

2018-2019
School Plan for Student Achievement (SPSA)

Alvord Alternative Continuation High School

The School 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:

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Approved by District Board of Education on March 14, 2019.

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Programs

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

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



Luis Medina
Alvord Alternative Continuation High School
(Change Account)



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018-19 School Plan for Student Achievement	2019-02-26		View	View	40

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Alvord Alternative Continuation High School

Alvord Unified School District

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:

- The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 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: 10-9-18, 11-14-18
 - ☐ Leadership Team/Department Advisory Committee:
 - ☐ Other committees established by the school (LIST):
- 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).
- 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.
- 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.
- This SPSA was approved by the SSC at a public meeting on: 2/21/19

Attested:

Typed Names:

Signature:

Date:

Principal: Luis Medina

SSC Chairperson: Luis Medina

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School Profile (High Schools)

Purpose

The school profile provides a description of the school that is helpful in understanding the school and district.

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	0 (0.0%)	1 (0.6%)	0 (0%)
Asian	0 (0.0%)	0 (0%)	0 (0%)
Pacific Islander	0 (0.0%)	0 (0%)	0 (0%)
Filipino	0 (0.0%)	0 (0%)	0 (0%)
Hispanic or Latino	113 (93.4%)	149 (93.7%)	152 (93.3%)
African American	3 (2.5%)	3 (1.9%)	2 (1.2%)
White (not Hispanic)	5 (4.1%)	4 (2.5%)	8 (4.9%)
Multiple or No Response	0 (0.0%)	2 (1.3%)	1 (0.6%)
English Learners (EL)	(%)	50 (54.1%)	86 (62.0%)
Socio-Economically Disadvantaged (SED)	109 (88.7%)	153 (96.2%)	155 (95.1%)
Students with Disabilities	2 (1.6%)	8 (5.0%)	9 (5.5%)
Total Enrollment	121	159	163

Datasource

2014-15, 2015-16 datasource is CALPADS

2016-17 datasource is CALPADS, 12/7/2016

2017-18 datasource is CALPADS, 12/2/2017

2018-19 datasource is CALPADS, 12/19/2018

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

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
9	0	1	0	0	0
10	5	3	3	2	1

11	33	36	33	59	53
12	80	84	85	98	109

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 include literacy assessment data, math assessment data and informal behavioral assessment data.

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Luis Medina	[X]	[]	[]	[]	[]
Stephen Enriquez	[]	X			
Mark Recktenwald	[]	X			
Pollavet Hansanugrum	[]	X			
Lenore Brunk	[]	X			
Corrina Vidana	[]		X		
Xochilt Mendez	[]			X	
Yanami Villegas	[]			X	
Jacque Clark	[]			X	
Luis Leos	[]				X
Rayvan Foote	[]				X
Gissel Vargas	[]				X
Numbers of members of each category	1	4	1	3	3

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.

2018-19 Leadership Team	
Name of Members	Title
Anthony Recendez	School Counselor
Chris Van Houten	Teacher
Walter Caceres	Teacher
Craig Adams	Teacher
Leanna Arellano	Secretary
Chris Jeffrey	Teacher
Stephen Enriquez	Teacher
Mark Recktenwald	Teacher
Pollovet Hansanugrum	Teacher
Lenore Brunk	Special Education Teacher

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/departmental 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 ELPAC (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 Alford 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 Coreframeworks. 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)

The staff is highly qualified according to the criteria outlined by ESEA.

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

All teachers on staff are fully-credentialed and no teachers are mis-assigned. Staff development aiming at improvements in assessment, strategies, and the development of best practices is scheduled on a monthly basis.

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 aligned 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 strategies.

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 strategies 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. 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? We have not met our goals in any categories at this time. Students at our site come to us behind on credits and are generally behind in math/ELA. In the past, we feel our goals have been unrealistic looking for an increase of 25% on CAASP scores. This year, our goals for 1.1 and 1.2 will focus on increasing the percentage of students meeting or exceeding standards to 3% of all AACHS 11th grade students over the previous year. Our goals for all curricular areas will be for students to earn at least 10 credits per month towards graduation.

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 year's 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. However, we are providing students with incentives to come to school such as school apparel and field trips. Administration is also making phone calls home due to poor attendance or students not earning at least 10 credits per month. Attendance is improving dramatically and we have had in excess of 30 graduates at the end of first semester with at least 12 returning to their home schools due to making up the necessary credits to return.

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												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	75	62	84	56	55	84	55	55	83	73.7	88.7	100
All Grades	75	62	84	56	55	84	55	55	83	73.7	88.7	100

* 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															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2501.1	2491.7	2438.3	0	0.00	2.41	11	10.91	2.41	40	29.09	14.46	49	60.00	80.72
All Grades	N/A	N/A	N/A	0	0.00	2.41	11	10.91	2.41	40	29.09	14.46	49	60.00	80.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	5.45	3.61	58	40.00	33.73	35	54.55	62.65
All Grades	7	5.45	3.61	58	40.00	33.73	35	54.55	62.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	3.64	0.00	38	30.91	16.87	62	65.45	83.13
All Grades	0	3.64	0.00	38	30.91	16.87	62	65.45	83.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	3.64	3.61	60	69.09	50.60	38	27.27	45.78
All Grades	2	3.64	3.61	60	69.09	50.60	38	27.27	45.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	0.00	2.41	45	47.27	18.07	49	52.73	79.52
All Grades	5	0.00	2.41	45	47.27	18.07	49	52.73	79.52

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	77	64	84	56	55	82	55	55	82	71.8	85.9	97.6
All Grades	77	64	84	56	55	82	55	55	82	71.8	85.9	97.6

* 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															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2453.5	2436.2	2399.1	0	0.00	0.00	0	0.00	1.22	15	5.45	3.66	85	94.55	95.12
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	1.22	15	5.45	3.66	85	94.55	95.12

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	5	0.00	3.66	95	100.0	96.34
All Grades	0	0.00	0.00	5	0.00	3.66	95	100.0	96.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	36	21.82	15.85	64	78.18	84.15
All Grades	0	0.00	0.00	36	21.82	15.85	64	78.18	84.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	36	29.09	25.61	64	70.91	74.39
All Grades	0	0.00	0.00	36	29.09	25.61	64	70.91	74.39

CAASPP Results Data Analysis

English-Language Arts/Literacy

All Students

CAASPP results show that in the area of English Language Arts, 83% of tested students did not meet the standard, 14% of tested students nearly met the standard and 2% met the standard. Approximately 98% 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 95% of 11th-grade students tested did not meet the standard and 4% 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 targeted professional development on student engagement and checking for understanding to increase test scores.

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 10	*	*	*	*
Grade 11	1545.1	1534.4	1555.2	50
Grade 12	1540.6	1522.1	1558.5	21
All Grades				74

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10			*	*			*	*	*
Grade 11	11	22.00	15	30.00	20	40.00	*	*	50
Grade 12	*	*	*	*	*	*	*	*	21
All Grades	16	21.62	23	31.08	28	37.84	*	*	74

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10			*	*	*	*			*
Grade 11	21	42.00	20	40.00	*	*	*	*	50
Grade 12	*	*	*	*			*	*	21
All Grades	28	37.84	32	43.24	*	*	*	*	74

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10			*	*	*	*	*	*	*
Grade 11	*	*	11	22.00	14	28.00	20	40.00	50
Grade 12	*	*	*	*	*	*	*	*	21
All Grades	*	*	20	27.03	22	29.73	25	33.78	74

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*	*	*			*
Grade 11	22	44.00	15	30.00	13	26.00	50
Grade 12	*	*	11	52.38	*	*	21
All Grades	33	44.59	27	36.49	14	18.92	74

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*	*	*	*
Grade 11	27	54.00	22	44.00	*	*	50
Grade 12	*	*	*	*	*	*	21
All Grades	36	48.65	33	44.59	*	*	74

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*	*	*	*
Grade 11	*	*	18	36.00	25	50.00	50
Grade 12	*	*	12	57.14	*	*	21
All Grades	*	*	31	41.89	34	45.95	74

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*	*	*	*	*	*
Grade 11	*	*	41	82.00	*	*	50
Grade 12	*	*	12	57.14	*	*	21
All Grades	17	22.97	54	72.97	*	*	74

Conclusions indicated by the ELPAC data:

2017-2018 was the first time the ELPAC was administered. Since there is no previous data to compare these scores to, Performance Goal 2 will be to have students improve one level overall on the 2018-2019 administration.

