

2018-2019
School Plan for Student Achievement (SPSA)

Norte Vista High School

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

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

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Approved by District Board of Education on March 14, 2019

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Programs			
This plan represents the coordination of the following resources to support student achievement:			
Federal Programs		State Programs	
N/A	Title I Part A School-wide Program (SWP)	S	School-Based Coordinated Programs
S	Title I Part A Targeted Assistance School (TAS)	D/S	Local Control Funding Formula (LCFF-LI and LCFF-EL)
D	Title I Part A – Services to Homeless Students	D	Special Education
D	Title II, Preparing, Supports Effective Instruction	D	Gifted And Talented Education (GATE)
D	Title III, Language Instruction for English-Learners	D	Expanded Learning Safe Neighborhoods Partnership Program PrimeTime/HalfTime
D	Title III, Immigrant Students		
Other plans that are coordinated in this plan include:			
D	Local Education Agency Plan (LEA)	D	District Technology Use Plan
D	Local Control and Accountability Plan (LCAP)	S	Western Association of Schools and Colleges (WASC)
S	Other (Action Team for Partnership (ATP))		
KEY:D=District, S=Site, N/A= Not Applicable			
Technical Assistance Provided by Local Education Agency (LEA)			

* - Improving the Academic Achievement of the Disadvantaged



Crystal Berrellez
Norte Vista High School



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018-19 School Plan for Student Achievement	2019-03-04		View	View	40

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Norte Vista 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)		
<input checked="" type="checkbox"/> English Learner Advisory Committee: 10/8/18, 3/11/19 <input checked="" type="checkbox"/> Leadership Team/Department Advisory Committee: 8/21/18, 9/18/18, 10/11/18, 12/12/18, 1/30/19, 2/27/19 <input type="checkbox"/> Other committees established by the school (LIST): 11/14/18, 12/12/18, 1/30/19, 2/27/19		
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: 2/27/19		
Attested:		
Typed Names:	Signature:	Date:
Principal: Jason Marquez		2/27/19
SSC Chairperson: Maya Quintero		2/27/19

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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	4 (0.2%)	2 (0.1%)	1 (0.1%)
Asian	33 (1.5%)	38 (1.8%)	41 (1.9%)
Pacific Islander	6 (0.3%)	3 (0.1%)	6 (0.3%)
Filipino	6 (0.3%)	9 (0.4%)	14 (0.7%)
Hispanic or Latino	1,998 (90.3%)	1957 (91.3%)	1,931 (90.9%)
African American	38 (1.7%)	30 (1.4%)	33 (1.5%)
White (not Hispanic)	121 (5.4%)	97 (4.5%)	85 (4.0%)
Multiple or No Response	7 (0.3%)	8 (0.4%)	12 (0.6%)
English Learners (EL)	792 (35.3%)	727 (35.7%)	697 (32.8%)
Socio-Economically Disadvantaged (SED)	1,993 (89%)	1951 (91.0%)	1891 (89.1%)
Students with Disabilities	198 (8.8%)	224 (10.4%)	223 (10.5%)
Total Enrollment	2,213	2,144	2,123

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

Norte Vista is one of four comprehensive high schools, including a continuation school, in the Alvord Unified School District in Riverside, California. Norte Vista is located in the western part of the city in a suburban setting with small businesses and manufacturing as the commercial base. The school opened in 1958 and has undergone several modernization projects to accommodate growth and improve the learning environment. Improvements include adding lab facilities, expanding the library/media center, modernizing all classrooms, and redesigning the school's entry and quad area. Norte Vista proudly hosts the district stadium. A new two-story classroom building was completed in March, 2009, and holds 22 new classrooms equipped to provide state-of-the art technology to enhance instruction.

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
9	584	591	568	544	588
10	571	588	573	552	554
11	544	559	564	543	498
12	490	505	508	505	483

Facilities and Technology

The Library/Media Center (LMC) is the corner stone of Norte Vista High School and significantly strengthens the general program. It is staffed by one teacher librarian and a full time library aide. The library supports teachers and students with a large collection of fiction and nonfiction materials. Students can check-out a maximum of five books. The library uses the teleparent system to notify parents of late or missing books. The library houses over 25,000 books (references), 60 periodicals (subscriptions), and over 1,000 Audio-Visual materials (DVD, VHS, and Audio).

There are approximately 60 computer stations in the library with direct access to the internet, Microsoft Office Suite, web directory, GoogleDocs, and Destiny Library Catalog. Teachers are encouraged to plan research with the teacher librarian. The library is open for student use before and after school and during lunch. The library has an occupancy capacity of 130 students. The spacious setting and current technology make the Norte Vista library a favorite location for school and district meetings.

Several of Norte Vista classrooms are equipped with current technology. Each class has a computer for teacher use and to access district email accounts. There are two mobile computer labs available for sheltered teachers to use on a rotating basis. Twenty-two new classrooms opened in March, 2009, equipped with a mounted projector and a Smart Board for instructional use. The district has recently replaced the school's phone system with modern and cost-effective units. The school was able to update 40 classrooms with smartboards and projectors through the SIG grant.

Instructional Minutes

Students at Norte Vista attend school 180 days each year including 4 final exam days. Norte Vista High School has six periods each day with 58-minute classes and six-minute passing periods. School begins at 7:30 a.m. and ends at 2:30 p.m.

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

Norte Vista has many areas which merit pride and build school spirit. Some of these include:

- The Norte Vista International Baccalaureate (IB) program has continued to expand, with more students participating in the program in 2017 than in any previous year. In the last few years, the program has been recognized by the California Association of World Schools, Riverside County, the California Department of Education's Gold Ribbon program and more.
- The Agriculture program has won numerous awards and recognitions for the outstanding leadership and comprehensive agricultural experiences it provides to students. Future Farmers of America (FFA) and the Plant and Animal Academy connect students to school, develop leadership skills and address drop-out and non-graduation issues, providing students with multiple pathways to engage in school and career readiness.
- Odyssey ware has positively impacted Norte Vista and has allowed students to graduate who might not otherwise complete graduation credits.
- The Norte Vista International Baccalaureate (IB) program has continued to find new ways to engage students, with nearly 25% of the school involved to some degree with IB. The program has been recognized by the California Association of World Schools, Riverside County, the California Department of Education's Gold Ribbon program and has been chosen by the International Baccalaureate Organization for study on the successes of first generation low-income students in IB.
- The AP program continues to attract a large number of students, with 2017 having the second most testers (349 students versus 367) in our school's history. AP continues to be a strong sibling program to IB and allows our students exposure to both in preparation for the transition to college.
- AVID has brought many success stories to Norte Vista. The number of students in the program has risen yearly over the last four years. AVID continues to have its students graduate 100% A-G compliant. Each year near 90% of its seniors are accepted to at least one four year university. AVID Seniors consist of numerous valedictorians and International Baccalaureate candidates.
- AVID students volunteer extensively throughout their community at both community organizations and within the district as different school sites request to have our students work their special events. We also partner with Riverside Assistance League to promote literacy to children and teens. AVID has begun partnering with California Citrus State Historic Park, AVID students volunteer their time running the gift shop attached to the museum on weekends.
- The athletic program has done a tremendous job in nurturing students and instilling a culture of both athletic and academic success.

*A spring Family Showcase was launched in March 2017; the Family Showcase has 3 components: family literacy, parent conferences, college and career fair, and wellness awareness. The purpose of this approach was to provide students and families with multiple entries for engaging with the school, teachers, and community resources.

NV AVID continues to have 100% of its participants take and passed, at least one, AP/IB class to better prepare themselves for the rigors of college. In addition, several NV AVID college graduates have gone full circle returning to Alford Unified School District as teachers; several have returned to Norte Vista HS to join the teaching staff.

Novi's Freshmen Focus class has opened doors to many students here on campus that are not part of AVID or IB. Our Freshmen Focus program uses Career Choices curriculum through Academic Innovations. We have won the Gold every

year because of our school-wide initiative. All students create a 10 Year Plan on 10yearplan.com. This online portfolio guides students through their 4 years here at Norte Vista.

Our PAL (Peers Assistance Leadership) class has been a great asset for Norte Vista. PAL focuses on creating campaigns to reach every student. Some of our biggest campaigns include Suicide Prevention Week, Mental Health Awareness Week, Red Ribbon Week and Anti-bullying Week. Our PAL students also conduct 4 PLUS Forums for any student interested in attending a student-lead workshop to discuss common issues here on campus and find similarities in their everyday lives.

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.

In March 2010 Norte Vista High was identified as a Persistently Lowest Achieving High School. As a result, Alvord Unified School District was required to implement an improvement model that meets the criteria of recent state and federal legislation regarding improving low achieving schools. The Advisory committee chose to implement the Turnaround model. A SIG grant was submitted to the state and approved on September 30, 2010. In 2017-2018, NVHS is no longer under state monitoring; however, the school site retains several systems and programs that were introduced in 2010 and has continued to refine them based on current school and student performance data.

Norte Vista has focused on instructional reform through the school-wide adoption of Cornell note taking and the use of Step Up To Writing across the curriculum. Most teachers have been trained in the AVID Write Path methodology. Teachers have fully implemented the direct instruction approach that follows an "I do it, We do it, and then You do it" sequence of instruction; in addition, teachers use instructional strategies to promote collaborative and interactive learning. During summer of 2011, Norte Vista teachers and administrators attended training in Professional Learning Communities to increase collaboration and focus on student learning; collaborative dialogue is evident in department and grade level Professional Learning Communities. In 2014, Alvord USD adopted a Strategic Plan prioritizing students, teachers, and instructional content. In 2016, Alvord USD adopted a district-wide Literacy Plan. NVHS adheres to the principles and goals of both documents.

Critical Academic Needs:

- Ongoing use of available student performance data which is disaggregated for the proper placement of students in interventions to address the achievement gaps.
- Strengthen the ongoing needs assessment process to monitor and review discussion with staff and the SSC that represents all stakeholders on current programs.
- Implement procedures for analyzing data and use the data analysis to improve instruction for all students.
- Develop consistent procedures for reporting assessment results.
- Develop intervention strategies for students not meeting proficiency and create a strong Response to Intervention plan that addresses all issues.
- Improve the focus on parent and community involvement that fosters student achievement.
- Improve students' math performance on standardized test (SBAC)
- Access to educational technology, opportunities for professional learning about educational technology, and effective use of educational technology by teachers and students
- Research based literacy approaches to improve instruction focuses on reading in the content areas.

