

2018-2019
School Plan for Student Achievement (SPSA)

Alvord 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:

Principal:	Luis Medina	Telephone:	(951) 358-1715
Address:	3606 Pierce St., Riverside CA	Fax:	(951) 358-1716
District Name:	Alvord Unified School District	Email Address:	luis.medina@alvordschools.org
		CDS Code:	33-66977-3337128

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

 Documents ([Active](#) | [Archived](#))

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018-19 School Plan for Student Achievement	2019-02-27		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:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
 - ☒ English Learner Advisory Committee: 10-9-18, 11-14-18
 - ☐ Leadership Team/Department Advisory Committee:
 - ☐ Other committees established by the school (LIST):
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP).
5. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
7. This SPSA was approved by the SSC at a public meeting on: 2/21/19

Attested:

Typed Names:	Signature:	Date:
Principal: Luis Medina		2/28/19
SSC Chairperson: Luis Leos		2/28/19

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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%)	2 (1.7%)	0 (0%)
Asian	1 (0.8%)	2 (1.7%)	3 (1.8%)
Pacific Islander	3 (2.3%)	0 (0%)	1 (0.6%)
Filipino	0 (0.0%)	2 (1.6%)	0 (0%)
Hispanic or Latino	105 (81.4%)	96 (79.3%)	139 (82.7%)
African American	6 (4.6%)	7 (5.8%)	14 (8.3%)
White (not Hispanic)	12 (9.3%)	9 (7.4%)	9 (5.4%)
Multiple or No Response	2 (1.6%)	3 (2.5%)	2 (1.2%)
English Learners (EL)	37 (33.0%%)	45 (43.4%%)	60 (35.7%)
Socio-Economically Disadvantaged (SED)	102 (91.1%)	104 (86.0%)	139 (82.7%)
Students with Disabilities	17 (15.2%)	8 (6.6%)	12 (7.1%)
Total Enrollment	129	121	168

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 Continuation High School is an alternative education center for the Alvord Unified School District. Alvord Unified School District has an ADA of about 20,000 students, grades K-12. Alvord Continuation High School serves as one of two continuation high schools for the district. Alvord 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 Continuation High School students come from any of these settings throughout the district. Alvord's success in the field of alternative education has been recognized by the State of California by its continuing status as a Model Continuation High School most recently in 2016 and has been recognized with a successful six-year accreditation term by the Western Association of Schools and Colleges, also in 2016.

Enrollment

School Enrollment Trends

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

11	16	22	27	37	57
12	140	88	99	82	108

Facilities and Technology

Alvord Continuation High School's facilities consist of two older buildings: one houses the Main Office, Principal's Office, Guidance Office, Custodian's Office/Storage, Snack Bar, some classrooms and a room shared by the Registrar, Adult Ed., and Outreach Counseling; the other housing the Art Department. The rest of the facility is comprised of twelve portable buildings divided into multiple units serving as the library, book room, staff lounge, and the majority of Alvord's classrooms. Additionally, student restrooms are located in a separate stand-alone building. Alvord Continuation High School has been designated as a pilot school for student 1:1 electronic devices. Each student has been assigned a laptop to use at school. Throughout campus, students have internet access to Odysseyware.

Instructional Minutes

The majority of students attend 5 classes each day that are 60 minutes in length for a total of 300 instructional minutes each day. Independent Study students have weekly appointments with the school staff on campus as well. Students enrolled in Independent Study must complete twenty hours of school work each week. The master schedule of classes is based upon the graduation needs of students. Alvord Continuation High School has no minimum days; however, we do have an early release Tuesday schedule that has been implemented to allow teachers and staff collaboration time.

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 Continuation High School is proud of its safe, clean, and park-like campus. Students play a major role in campus beautification and recycling efforts, both on the campus itself and in the community. The Safe School Plan is the blueprint to meet our goal of providing a productive learning environment for our students. Students feel safe when they come to Alvord Continuation High School. The staff and administration have set clear expectations for all students, 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 and their handlers 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 and/or expelled. Alvord Continuation High School's strength includes the bond that the staff forms with their students in their classes and school activities. These bonds demonstrate to students that the staff cares for them individually. This facilitates an open line of communication with the staff that often keeps dangerous situations from 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 Continuation High School utilizes a number of strategies to improve instruction. PLC actions at the department and whole level focus on alignment of individualized curriculum to state standards and informal/formal assessment. In addition, Direct Instruction techniques are incorporated into IM1, Algebra 1, English III, Economics, American Government, and U.S. History courses. Technology is being expanded in the form of Google Apps for Education, Khan Academy, and Odysseyware. A major focus is to maximize usage of the school website and online resources.

Collaboration Process (EPC 5,6,8)

Due to the small size of the staff, communication and collaboration occurs on almost a daily basis. Staff meetings and staff development trainings also focus on school improvement.

Cite Research/Resources for Central Focus on School Reform

While statistically insignificant due to subgroup sizes, Analysis of CAASPP results are employed in the development of CAASPP specific strategies and general educational instructional practices.

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]	[]	[]	[]	[]
Warren Bradley	[]	X			
Joel Handen	[]	X			
Eric Liza	[]	X			
Michele Spratley	[]	X			
Beatriz Garcia	[]			X	
Sheila Bella	[]			X	
Martin Zuniga	[]			X	
Paul Garcia	[]				X
Curtis Burkett	[]				X
Rebecca Adame	[]				X
Jesus Garcia	[]		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 at Alvord Continuation High School involves all certificated 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, as needed, in order to address the needs of specific students who are struggling academically.

2018-19 Leadership Team	
Name of Members	Title
Luis Medina	Principal
Warren Bradley	Teacher
Michele Spratley	Teacher
Joel Handen	Teacher
Eric Liza	Teacher
David Huxley	Teacher
Natasha Kohls	Teacher
Crystal MacKean	Teacher
Lisa Pynn	Counselor
Dirk Shultz	Teacher
Jay Coles	Teacher
Kari Blanford	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:

Parents are invited to attend Back-to-School Night and Open House annually. Teachers/Counselor/Principal contact parents on the phone, through e-mail, and Student Review, as needed, to inform parents of their child's progress. Parents are invited to participate in the annual Thanksgiving Day meal. Parents serve on the School Site Council and ELAC. Parents are asked to participate as stakeholders for WASC and SPSA plans; they are asked to give input and to approve expenditures of categorical funding. School information is available to parents online via school website and school newsletter.

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.

An area of focus was in our instructional program. Collectively, we have chosen to focus on academic language development for all students. Staff received training and some of the strategies that were taught have been implemented in the classrooms.

Standards, Assessment, and Accountability

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

Local district assessments and CAASPP results are all employed in lesson development and the development of instructional strategies. Site generated assessments are currently being incorporated into some individualized contracts.

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

Teachers in the various subject areas utilize the Alvord District course descriptions, adopted materials, and pacing guides/UPOs, which are aligned with the California content standards/frameworks. Teachers develop lesson plans using the course descriptions, district pacing guides/UPOs, and CCSS and NGSS standards/frameworks. Teachers are integrating district and site assessment data into individualized instructional materials and instructional strategies.

Staffing and Professional Development

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

All staff meet the ESEA requirements for highly qualified staff.

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

All teachers 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. The entire teaching staff and the principal also meet in PLCs for planning and implementation of data-driven strategies.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All core disciplines have access to units of study that are developed by teachers. Staff development focuses on implementation of strategies/instruction outlined in these guides. The District implemented a District Professional Development Plan which focuses on literacy and equity.

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. Teachers are trained in data-driven instructional strategies which then are disseminated to the rest of the staff.

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 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)

N/A

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

The nature of individualized instruction at a 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 aligned 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 instructional materials that are aligned with the AUSD and state adopted curriculum. All core courses are aligned with the state standards.

Opportunity and Equal Educational Access

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

As a continuation high school much of our curriculum is structured as Direct Instruction classes and individualized instruction contracts which students complete at their own pace. We have online (Odysseyware) as well as traditional text resources available to provide for individual student preferences.

14. Research-based educational practices to raise student achievement

Direct Instruction strategies have been integrated into strategic English, Mathematics and Social Science courses.

Parental Involvement

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

Spotlight on Careers and Colleges informational presentations are scheduled annually.

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)

With LCFF-LI funding, additional supplies are purchased for classrooms to enhance student learning. A field trip for teachers to visit the Val Verde Unified School District was also funded so that we could get ideas to increase CTE pathways for our students. With LCFF-EL funding, our counselor was provided additional hours to meet with EL students and their parents. With Title 1 funding, we paid for our Extended Learning Program that provides additional time for students to catch up on their credits with teachers present for help if needed.

18. Fiscal support (EPC)

Site receives an LCFF-LI, LCFF-EL, and Title I allocation based on the number of qualifying students.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal? In the content areas, goals are not being met. In the 17-18 school year, those students meeting the standard on the ELA CAASPP decreased from the 16-17 school year by 2.43%. In math results from the CAASP, no students have met the standard for the past 3 years. Our students are at risk and will not be A-G when they graduate. However, we will continue to collaborate and to look at new ways to help our students succeed. For Performance Goal 3, our campus is safe and students are being held accountable. When students are late or habitually absent, phone calls are made to parents and schedules can be changed. Attendance and behavior has improved dramatically. For Performance Goal 4, more students are graduating than ever before and enrollment has increased over previous years by 20%.

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?

Transition to CCSS and NGSS goals were met using our District science timelines. we are still in the implementation phase; significant progress was made towards attaining these goals

Alignment of self-paced courses with district UPOs. Teachers continue to redesign/rewrite courses so that they are in alignment

Involvement/Governance

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?