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)

Smart goal will focus on increasing percentage of students meeting or exceeding standard to 3% of all AACH 11th grade students based on CAASPP 2017-2018 overall achievement ELA test results.

Data Used to Form this Goal:

Data used to create goal taken from CAASPP released Overall Achievement Data 2017-2018.

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.

Based on CAASPP Achievement Data results for 2017-2018, 2.0% of 11th grade students at AACH met standard in ELA, 14% of 11th grade students nearly met and 81% of 11th grade students did not meet ELA standards.

How the School will Evaluate the Progress of this Goal:

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.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	1 - Alternative educational pathway	Continuation of Odyssey Ware, direct instruction, and book work.	08/2018	6/2019			
	3 - Comprehensive PreK-12 program	Continuing to transition to CCSS curriculum.	08/2018	6/2019			
	3 - Comprehensive PreK-12 program	Use of student data to develop and revise course content, ensure targeted quality and engaging instruction.	08/2018	6/2019			
	9 - Learning organization	ELA classes will be focusing on academic language development.	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction	1 - Alternative educational pathway	CAASPP prep materials integrated into all classes, across curriculum; focused on writing strategies.	08/18	6/19			
	3 - Comprehensive PreK-12 program	English Learners: ELA/ELD standards alignment and SDAIE instructional strategies.	08/18	06/19			
	1 - Alternative educational pathway	Odyssey Ware internet based credit recovery program available for all students during and after school hours.	08/18	06/19			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Bi-weekly teacher collaboration focused on assessments, curriculum, discuss data, make instructional decisions, plan lesson delivery.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Professional Development focusing on student engagement and checking for understanding.	8/18	6/19			
	6 - Support exemplary staff	Collaboration time with alternative education site ELA instructors to build Common Core into Alternative Education Curriculum.	8/18	6/19			
Achievement/Data Driven Structure and Support							
	3 - Comprehensive PreK-12 program	Individualized instruction packets aligned with district pacing guides	8/18	6/19			
Academic-Centered Family and Community Engagement	7 - Family engagement	New student orientation	8/18	6/19			
	7 - Family engagement	Parent Representation/Participation in SSC and ELAC	8/18	6/19			
	7 - Family engagement	Monthly Student Awards Assemblies.	8/18	6/19			

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 6/1/2019, the number of 11th grade students meeting or exceeding the CAASPP in math will increase by 3%.

Data Used to Form this Goal:

CAASPP results from the 2018 administration.

Findings from the Analysis of this Data:

Findings show that 1.16 % met the standard in the 2018 CAASP administration.

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 Integrated Math video-based curriculum allowing for increased individual repetition for students. Past CAASPP School Data will be used to guide/adjust on-going instruction specific to student weaknesses/needs, based on tested strands.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	1 - Alternative educational pathway	Continuation of self-paced classes and individualized instruction.	08/18	06/19			
	3 - Comprehensive PreK-12 program	Improve Math Instructional Strategies, through making use of AACH assessment test data and CAASPP Post-Test data. Data will guide, improve Math instruction.	08/18	06/19			
Research-based Strategy Instruction/ Supplemental Instruction	1 - Alternative educational pathway	Make use of available on-line technology/programs for student use, to increase student math comprehension, student engagement and ability to recover credits via internet based academic programs via Odyssey Ware.	08/18	6/19			
	3 - Comprehensive PreK-12 program	English Learners: SDAIE strategies used during math instruction	08/18	06/19			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Bi-weekly teacher collaboration focused on assessments, curriculum, discuss data, and make instructional decisions.	08/18	06/19			
Achievement/Data Driven Structure and Support							
	8 - Learning environment to achieve excellence	Students have access to on-line learning to provide initial and repeated instructional opportunities.	8/18	6/19			
Academic-Centered Family and Community Engagement							
	7 - Family engagement	New student orientation, back to school night, and open house.	08/18	06/19			
	7 - Family engagement	Parent representation/participation in SSC and ELAC	08/18	06/19			
	7 - Family engagement	Monthly Student Awards Assembly	8/18	6/19			

Planned Improvements in Student Performance
Performance Goal 1.3: History/Social Studies (Secondary Only)

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 History/Social Studies.

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 June 2019, 75% of students will score 70% or better on unit assessments.

Data Used to Form this Goal:

Data used to form this goal will come from the results of unit assessments and the rubric evaluation of student work as indicated on course contracts.

Findings from the Analysis of this Data:

Some students have difficulty completing units due to a lack of literacy skills.

How the School will Evaluate the Progress of this Goal:

Results from unit assessments will be used to determine the success of students attaining these goals.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	1 - Alternative educational pathway	Continuation of Odyssey Ware and hybrid learning.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Use of student data to develop, modify, and revise course content to ensure quality teaching.	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction							
	1 - Alternative educational pathway	Flexible scheduling, built-in intervention classes and Independent Study	8/2018	6/2019			
	1 - Alternative educational pathway	All students have access to Odyssey Ware.	8/18	6/19			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Student engagement strategies and checking for understanding.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Bi-weekly teacher collaboration focused on assessments, curriculum, discussion of data and making instructional decisions.	8/18	6/19			
Achievement/Data Driven Structure and Support	1 - Alternative educational pathway	Students are expected to earn at least 10 credits per month. This is monitored by teachers and administration with interventions as necessary.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Individualized Instruction packets aligned with district pacing guides.	8/18	6/19			
Academic-Centered Family and Community Engagement	7 - Family engagement	New student orientation.	8/2018	6/2019			
	7 - Family engagement	Parent representation and participation in SSC and ELAC.	8/2018	6/2018			
	7 - Family engagement	Monthly Student Awards Assemblies.	8/18	6/19			

Planned Improvements in Student Performance**Performance Goal 1.4: Science (Secondary Only)**

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 Science.

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 June 2019, 75% of students will score 70% or better on Odyssey Ware chapter tests.

Data Used to Form this Goal:

Data used will be student test scores.

Findings from the Analysis of this Data:

Students scoring 70% or better.

How the School will Evaluate the Progress of this Goal:

Students will be evaluated by utilizing test scores, teacher observation, and performance of tasks.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	1 - Alternative educational pathway	A continuation of student packet work and Odyssey Ware.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Use of student data to develop and revise course content to ensure targeted quality and engaging instruction.	8/18	6/19			
Research-based Strategy Instruction/ Supplemental Instruction	1 - Alternative educational pathway	Flexible scheduling, self-paced and Independent Study options.	8/2018	6/2019			
	1 - Alternative educational pathway	Odysseyware, an internet based credit recovery program, is available to all students 24/7.	8/2018	6/2019			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teacher Collaboration focused on curriculum, assessments and lesson plans.	8/2018	6/2019			
Achievement/Data Driven Structure and Support	9 - Learning organization	Assessment data used to build individual learning plans.	8/2018	6/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	New student orientation	8/2018	6/2019			
	7 - Family engagement	Parent representation and participation in SSC and ELAC	8/2018	6/2019			
	7 - Family engagement	Monthly Student Awards Assemblies.	8/18	6/19			

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)

Our goal for the 2019 administration is that each student moves up one level on the ELPAC.

Data Used to Form this Goal:

ELPAC testing data.

Findings from the Analysis of this Data:

70% of our students, based on ELPAC scores, could be reclassified if other necessary criteria are met. In 2018, 87 students at AACHS took the ELPAC test that replaces the CELDT test. 70% scored a 3 or a 4.