Collaboration Process (EPC 5.6.8)

The Norte Vista staff works collaboratively to construct and review the mission, goals, and various plans such as WASC and SPSA. Teachers collaborate through both vertical and horizontal teaming. Teachers are kept informed through e-mails, the staff section of the daily bulletin, PLC meetings, faculty meetings, department meetings and memos from the administration, special projects, ASB, and other programs as needed. Budget decisions and all-school plans like WASC and SPSA are approved by School Site Council which has membership from all stake-holders. The principal meets at least monthly with the leadership team, which includes all department heads, for purposes of information, discussion, and advice. Additional meetings are held as needed. All department chairs have been trained in Professional Learning Communities to increase meaningful, instructional collaboration.

Beginning in the 2016-2017, teachers engaged in DPDP, a professional development structure, that allows teachers to self-select workshops of interest focused on an instructional strategy, and practice and reflect on the strategy; DPDP workshops take place at least four times a year; collaboration with teachers from their own site and sites across the district takes place when teachers share their implementation strategies. DPDP presenters from NVHS also have an opportunity to analyze, discuss and present their practices to their peers.

Norte Vista teachers have a series of collaborative time throughout the month. Once a week on minimum days, teachers meet for collaborative work; they meet in department and grade level teams and as a whole staff. In 2016-2017, Norte Vista teachers focused their collaborative efforts on two areas of the district's strategic plan: literacy and equity. In 2017-2018, the focus remains the same.

Cite Research/Resources for Central Focus on School Reform

Robert Marzano has identified note taking as one of the research-based strategies which increases student achievement. The Cornell note-taking system is a widely-used note taking system devised in the 1950s by an education professor at Cornell University. This system allows students to take organized notes, be more efficient, and save time. It is useful to review information and study for tests.

Step Up To Writing is based upon direct instruction of the writing process. It provides teachers with easy-to-use tools to help students improve their writing so that students can produce clear, organized and cohesive paragraphs. In 2016-2017, revised Step Up To Writing materials were aligned to Common Core Standards.

Professional learning communities bring teachers together to enhance their effectiveness as professionals so that students benefit. They work together to plan instruction, discuss student outcomes and share feedback. This powerful staff development approach is a potent strategy for school change and improvement. Research by McLaughlin and Talbert (1993) confirmed that when teachers had opportunities for collaborative inquiry and the learning related to it, they were able to develop and share a body of wisdom. Darling-Hammond (1996) cited shared decision making as a factor in curriculum reform and the transformation of teaching roles in some schools. In such schools, structured time is provided for teachers to work together in planning instruction, observing each other's classrooms, and sharing feedback.

A systems approach supports and creates the capacity for the school site to improve its instructional practices. Peter M. Senge (1990), defined a systems approach as "a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static snapshots." Norte Vista's work with the district's literacy plan (literacy and equity) explores strengths and areas of improvement in the development of literacy, specifically disciplinary literacy and the role of classroom interaction. The 2016-2017 professional development (department and whole staff) is guided by the focal points of literacy and equity, which coheres with the larger organizational goals for student achievement and teacher learning.

Schon (1997) introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline. Norte Vista teachers attended district and Alvord Education Association sponsored professional development focused on literacy and engage in implementation and reflection to improve instruction. Classroom walks in which teachers highlight best practices and are observed by peers is a professional practice which takes place throughout the school year.

In Fischer and Frey's (2016) Visible Learning for Literacy, Hattie's research on the effect sizes of high-leverage instructional practices in reading guide the professional development for staff and selection of strategies that are used at NV.

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jason Marquez	[X]	[]	[]	[]	[]
Allison Dean	[]	X			
Alma Ibarra	[]	X			
Melissa McCluskey-Carlson	[]	X			
Lynne Vasquez	[]	X			

2018-19 School Site Council					
Rose Vilchez	[]		X		
Veronica Arteaga-Fernandez	[]			X	
Rosa Estrada	[]			X	
Candice Sturdivan	[]			X	
Maya Quintero	[]				X
Audrey Song	[]				X
Michelle Dang	[]				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.

Leadership team meets the 1st Tuesday of every month from 2:45pm to 3:45pm in library.

2018-19 Leadership Team	
Name of Members	Title
Jason Marquez	Principal
Ian Fish	AP
Crystal Berrellez	AP
Isaac Hiraes	AP
Keala Hughes	ASB
Blanca Silva Hill	EnglishTeacher
Gary Packler	CTE Coach
Anthony Gibson	ELD Teacher
Andrea Borgelt	Science Chair
Amanda Bush	History Chair
Steve Collier	Math Chair
Azizi Sheffield	ELA Chair
Anthony Gasparini	Head Counselor
Shawn Marshall	IB Coordinator
Karen Gaines	Performing Arts Chair
Andre Fuselier	SPED Chair
Ron Main	Athletic Director
Dan Reyes	AVID Coordinator
Tim Hively/Tracy Putnam	Agriculture Chair
Rose Vilchez	Instructional Coach

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 informed of their student's progress through the school teleparent phone system, bi-annual parent conferences, four progress reports, two semester report cards, parent automated phone system, parent phone contacts through guidance and individual teachers, and Aeries gradebook online parent access. Beginning in 2016-2017, the Family Showcase event sought to join parent conferences, Family Literacy, and a college and career fair and health expo; this effort was made to demonstrate how students' progress had a long term goal as well as to provide families' with community support systems. The event continued in 2017-2018.

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.

Norte Vista teachers and administrators worked together to complete the Academic Program Survey. Subject-specific surveys were completed during department meetings where discussion took place to determine the level of implementation of the various Essential Program Components. The school aggregate of each section is compared to the aggregate for all of the high schools in the district. The district average reflects all schools including elementary, middle and high schools.

Standards, Assessment, and Accountability

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

Norte Vista administration and staff regularly review data generated to develop, modify and improve student achievement. Low scores in reading and mathematics have prompted a concerted school-wide effort to improve student achievement especially in those areas. Core departments use Unit Planning Organizers that were developed from the district ILT members. Intervention programs in Math such as ALEKS online math and structured "expanded learning," which takes place as an additional class period are offered at NVHS. Expanded learning offerings are available in all disciplinary departments. The faculty uses Direct Instruction in classrooms in an effort to improve the test scores of our students. Step Up To Writing has been used across the curriculum to improve writing skills. Teacher training is also addressed through early release days for staff development, conferences and workshops. Beginning in fall 2016, to measure reading comprehension, the CARL (content area reading inventory) was administered to all 9th graders in the fall, winter, and spring; the data was analyzed to determine instructional focus and to measure growth over time. In 2016-2017, the ELA department initiated the organization of a book study group to read texts related to adolescent literacy and secondary reading instruction to modify instruction. The book study was implemented in 2017-2018. Categorical funding and Title I funding are used to support the goals established in this plan.

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

Norte Vista administration and staff regularly review data generated to develop, modify and improve student achievement. Low scores in reading and mathematics have prompted a concerted school-wide effort to improve student achievement especially in those areas. Core departments use state standards based curriculum, pacing guides, and common formative assessments. Intervention programs such as expanded learning structured tutoring take place during extended hours. School-wide use of Cornell Note taking has been implemented to help students focus their learning. Step Up To Writing has been used across the curriculum to improve writing skills. In 2016-2017, the ELA department initiated the organization of a book study group to read texts related to adolescent literacy and secondary reading instruction; the instructional coach will support planning for implementation to address reading achievement. Teacher training is also addressed through a weekly minimum day for staff development, PLC meetings, conferences and workshops. Categorical funding is used to support the goals established in this plan.

Staffing and Professional Development

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

Every teacher has met the requirements for highly qualified staff, according to ESSA guidelines.

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

Every teacher is fully credentialed and no teachers are mis-assigned.

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

Staff development days and workshops are aligned with the district's strategic plan and focus on literacy and equity; Common Core State Standards, ELA/ELD framework, and Next Generation Science Standards; benchmark and interim assessments and analysis of student achievement on these assessments.

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

The Instructional work closely with the departments to support teachers in lesson planning with content standards, lesson delivery in EDI, and continue classroom instructional assistance throughout the entire year for each of their departments.

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

All of the Norte Vista teaching staff are highly qualified as defined by No Child Left Behind. Since a large part of the population is identified as English learners, only teachers with appropriate certification to work with English learners, or who are in the process of receiving that certification, have been hired at Norte Vista. The School Site Council has concentrated on teacher training as a way to reach pupils supported through categorical funds. A large part of the conferences, institutes, and trainings have spotlighted differentiation of instruction for English learner populations. Teacher Induction support providers are assigned to newly hired teachers to assist with instruction and answer questions in lesson delivery. Department Chairpersons work with their departments to provide curriculum support and assessment information. The district provides Instructional Support Specialists who work with their respective content-area teachers to support instruction. Finally, the Instructional Coach works with district disciplinary Instructional Coaches (e.g. ELA and English learner coaches) and teachers to facilitate the differentiation of instruction to meet the needs of English learners in ELD and regular content classrooms.

The special education department adheres to Federal and State Laws governing students with Individual Education Plans (IEPs). The program offers a continuum of services ranging from indirect services including but not limited to a push-in as well as variety of collaboration and consultation, to direct services including but not limited to pull-out and special day classes. The department also supports students through the implementation of accommodations and modifications. The special education department consists of 4 resource specialists, 5 special day class teachers, 1 speech/language pathologist, 1 shared adaptive physical education teacher, 1 school psychologist, 10 paraprofessionals, including two 1:1 aides, as well as other services providers like mobility teachers, occupational therapists, Deaf and Hard of Hearing, and vision itinerant teachers. There are 208 special education students of whom approximately 80 participate in direct services and 60 take part in collaboration. The resource students have had success in general education classes; students have transitioned and mainstreamed into the general education program.

Teaching and Learning

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

Norte Vista uses district Unit Planning Organizers to align their curriculum, instruction, and content to California Common Core State 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)

Master schedule has flexibility for sufficient numbers of intervention courses in ELA and Math. Odysseyware and AALD are the main intervention courses Norte Vista offers for any student needing intervention. An Opportunity Course is also offered to provide an intervention step prior to students going to alternative schooling options.

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

All instructional materials are California Common Core Standards based and the books have been California and district adopted.

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)

The curriculum at Norte Vista is standards-based and is taught through the use of state-approved, district-adopted standards-based textbooks. The faculty has been trained in standards-based instruction. Teachers are also provided with student specific data (SARC report and EADMS information) to monitor student progress toward mastery of essential standards. Teachers are responsible for posting the essential standard(s) addressed for each lesson. The core area department teachers are assigned to an individual administrator who provides leadership, direction and data for instruction and performance for the alignment of the essential standards to the curriculum. Norte Vista implements the instructional strategies supported by Direct Instruction and instructional strategies that emphasize collaboration and student interaction to assure student achievement and mastery of the content standards (CCSS, ELD Standards, and NGSS).