Certificated staff worked collaboratively to design school smart goals and the action plans/expenditures needed to support the goals.

ELAC parents provided the following input for Performance Goal 2: Strategies used by teachers to help EL students overcome language barriers to the curriculum; Include teacher trainings that will help EL students succeed; include staff to meet with students to review requirements for reclassification; delete CAHSEE passage rate and replace it with CAASPP passage rate.

SSC reviewed the SPSA and provided input regarding the final outcome. SSC approves the SPSA when complete.

How was the plan monitored during the school year?

Staff monitors the plan throughout the year and make adjustments as needed to ensure quality teaching and learning.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

All stakeholders play a vital part in developing and monitoring the SPSA.

Description of Barriers and Related School Goals

A significant barrier at Alvord Continuation High School is poor attendance. The goal is to improve attendance by 5% this year. Other barriers include EL students whose needs are being addressed through LCFF-EL funding as well as other programs and interventions offered to all students at the school.

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	69	62	74	65	59	69	64	59	69	91.3	95.2	93.2
All Grades	69	62	74	65	59	69	64	59	69	91.3	95.2	93.2

* 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	2457.3	2459.9	2459.2	3	1.69	1.45	8	6.78	4.35	23	20.34	20.29	66	71.19	73.91
All Grades	N/A	N/A	N/A	3	1.69	1.45	8	6.78	4.35	23	20.34	20.29	66	71.19	73.91

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	2	3.39	2.90	30	25.42	37.68	68	71.19	59.42
All Grades	2	3.39	2.90	30	25.42	37.68	68	71.19	59.42

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	3	5.08	1.45	21	25.42	20.29	76	69.49	78.26
All Grades	3	5.08	1.45	21	25.42	20.29	76	69.49	78.26

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	5	0.00	5.80	38	50.85	55.07	57	49.15	39.13
All Grades	5	0.00	5.80	38	50.85	55.07	57	49.15	39.13

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	2.90	44	40.68	33.33	51	59.32	63.77
All Grades	5	0.00	2.90	44	40.68	33.33	51	59.32	63.77

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	68	62	73	63	59	68	62	59	68	91.3	95.2	93.2
All Grades	68	62	73	63	59	68	62	59	68	91.3	95.2	93.2

* 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	2427.8	2422.7	2424.6	0	0.00	0.00	0	0.00	0.00	3	6.78	4.41	97	93.22	95.59
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	0.00	3	6.78	4.41	97	93.22	95.59

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	3	5.08	2.94	97	94.92	97.06
All Grades	0	0.00	0.00	3	5.08	2.94	97	94.92	97.06

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	1.47	34	15.25	17.65	66	84.75	80.88
All Grades	0	0.00	1.47	34	15.25	17.65	66	84.75	80.88

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	21	40.68	22.06	79	59.32	77.94
All Grades	0	0.00	0.00	21	40.68	22.06	79	59.32	77.94

CAASPP Results Data Analysis

English-Language Arts/Literacy

All Students

Our ELA results are poor with only 4.35 meeting standards in the 17-18 school year. We will continue to run our Extended Learning Saturday Program. Students who participate in this program are given the opportunity to make up credits, but are also given a pre-test upon attending and a post-test at the end to see if any progress has been made.

Mathematics

All Students

Clearly, this our are of greatest weakness. No students have met the standard for the past 3 years. Teachers will continue to collaborate to improve instruction. The Extended Learning Program will also give students additional exposure to the curriculum to master skills.

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 K	*	*	*	*
Grade 10	*	*	*	*
Grade 11	1574.2	1586.0	1562.0	23
Grade 12	*	*	*	*
All Grades				41

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 K					*	*	*	*	*
Grade 10	*	*	*	*					*
Grade 11	*	*	12	52.17	*	*	*	*	23
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	12	29.27	16	39.02	*	*	*	*	41

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 K					*	*			*
Grade 10	*	*							*
Grade 11	12	52.17	*	*	*	*			23
Grade 12	*	*	*	*			*	*	*
All Grades	20	48.78	12	29.27	*	*	*	*	41

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 K					*	*	*	*	*
Grade 10	*	*	*	*					*
Grade 11	*	*	*	*	12	52.17	*	*	23
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	19	46.34	*	*	41

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 K			*	*			*
Grade 10	*	*					*
Grade 11	14	60.87	*	*	*	*	23
Grade 12	*	*	*	*	*	*	*
All Grades	21	51.22	12	29.27	*	*	41

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 K			*	*	*	*	*
Grade 10	*	*	*	*			*
Grade 11	19	82.61	*	*			23
Grade 12	*	*	*	*	*	*	*
All Grades	27	65.85	*	*	*	*	41

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 K			*	*	*	*	*
Grade 10	*	*	*	*			*
Grade 11	*	*	14	60.87	*	*	23
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	21	51.22	14	34.15	41

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 K			*	*	*	*	*
Grade 10	*	*	*	*			*
Grade 11	*	*	13	56.52	*	*	23
Grade 12	*	*	*	*			*
All Grades	13	31.71	23	56.10	*	*	41

Conclusions indicated by the ELPAC data:

The 17-18 school year was the first time the ELPAC was administered. We would like to see students move up at least one level the following year on the overall score.

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)

By May of 2019, 80 % of students will be able to conduct short and more sustained research to answer a question and/or solve a problem by evaluating sources, gathering relevant information, and narrowing and broadening inquiry as necessary; then use collected information to produce clear and coherent writing products using technology (i.e. shared paragraphs and/or essays, presentations, webpages) with a grade of C or better as measured by department rubric evaluation.

Data Used to Form this Goal:

Data used to form this goal comes from the results of the rubric evaluation of student work and the observations of student research skills, close reading and written communication.

Findings from the Analysis of this Data:

Students are having difficulties conducting research, including identifying which terms to use in the search, how to broaden or narrow or topic, evaluating resources, and searching through vast amounts of content to identify information needed to answer inquiries.

How the School will Evaluate the Progress of this Goal:

Students will be evaluated through the use of department-generated common assessment rubrics of presentations, teacher observations, and performance assessments/engaging scenarios.

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 direct instruction, hybrid learning, cooperative groups	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Transition to CCSS curriculum over the next year	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Use of student data to develop, modify, and revise course content to ensure quality teaching and engaging instruction	8/2018	6/2019			
	9 - Learning organization	ELA classes focused on academic language development and close reading	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction	1 - Alternative educational pathway	Flexible scheduling, Direct Instruction, self-paced, and Independent Study options	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	AALD instruction offered to identified EL students	8/2018	6/2019			
	1 - Alternative educational pathway	Odysseyware, an internet based credit recovery program, available for all students 24/7	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Provide students with culturally rich experiences/study trips that support the curriculum Encumbered on Performance Goal 2: EL	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Use AVID EL strategies: Cornell Notes, One-Pager, and My Notes on Vocabulary	8/2018	6/2019			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teacher collaboration focused on curriculum, assessments and lesson plan delivery	8/2018	6/2019			
	6 - Support exemplary staff	Collaboration with alternative site ELA instructors to build Common Core and Alternative Education curriculum over the next three years.	8/2018	6/2019			
Achievement/Data Driven Structure and Support	1 - Alternative educational pathway	Refine direct instruction courses to incorporate CCSS and reflect needs based on students' needs assessment.	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Senior Portfolio ELA course used as formative assessment in conjunction with SPSA Performance Goal 4.	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			
	4 - Communicate effectively	Parent notification/contact by phone, email, Blackboard messages, school website and conferences	8/2018	6/2019			

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 June 2019, the overall class average test scores will show a 10% increase in pre-determined pre & post section tests, across selected CCSS math standards which are written and administered by Alvord teachers and guided by District generated UPOs.

By June 2019, all math classes will have a Google classroom set up for student use.

Data Used to Form this Goal:

Site specific, teacher collaboratively written section tests are administered to students.

Findings from the Analysis of this Data:

This is the third year for IM1. From the data that was obtained, our students consistently showed at least 10% improvement from pre- to post-tests. Our goal was met.

How the School will Evaluate the Progress of this Goal:

Students will be evaluated through the use of pre- and post-tests as written and administered by teachers. Using the data that is obtained, we will determine if we have met our goal. If, the analysis of the data does not indicate that the goal was met in any specific section, the math department will collaborate to determine what strategies and interventions are needed to meet the needs of the students, hence meet our goals.

A Google classroom will exist.

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 cooperative groups	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Use of student data to develop, modify, and revise course content to ensure quality teaching and engaging instruction	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction	1 - Alternative educational pathway	Flexible scheduling, Direct Instruction, self-paced, and Independent Study options.	8/2018	6/2019			
	1 - Alternative educational pathway	Saturday tutoring is available	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Purchase supplemental materials for classroom use to increase student engagement SDAIE strategies include: cooperative learning; connections with prior knowledge/schema building. Encumbered on Performance Goal 2	8/2018	6/2019			
	1 - Alternative educational pathway	Tutoring available through Instructional Aide.	8/2018	6/2019			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teacher collaboration focused on curriculum, assessments and lesson plan delivery	8/2018	6/2019			
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Students have access to on-line videos to provide initial and repeated instructional opportunities to support learning.	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			
	4 - Communicate effectively	Parent notification/contact by phone, email, Blackboard messages, school website, and conferences	8/2018	6/2019			

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:

Students are having difficulties reaching proficiency due to the integration and increased rigor of UPOs and CCSS. Students lack literacy skills necessary to successfully complete rigorous coursework.