How the School will Evaluate the Progress of this Goal:

Review yearly ELPAC scores.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	EL site facilitator to coordinate CELDT testing and ELAC program.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	2755.00
	1 - Alternative educational pathway	Continue self-paced learning and Odyssey Ware.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	ILit reading program to support EL students in acceleration of reading and language development.	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures	LCFF-EL	4000.00
	9 - Learning organization	ELA classes will be focusing on academic language development.	8/18	6/19			
Research-based Strategy Instruction/ Supplemental Instruction	1 - Alternative educational pathway	Flexible scheduling, self-paced including Independent Study.	8/18	6/19			
	1 - Alternative educational pathway	Odyssey Ware, an internet based credit recovery program available for all.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Primary language books.	1/19	6/19	4000-4999: Books And Supplies	LCFF-EL	500.00
	3 - Comprehensive PreK-12 program	SDAIE instruction as needed.	8/18	6/19			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teacher collaboration focused on curriculum, assessments, and lesson plans.	08/18	06/19			
Achievement/Data Driven Structure and Support	1 - Alternative educational pathway	Purchase of 10 additional laptops for access to the curriculum.	1/19	6/19	4000-4999: Books And Supplies	LCFF-EL	2703.00
	3 - Comprehensive PreK-12 program	Extra hours for counselor to meet with struggling EL students.	8/18	6/19	1000-1999: Certificated Personnel Salaries	LCFF-EL	4000.00
	1 - Alternative educational pathway	Additional school supplies such as pens, highlighters, binders.	1/19	6/19	4000-4999: Books And Supplies	LCFF-EL	539.00
Academic-Centered Family and Community Engagement	7 - Family engagement	New student orientation	8/18	6/19			
	7 - Family engagement	Parent representation/participation in ELAC and SSC.	8/18	6/19			
	4 - Communicate effectively	Parental notification /contact by phone and blackboard, individual parent conferences and banner.	8/18	6/19	4000-4999: Books And Supplies	LCFF-EL	108.00
	2 - Collaborate with partners	ELAC parent attendance/participation in CABE conference.	8/18	6/19	5000-5999: Services And Other Operating Expenditures	LCFF-EL	720.00
	7 - Family engagement	Monthly Student Awards Ceremony	8/18	6/19			

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:

LEA PERFORMANCE GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

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 June 2019, the average daily attendance will increase by 3%.

By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 0.5%.

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.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	5 - Develop character of students	School counselor, Wylie counselor, teachers, and administration.	8/18	6/19			
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Attendance and progress carefully monitored with home contact via teachers, counselors and administration.	8/18	6/19			
Targeted Professional Development							
Achievement/Data Driven Structure and Support	5 - Develop character of students	Monitoring of student progress by all stakeholders.	8/18	6/19			
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent/Admin conferences, Wylie Center counselor meetings with students	8/18	6/19			
	7 - Family engagement	New student orientation.	8/18	6/19			
	7 - Family engagement	Monthly Student Awards Ceremony	8/18	6/19			

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:

LEA PERFORMANCE GOAL: All students will graduate from high school and be college/ career ready.

LCAP CONDITIONS OF LEARNING GOAL 1: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

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)

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 2019.

Data Used to Form this Goal:

The California Schools Dashboard Graduation Rate for 2017-18 was 85.2%.

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 18-19 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.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implementation of supplemental career and college readiness curriculum.	8/18	06/19			
	2 - Collaborate with partners	RCC CTE presentations on campus for graduating students throughout the school year, as wells as school field trips to RCC CTE programs.	8/18	6/19			
	1 - Alternative educational pathway	Dual Enrollment with Norco College. Norco College counselor on campus. Students exposed to various career pathways.	8/18	6/19			
	1 - Alternative educational pathway	FAFSA workshops	8/18	6/19			
Research-based Strategy Instruction/ Supplemental Instruction							
Targeted Professional Development	2 - Collaborate with partners	Study Trip to Chino Valley Unified looking to expand alternative programs for all students.	8/18	6/19	1000-1999: Certificated Personnel Salaries	LCFF-LI	500.00
Achievement/Data Driven Structure and Support	1 - Alternative educational pathway	Breakfast Club to help students get caught up on their credits.	8/18	6/19	1000-1999: Certificated Personnel Salaries	LCFF-LI	2963.00
	1 - Alternative educational pathway	Purchase of additional computers to ensure all students have access to the curriculum as our numbers are expanding.	1/19	6/19	4000-4999: Books And Supplies	LCFF-LI	4230.00
Academic-Centered Family and Community Engagement	5 - Develop character of students	New student orientation	8/18	6/19			
	7 - Family engagement	New Family orientation	8/18	6/19			
	7 - Family engagement	Norco College Parent night to educate them on pathways offered.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Banners announcing School Site Council and graduates.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	216.00
	4 - Communicate effectively	Parent resource materials and light snacks for Open House and Student Awards.	1/19	6/19	4000-4999: Books And Supplies	Title I	1690.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-EL	15,325	0.00
LCFF-LI	7,909	0.00
Title I	4,950	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	15,325.00
LCFF-LI	7,909.00
Title I	4,950.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	LCFF-EL	6,755.00
4000-4999: Books And Supplies	LCFF-EL	3,850.00
5000-5999: Services And Other	LCFF-EL	4,720.00
1000-1999: Certificated Personnel	LCFF-LI	3,463.00
4000-4999: Books And Supplies	LCFF-LI	4,446.00
	Title I	3,260.00
4000-4999: Books And Supplies	Title I	1,690.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	10,218.00
4000-4999: Books And Supplies	9,986.00
5000-5999: Services And Other Operating Expenditures	4,720.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	
Mathematics	
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	15,325.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	
High School Graduation/College Readiness	12,859.00

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:

- o Local Control Funding Formula-Low Income (LCFF-LI)
- o Control Funding Formula-English Learners (LCFF-EL);
- o Title I (if applicable);
- o 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 School 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:

- o 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;
- o 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.
- o Instruction by highly qualified teachers.
- o 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.
- o Strategies to attract high-quality highly qualified teachers to high-need schools.
- o 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.
- o 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. Funds will be used for the Breakfast Club held on Saturdays to give students more opportunities to do their work with a teacher present.

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.)

N/A

Title	Description

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:

- o Structured English Immersion (SEI): K-12 EL students who are assessed on the English Language Proficiency Assessments for California (ELPAC) 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 ELPAC 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.
- o English Language Mainstream (ELM): K-12 EL students who are assessed on the ELPAC and score at "reasonable levels of fluency in English" (ELPAC 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.
- o 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:

- o 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
- o 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.
- o 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:

- o use of EL assessment data
- o collaborative EL lesson planning
- o administrator supervision of differentiated instruction
- o implementation of EL differentiated professional development strategies
- o improved EL access to core, intervention and advanced materials and courses
- o 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

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 differentiation/ 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)

Title	Description
English Learner Facilitator	Supports CELDT testing, attends district meetings, plans ELAC meetings

Objectives

Improve technology (computers, printers, tape recorders, CD players, DVD players, Digital Projectors and Document Cameras)LEP access to core curriculumImprovement in CELDT scores; to show improvement on CAASPP achievement scores , student graduation rate and post secondary enrollment.

Program Descriptions Special Education Program

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

- o All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- o 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.
- o 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:

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

Program Descriptions

Parent and Family Engagement Program

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

AACHS 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. 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. Other programs include the student/parent orientation, Back to School Night, Open House, and Student Awards.

Objectives

Objective of AACH is to form strong School Site Council and English Learner Advisory Committees

**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 Soccer, or Basketball. At the Middle School level, a tournament is planned for these 5 sports: Soccer, Basketball, Football, Soccer, Volleyball, and Softball. Middle school students also have skateboarding, music (musical instruments), art and Wii clubs. The "Extravaganza" 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.

Categorical and Local Control Funding Formula Allocation Narrative

2018-2019

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 \$7,909.

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 \$15,325.