Norte Vista has only purchased core materials that are standards-based and aligned. Adoptions include core textbooks in Language Arts, mathematics, English Language Development, science and social studies as well as other subject areas and numerous supplemental resources. Each adoption form requests information regarding the alignment of the prospective materials to the standards. All supplemental materials must support the overall, standards-based program and be adopted through the same procedure as core materials. In addition, purchases of all library resources have been specifically selected to support standards-aligned curricula.

Opportunity and Equal Educational Access

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

Norte Vista provides a wide variety of services for all students to meet standards. Services such as ELD, sheltered core courses, collaboration core classes (a Special Education push-in model), Odyssey ware, Expanded Learning by individual teachers, and AALD.

14. Research-based educational practices to raise student achievement

Norte Vista leadership and staff use data analysis to guide individual and group instruction needed to remediate and/or address areas of weakness. Based on this information, students scoring below proficient in reading or mathematics are identified and recommended for Expanded Learning tutoring. Most teachers received training in Explicit Direct Instruction and strategies for collaboration and interaction in the classroom; in addition, core teachers received extensive staff development in developing standards-based lessons and instructional strategies. Expanded Learning is offered either within the individual classroom or through one of the many tutoring opportunities. Some of these include after school tutoring as Expanded Learning, structured math tutoring after school, tutoring for language learners after school, tutoring in individual classrooms provided before school, at lunch, and after school. Materials have been purchased for use within the language arts and mathematics programs which specifically instruct standards in those courses and practice test-taking skills. In addition, Norte Vista's core teachers are making a focused effort to differentiate instruction in order to ensure equal access to the curriculum for all student groups. A large part of the conferences, institutes, and trainings have spotlighted differentiation of instruction for Special Education and English learners. These supplemental conferences and additional materials are provided by categorical funds which enable underperforming students to meet the standards.

Parental Involvement

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

Aeries online gradebook allow parents of all students access grades of their children on a daily basis. This will assist any parent of an under-achieving student to know when to initiate contact with the teachers, counselors, and school to build a plan to assist their student. Library hours are extended once a week for students to access computers.

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.

Norte Vista staff and administration are diligently working to improve parental involvement through several means including Novi Parents, Padres Unidos, School Site Council (SSC), Advancement Via Individual Development (AVID), IB, English Learner Advisory Council (ELAC), access to district provided parent workshops such as Triple P-teen program, a wide assortment of Booster Clubs, as well as many opportunities given by individual staff members for classroom involvement. In 2016-2017 Academic Year, the ATP is an "action arm" of the School Site Council and is charged with developing plans and implementing activities for parent and family engagement that will promote student academic success. The Band Booster raise funds to provide for a variety of instrument repairs and needs. Some of the community agencies that regularly support our students in academic, career, and personal/social issues include RCC, UCR, Singh Chevrolet, Arlanza Family Health Center, Carol Wylie Center, RCOE, Dollars for Scholars, Alvord Education Foundation, Altura Credit Union and Parent Volunteers. Norte Vista has a very active Hispanic community as evidenced through the membership of ELAC and Padres Unidos. There are one-on-one parent conferences held in the fall and spring (as part of the Family Showcase) which are attended by over 30% of the student's parents. Categorical funds are available to allow parents to attend training sessions such as CAFE conferences. Norte Vista's goal is to improve parent involvement throughout the school.

Norte Vista is working to improve the focus on parent and community involvement that fosters student achievement. Family Literacy Nights, which are conducted twice a year, in the fall and spring, focus on highlighting student work that displays literacy across the content areas. Students are involved as capable leaders that interact with peers and community members to explain their learning. In spring 2017, a Family Showcase, a new approach to family literacy was taken; parent conferences, college and career fair, family literacy, and health awareness were combined in order to increase the participation of students and their families. The Family Showcase continues in 2017-2018. In the 2016-2017 school year, the Action Team for Partnership was formed, and undertook the revision of a needs assessment to understand how to better serve students and the community. The team is participating in a grant proposal to support the spring Family Showcase and Norte Vista's literacy focus..

Funding

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

Categorical funds provides support for AALD courses which is a reading intervention course for at risk long-term 9th grade English learners .

18. Fiscal support (EPC)

Categorical & general budgets support all of our intervention services on campus.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal? The ELA department has met its goals of consistently increasing student performance on the SBAC. The English Dept. has identified specific practices that are used department wide such as annotating, writing evidence based claims using expository text, and organizing textual evidence from different sources to write evidence-based arguments.

The graduation and career and college readiness goals were met; Novi demonstrates consistent increases in graduation rates, surpassing the district and the state. In addition, the dropout rate continues to decline with Novi surpassing the district and the state. A system of interventions are used by key staff (such as administrators and guidance counselors) to provide students and parents with information and options.

The suspension and expulsion goals were also met with consistent declines. A system of interventions are used by key staff (such as administrators and guidance counselors) to provide students and parents with information and options.

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?

A goal that was not met was Math performance on the SBAC. There was a decline in the percentage of students achieving Exceeded Standard or Met Standard. An afterschool intervention, ALEKs, was implemented in the fall 2017 and has demonstrated effectiveness to some degree. One barrier to the ALEKs intervention effectiveness was that students could not be required to attend the intervention. However, a new possible approach will be used in 2018-2019, with at least 1 class being offered with ALEKs integration. As part of a longer-term vision for mathematics per course will be offered during the summer targeting incoming 9th graders to prepare them for IM1 course.

Involvement/Governance

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

In the fall and early winter meetings, the SSC received a copy of the SPSA and provided input. Input from SSC was focused on NV providing students with additional opportunities for speaking in academic settings; developing a bridge between Math courses (IM 1 and IM 2); and getting more data about CELDT reclassification and annual progress. In the fall and early winter meetings, the ELAC received a copy of the SPSA and provided input. Input from ELAC was focused on NV providing parents with information guides and workshops for accessing AERIES. In addition, guidance counselors information about standardized exams and their relationship to reclassification as well as graduation requirements. In the late fall 2018 and early 2019 winter meetings, the staff received a copy of the SPSA and provided input. Department chairs discussed the SPSA and received input from faculty to develop goals.

How was the plan monitored during the school year?

The plan is in process of being monitored through discussion and input at staff meetings.

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

Continued communication with parent groups to inform them of planned activities and outcomes.

Description of Barriers and Related School Goals

Barriers that exist at Norte Vista HS are linked to school related goals for addressing goals for improving school achievement for English Learners:

- In 2016/2017, English learners composed 35.7% of total student enrollment. The data shows the following:

17% of ELs are at the Advanced Level.

45% of ELs are at the Early Advanced Level.

25% of ELs are at the Intermediate Level

7% of ELs are at the Early Intermediate Level

6 % of ELs are at the Beginning Level.

When 2015/2016 and 2016/2017 data are compared across all five proficiency levels, it shows that approximately 27% had movement of at least one level and 28% made movement of more than 1 CELDT level. These findings point to English learners who are primarily in mainstream classrooms needing additional support in reading instruction.

Barriers that exist at Norte Vista HS are linked to school related goals for addressing goals for improving student access to technology and technology literacy:

- Educational technology such as Google Classrooms can not be used due to lack of infrastructure for these tools. Teachers have varied experiences and knowledge educational technology, requiring professional development. While one PD was conducted for Novi staff, the staff is in the initial stages of awareness and understanding. Consequently, additional PD time and hardware are required (e.g., chromebooks).

Barriers that exist at Norte Vista HS are linked to school related goals for addressing goals for improving student access to technology and technology literacy:

A significant percentage of students in math IM1 who experience difficulty and receive a D or F grade may repeat the course in summer. However, they continue to lack strong skills that prepare them for IM2 consequently leading to limited academic success. A new mechanism may be put into place that targets incoming 9th graders in a math intervention program during the summer.

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	524	540	525	504	521	511	501	520	511	95.8	96.5	97.3
All Grades	524	540	525	504	521	511	501	520	511	95.8	96.5	97.3

* 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	2581.8	2583.4	2568.3	17	20.00	17.42	34	33.27	29.75	30	25.96	26.42	19	20.77	26.42
All Grades	N/A	N/A	N/A	17	20.00	17.42	34	33.27	29.75	30	25.96	26.42	19	20.77	26.42

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	19	24.42	22.16	59	50.19	49.61	21	25.38	28.24
All Grades	19	24.42	22.16	59	50.19	49.61	21	25.38	28.24

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	26	27.88	25.10	51	50.77	41.57	23	21.35	33.33
All Grades	26	27.88	25.10	51	50.77	41.57	23	21.35	33.33

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	13	14.81	14.71	68	64.62	65.88	19	20.58	19.41
All Grades	13	14.81	14.71	68	64.62	65.88	19	20.58	19.41

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	30	29.87	28.63	55	49.52	48.24	15	20.62	23.14
All Grades	30	29.87	28.63	55	49.52	48.24	15	20.62	23.14

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	525	538	525	511	526	511	496	526	511	97.5	97.8	97.3
All Grades	525	538	525	511	526	511	496	526	511	97.5	97.8	97.3

* 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	2552.8	2529.3	2519.7	4	3.04	1.96	20	15.02	10.57	29	26.05	28.38	47	55.89	59.10
All Grades	N/A	N/A	N/A	4	3.04	1.96	20	15.02	10.57	29	26.05	28.38	47	55.89	59.10

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	14	9.13	5.48	33	28.33	27.79	53	62.55	66.73
All Grades	14	9.13	5.48	33	28.33	27.79	53	62.55	66.73

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	7	5.70	3.33	52	42.97	41.29	41	51.33	55.38
All Grades	7	5.70	3.33	52	42.97	41.29	41	51.33	55.38

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	8	7.60	3.72	63	57.79	55.38	29	34.60	40.90
All Grades	8	7.60	3.72	63	57.79	55.38	29	34.60	40.90

CAASPP Results Data Analysis

English-Language Arts/Literacy

All Students

For overall achievement in ELA for all 11th grade students, 2016-2017 CAASPP data demonstrates a:

- 3% increase in students at the Standard Exceeded level. From 2015/2016 to 2016/2017, the percentage increased from 17% to 20%. Over a 3 year period, there was a 10% growth (10% to 20%).
- decrease in students at the Standard Met level. From 2015/2016 to 2016/2017; the percentage decreased from 34% to 33.27. Over a 3 year period, there was a 2.27% growth (31% to 33.27%).
- <4.04%. decrease in students at the Standard Nearly Met level. From 2015/2016 to 2016/2017; the percentage decreased from 30% to 25.96%. Over a 3 year period, there was a 6.04% decline (32% to 25.96%).
- 1.77% increase in students at the Standard Not Met level. From 2015/2016 to 2016/2017, the percentage increased from 19% to 20.77% Over a 3 year period, there was a 7.23% decline (28% to 20.77%).