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. The inclusion of academic vocabulary and close reading in course contracts will provide evidence of success in attaining the ELD goal.

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 direct instruction, hybrid learning, cooperative groups	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Continuing transition fo CCSS curriculum over the next year	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Use of student data to develop, modify, and revise course content to ensure quality teaching and engaging instruction	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction							
	1 - Alternative educational pathway	Flexible scheduling, built-in intervention classes and Independent Study options	8/2018	6/2019			
	1 - Alternative educational pathway	Odysseyware, an internet based credit recovery program, available for all students 24/7	8/2018	6/2019			
	1 - Alternative educational pathway	Tutoring available within flexible scheduling	8/2018	6/2019			
Targeted Professional Development	1 - Alternative educational pathway	Professional Development focusing on student engagement.	8/18	6/19			
Achievement/Data Driven Structure and Support	1 - Alternative educational pathway	Self-paced courses aligned with district unit planning organizers (UPOs)	8/2018	6/2019			
	1 - Alternative educational pathway	Direct instruction courses aligned with district unit planning organizers (UPOs)	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			
	4 - Communicate effectively	Parent notification/contact by phone, email, Blackboard messages, school website, Social Media, Peachjar, and conferences	8/2018	6/2019			

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 (60% or better for Odysseyware courses) on all chapter tests in Earth Science and Biology (Living Earth) by accessing the integration and utilization of Smart Board Technology in Biology and Earth Science. All Agriculture Science Students will maintain proficient to advanced task completion for assigned projects. Incorporating NGSS with Smart Board Technology will accommodate different learning styles; Tactical, Visual, and Audio, and will enhance the student experience through Pre-labs, Virtual Labs, Microscope studies, Classroom Activities, and research projects.

Data Used to Form this Goal:

In Earth Science and Biology (Living Earth), test scores/results are utilized to provide reflective analysis of proficiency levels. This data is used as a reference for making optimal changes and adjustments to either the classroom curriculum or the rigor and reliability of the tests. In Agriculture Science, proficiency is based on completion of assigned projects. Projects are reviewed and adjusted accordingly.

Findings from the Analysis of this Data:

Students are scoring proficient or higher on completed tasks/projects and tests.

How the School will Evaluate the Progress of this Goal:

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

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 direct instruction, hybrid learning, cooperative groups	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Continuing transition to NGSS curriculum over the next year	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Use of student data to develop, modify, and revise course content to ensure quality teaching and engaging instruction	8/2018	6/2019			
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			
	3 - Comprehensive PreK-12 program	Purchase supplementary Science Materials, Supplies, and Equipment for project-based District Science Fair.	8/2018	6/2019	4000-4999: Books And Supplies	LCFF-LI	2040.00
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teacher collaboration focused on curriculum, assessments and lesson plan delivery	8/2018	6/2019			
	6 - Support exemplary staff	Odysseyware professional development trainings and collaboration focused on curriculum development	8/2018	6/2019			
	6 - Support exemplary staff	Collaboration with comprehensive high school science instructors to build NGSS into Alternative Education curriculum	8/2018	6/2019			
	6 - Support exemplary staff	Professional development training and collaboration focused on curriculum development including ELD standards and academic language development (Costs encumbered in Performance Goal 2)	8/2018	6/2019			
Achievement/Data Driven Structure and Support	1 - Alternative educational pathway	Individualized instruction contracts aligned with NGSS/district pacing guides	8/2018	6/2019			
	9 - Learning organization	Assessment data/credit recovery needs used to build individual schedules	8/2018	6/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	New student orientation	8/2017	6/2019			
	7 - Family engagement	Parent representation and participation in SSC and ELAC	8/2018	6/2019			
	4 - Communicate effectively	Parent notification/contact by phone, email, Blackboard messages, school website, and conferences	8/2018	6/2019			

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)

During the 2017-2018 school year, the ELPAC was administered for the first time in the district. As such, there is no way to compare results to prior data. Thus, the goal is that students will increase one level on the overall score the following year towards being reclassified.

English Language Development Goal:

To foster English language development, promote literacy and to improve college and career readiness, 100% of core classes will include at least one lesson from each of the following focus strategies: academic vocabulary development and close reading.

*Appropriate SDAIE teaching strategies used to promote equity for all students.

Data Used to Form this Goal:

ELA: Data used to form this goal comes from the results of the rubric evaluation of student work and the observations of student research skills, close reading and written communication.

MATH: Site specific, teacher collaboratively written section tests are administered to students.

ELD:

Course contracts/Syllabi from all course subjects

Samples of student work

Findings from the Analysis of this Data:

ELA: Students are having difficulties conducting research, including identifying which terms to use in the search, how to broaden or narrow or topic, evaluating resources, and searching through vast amounts of content to identify information needed to answer inquiries.

MATH: This is the third year for IM1. Due to the district putting forth a new pacing guide for 2016-2017, which took out some concepts and introduced others, the entire course had to be rewritten to align with the district's current pacing guide.

ELD: Students lack the literacy skills necessary to successfully complete rigorous coursework.

How the School will Evaluate the Progress of this Goal:

ELA: Students will be evaluated through the use of department-generated common assessment rubrics of presentations, teacher observations, and performance assessments/engaging scenarios.

MATH: Students will be evaluated through the use of pre- and post-tests as written and administered by teachers. Using the data that is obtained, we will determine if we have met our goal. If, the analysis of the data does not indicate that the goal was met in any specific section, the math department will collaborate to determine what strategies and interventions are needed to meet the needs of the students, hence meet our goals. A Google classroom will exist.

ELD: The inclusion of academic vocabulary and close reading activities in all core subjects will provide evidence to show success in attaining the goal.

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 ELAC program	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	2755.00
	1 - Alternative educational pathway	Continuation of direct instruction, self-paced learning, and Odysseyware.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Continue implementation of CCSS and NGSS curriculum	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Use of student data to develop, modify and revise course content to ensure quality teaching and engaging instruction	8/2018	6/2019			
	9 - Learning organization	ELA classes focused on academic language development	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Implementation of common formative assessments (CFAs) into CCSS over the next two years	8/2018	6/18			
Research-based Strategy Instruction/ Supplemental Instruction	1 - Alternative educational pathway	Flexible scheduling, Direct Instruction, self-paced and Independent Study options	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	AALD instruction offered to identified EL students	8/2018	6/2019			
	1 - Alternative educational pathway	Odysseyware, an internet based credit recovery program, available for all students 24/7	8/2018	6/2019			
	1 - Alternative educational pathway	Tutoring available within the flexible scheduling	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Use of student data to develop, modify and revise course content to ensure quality teaching and engaging instruction	8/2018	6/2019			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teacher collaboration focused on curriculum, assessments, and lesson plan delivery	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Professional development training and collaboration focused on curriculum development including ELD standards and academic language development	8/2018	6/2019			
Achievement/Data Driven Structure and Support	1 - Alternative educational pathway	Self-paced courses aligned with district unit planning organizers (UPOs)	8/2018	6/2019			
	1 - Alternative educational pathway	Direct instruction courses aligned with district unit planning organizers (UPOs)	8/2018	6/2019			
	9 - Learning organization	Assessment data used to build individual schedules and student placement into AALD classes	8/2018	6/2019			
	9 - Learning organization	Assessment data used to place students in appropriate learning environments that fit their learning style	8/2018	6/2019			
	2 - Collaborate with partners	Norco College Interpreter for Parent Night for Dual Enrollment	8/2018	6/2019	2000-2999: Classified Personnel Salaries	LCFF-EL	52.00
	4 - Communicate effectively	Additional hours for counseling for Lisa Pynn.	1/2019	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	2833.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	1 - Alternative educational pathway	Order for additional Chrome Books.	6/2018	6/2019	4000-4999: Books And Supplies	LCFF-EL	6688.00
	1 - Alternative educational pathway	White boards to be used for SDAIE Instruction.	1/2019	6/2019	4000-4999: Books And Supplies	LCFF-EL	1500.00
	1 - Alternative educational pathway	Activity tables that you can write on.	1/2019	6/2019	4000-4999: Books And Supplies	LCFF-EL	1500.00
	3 - Comprehensive PreK-12 program	Primary Language Books	1/2019	6/2019	4000-4999: Books And Supplies	LCFF-EL	122.00
Academic-Centered Family and Community Engagement	2 - Collaborate with partners	ELAC parent attendance/participation in CABE conference	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures	LCFF-EL	860.00
	7 - Family engagement	New student orientation	8/2017	6/2018			
	7 - Family engagement	Parent representation and participation in SSC and ELAC	8/2017	6/2018			
	4 - Communicate effectively	Provide parent notification/contact by phone, email, Blackboard messages, school website, and conferences in home language when possible	8/2017	6/2018			
	3 - Comprehensive PreK-12 program	Career/College Visits Participate in local college fairs and campus tours	8/2017	6/2018	5000-5999: Services And Other Operating Expenditures	LCFF-EL	2000.00
	7 - Family engagement	Purchase materials in preparation for ELAC meetings	8/2017	6/2018	4000-4999: Books And Supplies	LCFF-EL	500.00

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 0.10%.

By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 0.2%.