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 \$4,950. There is a carryover of 0 for a total allocation of 4,950

*Supplemental and Concentration grant portion of Local Control Funding Formula (LCFF)

Categorical Budget Narrative		
Object Code	Description	Narrative
1110	Teacher's Salaries - Extra Duty	<ul style="list-style-type: none"> Hourly rate for certificated staff to perform leadership duties, grade level planning/articulation, parent education/involvement activities and other duties related to categorical programs. Salaries for Special Projects Personnel to manage and conduct categorically related duties. Includes Certificated Personnel Salaries (Project Specialists/Instructional Coach). Includes Classified Personnel Salaries (Clerks, Instructional Assistant/Computer, Instructional Assistants, and Bilingual Assistants). Hourly rate for classified staff to perform additional duties related to categorical programs may be necessary.
1130	Teacher's Salaries - Substitutes	
1140	Teacher Salaries - Stipends	
1900	Teacher's Salaries Project Specialists/Instructional Coaches	
2100	Instructional Aide's Salary	
2110	Instructional Aide's Salary - Hourly	
2200	Classified Support Salaries	
2400	Clerical, Technical, Office Staff Salaries	
2410	Clerical, Technical, Office Staff Salaries - Hourly	
2900	Other Classified Salaries	
2910	Other Classified Salaries - Hourly	
3000	Employee Benefits	Contributions to retirement plans and health and welfare benefits. Includes STRS, PERS, SS, HW, SUI, Workers' Compensation.
4200	Books/Other Ref Materials (Instructional Books Other Than Textbooks)	Books to enhance students' language development. Materials to maintain and enhance classroom programs, parent workshops, and professional development (VENDOR).
4300	Instructional Materials and Supplies	Instructional materials and supplies that are used (student workbooks, supplies, etc). Non-instructional supplies and resources used for support, efficiency, organization, and enhancement of program i.e., maintenance, parent workshops, office supplies, identifying equipment. (VENDOR)
4405	Equipment \$500.00 - \$4999.99	Equipment and supplies \$500.00 through \$4999.99 per item.
5200	Travel, Conferences	Professional development related to focus areas in the SPSA.
5300	Dues and Memberships	Memberships and dues in professional associations.
5620	Leases	Expenditures for rental by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide leased equipment for the use of resource development for the instructional program.
5630	Repairs	Expenditures for repairs or maintenance by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide repairs or maintenance for the use of resource development for the instructional program.
5640	Maintenance Contract	Expenditures for maintenance agreements by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide maintenance contract for equipment for the use of resource development for the instructional program.
5800	Assemblies/Other Services	Assemblies
5815	Consultants	Consultants
5845	Printing	Outside printing. Copies to maintain supplemental programs.
5850	Software license	Purchase site license rights for technology applications across the curriculum for use in the computer lab and classrooms.
5910	Postage	Postage for various communications, i.e., parent involvement, parent advisory council, business-related communication.
5920	Telephone	Cover telephone costs incurred in the management of categorical programs.
6400	Equipment over \$5,000.00	Equipment and supplies over \$5,000.00 per item.

Parent Involvement Policy (Title I Schools)

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)

School-Parent Compact (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)

Alvord Alternative Continuation High School
Title I Targeted Assistance School
Parent and Family Engagement Policy
2018-2019

Alvord Alternative Continuation High School (AACHS) 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 students 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.

The policy describes the means for carrying out the following Title I parent and family engagement requirement. {20 USC 6318 Section 118(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.
 - Parents are notified of the meeting each year 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.
 - 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 the participating Title I students, the school provides opportunities for regular meetings that allow the parents and the 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 SST, IEPs, and Student Review to discuss their child's educational program and progress toward graduation.

School-Parent Compact

AACHS 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 schools' 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 at a parent meeting. Parents are provided the opportunity to make suggestions to the compact.

Building Capacity for Engagement and Involvement

Alvord 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 children'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 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 individual student graduations, Back-to-School Night, Open House, School Site Council (SSC) participation, and English Learner Advisory Committee (ELAC) 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 meetings, 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 the parents and family members understand. Parent involvement information was sent home with all students in English and Spanish on January 22, 2019. 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 17, 2019 and will be in effect for a period of 2018-2019.

Alvord Alternative Continuation High School Parent Compact

2018-2019

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 (AACHS).

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 or report all absences in a timely manner.
- Discuss with my child the importance of school attendance and learning standards.
- Notify the school of any changes to contact information, including email.
- Contact my child's teacher when I am concerned about my child's progress.
- 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.
- Understand your student has daily homework until graduation or transfer requirements are met.
- Sign and return all papers that require a parent signature by the due date, including this compact.
- Volunteer and/or become involved in English Learner Advisory Committee, School Site Council and other activities when possible.
- Participate in scheduled parent-teacher conferences, Student Reviews, 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 which is on the school's website under the "Parents" tab. Parent's email required to create account.

Student Responsibilities:

- Attend school every day and on time.
- Earn a minimum of 10 credits per month.
- Display appropriate citizenship and behavior at all times on campus or at school events.
- Complete all homework and classroom assignments on time with my best efforts and ask teacher for assistance when necessary.
- Develop a schedule to complete work outside of class.
- Return any paper that requires a parent signature by the due date.
- 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 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, CA 92505 PH: (951) 509-6120 FAX: (951) 509-6119

Webpage Address:

Alvord Alternative Continuation High School Parent Compact 2019-2021

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

Parent Signature: _____ Date: _____ Parent Email: _____

Student's Name: _____ Grade: _____

Please Print

Student's Signature: _____

Alvord Alternative Continuation High School
School Site Council Agenda
February 21, 2019
Meeting Location Room 15 Time 2:00 p.m.

I. Introductory Procedure

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

II. Action Items

1. Approve minutes from 12/13/18
2. Vote out Louvorn Foote
3. Vote out Rayvan Foote
4. Vote out Gissel Vargas
5. Approve ILIT from LCFF-EL NTE \$4,500
6. Approve \$1,000 from LCFF-LI for Study Trip on 1/24/19
7. Approve additional hours for counselor to meet with EL parents/students NTE \$4,000 to be paid with LCFF-EL funds
8. Approve 10 laptops for student use from LCFF-EL NTE \$3,000
9. Approve 2018-2019 Title I, Part A Reservations, Required
 - Parent Involvement (1%) \$ 55,339
 - Transportation: NCLB Program Improvement School Transfers \$ 65,000
 - Homeless Services \$ 12,128
10. Approve 2018-2019 Title I, Part A Reservations, Allowable
 - Centralized Staffing \$ 1,745,581
(District Instructional Specialists, BIAs)
 - Summer Extended Learning Opportunities \$ 320,000
11. Approve participation in a [Title I Targeted Assistance Program \(Secondary\)](#)
12. Approve Parent Compact 2018-2019
13. Approve Parent Engagement Policy 2018-2019
14. Approve Parent Compact 2019-2021
15. Approve Parent Engagement Policy 2019-2021
16. Approve site categorical budgets for 2018-2019
17. Approve the 2018-2019 School Plan for Student Achievement

III. Discussion/Information

1. Budget Reports by Funding Source
2. Single Plan for Student Achievement (SPSA)
 - Review/analyze achievement data
 - Finish evaluating effectiveness of last year's SPSA actions
 - Begin reviewing and updating SPSA goals/actions
 - Document Input from SSC members

3. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - District Parent Advisory Committee (PAC)
4. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Student Awards Assemblies – Next one March 1, 2019 at 12:00 p.m.
 - Interventions
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 March 21, 2019
3. Adjournment: Action Item

**Alvord Alternative Continuation High School
School Site Council Minutes
February 21, 2019
Meeting Location Room 15 Time 2:00 p.m.**

I. Introductory Procedure

1. Call to Order

Meeting began at 2:00 p.m.