Overall Achievement Summary

- 53.27% of students met or exceeded the English language arts/literacy standards. This is a 2.27% growth (51% to 53.27%) from 2015/2016 to 2016/2017. Over a 3 year period, there was a 12.27% growth (41% to 53.27%).
- 46.74% of students nearly met and did not meet the English language arts/literacy standards. This is a 2.26% decline (49% to 46.74%) from 2015/2016 to 2016/2017. Over a 3 year period, there was a 13.26% decline (60% to 46.74%).

For Claim 1, Reading: demonstrating understanding of literary and non fiction texts, 2016-2017 CAASPP data demonstrates a:

- 5.42% increase in students at the Above Standard level. From 2015/2016 to 2016/2017, the percentage increased from 19% to 24.52%. Over a 3 year period, there was 8.52% growth (16% to 24.52%).
- decrease in students at the At or Near Standard level. From 2015/2016 to 2016/2017, the percentage decreased from 59% to 50.19%. Over a 3 year period, there was a 3.81% decline (54% to 50.19%).
- decrease in students at the Below Standard level. From 2015/2016 to 2016/2017, the percentage decreased from 23% to 21.35%. Over a 3 year period, there was a 12.75% decline (34% to 21.35%).

For Claim 2, Writing: producing clear and purposeful writing, data demonstrates a:

- 1.88% increase in students at the Above Standard level. From 2015/2016 to 2016/2017, the percentage increased from 26% to 27.88%. Over a 3 year period, there was a 12.88% growth (15% to 27.88%).
- decrease in students at the At or Near Standard level. From 2015/2016 to 2016/2017, the percentage decreased from 51% to 50.77%. Over a 3 year period, there was a .77% growth (50% to 50.77%).
- decrease in students at the Below Standard level. From 2015/2016 to 2016/2017, the percentage decreased from 23% to 21.35%. Over a 3 year period, there was a 12.75% decline (34% to 21.35%).

For Claim 3, Listening: demonstrating effective communication skills, data demonstrates a:

- 1.8% increase in students at the Above Standard level. From 2015/2016 to 2016/2017, the percentage increased from 13% to 14.81%. Over a 3 year period, there was a 5.81% growth (9% to 14.81%).
- decrease in students at the At or Near Standard level. From 2015/2016 to 2016/2017, the percentage decreased from 68% to 64.62%. Over a 3 year period, there was a .62% growth (64% to 64.62%).
- 1.58% increase in students at the Below Standard level. From 2015/2016 to 2016/2017, the percentage increased from 19% to 20.58%. Over a 3 year period, there was a 5.42% decline (26% to 20.58%).

For Claim 4, Research/Inquiry: investigating, analyzing and presenting information, data demonstrates:

- decrease in students at the Above Standard level. From 2015/2016 to 2016/2017, the percentage decreased from 30% to 29.87%. Over a 3 year period, there was an increase of 10.87% 19% to 29.87%).
- decrease in students at the At or Near Standard level. From 2015/2016 to 2016/2017, the percentage decreased from 55% to 49.52%. Over a 3 year period, there was a 9.48% decline (59% to 49.52%).

- 5.62 increase in students at the Below Standard level. From 2015/2016 to 2016/2017, the percentage increased from 15% to 20.62%. Over a 3 year period, there was .38% decline (21% to 20.62%).

Data Analysis Summary

Overall, 11th grade students CAASPP performance points to consistent growth and an increase in students who met or exceeded the English language arts/literacy standards (53.27%).

Areas of strength are determined by percentage of growth. The most growth was seen in Claim 1, Reading with nearly 25% at the Above Standard level of performance. The next area of continued growth was Claim 1: Writing (27.88% at Above Standard).

An area of future improvement is Claim 4, Research/Inquiry which demonstrated decreases in higher levels of performance (Above and At/Near Standard) and increases in the Below Standard level. A second area of improvement is Claim 3, Listening; while showing an increase in Above Standard performance, there was also an increase in the percentage of students in Below Standard and/or At/Near Standard.

Mathematics

All Students

For overall achievement in Mathematics for all 11th grade students, data demonstrates a:

decrease in students at the Standard Exceeded level. From 2015/2016 to 2016/2017, the percentage decreased from 4% to 3.04%. Over a 3 year period, there was a 1.04% growth (2% to 3.04%).

decrease in students at the Standard Met level. From 2015/2016 to 2016/2017, the percentage decreased from 20% to 15.02%. Over a 3 year period, there was a 1.02% growth (14% to 15.02%).

decrease in students at the Standard Nearly Met level. From 2015/2016 to 2016/2017, the percentage decreased from 28% to 26.05%. Over a 3 year period, there was a 2.95% decline (29% to 26.05%).

8.89% increase students at the Standard Not Met level. From 2015/2016 to 2016/2017, the percentage increased from 47% to 55.89%. Over a 3 year period, there was a 1.11% (57% to 55.89%).

Overall Achievement Summary

18.06% of students met or exceeded the English language arts/literacy standards. This is a decrease (24.0% to 18.06%) from 2015/2016 to 2016/2017. Over a 3 year period, there was a 2.06 growth (16.0% to 18.06%).

81.94% of students nearly met and did not meet the English language arts/literacy standards. This is an increase (76.0% to 81.94%) from 2014/2015 to 2015/2016. Over a 3 year period, there was a 3.06% decline (85.0% to 81.94%).

For Claim 1: Concepts and Procedures: applying mathematical concepts and procedures, data demonstrates a:

decrease in students at the Above Standard level. From 2015/2016 to 2016/2017, the percentage decreased (14% to 9.13%). Over a 3 year period, there was a 2.13% growth (7% to 9.13%).

decrease in students at the At or Near Standard level. From 2015/2016 to 2016/2017, the percentage decreased (33% to 28.33%). Over a 3 year period, there was a 7.67% decline (36% to 28.33%).

9.55% increase in students at the Below Standard level. From 2015/2016 to 2016/2017, the percentage increased (53% to 62.55%). Over a 3 year period, there was 6.55% growth (56% to 62.55%).

For Claim 2: Problem Solving and Modeling/Data Analysis: applying mathematical concepts and procedures, data demonstrates a:

decrease in students at the Above Standard level. From 2015/2016 to 2016/2017, the percentage decreased (7% to 5.7%). Over a 3 year period, there was a 1.3% decline (7% to 5.7%).

decrease in students at the At or Near Standard level. From 2015/2016 to 2016/2017, the percentage decreased (52% to 42.97%). Over a 3 year period, there was a 10.03% decline (53% to 42.97%).

10.33% increase in students at the Below Standard level. From 2015/2016 to 2016/2017, the percentage increased (41% to 51.33%). Over a 3 year period, there was 11.33% growth (40% to 51.33%).

For Claim 3: Communicating Reasoning: Demonstrating ability to support mathematical conclusions, data demonstrates a:

% decrease in students at the Above Standard level. From 2015/2016 to 2016/2017, the percentage decreased (8% to 7.60%). Over a 3 year period, there was 2.60% growth (5% to 7.6%).

decrease in students at the At or Near Standard level. From 2015/2016 to 2016/2017, the percentage decreased (63% to 57.79%). Over a 3 year period, there was 2.79% growth (55% to 57.79%).

5.6% decrease in students at the Below Standard level. From 2015/2016 to 2016/2017, the percentage increased (29% to 34.60%). Over a 3 year period, there was 5.40% decline (40% to 34.60%).

Overall, 11th grade students CAASP performance points to consistent growth with an increasing percentage of students meeting Above Standard and At or Near Standard levels. The most growth was seen in Claim 1: Concepts and Procedures (14% at Above Standard). Across Claims 1-4, the percentage of students at Below Standard level ranges from 29% to 53% with an average of 33%; the trend was a decrease in students who scored at this level. Claim 2 Problem Solving and Claim 3 Communicating Reasoning showed 11% decrease in students scoring at the Below Standard level; the trend was also for more students to score at the At or Near Standard levels.

Claim 1 Concepts and Procedures has the highest percentage (53%) of students scoring at the Below Standard level. This trend indicates that instructional and assessment practices may be focused on Concepts and Procedures these two areas with the goal of continuing to increase student achievement at the Above Standard and At or Near Standard levels. Claim 2 Problem Solving (63%) and Claim 3, Communicating Reasoning (63%) are two categories which has the highest percentage of students at the At or Near Standard levels. The trend indicates that instructional and assessment practices may be focused on these two areas with the goal of continuing to increase student achievement at the Above Standard level.

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 9	1546.7	1549.5	1543.4	168
Grade 10	1560.9	1563.8	1557.7	189
Grade 11	1559.9	1553.9	1565.3	172
Grade 12	1567.0	1557.5	1576.0	125
All Grades				654

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 9	49	29.17	60	35.71	34	20.24	25	14.88	168
Grade 10	79	41.80	58	30.69	29	15.34	23	12.17	189
Grade 11	60	34.88	63	36.63	26	15.12	23	13.37	172
Grade 12	41	32.80	54	43.20	21	16.80	*	*	125
All Grades	229	35.02	235	35.93	110	16.82	80	12.23	654

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 9	88	52.38	40	23.81	23	13.69	17	10.12	168
Grade 10	106	56.08	50	26.46	16	8.47	17	8.99	189
Grade 11	100	58.14	43	25.00	14	8.14	15	8.72	172
Grade 12	76	60.80	39	31.20	*	*	*	*	125
All Grades	370	56.57	172	26.30	58	8.87	54	8.26	654

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 9	15	8.93	47	27.98	50	29.76	56	33.33	168
Grade 10	33	17.46	61	32.28	45	23.81	50	26.46	189
Grade 11	23	13.37	63	36.63	44	25.58	42	24.42	172
Grade 12	18	14.40	48	38.40	40	32.00	19	15.20	125
All Grades	89	13.61	219	33.49	179	27.37	167	25.54	654

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 9	72	42.86	70	41.67	26	15.48	168
Grade 10	101	53.44	62	32.80	26	13.76	189
Grade 11	73	42.44	75	43.60	24	13.95	172
Grade 12	56	44.80	56	44.80	13	10.40	125
All Grades	302	46.18	263	40.21	89	13.61	654

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 9	110	65.48	42	25.00	16	9.52	168
Grade 10	139	73.54	36	19.05	14	7.41	189
Grade 11	129	75.00	30	17.44	13	7.56	172
Grade 12	99	79.20	22	17.60	*	*	125
All Grades	477	72.94	130	19.88	47	7.19	654

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 9	18	10.71	65	38.69	85	50.60	168
Grade 10	36	19.05	73	38.62	80	42.33	189
Grade 11	24	13.95	81	47.09	67	38.95	172
Grade 12	19	15.20	62	49.60	44	35.20	125
All Grades	97	14.83	281	42.97	276	42.20	654

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 9	34	20.24	113	67.26	21	12.50	168
Grade 10	54	28.57	119	62.96	16	8.47	189
Grade 11	69	40.12	85	49.42	18	10.47	172
Grade 12	50	40.00	72	57.60	*	*	125
All Grades	207	31.65	389	59.48	58	8.87	654

Conclusions indicated by the ELPAC data:

71.0% of all English learners in grades 9-12 are a level 3 or 4 overall in English language development.