By June 2019, 70% of Alvord High School students will report feeling safe on campus as measured by the Alvord High School Climate Exit Survey

Data Used to Form this Goal:

Average Daily Attendance Period 3 Data

Suspension/Expulsion/Discipline data

Interquest Canine Detection reports sign-in sheets documenting student participating in the drug education program

Wylie Center Substance counseling data

School Climate Exit Survey

Findings from the Analysis of this Data:

1% decrease in suspensions, referrals, and canine alerts for drugs and alcohol

School Climate survey 1% increase on "Feeling Safe at School"

1% increase in ADA

How the School will Evaluate the Progress of this Goal:

Alvord School Climate Exit Survey

Discipline Statistics

ADA

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	Red Ribbon Week activities	8/2018	6/2019			
	5 - Develop character of students	Be Proud, Be Responsible Course	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Drug/Alcohol supplemental instruction and guest speakers	8/2018	6/2019			
	5 - Develop character of students	Gang awareness presentation which includes instruction on decision-making skills and interventions	8/2018	6/2019			
	8 - Learning environment to achieve excellence	The implementation of Project Get Fit will improve the overall school climate through school connectedness which may result in improved attendance and an increase in our graduation rate.	8/2018	6/2019			
Targeted Professional Development	6 - Support exemplary staff	Asset Development training for staff	8/2018	6/2019			
	6 - Support exemplary staff	School climate and safety training for staff	8/2018	6/2019			
Achievement/Data Driven Structure and Support	9 - Learning organization	Review ADA and discipline data to plan areas of need for intervention	8/2018	6/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	New student orientation	8/2018	6/2019			
	7 - Family engagement	Parent/Admin conferences	8/2018	6/2019			
	7 - Family engagement	Wylie Center counselor meetings with students	8/2018	6/2019			

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)

By June 2019, the number of students completing high school graduation requirements, as well as participating in career and college readiness activities, will increase by 5% (to 93.9%).

Data Used to Form this Goal:

The California Schools Dashboard Graduation Rate was 88.9% for 2017-18.

Career and college workshop documentation (Career and College workshops, College Fair)

FAFSA completion rates

Participation in Career/College Readiness classroom lessons through English 4 classes

Enrollment in Norco College Dual Enrollment Program.

Findings from the Analysis of this Data:

Implementation of post secondary plans are needed for students

How the School will Evaluate the Progress of this Goal:

Graduation exit survey data

FAFSA completion rates

Review Post-Secondary Plans

Completion of Dual Enrollment in Norco College Course.

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	English classrooms: College/Career Readiness lessons	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Design and implement an extended learning program offered to credit deficient students	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Dual Enrollment Norco College	8/18	6/19			
	1 - Alternative educational pathway	Extended Learning Supplies	8/18	6/19	4000-4999: Books And Supplies	Title I	750.00
	1 - Alternative educational pathway	Extended Learning - Teachers	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	5313.00
	1 - Alternative educational pathway	Additional Extended Learning Supplies.	8/18	6/19	4000-4999: Books And Supplies	Title I	597.00
	1 - Alternative educational pathway	PE/Sports Equipment.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	707.00
	1 - Alternative educational pathway	SMART Board Software Updates.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	373.00
	1 - Alternative educational pathway	Art Supplies	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	1359.00
Targeted Professional Development	6 - Support exemplary staff	Professional development trainings for school guidance counselor targeting the areas of financial aid and career and college readiness	8/2018	6/2019			
	1 - Alternative educational pathway	Study trip to Val Verde to look at expanding CTE opportunities.	8/18	6/19	1000-1999: Certificated Personnel Salaries	LCFF-LI	560.00
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Review FAFSA Completion Data	8/2018	6/2019			
	1 - Alternative educational pathway	Laptop Chargers	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	489.00
	1 - Alternative educational pathway	Fan for Gym.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	100.00
	1 - Alternative educational pathway	Visual Arts Equipment for new CTE Pathway.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	5735.00
Academic-Centered Family and Community Engagement	7 - Family engagement	FAFSA Workshops for parents	8/2018	6/2019			
	1 - Alternative educational pathway	Resources/Parent Involvement Activities. Open House	8/2018	6/2019	4000-4999: Books And Supplies	Title I	740.00

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	18,810	0.00
LCFF-LI	11,363	0.00
Title I	7,400	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	18,810.00
LCFF-LI	11,363.00
Title I	7,400.00

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	5,588.00
2000-2999: Classified Personnel	LCFF-EL	52.00
4000-4999: Books And Supplies	LCFF-EL	10,310.00
5000-5999: Services And Other	LCFF-EL	2,860.00
1000-1999: Certificated Personnel	LCFF-LI	560.00
4000-4999: Books And Supplies	LCFF-LI	10,803.00
1000-1999: Certificated Personnel	Title I	5,313.00
4000-4999: Books And Supplies	Title I	2,087.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	11,461.00
2000-2999: Classified Personnel Salaries	52.00
4000-4999: Books And Supplies	23,200.00
5000-5999: Services And Other Operating Expenditures	2,860.00

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)	2,040.00
Limited English Proficient Students	18,810.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	
High School Graduation/College Readiness	16,723.00

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 multi-media technology in the classroom.
2. Provide culturally-rich learning experiences and hands-on activities that support the curriculum.
4. Increase incentives for students achieving academic success.
5. Improve school spirit among students.
6. Provide reading and writing support across the curriculum.

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

Our Title 1 Targeted Assistance Program is an extended learning program offered to credit deficient students including English Language Learners. The extended learning program will support students in completing the District's high school graduation requirements. English learners will focus on academic language development. Classes will include strategies to support/access core content areas. The extended learning program will be offered on Saturdays from 9:00 am - 12:00 pm as staffing, funding and student participation permits.

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

To increase student graduation rate.

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

EL students placed at Alvord High School have an ELPAC score which designates them as Level 3 or above. The EL students are mainstreamed into all classrooms. Accommodations are made by the staff to ensure that all students have access to the curriculum. The accommodations include:

- * AALD instruction provided to students who have been identified by the district
- * Language material on audio, abridged novels, and movies of required readings.
- * Computers with word processing software for writing and Internet access for research.
- * Supplemental office/student supplies; paper, pens, markers as needed for differentiation/ scaffolding of instruction
- * A variety of instructional strategies are used in the classroom to help EL students succeed. Some of them include: peer tutoring, cooperative learning groups, allow extra time, modeling, SDAIE strategies, AVID/EL strategies, academic vocabulary, translation, visual aides, note taking skills and essay outlines.
- * Meetings with EL students to familiarize them with the requirements for reclassification
- * An extended learning program offered to credit deficient students including English Language Learners. English learners will focus on academic language development and completing District high school graduation requirements. Classes will include strategies to support/access to core content areas. The extended learning program will be offered on Saturdays from 9:00 am - 12:00 pm as staffing, funding and student participation permits

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 Learner Facilitator Stipend: 100% LCFF-EL Site (\$2,755)

Title	Description
English Learner Facilitator	Attends district meetings and plans professional development for teachers to support implementation of EL program, build capacity and maintain EL records and communications, assists with redesignation process.

Objectives

- * Improve technology (computers, printers, audio and video devices, digital projectors, document cameras, SMART Boards)
- * LEP access to core curriculum
- * Improvement in ELPAC scores and ELA/Math CAASPP proficiency rate
- * Teacher trainings to teach instructional strategies to help EL students succeed
- * Provide students with culturally rich educational experiences and college/career study trips

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

The school's Resource Specialist works to maintain student performance and success through the monitoring of student IEP's and small group instruction. Teachers are informed as to the students' individual needs and the Resource Specialist supports student learning in the various subject areas at Alvord High School. RSP is a flexible instructional setting for students who receive general instruction for a portion of the school day while requiring regularly scheduled collaborative or direct instruction in reading/language arts and math. The RSP teacher and the RSP aide facilitate learning by providing individualized instruction and planning.

Objectives

- Improve technology. Increase in available multi-media material in order to enhance student instruction and learning.
- Obtain abridged or modified textbooks and novels.
- Obtain reading materials at various reading levels.
- Obtain support material for mathematics.

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 High School 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 and is transitioning to Google Docs. All students have been provided a laptop for use while they are at school. All teachers and students have access to technology on campus. The use of technology is incorporated in the classroom and used by students and teachers throughout core subject areas. Additional computers on campus, including student laptops, have access to Odysseyware as well. All teachers use e-mail as a form of communication. Students can request to see the counselor via school website link. Students take an entrance and exit survey to provide staff with feedback about their experience at Alvord Continuation High School.

Objectives

- All computers updated and maintained
- Strive to purchase and maintain up-to-date technology for student and teacher use (i.e. Smart Board, tablets, software, etc.)

**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

A canine detection agency makes visits to campus to inspect for illegal substances. Two campus supervisors, administrators, 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 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

Alvord Continuation High School recognizes the importance of parent involvement and welcomes opportunities for parent participation. Through our Guidance Office, parents are invited to get assistance with financial aid applications such as FAFSA and Cal Grant. Parents and students can access information regarding financial aid on the school site's web page as well as scholarship opportunities. Located on the school's website is the Alvord Parents in Action newsletter and AERIES Portal link. Using the AERIES Portal, parents can access their child's classes to see their attendance and grades. Also available on the website, and provided to parents and students during registration and orientation, is the Parent Compact and Parent/Student Handbook. Each of those documents outline guidelines and information for parents about how to help their child be successful at school. Lastly, parents participate at DLAC and our site's ELAC and SSC. Parents can access teacher pages which have a calendar, syllabi, assignments listed as well as an email link should they wish to contact the teacher directly. Parents and families are invited to our annual Back-to-School Night and Open House and our monthly student recognition ceremonies.

Objectives

- Continue to find ways to increase parent participation

**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 \$11,363.

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 \$18,810.