2. Establishment of Quorum

Parents Present:

Jacque' Clark

Xochilt Mendez

Students Present:

Luis Leos

Giselle Vargas

Teachers Present:

Stephen Enriquez

Mark Recktenwald

Pollavet Hansanugrum

Lenore Brunk

Non-Parents Present:

Ken Bowyer – Vice Principal

Corrina Vidana – Alvord

3. Pledge of Allegiance

4. Welcome and Introductions

Ken Bowyer welcomed the public.

II. Action Items

1. Approve minutes from 12/13/18

- **Ms. Brunk pointed out some grammatical errors on the minutes and Mr. Hansanugrum corrected them. Ms. Brunk motioned to approve the minutes. Ms. Vidana seconded the motion, and all attendees present voted to approve the SSC minutes on 12/13/18**

2. Vote out Louvorn Foote

- **Since Ms. Foote was no longer active with AACHS, Mr. Enriquez motioned to vote out Louvorn Foote from SSC. Mr. Recktenwald seconded the motion, and all attendees present voted to approve the vote out.**

3. Vote out Rayvan Foote
 - **Since this student was no longer active at AACHS, Mr. Recktenwald motioned to vote out Rayvan Foote from SSC. Mr. Enriquez seconded the motion, and all attendees present voted to approve the vote out.**
4. Vote out Gissel Vargas
 - **Since this student was no longer active at AACHS, Ms. Brunk motioned to vote out Rayvan Foote from SSC. Mr. Enriquez seconded the motion, and all attendees present voted to approve the vote out.**
5. Approve ILIT from LCFF-EL NTE \$4,500
 - **Mr. Recktenwald gave an overview of the ILIT program and how it helped the students. Ms. Brunk motioned to approve ILIT from LCFF-EL NTE for \$4500. Mr. Hansanugrum seconded the motion, and all attendees present voted to approve this motion.**
6. Approve \$1,000 from LCFF-LI for Study Trip on 1/24/19
 - **Mr. Bowyer explained about how the fund from LCFF-LI would be used for the Study Trip. After all the SSC members reviewed the action item, Mr. Recktenwald Ms. Mendez motioned to approve \$1,000 from LCFF-LI for Study Trip on 1/24/19. seconded the motion, and all attendees present voted to approve this motion.**
7. Approve additional hours for counselor to meet with EL parents/students NTE \$4,000 to be paid with LCFF-EL funds

Mr. Bowyer explained a brief benefit of why these additional hours were needed so the counselor can call EL parents/students. After all the SSC members reviewed the action item and asked questions about this funding, Mr. Recktenwald motioned to approve additional hours for counselor to meet with EL parents/students NTE \$4,000 to be paid with LCFF-EL funds. Mr. Enriquez seconded the motion, and all attendees except Ms. Vidana voted to approve the funding.
8. Approve 10 laptops for student use from LCFF-EL NTE \$3,000
 - **After all the SSC members reviewed the action item, Ms. Brunk motioned to approve 10 laptops for student use from LCFF-EL NTE \$3,000. Ms. Vidana seconded the motion, and all attendees present voted to approve this motion.**
9. Approve 2018-2019 Title I, Part A Reservations, Required
 - Parent Involvement (1%) \$ 55,339
 - Transportation: NCLB Program Improvement School Transfers \$ 65,000
 - Homeless Services \$ 12,128

- **After all the SSC members reviewed the action item, Mr. Recktenwald motioned to approve 2018-2019 Title I, Part A Reservations, Required (listed in action item 9). Mr. Enriquez seconded the motion, and all attendees present voted to approve this action item.**
10. Approve 2018-2019 Title I, Part A Reservations, Allowable
- Centralized Staffing \$ 1,745,581
(District Instructional Specialists, BIAs)
 - Summer Extended Learning Opportunities \$ 320,000
 - **After all the SSC members reviewed the action item, Mr. Enriquez motioned to approve 2018-2019 Title I, Part A Reservations, Allowable (listed in action item 10). Ms. Brunk seconded the motion, and all attendees present voted to approve this motion.**
11. Approve participation in a [Title I Targeted Assistance Program \(Secondary\)](#)
- **After all the SSC members reviewed the action item, Ms. Vidana motioned to approve participation in a [Title I Targeted Assistance Program \(Secondary\)](#). Mr. Leos seconded the motion, and all attendees present voted to approve this motion.**
12. Approve Parent Compact 2018-2019
- **After all the SSC members reviewed the document, Mr. Hansanugrum motioned to approve Parent Compact 2018-2019. Ms. Clark seconded the motion, and all attendees present voted to approve this motion.**
13. Approve Parent Engagement Policy 2018-2019
- **After all the SSC members reviewed the policy, Ms. Vidana motioned to approve Parent Engagement Policy 2018-2019. Mr. Recktenwald seconded the motion, and all attendees present voted to pass this action.**
14. Approve Parent Compact 2019-2021
- **After all the SSC members reviewed the action item, Mr. Enriquez motioned to approve Parent Compact Policy 2019-2021. Ms. Brunk seconded the motion, and all attendees present voted to pass this action.**
15. Approve Parent Engagement Policy 2019-2021
- **After all the SSC members reviewed the action item, Mr. Recktenwald motioned to approve Parent Engagement Policy 2019-2021. Ms. Vidana seconded the motion, and all attendees present voted to pass this action.**

16. Approve site categorical budgets for 2018-2019

- **Mr. Bowyer mentioned items that were being funded through categorical funds.**

17. Approve the 2018-2019 School Plan for Student Achievement

- **After all the SSC members reviewed the action item, Mr. Enriquez motioned to approve the 2018-2019 School Plan for Student Achievement. Ms. Vidana seconded the motion, and all attendees present voted to pass this action.**

III. Discussion/Information

1. Budget Reports by Funding Source

2. Single Plan for Student Achievement (SPSA)

- Review/analyze achievement data
- Finish evaluating effectiveness of last year's SPSA actions
- Begin reviewing and updating SPSA goals/actions
- Document Input from SSC members

3. Reports from Parent Committees

- English Learners Advisory Committee (ELAC)

Mr. Hansanugrum informed that there was no meeting this month yet due to unforeseen accident. The next ELAC meeting would either be in the beginning of March.

- District Parent Advisory Committee (PAC)

Ms. Clark informed that there would be more details next month and she would bring her report back to SSC.

4. Program Reports

- Professional Development Opportunities (Paraprofessionals, Teachers)

Mr. Recktenwald believed some of the programs that from the professional development day in Chino Hills can be applied to AACHS.

- Parent and Family Involvement Opportunities
- Student Awards Assemblies – Next one March 1, 2019 at 12:00 p.m.
- Interventions

5. Principal's Report

- **12 or 13 students at AACHS had returned to traditional high school at the end of the first semester.**
- **Mr. Bowyer talked about how to make an individualized schedule for students so they can become more successful.**

IV. Hearing Session/Public Comments





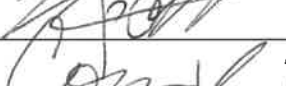
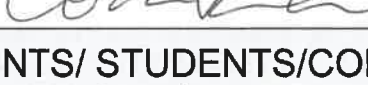
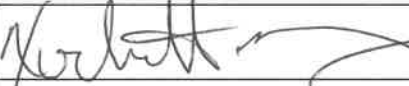

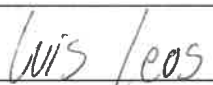

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V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for March 21, 2019
3. Adjournment: Action Item

AACHS

School Site Council Secondary Sign-In Sheet 2/21/19

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Luis Medina/Ken Bowyer		Principal	
Lenore Brunk		Classroom Teacher	
Stephen Enriquez		Classroom Teacher	
Mark Recktenwald		Classroom Teacher	
Pollavet Hansanugrum		Classroom Teacher	
Corrina Vidana		Other Staff	
PARENTS/ STUDENTS/COMMUNITY MEMBERS			
Xochilt Mendez		Parent/Community Member	
Yanami Villegas		Parent/Community Member	
Louvorn Foote		Parent/Community Member	
Luis Leos		Student	
Rayvan Foote		Student	
Gissel Vargas		Student	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title
Jacqui Clark		parent