Looking deeper into student achievement on the ELPAC, Oral Language is stronger than Written Language with 82.9% of all students scoring a level 3 or 4 in Oral Language compared to 47.1% of all students scoring a level 3 or 4 in Written Language.

Finally, the Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 14.8% of all students scoring "well developed," 43.0% of all students scoring "somewhat/moderately developed," and 42.2% of all students scoring at the "beginning" level.

Dropout and Graduation Rates

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Cohort Dropout Rate	5.7	5.1	4.9	7.5	5.9	4.7	10.7	9.7	9.1
Cohort Graduation Rate	92.6	93.3	92.2	86.5	89.7	90.1	82.3	83.8	82.7

Conclusions indicated by the Dropout and Graduation data:

Data Source: CDE Dataquest, 12/14/2017 & 9/7/2018

From 2014-2015 to 2015-2016:

- the dropout rate declined by .6% from 5.7% to 5.1%.
- the graduation rate grew by .6% from 92.7% to 93.3%

The following trend emerges from three-year data (2013-2014, 2014-2015, and 2015-2016):

- a 4.1% decrease in the dropout rate. The NVHS dropout rate is .8% less than the district and 4.6% less than the state.
- a 3.2% increase in the graduation rate. The NVHS graduation rate is 5.6% higher than the district and substantially higher (2.8%) than the state.

The decreasing dropout rate and increasing graduation rate demonstrate that NVHS programs and interventions are supporting students in remaining in school and achieving graduation.

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)

Norte Vista Staff will develop a cycle of continuous improvement of ELA instruction through the use of improved data systems.

2019-2020: Increase the percentage of students in the Standard Met and Standard Exceeded level on the overall SBAC ELA from 53.2% to 58%

5% more 11th graders will score at Standard Exceeded or Standard Met on the overall SBAC ELA.

- increase the percentage of students scoring at the Near Standard /Above Standard Level in SBAC ELA Claim 4 by 5%
- increase the percentage of students scoring at the Near Standard /Above Standard Level in SBAC ELA Claim 3 by 5%
- Within this 5% increase for Claim 3 and 4 there will be a 5% increase for Economically Disadvantaged and a 5% increase for Students with Disabilities and a 5% increase for English Learners.

2020-2021: 5% more 11th graders will score at Standard Exceeded or Standard Met on the overall SBAC ELA.

5% more 11th graders will score at Standard Exceeded or Standard Met on the overall SBAC ELA.

- increase the percentage of students scoring at the Near Standard /Above Standard Level in SBAC ELA Claim 4 by 5%
- increase the percentage of students scoring at the Near Standard /Above Standard Level in SBAC ELA Claim 3 by 5%
- Within this 5% increase for Claim 3 and 4 there will be a 5% increase for Economically Disadvantaged and a 5% increase for Students with Disabilities and a 5% increase for English Learners.

Data Used to Form this Goal:

2018 SBAC scores were used to create these goals.

Findings from the Analysis of this Data:

Last year's results show a decrease in both the listening and research / inquiry areas of the SBAC. Specifically, there has been an overall decline in students at the above standard level as well as in the at or near standard level. Additionally, students have decreased in the at or near standard level for listening.

How the School will Evaluate the Progress of this Goal:

Norte Vista will use SBAC scores from previous years for comparison.

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	6 - Support exemplary staff	Instructional Coach-District funded LCFF	Aug	June			
	6 - Support exemplary staff	Teacher Librarian-District funded LCFF	Aug	June			
	3 - Comprehensive PreK-12 program	Implementation of ELA Summer Academy	Aug	June	0001-0999: Unrestricted: Locally Defined	Title I	9730
		Intervention Teacher-District funded LCFF	Aug	June			
	8 - Learning environment to achieve excellence	After School RTI/Tutoring	Aug	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	18000
	3 - Comprehensive PreK-12 program	ELA Braves Summer Academy for under achieving students.	Aug	June	0000: Unrestricted	LCFF-LI	25441
Research-based Strategy Instruction/ Supplemental Instruction	6 - Support exemplary staff	Supplemental classroom supplies	Aug	June	4000-4999: Books And Supplies	LCFF-LI	5,000
	3 - Comprehensive PreK-12 program	Supplemental classroom supplies for ELA summer academy	Aug	June	0001-0999: Unrestricted: Locally Defined	Title I	5565
	6 - Support exemplary staff	Update technology for all ELA classrooms	Aug	June	4000-4999: Books And Supplies	LCFF-LI	6000
Targeted Professional Development	6 - Support exemplary staff	Department Pullout days for curriculum development, common grading, common assessments.	Aug	June	0000: Unrestricted	LCFF-LI	11257
Achievement/Data Driven Structure and Support							
Academic-Centered Family and Community Engagement	7 - Family engagement	Purchase of books related to family literacy night, focus will be on teaching parents strategies that will help increase students reading off campus; targeted towards lower performing students. Data used CAASPP ELA.	Aug	June	0001-0999: Unrestricted: Locally Defined	Title I	500

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)

Develop a cycle of continuous improvement of math instruction through the use of improved data systems.

2019-2020: Increase the percentage of students in the Standard Met and Standard Exceeded level on the SBAC Math from 12.53% to 17.53%

5% more 11th graders will score at Standard Exceeded or Standard Met on the overall SBAC Math.

- Increase the percentage of students scoring at the Above Standard Level in SBAC Math Claim 1 by 5%
- Within this 5% increase there will be a 5% increase for Economically Disadvantaged and a 5% increase for Students with Disabilities and a 5% increase for English Learners.

2020-2021: 5% more 11th graders will score at Standard Exceeded or Standard Met on the overall SBAC Math.

5% more 11th graders will score at Standard Exceeded or Standard Met on the overall SBAC Math.

- Increase the percentage of students scoring at the Above Standard Level in SBAC Math Claim 1 by 5%
- Within this 5% increase there will be a 5% increase for Economically Disadvantaged and a 5% increase for Students with Disabilities and a 5% increase for English Learners.

Data Used to Form this Goal:

2017-2018 SBAC data was used to create this goal. Teachers analyzed claim 1 results.

Findings from the Analysis of this Data:

Students performed lowest in Claim 1 (Concepts and Procedures) on the 2017-2018 SBAC.

How the School will Evaluate the Progress of this Goal:

NVHS evaluates the progress of this goal by using annual SBAC Math results.

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	6 - Support exemplary staff	Teacher professional development trainings and conferences.	Aug	June	5000-5999: Services And Other Operating Expenditures	LCFF-LI	6,000
	1 - Alternative educational pathway	After School RTI/Tutoring	Aug	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	25,292
	3 - Comprehensive PreK-12 program	Implementation of ALEKs online math program to serve targeted students in area of IM1.	Aug	June	0001-0999: Unrestricted: Locally Defined	Title I	11910
	3 - Comprehensive PreK-12 program	Targeted Math Summer Braves Academy, intervention and acceleration.	Aug	June	0000: Unrestricted	Title I	31802
	6 - Support exemplary staff	Prep Time for Braves Summer Academy Certificated Instructors.			0000: Unrestricted	Title I	1022
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Purchase of ALEKs Math program, targeted to students performing low based on CAASPP Math Data and failing IM1.	Aug	June	0001-0999: Unrestricted: Locally Defined	Title I	2000
	6 - Support exemplary staff	Supplemental materials for classroom instruction	Aug	June	4000-4999: Books And Supplies	LCFF-LI	9120
	6 - Support exemplary staff	Update technology for all math classrooms	Aug	June	4000-4999: Books And Supplies	Title I	15000
Targeted Professional Development	6 - Support exemplary staff	Teacher Training in AP Curriculum.	Aug	June	0000: Unrestricted	Title I	7786
Achievement/Data Driven Structure and Support							
Academic-Centered Family and Community Engagement							

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)

Students will complete 6 Document Based Questions (DBQ) per year in Social Studies courses. These activities will happen regularly at 6 week intervals in the semester.

Students will engage in technology based learning 15% of the time in all Social Science courses.

Students in semester courses will complete 4 major performance tasks that include: Project based learning, DBQ and College/Career preparation or readiness.

Data Used to Form this Goal:

The topics for the DBQs and Performance Tasks are identified by the social science collaborative strand based on the emphasis in the Social Science Framework, unit assessments, and common rubric scores.

Findings from the Analysis of this Data:

The collaborative team will identify technological needs/limitations, technological literacy of students, reading/literacy, academic and subject specific vocabulary development, writing practice specific to content and overall understanding of the Social Science Framework.

How the School will Evaluate the Progress of this Goal:

The school will evaluate the progress of the goal by overseeing the common grading practices of the collaborative strands, the outcomes strengths and weaknesses for common writing/project assessments, technological outcomes for project and research based learning and overall that the student academic products reflect a high level of content understanding, writing efficiency and technological literacy.

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	After school RTI/Tutoring	Aug	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	4000
Research-based Strategy Instruction/ Supplemental Instruction							
Targeted Professional Development	6 - Support exemplary staff	Department Pull out days to support curriculum development, common grading, common assessment development.	Aug	June	0000: Unrestricted	LCFF-LI	3000
Achievement/Data Driven Structure and Support							
Academic-Centered Family and Community Engagement							

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)

All students enrolled at Norte Vista High School will score a 70% or higher on NGSS common assessments.

Data Used to Form this Goal:

Data from NGSS Unit tests using EADMS.

Findings from the Analysis of this Data:

The finding will drive our instruction for reteaching and improving performance tasks.