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 \$7,400. There is a carryover of 0 for a total allocation of 7,400

*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 Continuation High School
Title I Targeted Assistance School
Parent and Family Engagement Policy
2017-2019**

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

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

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

Engagement of Parents and Family Members in the Title I Program

To involve parents and family members in the Title I program at Alvord Continuation High School, the following practices have been established:

- The school convenes an annual meeting, at a convenient time to which all parents of participating children are invited and encouraged to attend, to inform parents and family members about their school's participation under this part and to explain the Title I requirements, and about the right of parents to be involved.
The Title I annual meeting is held each spring. Parents are notified by the Blackboard messaging system, flyers sent home, postings to the school website, and reminder phone calls. The annual meeting will coincide with Open House.
- The school offers a flexible number of meetings for Title I parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.
Parent groups decided to convene one annual meeting in the evening. If parents request additional meetings, their requests will be met.
- The school involves parents and family members of participating Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
Parents have the opportunity to be involved in the Title I program by providing suggestions during the annual meeting. Additionally, School Site Council and English Learner Advisory Committee members have the opportunity to make suggestions and provide input into the school's Title I and the parent/family engagement programs during their meetings.
- The school provides parents and family members of participating Title I students with timely information about Title I programs through the distribution of the parent and family engagement

policy, school-parent compact, and annual meeting. In addition, all students and their parents are informed about specific Title I services available to them during the orientation to ACHS.

- The school provides parents and family members of participating Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Students who are credit deficient are referred to alternative education from their comprehensive high school. Students enroll in credit recovery courses and/or courses for original credit. Curriculum is in alignment with CCSS and NGSS. 11th grade students participate in the CAASPP state testing. 10th and 11th graders take the PSAT and SAT. Students may return to their comprehensive high schools once they are out of credit recovery and only at the end of the semester.

- If requested by parents and family members of participating Title I students, the school provides opportunities for regular meetings that allow the parents and family members to participate in decisions relating to the education of their children.

During orientation, parents are encouraged to keep in contact with the school regarding their child's educational needs. Parents are provided with the school's contact information as well as the direct contact information to the school's counselor. Parents are invited to attend SSTs, IEPs, and Student Review to discuss their child's educational program and progress towards graduation.

School-Parent Compact

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

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

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

Building Capacity for Engagement and Involvement

Alvord Continuation High School engages Title I parents and family members in meaningful interactions with the school. It supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

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

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

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

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

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

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

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

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

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

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

Parents provide input for parent and family engagement activities during the annual meeting, SSC and ELAC meetings, and during the student orientation. All suggestions are taken into consideration. Administration and/or staff may consider those suggestions and changes may be made to the existing program.

Accessibility

Alvord Continuation High School provides opportunities for the participation of all Title I parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents and family members understand. Parent Involvement information is disseminated during registration in both English and Spanish. Additional activities and events that occur throughout the year are communicated to parents via flyers, the school website and Blackboard messages to the home.

Adoption

This policy was adopted by the Alvord Continuation High School Site Council on January 24, 2018 and will be in effect for a period of 2017-2019.

Escuela Secundaria de Continuación Alvord
Escuela Designada con Apoyo Título I
Política de Participación de Padres y Familias
2017-2019

La Escuela Secundaria de Continuación Alvord desarrolló conjuntamente con recomendaciones de los padres y familias de Título I, la política de participación de padres y familias de Título I. Tal política debe estar disponible a la comunidad local y ser actualizada periódicamente para cumplir con las necesidades cambiantes de la escuela y los padres. Los medios de recopilación de información incluyeron la revisión y discusión de la política durante la reunión anual Título 1, las reuniones ELAC y SSC. La política se actualiza cada dos años, con la aportación de los padres.

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

La política describe los medios para llevar a cabo el siguiente requisito de participación escolar de padres y familias Título I. [20 USC 6318 Sección 1118(a)-(f) inclusive]

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

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

- La escuela convoca una reunión anual, en un horario conveniente a la que se invita y anima para que asistan todos los padres de niños participantes, para informarles sobre la participación de la escuela en esta parte y explicarles los requisitos de Título I y acerca de su derecho de participar.

La reunión anual Título I se lleva a cabo cada primavera. A los padres se les notifica mediante el sistema telefónico automatizado *Blackboard*, anuncios enviados a los hogares, publicaciones en el sitio web escolar y llamadas telefónicas para recordarles. La reunión anual coincidirá con la Exhibición Escolar.

- La escuela ofrece un número flexible de reuniones Título I para los padres y miembros de la familia, tal como por la mañana o la noche, y podría proporcionar transportación, cuidado para niños o visitas a los hogares, con fondos proporcionados por esta parte, ya que tales servicios se relacionan a la participación de padres.

Los grupos de padres decidieron convocar una reunión anual por la noche. Si los padres solicitan reuniones adicionales, se cumplirá su solicitud.

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

Los padres tienen la oportunidad de involucrarse en el programa Título I al proporcionar sugerencias durante la reunión anual. Además, los miembros del Concilio Escolar y del Comité Consejero para Aprendices del Idioma Inglés tienen la oportunidad,

durante sus reuniones, de hacer sugerencias y proporcionar recomendaciones para los programas escolares Título I y la participación de padres y familias.

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

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

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

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

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

Acuerdo Escuela-Padres

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

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

El acuerdo escuela-padres fue escrito con recomendaciones del personal y los grupos de

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

Desarrollando la Capacidad para Involucrarse y Participar

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

- La escuela proporciona a los padres Título I con ayuda para que comprendan el contenido de los estándares académicos del estado, las evaluaciones, y cómo monitorear y mejorar el rendimiento de sus hijos.
Durante la orientación, se les proporciona a los padres información que les ayudará a mejorar el rendimiento académico de sus hijos y a comprender los estándares académicos, el currículo y las evaluaciones. El personal escolar está disponible para contestar preguntas acerca del progreso de los alumnos, el currículo y los estándares.
- La escuela proporciona a los padres Título I materiales y capacitación para ayudarles a trabajar con sus hijos y mejorar su rendimiento.
Al inscribirse, los padres asisten a una reunión en la cual se revisa el manual. Esta guía ayuda a los padres a navegar el programa de educación alternativa y apoya el éxito de sus hijos en el programa. Otra información que se distribuye puede incluir cómo funciona un programa de recuperación de créditos, requisitos de graduación, información de FAFSA, y oportunidades universitarias y profesionales.
- Con la ayuda de los padres Título I, la escuela educa a los miembros del personal acerca del valor de las contribuciones de los padres y a trabajar con los padres como socios igualitarios.
Al principio del año escolar, el personal revisa el propósito de la Revisión del Alumno. A los alumnos que estén teniendo dificultades académicas o de comportamiento se les recomienda para Revisión del Alumno. Los padres, el alumno y el personal asisten a la reunión de Revisión del Alumno para hablar de los éxitos del alumno y las áreas que necesita mejorar. Se habla de y se implementan intervenciones. Las Revisiones del Alumno se programan durante todo el año escolar. Al personal se le enseña directamente a comunicarse con los padres acerca de las metas y expectativas de aprendizaje de los alumnos y a fijar la base para desarrollar relaciones de trabajo colaborativas con padres y alumnos.
- La escuela coordina e integra el programa de participación familiar y padres Título I con otros programas, y conduce otras actividades, tal como centros de recursos para padres, para animar y apoyar a los padres para que participen completamente en la educación de sus hijos.
Se fomenta la participación de padres en las actividades escolares que incluyen pero no se limitan a: *Back-to-Ghouls Night* (alias Noche de Regreso a la Escuela), graduaciones individuales de alumnos, Exhibición Escolar, participación en el Concilio Escolar y el Comité Consejero para Aprendices del Idioma Inglés. Además, los padres pueden aprender inglés mediante educación para adultos.

- La escuela distribuye información relacionada a programas escolares y de padres, reuniones, y otras actividades a padres Título I en un formato e idioma que los padres puedan entender. La información de participación de padres se difunde durante la inscripción tanto en inglés como en español. Los eventos y actividades adicionales que ocurren durante el año escolar se comunican a los padres por medio de anuncios, el sitio web escolar y llamadas automatizadas al hogar por medio del sistema *Blackboard*.
- La escuela proporciona apoyo para las actividades de participación de padres y familias solicitadas por padres Título I. Los padres proporcionan recomendaciones para las actividades de participación de padres y familias durante la reunión anual, reuniones SSC y ELAC, y durante la orientación estudiantil. Todas las sugerencias se toman en consideración. La administración y/o el personal puede considerar esas sugerencias y se pueden hacer cambios al programa actual.

Accesibilidad

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

Adopción

Esta política fue adoptada por el Concilio Escolar de la Escuela de Continuación Alvord el 24 de enero de 2018 y estará en vigor por el período de 2017-2019.

Alvord 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 Continuation High School.

The staff and parents at ACHS 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 or have questions regarding the standards of assignments.
- Understand that if my child is 18 years old, he or she must sign a release form before the staff can discuss my child's educational progress including academics, attendance and behavior.
- Set aside a specific time and provide a quiet place to do homework.
- 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 ELAC, SSC 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 available 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 Continuation High School**
3606 Pierce Street, Riverside, CA 92503 PH: (951) 358-1715 FAX: (951) 358-1716
Webpage Address: www.alvordschools.org/Domain/26

Alvord 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: _____

Acuerdo Entre Padres y Escuela de la Escuela Secundaria Alvord

2018-2019

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

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

Responsabilidad de Padres:

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

Responsabilidades de los Estudiantes:

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

Responsabilidades de los Maestros:

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

Información de Comunicación: Alvord Continuation High School

3606 Pierce St., Riverside, CA 92503 (951) 358-1715

Sitio Web:

www.alvordschools.org

Acuerdo Entre Padre y Escuela de la Escuela Secundaria Alvord 2018-2019
Padres: Favor de platicar con sus hijos acerca de este acuerdo antes de firmarlo.