Alvord Unified School District
Alvord Alternative Continuation High School
English Learners Advisory Committee

October 9, 2018
8:00 a.m. Room 10

Agenda

- I. Introductory Procedures
 - a. Call to Order
 - b. Welcome/Sign-in
 - c. Pledge of Allegiance
- II. Action Items
 - a. Approval of Minutes from **(9/26/18)**
 - b. Re-elect Secretary and DELAC Rep
 - c. Review and vote to approve 2018-19 By-Laws
 - d. Review and rank Needs Assessments
- III. Discussion Information
 - a. Needs Assessment
 - b. Review Alvord Alternative Continuation High School's ELAC 2018-19 By-Laws
 - c. 2018-19 EL Budget Update
 - d. CALPADS Annual Language Census Report
 - e. CAFE Information
 - f. Parent Training- Accountability-Single Plan for Student Achievement
 - g. English Learner Program Description/Program-Advice/Input
 - h. SPSA Performance Goal 2: Limited English Proficient Students-Advice/Input
- IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda
- V. DELAC

Meeting is 10/17/2018 at the Old District Board Room, 9:00-11:00am
10365 Keller Avenue, Riverside, CA 92503
- VI. Adjournment
 - a. Next ELAC Meeting: **November 6, 2018.**



Alvord Unified School District
Alvord Alternative Continuation High School
English Learners Advisory Committee

October 9, 2018
8:00 a.m. Room 10

Minutes

- I. Introductory Procedures
a. Call to Order

Meeting began at 8:08am

- b. Welcome/Sign-in
- **The following New Members were voted in as members of our ELAC:**
 - **Mireya Parra – Jose Moctezuma (EL)**
 - **Maria Molina – Andrew Molina (EL)**

Parent Members Present:

- **Aracely Villasenor - Abran Cruz (EL)**
 - **Yanami Villegas (ELAC President) – Mario Joya (R-FEP)**
- **Non-Parent Present:**
- **Luis Medina – Principal**
 - **Pollavet Hansanugrum – Teacher/ELF**
 - **Clara Betamen – Interpreter**

- c. Pledge of Allegiance

All members present stood and recited the Pledge of Allegiance.

- II. Action Items

- a. Approval of Minutes from **(9/26/18)**

All voting members present reviewed the Minutes from the 9/26/18 meeting. Pollavet Hansanugrum motioned to approve the agenda. Yanami Villegas seconded the motion carried. (Hansanugrum/ Villegas 4-0).

- b. Re-elect Secretary and DELAC Rep

Pollavet Hansanugrum motioned to approve to elect Ms. Villegas as a new DELAC Rep. Mireya Parra seconded the motion carried. (Hansanugrum/ Parra 4-0). All voting members present voted to approve Ms. Villegas as a new DELAC Rep for Alvord Alternative Continuation High School.

- c. Review and vote to approve 2018-19 By-Laws

All voting members present reviewed the 2018-19 By-Laws and voted to approve them. Maria Molina motioned to approve 2018-19 By-Laws and Mireya Parra seconded the motion. See Action II, a for vote recording.

- d. Needs Assessment

Pollavet Hansanugrum discussed the purpose of the Needs Assessment and went over the possible topics for member trainings. The Needs Assessment ranked the following topics for future member trainings from highest to lowest member votes:

- **23.) State Testing – Common Core & SBAC: What is it? How can we help our EL students be successful on this test? (3 votes)**

- 3.) Walkthrough of classrooms to learn instructional strategies for English learners that teachers use (2 votes)
- 14.) Promotion requirements and College preparation (2 votes)
- 21.) Initial and Annual CELDT scores and levels: What do they mean? (2 votes)
- 24.) Graduation Rates in AUSD – How do we motivate our EL students to graduate and move on to higher education? (2 votes)
- 26.) High School Graduation Requirements for EL students (2 votes)

III. Discussion Information

a. Needs Assessment

See Action Item II, d.

b. Review Alvord Alternative Continuation High School's ELAC 2018-19 By-Laws

See Action Item II, c.

c. 2018-19 EL Budget Update

Pollavet Hansanugrum informed the ELAC committee the budget and the amount of 2018-19 LCFF-EL, which is \$15,325 still has not changed since the last meeting.

d. CALPADS Annual Language Census Report

Pollavet Hansanugrum distributed a CALPADS Annual Language Census Report from California Department of Education site and informed the members about the population categorized by English Language Acquisition Status, "Ever-ELs", "At-Risk", Reclassification and Long-Term English Language Learners at AACHS.

e. CAFE Information

Pollavet Hansanugrum informed the ELAC parents about the upcoming CAFE conference for Parents that is going to happen on May 10, 2019 in Riverside. Mr. Hansanugrum informed the members that our ELAC intends to send parent member to the conference.

f. Parent Training- Accountability-Single Plan for Student Achievement

Pollavet Hansanugrum explained to the members that the Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. He informed the group that a major purpose of our ELAC was to provide Input/Advice into Performance Goal 2: English Learners.

g. English Learner Program Description/Program-Advice/Input

Pollavet Hansanugrum provided an EL Program Description handout and informed the members about the overall of Alvord EL Program Description/Program. The group reviewed the EL Program Description. No members made provided any input regarding to the current EL program.

- **All voting members present vote to approve the EL Program Description (4-0).**

h. SPSA Performance Goal 2: Limited English Proficient Students-Advice/Input

Pollavet Hansanugrum informed the parents that there would no longer be a CELDT test. Instead, it would be replaced by ELPAC and CAASPP tests. He also informed the members that the part of "Findings from the Analysis of this Data" would also be updated once the AACHS English teachers have analyzed the findings from the new ELPAC and CAASPP data. The EL Facilitator also asked if any of the ELAC members would like to give out an input, a comment, or make any changes.

- **Ms. Yanami Villegas was not sure about what it meant in terms of “100% ELA limited-English proficient students will meet adequate yearly progress.” She wondered if it meant the school wants every EL student to be better academically or if the goal is to aim for all ELA limited-English proficient students to be 100% proficient. Ms. Villegas also would like to know that parents and teachers can help EL learners to improve their speaking and listening skills.**

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda

No comments were made by any members of the audience at this time.

V. DELAC

Meeting is 10/17/2018 at the Old District Board Room, 9:00-11:00am
10365 Keller Avenue, Riverside, CA 92503

The meeting above was announced.

VI. Adjournment

- a. Next ELAC Meeting: **November 14, 2018.**

The meeting ended at 9am.



Distrito Escolar Unificado Alvord
Escuela Secundaria Alternativa de Continuación Alvord
Comité Consejero para Aprendices del Idioma Inglés

9 de octubre del 2018
8:00 a.m. salón 10

Minuta

- I. Procedimientos de introducción
a. Llamar al orden

La junta comenzó a las 8:08am

- b. Bienvenida/registro de asistencia
- **Los siguientes nuevos miembros fueron elegidos como miembros de nuestro ELAC:**
 - **Mireya Parra – José Moctezuma (EL)**
 - **Maria Molina – Andrew Molina (EL)**

Padres miembros presentes:

- **Aracely Villasenor - Abran Cruz (EL)**
 - **Yanami Villegas (Presidente ELAC) – Mario Joya (R-FEP)**
- **Miembros que no son padres presentes:**
- **Luis Medina – director**
 - **Pollavet Hansanugrum – maestro/ELF**
 - **Clara Betamen – intérprete**

- c. Saludo a la bandera

Todos los miembros presentes se pusieron de pie y recitaron el saludo a la bandera.

- II. Asuntos de acción

- a. Aprobación de la Minuta del **(9/26/18)**

Todos los miembros votantes presentes revisaron la Minuta de la junta del 9/26/18. Moción propuesta para aprobar la agenda por Pollavet Hansanugrum. Secundada por Yanami Villegas. (Hansanugrum/ Villegas 4-0).

