Plan for Student Achievement (SPSA)
      - Review/analyze achievement data (CAASPP ELA/MATH, DASHBOARD, website)
      - Finish evaluating effectiveness of last year’s SPSA actions (pgs. 31, 34)
      - Begin reviewing and updating SPSA goals/actions
      - Document Input from SSC members
   4. Reports from Parent Committees
      - English Learners Advisory Committee (ELAC)
      - District Parent Advisory Committee (PAC) (Handout)
   5. Program Reports
      - Professional Development Opportunities (Paraprofessionals, Teachers)
      - Parent and Family Involvement Opportunities (SSC, ELAC, District Parent Committee)
      - Interventions (Breakfast Club, Tutoring, iLiT, Critical Reading)
   6. Local Control and Accountability Plan (LCAP) – Goal #3 for Parent Engagement
   7. Principal’s Report

IV. Hearing Session/Public Comments
   This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes.  
   Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

Revised 8/16/2017
Alvord Alternative Continuation High School  
School Site Council Agenda  
November 9, 2017  
Meeting Location: 104, Time: 2:00pm  
MINUTES

I. Introductory Procedure  
1. Call to Order: called to order by Mr. Marquez  
2. Establishment of Quorum: quorum established  
3. Pledge of Allegiance  
4. Welcome and Introductions: welcome by Mr. Marquez, introductions of those present

II. Action Items  
1. Approve meeting Minutes from 9-14-17 and 10-12-17  
2. Approve Categorical Expenditures for: No expenditures at this time, over $500.00: no approvals listed or needed this meeting

III. Discussion/Information  
1. Budget Reports by Funding Source  
2. Training Topics:  
   • District/School Parent Involvement Policy: discussed parent involvement policy, approved  
   • Title 1 Funds: discussion around funding in this category, restrictions, targeted areas, possible funds being spent on area of mathematics  
   • Uniform Complaint Procedures and Williams Complaint Notification: reviewed form, approved  
   • Current School Accountability Report Card: reviewed, questions and discussion around graduation rate, math CAASPP scores  
3. Single Plan for Student Achievement: looked at current SPSA, discussed areas of need in regards to academic areas, members still see need for improvement in areas of ELA, MATH, College and career  
   • Review/analyze achievement data: reviewed CAASPP ELA and Math data, math very low achievement scores, concepts and procedures especially low, will look at various options to address these issues  
   • Finish evaluating effectiveness of last year’s SPSA actions: discussion on effectiveness of last years plan, discussion around need to adjust plan to within “reality”, as far as percent of overall achievement levels  
   • Begin reviewing and updating SPSA goals/actions: Mr. Marquez explained expectations for reviewing and adjusting this years SPSA  
   • Document Input from SSC members: members see need to continue to look at ways to address math and ELA, in addition on how to bring more college resources to AACHS  
4. Reports from Parent Committees
• English Learners Advisory Committee (ELAC): Mr. Caceres described ELAC information, upcoming training options for parents involved
• District Parent Advisory Committee (PAC) [Handout]

5. Program Reports: Mr. Marquez discussed opportunities for professional development, parent involvement and site interventions
   • Professional Development Opportunities (Paraprofessionals, Teachers)
   • Parent and Family Involvement Opportunities (SSC, ELAC, District Parent Committee)
   • Interventions (Breakfast Club, Tutoring, iLiT, Critical Reading)

6. Local Control and Accountability Plan (LCAP) — Goal #3 for Parent Engagement

7. Principal’s Report: Mr. Marquez discussed current number of students enrolled, next group, discipline issues, upcoming events on campus and direction of program

IV. Hearing Session/Public Comments
   This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment
   1. Agenda building for next meeting
   2. The next SSC meeting is scheduled for: December 7, 2017
   3. Adjournment: Action Item
## AACHS

**School Site Council**  
**Secondary Sign-In Sheet**  
**11-9-2017**

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<tr>
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Revised 8/10/2016
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