Firma de Padres: _____

Fecha: _____

Nombre de Estudiante: _____

Grado: _____

Letra de molde

Firma de Estudiante: _____

**Alvord High School
School Site Council Agenda
February 21, 2019
Meeting Location: Room 11, Time 1:45 – 2:45**

I. Introductory Procedure

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

II. Action Items

5. Approve minutes from January 31, 2019
6. Approve the 2018-2019 Single Plan for Student Achievement

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics: See SPSA approval items
3. 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
4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
5. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
6. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from 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 High School
School Site Council Minutes
February 21, 2019
Meeting Location: Room 11, Time 1:45 – 2:45**

I. Introductory Procedure

1. Call to Order

The Meeting Began at 1:45p.m.

2. Establishment of Quorum

A quorum was established with the following members present: Mr. Luis Medina – Principal/ Vice-Chairperson, Ms. Michele Spratley – Teacher, Mr. Joel Handen – Teacher, Mr. Warren Bradley – Teacher/ SSC Secretary, Mr. Eric Lizza – Teacher, Mr. Paul Garcia– Student, Mr. Jesus Arias- Staff Member. 7 of 12 members present, 7/12 = 58%.

3. Pledge of Allegiance

Mr. Luis Medina led the group in the Pledge of Allegiance.

4. Welcome and Introductions

II. Action Items

5. Approve minutes from January 31, 2019

All SSC members present reviewed the Minutes from the January 31, 2019 SSC meeting. Mr. Eric Lizza motioned for a vote to accept the Minutes. Mr. Joel Handen seconded and it carried. (Lizza/ Handen; 7-0)

6. Approve the 2018-2019 Single Plan for Student Achievement

All SSC members present reviewed the 2018-19 Single Plan for Student Achievement. Mr. Eric Lizza motioned for a vote to accept the Minutes. Mr. Joel Handen seconded and it carried. (Lizza/ Handen; 7-0)

III. Discussion/Information

1. Budget Reports by Funding Source

Mr. Luis Medina supplied a handout and reported the following budget amounts for the 2018-19 school year. LCFF-LI is \$11,363.00, LCFF-EL is \$18,810.00, and testing is \$2,000.00.

2. Training Topics: See SPSA approval items
3. 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
4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)

Mr. Warren Bradley reported that the ELAC had not held a meeting . The next ELAC meeting is scheduled for March 6th, 2019.

- Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
5. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities

Mr. Luis Medina reported that the school will hold its annual Back-to-School Night on March 20th, 2019 from 4:00pm to 6:00pm. At the event, the school will host a Taco Bar to encourage families to attend the event.

- Interventions

6. Principal's Report

Mr. Medina reported that the school will be administering the SAT to all 11th grade students on March 6th, 2019. In addition, ELPAC testing will begin on February 27, 28, and March 1 with the 1 to 1 portion of the test. The ELPAC group testing will start on March 7 and run through May 31st as needed. CAASPP testing will be done after Spring Break. Mr. Huxley's Science students are busy finishing up their projects for the annual district wide Science Fair, we are hoping they well do well in the competition.

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

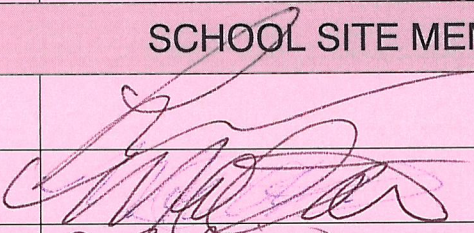
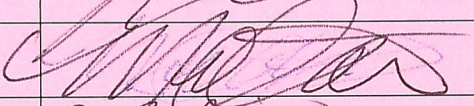
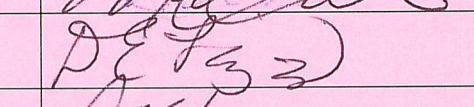
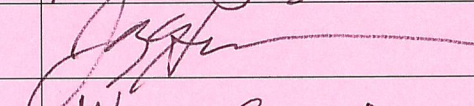
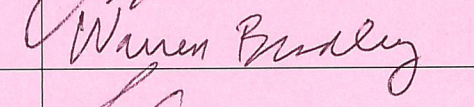
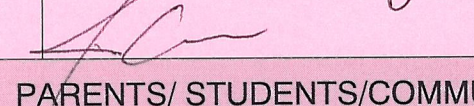
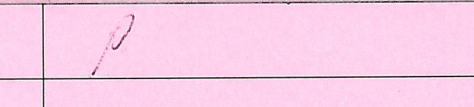
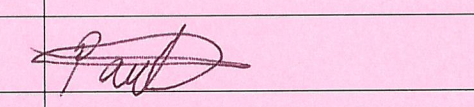
1. Agenda building for next meeting
2. The next SSC meeting is scheduled for March 21, 2019

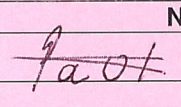
Mr. Luis Medina announced the next SSC meeting. It is on March 21, 2019 at 1:45p.m. in Room 11.

3. Adjournment: Action Item

Mr. Paul Garcia motioned to adjourn the meeting. Mr. Joel Handen seconded and it carried. The meeting ended at 2:45 p.m. (Garcia, Handen; 7-0).

**Alvord High School
School Site Council
Secondary Sign-In Sheet
February 21, 2019**

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Luis Medina		Principal	Vice Chairperson
Michele Spratley		Classroom Teacher	
Eric Lizza		Classroom Teacher	
Joel Handen		Classroom Teacher	
Warren Bradley		Classroom Teacher	Secretary
Jesus Arias		Other Staff	
PARENTS/ STUDENTS/COMMUNITY MEMBERS			
Ms. Garcia		Parent/Community Member	
Ms. Bell		Parent/Community Member	Chairperson
Mr. Zuniga		Parent/Community Member	
Paul Garcia		Student	
Curtis Burkett		Student	
Rebecca Adame		Student	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title
		



Alvord High School
English Learner Advisory Committee
Meeting Date: 9/12/18

Agenda

- I. Introductory Procedures
 1. Call to Order
 2. Pledge of Allegiance
 3. Welcome/ Sign-in
 4. Recognize new members and vote to add new members

- II. Action Items
 1. Review and vote to approve the Minutes from 8/22/18 meeting
 2. Vote to elect President, Vice-President, Secretary, DELAC Representative and Alternate

- III. Discussion/Information
 1. 2018-19 Budget
 2. CALPADS Annual Language Census Report
 3. CAFE Information
 4. Parent Training- Accountability-Single Plan for Student Achievement
 5. English Learner Program Description/Program-Advice/Input
 6. SPSA Performance Goal 2: Limited English Proficient Students-Advice/Input
 7. President, Vice-President, Secretary, DELAC Representative and Alternate

- 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 9/19/18 at the Old District Board Room, 9:00-11:00am
10365 Keller Avenue, Riverside, CA 92503

- VI. Adjournment
 1. Next meeting: 10/10/18
Alvord High School, Room 10 at 1:30 p.m.



Alvord High School
English Learner Advisory Committee
Meeting Date: 9/12/18

Minutes

I. Introductory Procedures

1. Call to Order

Meeting began at 1:30pm.

2. Pledge of Allegiance

All members present stood and recited the Pledge of Allegiance.

3. Welcome/ Sign-in

4. Recognize new members and vote to add new members

- **The following parents were recognized and voted in as members to our ELAC:**

Sandra Gonzalez – Fabiola Deniz – R-FEP

Francisca Garcia – Gema Perez – R-FEP

Mark Arias – Jachai Fields – EO

- **Parent Members Present:**

Consuelo Luna – Rigoberto Ceja – R-FEP

Zaira Sanchez – Marilin Manzanares – EL

Luis Rodriguez – Natalia Rodriguez – I-FEP

Rosa Gomez – Adrian Cornejo – EO

Odilia Munoz – Jason Rivera Munoz – EL

Darla Beltran – Adriana Reed – EO

Gemima Carrillo – Jaylene Molina – EL & Bernardo Lopez Alonzo - EL

- **Non-Parent Members Present:**

Luis Medina - Principal

Warren Bradley – Teacher/ELF

Clara Betamen – Interpreter

II. Action Items

1. Review and vote to approve the Minutes from 8/22/18 meeting

All voting members present reviewed the Minutes from the 8/22/18 meeting and voted to approve them.

2. Vote to elect President, Vice-President, Secretary, DELAC Representative and Alternate

This Action Item was tabled until the October 10, 2018 ELAC meeting.

III. Discussion/Information

1. 2018-19 Budget

Warren Bradley provided a handout and informed the ELAC of the amount of the 2018-19 LCFF-EL budget- \$18,810.00; and explained how it was allocated into different categories for expenditure, and that when necessary funds can be moved into different accounts within the LCFF-EL budget.

2. CALPADS Annual Language Census Report

Warren Bradley presented Alvord High School Annual Language Census Report.

3. CAFE Information

Warren Bradley informed the ELAC that this year's CAFE conference in Riverside is on May 10, 2019. Our ELAC intends to send members to the conference. In addition, all members present wanted our English teachers to attend the full-day teacher institute titled ELPAC 2.0.

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

Warren Bradley presented and provided an overview of the purpose for the SPSA and informed the ELAC members of the sections that they would provide advice and input.

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

After the group reviewed the EL Program Description, Warren Bradley suggested changing the "Description of Site Program" by changing from "Staff will design and implement..." to "Extending learning program is offered..." to reflect that the program is in place and is not under design. All members present agreed with this change. Consuelo Luna suggested that an item be added to provide tutoring to students using college students similar to the AVID program.