How the School will Evaluate the Progress of this Goal:

The school will review NGSS Unit common assessment and the CAST results (2018-2019), which will provide baseline data for future goals.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	1 - Alternative educational pathway	After School RTI/Tutoring	Aug	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	8,000
Research-based Strategy Instruction/ Supplemental Instruction	6 - Support exemplary staff	Supplemental classroom supplies and technology	Aug	June	4000-4999: Books And Supplies	LCFF-LI	6900
Targeted Professional Development							
Achievement/Data Driven Structure and Support							
Academic-Centered Family and Community Engagement							

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)

Develop comprehensive ELD instruction for all English Learners to help students make annual progress and meet basic skills in English to achieve reclassification.

2019-2020:

Increase percentage of ELs reclassified by 5%.

Increase number of ELs scoring Standard Met (level 3) by 10%

- Within the 10% increase for ELs, we will have a 10% increase for LTELs.

Decrease the D/F rate in ELA by 5%.

- Within the decrease of D/F rate for ELs, we will decrease the D/F rate by 5% for LTELs.

2020-2021

Increase percentage of ELs reclassified by 5%.

Increase number of ELs scoring Standard Met (level 3) by 10%

- Within the 10% increase for ELs, we will have a 10% increase for LTELs.

Decrease the D/F rate in ELA by 5%.

- Within the decrease of D/F rate for ELs, we will decrease the D/F rate by 5% for LTELs.

Data Used to Form this Goal:

CDE Dataquest Reclassification Rates, Ed Data and CDE Dataquest and CA Dashboard CELDT data.

Findings from the Analysis of this Data:

- Approximately 6% English learners reclassified annually as fluent English proficient.
- 58% of ELs did not meet standard in English SBAC scores compared to 10% of non-EL students.

The WASC self-study findings indicate that approximately 60% (443 of 723) English learners are Long-Term English Learners, who require integrated and designated ELD instruction.

How the School will Evaluate the Progress of this Goal:

- Six Week Progress Report (D/F Rates)
- Common Assessments (C3WP, Common Timed Prompts, SBAC interim)
- EL Chats
- Number of sheltered and ELD classes in the master schedule
- Summative Assessment (Semester Grades, ELPAC scores, SBAC)

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	4 - Communicate effectively	Bilingual Assistants-District funded Title I and Title III	Aug	June			
Research-based Strategy Instruction/ Supplemental Instruction	6 - Support exemplary staff	Supplemental materials for ELD, AALD, and Sheltered classes.	Aug	June	4000-4999: Books And Supplies	LCFF-EL	15000
	1 - Alternative educational pathway	After School Tutoring in math, English, science, and History. Focusing on writing & speaking during tutoring sessions.	Aug	June	1000-1999: Certificated Personnel Salaries	LCFF-EL	33575
	6 - Support exemplary staff	Update technology for all ELD and Sheltered classroom	Aug	June	4000-4999: Books And Supplies	LCFF-EL	2000
Targeted Professional Development	2 - Collaborate with partners	English Development trainings/conferences for sheltered/ELD teachers and instructional coaches.	Aug	June	5000-5999: Services And Other Operating Expenditures	LCFF-EL	1046
	2 - Collaborate with partners	English Development trainings/conferences for bilingual assistants.	Aug	June	5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,000
Achievement/Data Driven Structure and Support							
Academic-Centered Family and Community Engagement	7 - Family engagement	English Learner Facilitator oversees ELAC and the redesignation folder for Norte Vista EL's.	Aug	June	1000-1999: Certificated Personnel Salaries	LCFF-EL	4154
	7 - Family engagement	Sending our parents of EL students to trainings such as CAFE and any related EL parent trainings	Aug	June	5000-5999: Services And Other Operating Expenditures	LCFF-EL	2000

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 0.5%.

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

Norte Vista will to maintain high attendance throughout the year.

Norte Vista will reduce the amount of suspensions and expulsions and discipline for drugs, alcohol, tobacco, and/or physical violence.

Data Used to Form this Goal:

Suspension/discipline reports over a 5 year period.

Attendance reports over a 2 year period.

Findings from the Analysis of this Data:

NVHS exceed its goal of decreasing suspensions by .5%.

In 2012/2013, 135 students were suspended.

In 2013/2014, the number of suspensions decreased to 65 (4.8%).

In 2014/2015, the number of suspensions decreased to 47 (2.0%)

In 2015/2016, the number of suspensions increased to 50 (1.8%)

In 2016/2017, the number of suspensions increased to 55 (2.1%)

Norte Vista's 2014/2015 attendance report shows a 96.10% rate. The 2015/2016 rate decreased slightly to 94.77% or . Norte Vista is focusing on 1st period attendance rates by contacting parents of habitual tardy students.

How the School will Evaluate the Progress of this Goal:

Norte Vista will compare monthly and each year's attendance and suspension reports to the previous year.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment							
Research-based Strategy Instruction/ Supplemental Instruction							
Targeted Professional Development							
Achievement/Data Driven Structure and Support							
Academic-Centered Family and Community Engagement							

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, Norte Vista will increase the graduation rate by 1%.

Data Used to Form this Goal:

The California Schools Dashboard Graduation Rate for 2017-18 was 92.6%.

Findings from the Analysis of this Data:**How the School will Evaluate the Progress of this Goal:**

Norte Vista will evaluate the progress yearly by

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	Teacher to provide supplemental assistance with CTE courses-District funded LCFF	Aug	June			
	1 - Alternative educational pathway	Teacher to provide supplemental assistance with CTE courses	Aug	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	21382
Research-based Strategy Instruction/ Supplemental Instruction	6 - Support exemplary staff	Provide google for classrooms technology training.	Aug	June	0001-0999: Unrestricted: Locally Defined	Title I	5355
	6 - Support exemplary staff	Provide substitutes for teachers attending google for classrooms technology training.	Aug	June	0001-0999: Unrestricted: Locally Defined	Title I	1280
Targeted Professional Development	5 - Develop character of students	Staff attend "Lost Boys" conference, to receive professional development specific to at risk male student, not engaged in academics and potential non grads.	Aug	June	0001-0999: Unrestricted: Locally Defined	Title I	1000
Achievement/Data Driven Structure and Support							
Academic-Centered Family and Community Engagement							

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	58,775	0.00
LCFF-LI	149,392	0.00
Title I	92,950	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	58,775.00
LCFF-LI	149,392.00
Title I	92,950.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	LCFF-EL	37,729.00
4000-4999: Books And Supplies	LCFF-EL	17,000.00
5000-5999: Services And Other	LCFF-EL	4,046.00
0000: Unrestricted	LCFF-LI	39,698.00
1000-1999: Certificated Personnel	LCFF-LI	76,674.00
4000-4999: Books And Supplies	LCFF-LI	27,020.00
5000-5999: Services And Other	LCFF-LI	6,000.00
0000: Unrestricted	Title I	40,610.00
0001-0999: Unrestricted: Locally	Title I	37,340.00
4000-4999: Books And Supplies	Title I	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	80,308.00
0001-0999: Unrestricted: Locally Defined	37,340.00
1000-1999: Certificated Personnel Salaries	114,403.00
4000-4999: Books And Supplies	59,020.00
5000-5999: Services And Other Operating Expenditures	10,046.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	81,493.00
Mathematics	109,932.00
History/Social Studies (Secondary Only)	7,000.00
Science (Secondary Only)	14,900.00
Limited English Proficient Students	58,775.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	
High School Graduation/College Readiness	29,017.00

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

Norte Vista's objective is to provide greater flexibility for our school to better coordinate the categorical funds that we receive while ensuring that we continue to receive categorical funds to meet the needs of our students. The SSC decides which funding sources it wishes to coordinate. The funding sources are:

- o Local Control Funding Formula-Low Income (LCFF-LI)
- o Control Funding Formula-English Learners (LCFF-EL)

** SIG (2010-2013 ONLY)

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

Meeting the educational needs of Norte Vista's at-risk student population which includes two main programs: a reading intervention summer program for 9th grade long-term English learners and a math intervention program for 9th -11th grade students. The reading intervention program identifies 9th grade long-term ELs according to criteria such as CELDT scores (overall and reading), SBAC (overall and reading), grades, and number of years in US schools. The intervention will provide research based reading practices focused on metacognition and selected materials from the online Study Sync curriculum. The goal is to increase reclassification rates and to increase the percentage of students scoring at the Standard Met and Standard Exceeded on the ELA SBAC. The following will be used to measure the effectiveness of the program: pre- and post- GRADE scores in reading, ELPAC scores, and SBAC scores. The math intervention program will identify 9th-11th graders on criteria including math performance on SBAC (concepts and procedures) and/or grades on 8th grade math coursework or IM1. Students will use the web-based ALEKS math program in courses. Students gain access to ALEKS through individual laptop computers. The goal is to increase the percentage of students who successfully complete IM1 and increase the percentage of students at the Standard Met on the Math SBAC, Concepts and Procedures strand. To measure the effectiveness of the program, the following measures will be used: pre- and post ALEKS scores and SBAC scores.

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.)

None at this time

Title	Description

Objectives

Meeting the educational needs of Norte Vista's at-risk student population which includes reading intervention programs, freshman intervention, math intervention, and extended day.

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

Students whose home environment includes a language other than English are tested and designated as either (1) English Only (EO), (2) Initially determined to be Fluent English Proficient (IFEP), or (3) English Learner (EL) with the goal of eventually being Reclassified to Fluent English Proficient (RFEP). Spanish is the home language of 98.6% of EL students. English learners' CELDT (California English Language Development Test) scores and language fluency levels are available to all teachers through EADMS (Educators' Assessment Data Management System) and the Aeries student management system. English Learners are identified on all teachers' attendance rosters.

In order to meet the instructional needs of EL students, Norte Vista offers an SEI program which includes 2 levels of English Language Development (ELD) classes and primary language support in 22 core content classes with Specially Designed Academic Instruction in English (SDAIE). SDAIE / sheltered classes are offered in English 1, 2 and 3, Biology, Earth Science, Economics/Government, Modern World History, U. S. History, Health and IM 1. Sheltered Business Math and IM 2 classes are added to the master schedule as needed. The EL program includes English language development through sheltered English classes and SDAIE instruction in core classes as needed. All teachers are authorized to teach English Learners. LCFF-EL funds also support direct instruction through technology, supplemental instructional materials and supplies, staff development, after school tutoring, study trips, parent communications and classroom manipulatives

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.)