- b. Reelección del secretario y representante DELAC

Moción propuesta por Pollavet Hansanugrum para elegir y aprobar a la Sra. Villegas como nuevo representante DELAC. Secundada por Mireya Parra. (Hansanugrum/ Parra 4-0). Todos los miembros presentes votaron para aprobar a la Sra. Villegas como nueva representante DELAC para la Escuela Secundaria Alternativa de Continuación Alvord.

- c. Revisión y votación para aprobar el reglamento 2018-19

Todos los miembros votantes presentes revisaron el reglamento 2018-19 y votaron para aprobarlo. Moción propuesta por María Molina para aprobar el reglamento 2018-19 y secundada por Mireya Parra. Ver acción II, a voto para grabar.

- d. Encuesta de necesidades

Pollavet Hansanugrum dialogo el propósito de la encuesta de necesidades y examinó los posibles temas para la capacitación de los miembros. La

encuesta de necesidades clasificó los siguientes temas para futuras capacitaciones de miembros, de mayor a menor cantidad votos:

- 23.) Pruebas estatales – Estándares Básicos Comunes y SBAC: ¿qué son? ¿Cómo podemos ayudar a nuestros alumnos EL a tener éxito en esta prueba? (3 votos)
- 3.) recorrido por las aulas para aprender estrategias de instrucción que los maestros utilizan con los alumnos en proceso de aprender inglés (2 votos)
- 14.) Requisitos para la graduación y preparación para la universidad (2 votos)
- 21.) Puntuaciones y niveles iniciales y anuales de CELDT: ¿Qué significan? (2 votos)
- 24.) Índices de graduación en AUSD: ¿Cómo motivamos a nuestros alumnos EL para que se gradúen y pasen a la educación superior? (2 votos)
- 26.) Requisitos de graduación de la escuela secundaria para alumnos EL (2 votos)

III. Diálogo, información

a. Encuesta de necesidades

Ver asunto de acción II, d.

b. Revisión del reglamento ELAC 2018-19 de la Escuela Secundaria Alternativa de Continuación Alvord

Ver asunto de acción II, c.

c. Actualización del presupuesto EL 2018-19

Pollavet Hansanugrum informó al comité de ELAC acerca del presupuesto y la cantidad de LCFF-EL 2018-19, que es de \$ 15,325 aún no ha cambiado desde la última reunión.

d. Reporte anual del censo de idioma CALPADS

Pollavet Hansanugrum distribuyó un reporte anual del censo de idioma de CALPADS del Departamento de Educación de California e informó a los miembros sobre la población clasificada por el estado de adquisición del idioma inglés, “Ever-Els”, “at risk”, reclasificación y Aprendices del Idioma Inglés a Largo Plazo en AACHS.

e. Información sobre CAFE

Pollavet Hansanugrum informó a los padres de ELAC sobre la próxima conferencia de CAFE para padres que tendrá lugar el 10 de mayo de 2019 en Riverside. El Sr. Hansanugrum informó a los miembros que nuestro ELAC tiene la intención de enviar a los padres miembros a la conferencia.

f. Capacitación de padres- responsabilidades - plan singular para el rendimiento estudiantil

Pollavet Hansanugrum explicó a los miembros que el plan singular para el rendimiento estudiantil (SPSA) es un plan de acciones para mejorar el rendimiento académico de todos los alumnos. Informó al grupo que uno de los objetivos principales de nuestro ELAC era proporcionar sugerencias / consejos para la meta de rendimiento 2: aprendices del idioma inglés.

g. Descripción del programa para aprendices del idioma inglés- consejos/sugerencias para el programa

Pollavet Hansanugrum proporcionó un folleto de descripción general del programa EL e informó a los miembros sobre el programa / descripción del Programa EL de Alvord. El grupo revisó la descripción

del programa EL. Ningún miembro hizo ninguna aportación con respecto al programa EL actual.

- **Todos los miembros votantes presentes votaron para aprobar la descripción del programa EL (4-0).**

h. Meta de rendimiento 2 de SPSA: alumnos con conocimientos limitados del idioma inglés –actualizaciones/sugerencias

Pollavet Hansanugrum informó a los padres que ya no habrá una prueba CELDT. Esta será reemplazada por las pruebas ELPAC y CAASPP. También informó a los miembros que la sección de “resultados del análisis de estos datos” también se actualizaría una vez que los maestros de inglés de AACHS hayan analizado los resultados de los nuevos datos de ELPAC y CAASPP. El Facilitador de EL también preguntó si a alguno de los miembros de ELAC le gustaría dar su opinión, un comentario o hacer algún cambio.

- **La Sra. Yanami Villegas no estaba segura de lo que "100% de alumnos con dominio limitado del idioma inglés ELA lograrán un progreso anual adecuado" significaba. Se preguntó si quiere decir que la escuela desea que todos los alumnos EL sean mejores académicamente o si la meta es aspirar a que todos los alumnos con dominio limitado de ELA sean 100% competentes. A la Sra. Villegas también le gustaría saber que los padres y maestros pueden ayudar a los alumnos EL a mejorar sus habilidades de hablar y de escuchar.**

IV. Sesión de audiencia

Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La presidencia reserva el derecho de limitar el tiempo del orador a tres minutos. El Código Gubernamental Sección 54954.2 y la Sesión 35145.5 del Código de Educación prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

Ningún miembro de la audiencia hizo comentarios en este momento.

V. DELAC

La junta es el 10/17/2018 en la antigua sala de juntas de la mesa directiva,
9:00-11:00am

10365 Keller Avenue, Riverside, CA 92503

Se anunció la junta antes mencionada.

VI. Clausura

a. **Próxima junta ELAC: 14 de noviembre 2018.**

La junta terminó a las 9am.



English Learner Advisory Committee
Comité Consejero de Alumnos Aprendices del Inglés

AACHS

Sign in Sheet
Registro de Asistencia

10/9/18

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
President Presidente	YANAMIL VILLAGAS	MARIO JOJO	12	R-FEP	<i>Yanamil V.</i>
Vice President Vice Presidente					
Secretary Secretaria					
DELAC Rep Representante de DELAC					
Alternative DELAC Rep Representante Alterno de DELAC					

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

[illegible]



Alvord Unified School District
Alvord Alternative Continuation High School
English Learners Advisory Committee

November 14, 2018
8:00 a.m. Room 10

Agenda

- I. Introductory Procedures
 - a. Call to Order
 - b. Welcome/Sign-in
 - c. Pledge of Allegiance
- II. Action Items
 - a. Approval of Minutes from **(10/09/18)**
 - b. Review and vote to approve 2018-19 SPSA Performance Goal 2: Limited English Proficient Students-Advice/Input
 - c. Review and rank Needs Assessments
- III. Discussion Information
 - a. Needs Assessment
 - 23.) State Testing – Common Core & SBAC: What is it? How can we help our EL students be successful on this test?
 - b. 2018-19 update EL Budget Update
 - c. SPSA Performance Goal 2: Limited English Proficient Students-Advice/Input
- IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda
- V. DELAC Report

Next Meeting is 1/16/2019 at the Old District Board Room, 9:00-11:00am
10365 Keller Avenue, Riverside, CA 92503
- VI. Adjournment
 - a. Next ELAC Meeting: **December 4, 2018.**



Alvord Unified School District
Alvord Alternative Continuation High School
English Learners Advisory Committee