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

The ELAC reviewed and discussed the SMART goals of the SPSA Performance Goal 2: English Learners. The group believed that for this goal the ELA and Math goals are good, however, after reviewing the 2017-18 ELPAC results suggestions were made to improve the goal. Warren Bradley cited that our students did well on the Listening and Speaking portions of the test, but under performed on the Writing and Reading portions. The group reviewed the ELA goal and found that it was written to develop presentations, which foster speaking and listening skills, but did not support academic writing and reading comprehension. Rosa Gomez stated that the goal should be re-written to include academic writing. Mark Arias stated that reading comprehension was a very important skill that was necessary in life and that a reading goal should be added to the ELA goal as well. The group also reviewed the 2018-19 CAFE One-Day Regionals flyer and wanted to send our English teachers to the ELPAC 2.0 full-day teacher Institute so that they could receive training to help improve our students ELPAC scores.

7. President, Vice-President, Secretary, DELAC Representative and Alternate

See Action Item #2 above

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 concerns were brought forward.

V. DELAC

Meeting is 9/19/18 at the Old District Board Room, 9:00-11:00am
10365 Keller Avenue, Riverside, CA 92503

The meeting above was announced. Our ELAC has no elected a DELAC Representative and Alternate.

VI. Adjournment

1. **Next meeting: 10/10/18**
Alvord High School, Room 10 at 1:30 p.m.

The next ELAC meeting was announced. The meeting ended at 2:35p.m.



Distrito Escolar Unificado Alford
Comité Consejero para para Aprendices del Idioma Inglés
Fecha de la junta: 9/12/18

Minuta

I. Procedimientos de Introducción

1. Llamar al Orden

La junta comenzó a la 1:30pm.

2. Saludo a la Bandera

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

3. Bienvenida/ Registro de asistencia

4. Reconocimiento de nuevos miembros, votación para aceptarlos.

- **Los siguientes padres fueron nombrados y electos como miembros de nuestra junta ELAC:**

Sandra Gonzalez – Fabiola Deniz – R-FEP

Francisca Garcia – Gema Perez – R-FEP

Mark Arias – Jachai Fields – EO

- **Padres miembros presentes:**

Consuelo Luna – Rigoberto Ceja – R-FEP

Zaira Sanchez – Marilin Manzanares – EL

Luis Rodriguez – Natalia Rodriguez – I-FEP

Rosa Gomez – Adrian Cornejo – EO

Odilia Munoz – Jason Rivera Munoz – EL

Darla Beltran – Adriana Reed – EO

Gemima Carrillo – Jaylene Molina – EL & Bernardo Lopez Alonzo - EL

- **Miembros no-padres presentes:**

Luis Medina – Director

Warren Bradley – Maestro/ELF

Clara Betamen – Interprete

II. Asuntos de Acción

- 3. Revisión y aprobación de la Minuta de la junta de 8/22/18**

Todos los miembros revisaron la Minuta de la junta de 8/22/18 y votaron para aprobarla.

- 4. Votación para elegir al Presidente, Vicepresidente, Secretaria, Representante y Alterno para DELAC.**

Este asunto de acción se presentará hasta el 10 de octubre 2018 en la junta de ELAC.

III. Dialogo/ Información

7. Presupuesto del 2018-19

Warren Bradley proporcionó un folleto e informó a ELAC sobre la cantidad del presupuesto de LCFF-EL 2018-19 - \$18,810.00; y explicó cómo se distribuyó para gastarse en diferentes categorías y de ser necesario los fondos pueden pasarse a cuentas diferentes dentro del presupuesto de LCFF-EL.

8. Reporte del Censo Anual de Idiomas CALPADS

Warren Bradley presentó el Reporte Anual del Censo de Idioma.

9. Información de CABA

Warren Bradley informó a ELAC que este año la conferencia de CABA será en Riverside el día 10 de mayo 2019. Nuestro ELAC planea mandar miembros a la conferencia. Así mismo, todos los miembros presentes quisieron que nuestros maestros de inglés asistan todo un día al instituto titulado ELPAC 2.0.

10. Capacitación para Padres- Responsabilidad-Plan Singular para Logros Estudiantiles.

Warren Bradley presentó y proporcionó un resumen del propósito para el SPSA e informó a los miembros de ELAC que proveerán consejos y actualizaciones.

11. Descripción del Programa para Aprendices del Idioma Inglés – Consejos/Opiniones

Después de que el grupo repasó la descripción del programa de EL, Warren Bradley sugirió cambiar la frase “Descripción del Programa de EL” a “El personal diseñará e implementará...” a “Se ofrece un programa de amplificación de aprendizaje ...” para demostrar que el programa ya se está implementado y no que está diseñándose. Todos los miembros presentes estuvieron de acuerdo con este cambio. Consuelo Luna sugirió que se agregara un artículo para proveer tutoría a los alumnos usando programas similares al programa AVID.

12. SPSA Meta de Rendimiento 2: Alumnos con Limitaciones en el Idioma Inglés – Consejos/Opiniones

ELAC repasó y dialogó sobre las metas de SMART del SPSA Meta de Rendimiento 2: Aprendices del Idioma Inglés. El grupo consideró que las metas de ELA y de Matemáticas son buenas para ello, sin embargo, después de repasar los resultados de ELPAC del 2017-18, se hicieron otras sugerencias para mejorar la meta. Warren Bradley mencionó que nuestros alumnos se desempeñaron bien en las secciones de Comprensión Auditiva y Habla, pero su desempeño en las secciones de Escritura y Lectura fue bajo. El grupo repasó la meta de ELA y descubrió que esta se escribió para desarrollar presentaciones, para fomentar habilidades de comprensión audición y del habla, pero no para apoyar la escritura académica y comprensión de lectura. Rosa Gomez indicó que se debería re-escribir la meta para incluir escritura académica. Mark Arias indicó que la comprensión de lectura es una habilidad muy importante que es necesaria para la vida y que también se debería incluir una meta de lectura a ELA. El grupo también repasó el volante de *One-Day Regionals* de CABA 2018/19 y quieren mandar a los maestros de inglés al Instituto ELPAC 2.0 para que reciban capacitación para mejorar los resultados ELPAC de nuestros alumnos.

7. Presidente, Vicepresidente, Secretaria, Representante y Alterno para DELAC

Ver tema de acción #2

IV. Sesión de Audiencia

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

No se presentaron más inquietudes.

V. DELAC

La próxima junta es 9/19/18 en la antigua sala de juntas de la Mesa Directiva 9:00-11:00am

10365 Keller Avenue, Riverside, CA 92503

Se anunció la fecha de la junta. ELAC no ha elegido al Representante ni al Alterno de DELAC.

VI. Clausura

1. Próxima junta: 10/10/18

Escuela Secundaria Alvord, Salón 10 a la 1:30 p.m.

Se anunció la siguiente junta de ELAC. La junta terminó a las 2:35p.m.

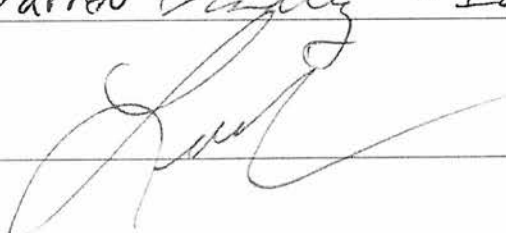
Distrito Escolar Unificado Alvord
Comité Cosejero para Aprendices del Idioma Inglés
12 Septiembre 2018

Alvord Unified School District
English Learner Advisory Committee
September 12, 2018

(Por favor escribir claramente)

<u>Nombre</u> Name	<u>Nombre del estudiante</u> Student Name	<u>Fecha</u> Date
1. Rosa Gomez	Adrian Cornejo	9/12/2018
2. Lark Beltran	Adriana Reed	9/12/18
3. Luis Rodriguez	Natalia R	9/12/18
4. C Luna	Ruberto Ceja	9-12-18
5. Adilia Molina	JASON RIVERA	
	Jaylene Molina	
6. GELMA	CARRILLO	9/12/18
7. Sandra G. Gbede	Fabrizio Deniz	9-12-18
8. Zaira Sanchez	Marilyn Manzanarez	
	Jakie Peña	9/12/18

9/12/18 ELAC

- Rafael Perez
9. Francisca Garcia Gema Pérez 9/12/18
 10. Manual Alvarado 9/12/18
 11. Mark Arias Jachai fields 9-12-2018
 12. Bernardo Lopez 9-12-18 Gemy Carillo
 13. Clara Betamen - translator 9/12/18
 14. Warren Brilly - ELF/Teacher 9-12-18
 15.  9/12/18
 16. _____
 17. _____
 18. _____
 19. _____
 20. _____



Alvord High School
English Learner Advisory Committee
Meeting Date: 10/10/18

Agenda

- I. Introductory Procedures
 1. Call to Order
 2. Pledge of Allegiance
 3. Welcome/ Sign-in
 4. Recognize new members and vote to add new members

- II. Action Items
 1. Review and vote to approve the Minutes from 9/12/18 meeting
 2. Review and vote to approve the English Learner Program
 3. Review and vote to approve SPSA Performance Goal 2: English Learner Students
 4. Vote to elect Vice-President, Secretary, DELAC Representative and Alternate

- III. Discussion/Information
 1. 2018-19 LCFF-EL Budget
 2. CAFE Information
 3. Importance of Attendance- Member ideas on how to improve attendance
 4. Parent Training- Accountability-Single Plan for Student Achievement
 5. President, Vice-President, Secretary, DELAC Representative and Alternate

- 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

Meeting is 10/17/18 at the Old District Board Room, 9:00-11:00am
10365 Keller Avenue, Riverside, CA 92503

- VI. Adjournment
 1. Next meeting: 11/07/18
Alvord High School, Room 10 at 1:30 p.m.