Five Bilingual Assistants: Multi-funded 50% Title I District and 50% Title III District (TI-\$9,958, \$12,059, \$22,391, \$18,902 & \$7,489) and (TIII-\$9,958, \$12,059, \$22,391, \$18,902 & \$7,489)

English Learner Facilitator Stipend: 100% LCFF-EL Site (\$4,408)

Title	Description
Bilingual Assistant	Spanish bilingual assistants provide primary language support to EL students

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

Objectives

The objectives of the program are to develop English language proficiency and recoup any academic deficits which students may have incurred. The program also strives to help students meet state AMAO achievement targets. To accomplish these objectives, the EL program will:

- Ensure that EL students are scheduled into the most appropriate courses for their language needs
- Ensure that the Master Schedule includes sufficient courses to accommodate EL needs
- Train teachers to provide appropriate instruction for different language needs including cooperative learning, peer collaboration, individually designed programs, oral language activities, differentiated

instruction and technology based instruction

- Monitor instruction to establish staff development needs for ELs
- Provide demonstration lessons to teachers to model differentiated instruction
- Provide lesson planning assistance to teachers to meet EL instructional needs
- Ensure that teachers have sufficient instructional materials to accommodate EL instructional needs
- Provide technology to increase student engagement and enhance instruction
- Monitor student achievement to provide all students with opportunities for success
- Ensure that students have ample intervention opportunities to promote success
- Communicate with parents to emphasize the importance of academic success
- Conference with students to emphasize the importance of academic success
- Provide staff development opportunities for paraprofessionals to enhance their effectiveness in the classroom
- Provide Counselors with any relevant EL trainings and professional development to better assist our EL student population.

Program Descriptions
Gifted and Talented Education (GATE) Services

Intent

To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high quality differentiated learning opportunities that meet the students' particular abilities and talents.

Description of District Services

Gifted and Talented Education services shall be available to provide unique learning environments and opportunities for pupils who are identified as gifted and talented as measured by tests and demonstrations of intellectual achievement and unique production. Full participation of pupils from economically disadvantaged and varying cultural backgrounds shall be ensured.

The Alvord Unified School District is committed to providing appropriate and challenging services to meet the diverse needs of gifted and talented students. Administrators, teachers and parents are provided with growth opportunities in meeting these needs. Given a stimulating learning environment, students meet their full potential and demonstrate their unique productive talents as they work through challenging situations

The Alvord Unified School District GATE services have provisions for:

- o Differentiated opportunities for learning commensurate with abilities and talents of individuals
- o Development of sensitivity and responsibility to others
- o Assistance in developing self-generating problem-solving abilities
- o Support in developing a realistic and healthy self-concept
- o Alvord Unified School District has a wide range of options for GATE students at varying sites:
 - Differentiation within the regular classroom
 - Enrichment opportunities
 - Special group instruction away from the regular class
 - Classes in which GATE students are clustered
 - Seminars and study trips
 - Grade level advancement
 - College level courses (Honors, Advanced Placement, International Baccalaureate)

GATE students receive differentiated curriculum and instruction throughout the regular school day, as well as during enrichment opportunities. Appropriate differentiation refers to the following principles, when applied to the standard adopted instruction and curriculum: Depth, Complexity, Novelty, and Acceleration, according to standards adopted by the California Association for the Gifted (CAG).

Description of Site Services

The Gifted and Talented Education (GATE) program at Norte Vista is a two-fold program which is facilitated by the GATE coordinators. The first component offers a differentiated curriculum within all high school academic disciplines and provides specialized learning opportunities using equipment and materials designed to enhance the GATE students' learning environment. The second component of the program, as a GATE / AP/IB ASB club, meets the special social needs of these students in a high school setting. The club provides a setting where potential and current GATE students, as well as those who may be academic high achievers, may convene to share and interact.

The Gifted And Talented students, Advanced Placement (AP) students and International Baccalaureate (IB) students come together in an atmosphere of academic and social collaboration to enhance their learning environment. Additionally, these students may provide a larger and more integrated pool of stimulation for each other as well as individual acceptance in a high school setting. The incorporation of these two program components not only provides for increased depth in students' learning opportunities, but also gives maturing teens a venue in which to more easily integrate socially with their peers while offering them more choices for academic stimulation in their respective gift or talent.

Additionally, workshops focusing on social-emotional issues are provided to assist these students in acclimating to the high school setting and transitioning to post-secondary pursuits. Seminar topics may include career choices, college choices, building self-confidence, etc.

Objectives

Some of the objectives of the Norte Vista GATE program are:

- * to provide high quality differentiated instruction to GATE students
- * To coordinate with the AP & IB programs
- * To purchase equipment and materials to enhance science and math instruction
- * To offer staff development in differentiated instruction for those staff members who teach GATE students
- * To offer staff AP and IB training yearly depending on sufficient funding
- * To integrate AP & IB into the GATE program through a social environment
- * To assist parents and students in understanding the role of GATE at the high school level

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 special education department adheres to Federal and State Laws governing students with Individual Education Plans (IEPs). The program offers a continuum of services ranging from monitor status to direct services in special day classes. The special education department consists of 5 resource specialists, 3 special day class teacher, 1 speech/language pathologist, 1 adaptive physical education teacher, and 13 paraprofessionals. There are 180 special education students of whom approximately 80 participate in direct services and 60 take part in collaboration. The resource students have had success in general education classes; students have transitioned and mainstreamed into the general education program.

Objectives

The goal for all students with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom to the maximum extent possible, in order to meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and be prepared to lead productive independent adult lives. Provide support in academic classes for all special needs.

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

Norte Vista's technology practices and site technology objectives are described below.

The Technology program is spread throughout all departments of the Norte Vista campus. Through the Digital High School (DHS) grant, later renamed TSST, Norte Vista was able to purchase technology and support equipment to connect all classrooms to the internet. Certificated and classified staff training was included in this grant. TSST and PSLA (Public School Library) were used to update the library/media center. The Norte Vista library provides a state-of-the-art computer network system with 60 computers for student use. Students have access to numerous online databases, the Internet and a wide variety of applications. Norte Vista has several computer-based classrooms and every classroom has at least one computer for teacher and student use. The district has added an Instructional Technology department which is constantly expanding to meet the needs of the district.

Every classroom is equipped with at least one computer with Internet access. A majority of instructional classrooms are equipped with Smartboards, projectors, and laptops, and the Cisco phone system. Since 2012-2013, school-wide Internet access has been wireless. A computer lab houses sufficient computers for at least one class, and the library has sufficient technology to accommodate up to 3 classes (60-90 students) at one time. Norte Vista's technology liaison collaborates with the district IT team to improve WiFi strength for ease of use. In 2016-2017, Norte Vista received 300 new HP Stream laptops for class and student use. In preparation for CAASP testing, Norte Vista is updating and refurbishing technology carts to maintain equipment and for ease of use in multiple classrooms. In addition, older technology is being re-assigned for computer use only in the computer lab (rather than classroom use) in order to provide classrooms with modern technology.

Objectives

- 1) Updating and maintaining technology in the classroom for instruction.

- 2) Provide new technology for classroom and library
- 3) Provide materials and supplies for technology in classroom, labs, and library
- 4) Provide additional needed classroom software for all classes
- 5) Provide cables, connection, wires, and any materials to support technology

**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

Norte Vista provides a climate which is safe, drug free, and promotes cross-cultural awareness and understanding. Through the use of its P.A.L.S. / P.L.U.S. program, Norte Vista is able to address and meet many of the physical, social, and emotional needs of its students. P.A.L.S. / P.L.U.S. hosts 4 P.L.U.S. Forums throughout the year in which various students issues and concerns are discussed. Moreover, an anonymous survey is circulated throughout the Forum, and its results are submitted to our Student Forum Council (made up of representatives from Extra-Curricular Organizations on campus...not just ASB) and Staff so we can address any and all students needs BOTH as a Staff and Student Body. Finally, P.A.L.S. / P.L.U.S. also conducts a variety of "awareness" weeks; including, but limited by: Suicide Prevention and Red-Ribbon Week.

Objectives

The purpose of the Safe School plan is to ensure that our school is a safe, orderly and purposeful place where students and staff are free to learn and teach without the threat of intimidation, physical and/or emotional harm. Current data, as reported in the CHKS (California Healthy Kids Survey), show that the percent of Norte Vista Students who feel our campus is safe and orderly continues to increase. Our mission is to continue to create an optimum place to pursue education through powerful teaching and partnership with parents and community to lower the number of students that state alcohol use and raise the number of students that feel safe on campus.

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

Norte Vista has several opportunities available to parents for involvement. Parent groups such as Padres Unidos, ELAC, SSC, NIBS, Novi Parents, & sports booster clubs. Norte Vista conducts monthly parent training and workshops. Our ELAC parents attend CAFE each year. In 2016/2017, a new parent group, Action Team Partnership, was formed, and has outlined yearlong activities involving students, parents and community such as bi-annual Literacy Nights, quarterly NoVi Pride Days, and up to 7 College Connection Wednesdays. A spring Family Showcase was launched in March 2017; the Family Showcase has 3 components: family literacy, parent conferences, college and career fair, and wellness awareness. The purpose of this approach was to provide students and families with multiple entries for engaging with the school, teachers, and community resources.

Objectives

Norte Vista wants to maintain and increase parent involvement.

Norte Vista wants to help parents develop parenting skills

Norte Vista wants to send parents to pertinent parent training's yearly, such as CAFE

Norte Vista wants our parents to be encouraged to volunteer in one or more of our many parent clubs on campus.

**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 \$149,392.

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 \$58,755.

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 \$92,950. There is a carryover of 0 for a total allocation of 92,950

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

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

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

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

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

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

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

Attach School-Parent Compact (Title I Schools)

**Norte Vista High School
Title I Targeted Assistance School
Parent and Family Engagement Policy
(2017-2019)**

Norte Vista 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.

Norte Vista High School will review and update the policy at Title I meetings held after their monthly School Site meetings. In addition to this, the policy will be reviewed and discussed in upcoming School Site, ELAC, ATP, and Novi Parent Group meetings. Parents will provide feedback regarding the policy, and it will be updated on a continuous basis.