November 14, 2018
8:00 a.m. Room 10

Minutes

- I. Introductory Procedures
 - a. Call to Order
Meeting began at 8:12am
 - b. Welcome/Sign-in
 - **The following New Members were voted in as members of our ELAC:**
 - **Leticia Orozco – Jonathan Orozco (LEP/EL)**
 - Parent Members Present:**
 - **Yanami Villegas (ELAC/DELAC President) – Mario Joya (R-FEP)**
 - **Non-Parent Present:**
 - **Luis Medina – Principal/Interpreter**
 - **Ken Bowyer – Vice Principal**
 - **Pollavet Hansanugrum – Teacher/ELF**
 - c. Pledge of Allegiance
All members present stood and recited the Pledge of Allegiance.
- II. Action Items
 - a. Approval of Minutes from **(10/09/18)**
All voting members present reviewed the Minutes from the 10/09/18 meeting. Yanami Villegas motioned to approve the agenda. Leticia Orozco seconded the motion carried. (Villegas/ Orozco 2-0)
 - b. Review and vote to approve 2018-19 SPSA Performance Goal 2: Limited English Proficient Students-Advice/Input
 - **Pollavet Hansanugrum informed the ELAC members about the conversation he had with the SSC panel. The SSC reviewed the SPSA Performance Goal 2: Limited English Proficient Students-Advice/Input and informed him that the message of School Smart Goals in the SPSA meant the AACHS wants 100% of EL students to be better academically than last year.**
 - **Mr. Hansanugrum also updated the information on “Findings from the Analysis of this Data” with current information he had received from CAASPP’s and ELPAC’s Summative Assessment Results of 2018 academic year. He asked the ELAC members present to review the updated version of SPSA once again to determine if they would like to give out any more inputs, a comment, or make any changes.**
 - **The group reviewed the SPSA Performance Goal 2: Limited English Proficient Students-Advice/Input. No members made any more input regarding to the current SPSA Performance Goal 2.**
 - **All voting members present vote to approve the current SPSA Performance Goal 2 (2-0).**
 - c. Review and rank Needs Assessments
See Discussion Information part a.)

- III. Discussion Information
- a. Needs Assessment
- 23.) State Testing – Common Core & SBAC: What is it? How can we help our EL students be successful on this test?
- Pollavet Hansanugrum provided a set of handouts and informed the group about “Understanding Your Student Score Report for CA ELPAC,” “Elementary/Secondary: CELDT Components and ELPAC Task Types,” and “A Parent Guide to Understanding ELPAC.”**
- b. 2018-19 update EL Budget Update
- Pollavet Hansanugrum informed the ELAC committee the budget and the amount of 2018-19 LCFF-EL, which is \$13,960 still has not changed since the last meeting.**
- c. SPSA Performance Goal 2: Limited English Proficient Students-Advice/Input
- See Action Items b.**

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda

Ms. Orozco would like to have a better communication regarding to when the next ELAC meeting is going to be. She voiced her concern that AACHS should have more after extra-curricular activities during the students’ break or after school. Mr. Hansanugrum would inform this concern to the next SSC meeting.

V. DELAC Report

Next Meeting is 1/16/2019 at the Old District Board Room, 9:00-11:00am
10365 Keller Avenue, Riverside, CA 92503

Ms. Villegas reported the information she had received from the previous DELAC meeting about the Valley View Elementary School’s AVID Program that has been implemented. She believes that it would be a great idea if the AACHS can apply some of this implementation to the current students that are attending, such as AVID Calendar/Planner to track students’ progress or how to take notes using the AVID Framework.

VI. Adjournment

- a. Next ELAC Meeting: **December 4, 2018.**
The meeting adjourned at 8:40am.



Distrito Escolar Unificado Alvord
Escuela Secundaria Alternativa de Continuación Alvord
Comité Consejero para Aprendices del Idioma Inglés

14 de noviembre de 2018
8:00 a.m. Salón 10

Minuta

- I. Procedimientos de introducción
 - a. Llamar al orden
La reunión inició a las 8:12am
 - b. Bienvenida/registro de asistencia
 - **Los siguientes nuevos miembros fueron electos como miembros de ELAC:**
 - **Leticia Orozco – Jonathan Orozco (LEP/EL)**

Padres de familia presentes:

 - **Yanami Villegas (ELAC/DELAC Presidente) – Mario Joya (R-FEP)**

Otras personas presentes:

 - **Luis Medina – Director/Intérprete**
 - **Ken Bowyer – Subdirector**
 - **Pollavet Hansanugrum – Maestro/ELF** - c. Saludo a la Bandera
Todos los miembros presentes se pusieron de pie y recitaron el saludo a la Bandera.
- II. Asuntos de acción
 - a. Aprobación de la Minuta de la junta de **(10/09/18)**
Todos los miembros con derecho a voto presentes revisaron la Minuta de la junta del 10/09/18. Yanami Villegas propuso la moción para aprobar la agenda. Leticia Orozco la secundó, moción aprobada. (Villegas/ Orozco 2-0)
 - b. Revisar y votar para aprobar la Meta de rendimiento 2 del SPSA 2018-19: Alumnos con dominio limitado del idioma inglés-consejos/sugerencias
 - **Pollavet Hansanugrum informó a los miembros de ELAC sobre la conversación que tuvo con el panel de SSC. SSC revisó el rendimiento en la Meta 2 de SPSA: Alumnos con dominio limitado del idioma inglés- consejos/sugerencias y les informó que el mensaje de las metas *School Smart Goals* en el SPSA significan que AACHS quiere que el 100% de los alumnos EL (aprendices de inglés) se desempeñen mejor académicamente que el año pasado.**
 - **El Sr. Hansanugrum también actualizó la información sobre “resultados del análisis de datos” con la información actual que recibió de los resultados de CAASPP y ELPAC del año escolar 2018. Pidió que los miembros de ELAC presentes revisaran la versión actualizada de SPSA una vez más para determinar si desean proporcionar más sugerencias, comentarios o hacer cambios.**
 - **El grupo revisó la Meta de rendimiento 2 del SPSA: Alumnos con dominio limitado del idioma inglés-consejos/sugerencias. Ningún miembro hizo ninguna sugerencia acerca de la Meta de rendimiento 2 del SPSA actual.**

- **Todos los miembros con derecho a voto votaron para aprobar la Meta de rendimiento 2 del SPSA actual (2-0).**

- c. Revisar y clasificar los temas de la encuesta de necesidades
Ver la sección diálogo información parte a.)

III. Diálogo Información

- a. Encuesta de necesidades

23.) Exámenes estatales – Estándares Básicos Comunes y SBAC: ¿Qué son? ¿Cómo podemos ayudar a nuestros alumnos EL a tener éxito en este examen?

Pollavet Hansanugrum proporcionó un conjunto de hojas con información e informó al grupo acerca de “Entender el reporte de puntuación estudiantil en el ELPAC de CA,” “Primaria/secundaria: componentes de CELDT, tipos de actividades de ELPAC” y “Guía para padres para entender la evaluación ELPAC.”

- b. Actualización del presupuesto EL 2018-19

Pollavet Hansanugrum informó al comité ELAC que el presupuesto LCFF-EL 2018-19 que consiste de \$13,960 no ha cambiado desde la última junta.

- c. Meta de rendimiento 2 del SPSA: Alumnos con dominio limitado del idioma inglés- consejos/sugerencias

Ver los asuntos de acción b.

IV. Sesión de audiencia

Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La presidencia reserva el derecho de limitar el tiempo del orador a tres minutos. El Código Gubernamental Sección 54954.2 y la Sección 35145.5 del Código de Educación prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

A la Sra. Orozco le gustaría que mejore la comunicación acerca de la próxima junta de ELAC. Expresó su inquietud de que AACHS debe ofrecer más actividades extracurriculares durante los descansos de los alumnos o después de clases. Al Sr. Hansanugrum le gustaría presentar esa inquietud en la próxima junta de SSC.

V. Reporte DELAC

La próxima junta es el 1/16/2019 en la antigua sala de juntas del distrito de 9:00-11:00am

10365 Keller Avenue, Riverside, CA 92503

La Sra. Villegas compartió la información que recibió en la junta DELAC anterior acerca del programa AVID que se ha implementado en la escuela primaria Valley View. Ella cree que sería una gran idea que AACHS implementara algo de eso con los alumnos actuales, incluyendo el Calendario AVID/Agenda para supervisar el progreso de los alumnos o como tomar apuntes usando la estructura de AVID.

VI. Clausura

- a. Próxima junta de ELAC: **4 de diciembre de 2018.**

La junta se clausuró a las 8:40am.

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