Alvord High School
English Learner Advisory Committee
Meeting Date: 10/10/18

Minutes

- I. Introductory Procedures
1. Call to Order

The meeting began at 1:30pm.

2. Pledge of Allegiance

All members present stood and recited the Pledge of Allegiance.

3. Welcome/ Sign-in
4. Recognize new members and vote to add new members

- **The following parents were recognized and voted in as members to our ELAC:**

Maria Naranjo – Ivan Naranjo – R-FEP

- **Parent Members Present:**

**Consuelo Luna – Rigoberto Ceja – R-FEP
Zaira Sanchez – Marilin Manzanares – EL
Rosa Gomez – Adrian Cornejo – EO
Sandra Gonzalez – Fabiola Deniz – R-FEP
Darla Beltran – Adriana Reed – EO**

- **Non-Parent Members Present:**

**Luis Medina – Principal – acted as Interpreter
Ken Bowyer – Vice-Principal
Warren Bradley – Teacher/ELF**

- II. Action Items

1. Review and vote to approve the Minutes from 9/12/18 meeting

All voting members present reviewed the Minutes from the 9/12/18 meeting and voted to approve them.

2. Review and vote to approve the English Learner Program

All voting members present reviewed the English Learner Program Description and voted to approve it.

3. Review and vote to approve SPSA Performance Goal 2: English Learner Students

All voting members present reviewed the SPSA Performance Goal 2: English Learners and voted to approve it.

4. Vote to elect President, Vice-President, Secretary, DELAC Representative and Alternate.

See Discussion Item #5 below.

III. Discussion/Information

1. 2018-19 LCFF-EL Budget

Warren Bradley presented the 2018-19 LCFF-EL Budget and informed the group that no funds were allocated from it.

2. CABA Information

Warren Bradley provided a handout and the group discussed the up-coming CABA Riverside conference. The group was informed that our ELAC intends to send parent members to the May 10th, 2019 CABA Conference in Riverside. The group was informed that our ELAC will create a list of parent members who would like to attend the event at the January 16, 2019 ELAC meeting.

3. Importance of Attendance- Member ideas on how to improve attendance

All members present generated ideas for ways to improve student attendance at Alvord High School. The group discussed the ideas. The ideas generated included offering rewards or incentives such as picnics, drawings, lotteries, lunch with the Principal, pizza parties, monthly awards, special field trips, and frequent small prizes.

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

Warren Bradley explained the function and purpose of the Single Plan for Student Achievement (SPSA). The group reviewed the 2017-18 EL Program Description and Performance Goal 2: English Learners, and compared them with the revised 2018-19 EL Program Description and Performance and Goal 2: English Learners, which reflect the ELAC's input/advise into them. All voting members voted to approve them as written. (See Action Items 2 & 3)

5. President, Vice-President, Secretary, DELAC Representative and Alternate

Consuelo Luna nominated Maria Naranjo for the positions of ELAC President and DELAC Representative. All voting members present voted to elect her to these positions. It was later discovered that she was ineligible for the positions because her son was reclassified more than two years ago.

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 concerns were brought forward.

V. DELAC Report

Meeting is 10/17/18 at the Old District Board Room, 9:00-11:00am
10365 Keller Avenue, Riverside, CA 92503

The meeting above was announced. Our ELAC has no elected a DELAC Representative and Alternate.

VI. Adjournment

1. Next meeting: 11/07/18

Alvord High School, Room 10 at 1:30 p.m.

The next ELAC meeting was announced. The meeting ended at 2:30p.m.



Escuela Secundaria Alvord
Comité Consejero para Aprendices del Idioma Inglés
Fecha de la junta: 10/10/18

Minuta

- I. Procedimientos de Introducción
1. Llamar al orden

La junta comenzó a la 1:30pm.

2. Saludo a la bandera

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

3. Bienvenida/registro de asistencia
4. Reconocer nuevos miembros y votar para agregarlos

- Los siguientes padres fueron reconocidos y elegidos como miembros a nuestro ELAC:

Maria Naranjo – Ivan Naranjo – R-FEP

- Padres miembros presentes:

**Consuelo Luna – Rigoberto Ceja – R-FEP
Zaira Sanchez – Marilin Manzanares – EL
Rosa Gomez – Adrian Cornejo – EO
Sandra Gonzalez – Fabiola Deniz – R-FEP
Darla Beltran – Adriana Reed – EO**

- Miembros presentes que no son padres:

**Luis Medina – Director – actuó como interprete
Ken Bowyer – Subdirector
Warren Bradley – Maestro/ELF**

- II. Asuntos de acción

5. Revisión y votación para aprobar la Minuta de la junta de 9/12/18

Todos los miembros votantes presentes revisaron la Minuta de la junta de 9/12/18 y votaron para aprobarla.

6. Revisión y votación para aprobar el programa de Aprendices del Idioma Inglés.
Todos los miembros votantes presentes revisaron la descripción del programa de aprendices del idioma inglés y votaron para aprobarlo.

7. Revisión y votación para aprobar la meta 2 de rendimiento de SPSA:
Aprendices del Idioma Inglés

Todos los miembros votantes presentes revisaron la meta 2 de rendimiento de SPSA: Aprendices del Idioma Inglés y votaron para aprobarla.

8. Votaciones para elegir al Presidente, Vicepresidente, Secretaria, Representante y Alterno DELAC.

Mirar el punto #5 del diálogo en la parte inferior.

III. Diálogo/información

6. Presupuesto LCFF-EL 2018-19

Warren Bradley presentó el presupuesto LCFF-EL 2018-19 e informó al grupo que no se asignaron fondos.

7. Información CABA

Warren Bradley proporcionó un folleto y el grupo dialogó acerca de la próxima conferencia CABA en Riverside. Se informó al grupo que nuestro ELAC tiene la intención de enviar a los padres miembros a la Conferencia CABA del 10 de mayo de 2019 en Riverside. Se informó al grupo que en nuestra reunión ELAC del 16 de enero del 2019 se creará una lista de padres miembros que deseen asistir al evento.

8. Importancia de la asistencia escolar – ideas de los miembros sobre cómo mejorar la asistencia

Todos los miembros presentes generaron ideas para mejorar la asistencia de los estudiantes de la Escuela Secundaria Alvord. El grupo dialogó las ideas. Las ideas generadas incluyeron ofrecer recompensas o incentivos tales como picnics, sorteos, loterías, almuerzos con el director, fiestas de pizza, premios mensuales, excursiones especiales y pequeños premios frecuentes.

9. Capacitación para Padres- Responsabilidad-Plan Singular para el Rendimiento Estudiantil.

Warren Bradley explicó la función y el propósito del Plan Singular para el Rendimiento Estudiantil (SPSA). El grupo repasó la descripción del programa EL 2017-18 y la meta de rendimiento 2: Aprendices del Idioma Inglés y lo compararon con la ya revisada descripción del programa EL y la meta de rendimiento 2 del 2018-19: aprendices del idioma inglés, el cual muestra las sugerencias y actualizaciones de ELAC. Todos los miembros votantes votaron para aprobarlos como están escritos. (ver asuntos de acción 2 & 3)

10. Presidente, Vicepresidente, Secretaria, Representante y Alterno DELAC

Consuelo Luna nominó a Maria Naranjo para los puestos de Presidente ELAC y Representante DELAC. Todos los miembros votantes presentes votaron para

elegirla para estos puestos. Más tarde se descubrió que no era elegible para los puestos porque su hijo fue reclasificado hace más de dos años.

IV. Sesión de Audiencia

Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre 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.

No se presentaron preocupaciones.

V. Reporte DELAC

La junta es el 10/17/18 en la antigua sala de juntas de la Mesa Directiva 9:00-11:00am

10365 Keller Avenue, Riverside, CA 92503

La junta DELAC fue anunciada. Nuestro ELAC no ha elegido a un representante o alterno DELAC.

VI. Clausura

1. Próxima junta: 11/07/18

Escuela Secundaria Alvord, salón 10 a la 1:30 p.m.

La próxima junta ELAC fue anunciada. La junta terminó a las 2:30p.m.

Distrito Escolar Unificado Alvord
Comité Cosejero para Aprendices del Idioma Inglés
10 Octubre 2018

Alvord Unified School District
English Learner Advisory Committee
October 10, 2018

(Por favor escribir claramente)

<u>Nombre</u> Name	<u>Nombre del estudiante</u> Student Name	<u>Fecha</u> Date
1. <u>Rose Gomez</u>	<u>Adrian Cornuje</u>	<u>10/10/2018</u>
2. <u>Darle Beltran</u>	<u>Adriana Reed</u>	<u>10/10/18</u>
3. <u>Consuelo Luna</u>	<u>Rogberto Cey</u>	<u>10/10/18</u>
4. <u>Sandra Gonzalez</u>	<u>Fabio Demiz</u>	<u>10/10/18</u>
5. <u>Maria Naranjo</u>	<u>Ivan R Naranjo</u>	<u>10/10/18</u>
6. <u>Zaira Sanchez</u>		<u>10/10/2018</u>
7. <u>Warren Bradley</u>	<u>- Teacher/ELF</u>	<u>10-10-18</u>
8. <u>[Signature]</u>	<u>- Principal</u>	<u>10-10-18</u>