The policy will be distributed to parents and family members of participating Title I students at the beginning of the school year when students register for school in their registration packets, as well as to new enrollees and returning students as part of the 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 Norte Vista 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.
 - Parent groups decided to convene one annual meeting in the evening in the spring.
 - If parents request additional meetings, their requests will be met.
- 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.
 - The school will make the policy available to parents at the afternoon School Site meetings, the morning ELAC meetings, the afternoon ATP meetings, and at the morning Novi Parent Group meetings.
- 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.
 - The school will continuously encourage parents to provide feedback regarding the planning, review, and improvement of the school's Title I programs and parent involvement policy at the Title 1 meeting to be held in the Spring, and at the upcoming ELAC, School Site, ATP, and Novi parent group meetings.
- The school provides parents and family members of participating Title I students with timely information about Title I programs.
 - A Title I informational letter will be sent to parents in the spring the first year of implementation and in future years

- Title I program information will be discussed annually during School Site meetings, ELAC meetings, ATP meetings, and Novi Parent Group meetings.
 - The school will hold an annual Title 1 meeting in the Spring.
- 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.
 - The school provides parents and family members of participating Title 1 students with an explanation of curriculum, assessments, and proficiency levels students are expected to meet at ELAC, School Site, ATP, and Novi Parent Group meetings, and during parent teacher conferences and the Title I annual meeting.
 - The school also reviews course expectations and curriculum at their annual Back to School Night.
- 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.
 - The school will continuously encourage parents to participate in decisions related to the education of their children at the annual Title 1 meeting, as well as at ELAC, School Site, ATP, and Novi parent group meetings.
 - 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 Parent Teacher Conferences, SSTs, IEPs, and Student Review to discuss their child's educational program and progress towards graduation.

School-Parent Compact

Norte Vista 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 (elementary); 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 developed the School- Parent Compact in collaboration with parents from the ELAC meetings, ATP meetings, and School Site meetings. The School-Parent Compact is reviewed bi-annually in the Spring by all groups, and parents are provided an opportunity to make suggestions.

Building Capacity for Involvement

Norte Vista 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.
 - The school provides parents and family members of participating Title 1 students with an explanation of standards, assessments, and how to monitor and improve the achievement of their children at ELAC, School Site, ATP, and Novi Parent Group meetings. In addition, parents are able to monitor the achievement of their children by attending parent teacher conferences, taking note of their student's progress on report cards and by visiting aeries parent portal.
- Provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - Achievement data, as well as assessment data is shared with parents at all parent meetings. Parents are provided with strategies to implement in the home which foster academic achievement.
 - Parenting classes offered through the Wylie Center.
- 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.
 - The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners at their bimonthly WASC meetings, ATP meetings, School Site meetings and staff meetings.
- The school coordinates and integrates the Title I parental involvement 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.
 - Norte Vista High School integrates the Title I parental involvement program with other programs, such as the Action Team for Partnership, Novi Parent group, School Site Council, ELAC, and Padres Unidos to encourage and support parents in more fully participating in the education of their children.
- 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.
 - Norte Vista High School translates all documents into the Spanish language, as well as offers interpreters at all public meetings to meet the needs of Spanish speaking parents. In addition to this, Norte Vista High School communicates with parents via email, Teleparent, flyers home, Peachjar, Parent Connect, and via the school marquee and school website.
- The school provides support for parental involvement activities requested by Title I parents.
 - The school provides support for parental involvement activities by requesting input and feedback at all ELAC, ATP, Novi Parent Group, and School Site meetings.

Accessibility

Norte Vista 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.

Adoption

This policy was adopted by Norte Vista High School's School Site Council on April 10, 2018 and will be in effect for 2017-2018 to 2018-2019.

Escuela Secundaria Norte Vista
Escuela Identificada para Recibir Ayuda del Título I
Política de Participación de Padres y Familias
(2017-2019)

La Escuela Secundaria Norte Vista desarrolló por escrito su política de Título I y participación familiar en conjunto con las sugerencias de padres y familiares de alumnos en el programa de Título I. Dicha política debe ponerse a disposición de la comunidad local y actualizarse periódicamente para cumplir con las cambiantes necesidades de la escuela y padres de familia

La Escuela Secundaria Norte Vista revisará y actualizará la política en las juntas Título I llevadas a cabo después de las juntas mensuales del Concilio Escolar. Además, la política se revisará y dialogará en las próximas juntas del Concilio Escolar, ELAC, ATP, y Grupo de Padres Novi. Los padres proporcionarán retroalimentación acerca de la política y se actualizará de manera continua.

La política se distribuirá a los padres y miembros de familia de alumnos participantes en Título I al principio del año escolar cuando se inscriben en sus paquetes de inscripción, así como a los nuevos estudiantes y aquellos 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 familia.

La política describe la manera para cumplir con el siguiente requisito de participación de padres y familias en el programa de Título I. [20 USC 6318 Section 1118(a)-(f) inclusive]

Participación de Padres y Miembros de Familia en el Programa del Título I

Se han establecido las siguientes prácticas para que los padres y miembros de familia en el programa Título I de la Escuela Secundaria Norte Vista participen:

- La escuela realiza una junta anual en un horario conveniente para que se invite y anime a que asistan los padres de los alumnos correspondientes, con el propósito de informarles acerca de la participación de la escuela en este programa, explicar los requisitos del Título I y su derecho a participar.
 - Los grupos de padres decidieron convocar a una junta anual en la noche durante la primavera.
 - Si los padres solicitan juntas adicionales, se cumplirán sus peticiones.
- La escuela ofrece un número indeterminado de juntas para los padres y miembros de familia en el programa de Título I, incluyendo juntas por las mañanas o tardes y con los fondos proporcionados bajo dicha sección, podrían proporcionarse transportación, cuidado infantil o visitas a los hogares, ya que estos servicios están relacionados a la participación de padres.
 - La escuela tendrá disponible para los padres, la política durante las juntas del Concilio Escolar por las tardes, las juntas ELAC por las mañanas, las juntas ATP por las tardes y las del Grupo de Padres NOVI por las mañanas.
- La escuela logra la participación de padres y familiares de alumnos en el programa de Título I de manera organizada, constante y oportuna para la planeación, revisión y mejora de dichos programas y política de participación de padres.
 - La escuela animará continuamente a los padres para que proporcionen comentarios con respecto a la planificación, revisión y mejoramiento de los programas del Título I de la escuela y la política de participación de padres en la junta del Título I que se realizará en la primavera, y en las próximas juntas ELAC, Concilio Escolar, ATP, y Grupo de Padres Novi.
- La escuela proporciona a los padres y familiares de alumnos en el programa de Título I información oportuna acerca de dicho programa.

- Se enviará a los padres una carta informativa del Título I en la primavera del primer año de implementación y en los años futuros.
- La información del programa Título I será dialogada anualmente durante las juntas del Concilio Escolar, ELAC, ATP, y Grupo de Padres Novi.
- La escuela llevará a cabo una junta anual Título 1 durante la primavera.
- La escuela proporciona a los padres y familiares de alumnos en el programa de Título I una explicación del currículo usado en la escuela, las evaluaciones con que se mide el progreso de los alumnos y las expectativas en cuanto al nivel de dominio que los alumnos deben alcanzar.
 - La escuela proporciona a los padres y miembros de familia de los alumnos participantes en Título 1 una explicación del currículo, evaluaciones, y niveles de competencia que se espera que logren los alumnos durante las juntas ELAC, Concilio Escolar, ATP, y Grupo de Padres Novi, y durante las conferencias de padres maestros y la junta anual Título I.
 - La escuela también revisa las expectativas de los cursos y el currículo en la Noche de Regreso a la Escuela.
- Si los padres o miembros de familia de alumnos en el programa de Título I lo solicitan, la escuela proporciona oportunidades para juntas frecuentes que les permitan participar en la toma de decisiones en relación a la educación de sus hijos.
 - La escuela continuamente animará a los padres para que participen en las decisiones relacionadas con la educación de sus hijos en la reunión anual Título 1, así como en las juntas ELAC, Concilio Escolar, ATP, y grupo de Padres Novi.
 - Durante la orientación, se anima a los padres a que se mantengan en contacto con la escuela con respecto a las necesidades educativas de sus hijos. A los padres se les proporciona la información de contacto de la escuela, así como la del consejero escolar. Se invita a los padres para que asistan a las conferencias de padres maestros, SST, IEP, y Revisión Estudiantil para dialogar acerca del programa educativo de sus hijos y el progreso hacia la graduación.

Acuerdo entre la escuela y padres de familia

La Escuela Secundaria Norte Vista distribuye a los padres y miembros de familia de alumnos en el programa Título I un acuerdo entre padres y escuela. El acuerdo, desarrollado en conjunto con los padres y miembros de familia, define como ellos, el personal escolar y los alumnos comparten la responsabilidad de mejorar el desempeño académico estudiantil. Describe maneras específicas en que la escuela y las familias colaborarán para ayudar a que los niños alcancen los altos estándares académicos estatales. Aborda los siguientes temas requeridos por la ley, al igual que otras sugerencias hechas por los padres y miembros de familia de alumnos en el programa de Título I.

- La responsabilidad de la escuela de proporcionar currículo e instrucción de alta calidad
- Las maneras en que los padres serán responsables de apoyar la educación de sus hijos
- La importancia de la continua comunicación entre padres y maestros, por lo menos durante las conferencias de padres-maestros (a nivel primaria); reportes de progreso frecuentes; acceso al personal escolar; oportunidades para que los padres y miembros de familia sean voluntarios y participen en la clase de los hijos; oportunidades para observar las actividades en el salón de clases.
 - La escuela desarrolló el Acuerdo Escuela-Padres en colaboración con los padres en las juntas ELAC, ATP, y del Concilio Escolar. El Acuerdo Escuela-Padres se revisa cada dos años durante la primavera por todos los grupos y a los padres se les proporciona la oportunidad de hacer sugerencias.

Desarrollando la capacidad para la participación

La Escuela Secundaria Norte Vista logra significativas interacciones entre los padres y familiares de alumnos en el programa Título I y la escuela. Apoya la colaboración entre el personal escolar, padres y miembros de familia y la comunidad para mejorar el desempeño académico de los alumnos. La escuela ha establecido las siguientes prácticas para ayudar a que se logren esas metas.

- La escuela proporciona a los padres en el programa Título I ayuda para entender los estándares académicos estatales, las evaluaciones y como monitorear y mejorar el desempeño de sus hijos.
 - La escuela proporciona a los padres y miembros de familia de los alumnos participantes en Título 1 una explicación de los estándares, evaluaciones, y cómo monitorear y mejorar el rendimiento de sus hijos durante las juntas ELAC, Concilio Escolar, ATP, y Grupo de Padres Novi. Además, los padres pueden verificar el rendimiento de sus hijos al asistir a las conferencias de padres maestros, revisando el progreso de sus hijos en las boletas de calificaciones y visitando el portal para padres *aeries*.
- La escuela proporciona a los padres con hijos en el programa Título I los materiales y capacitación para ayudarles a trabajar con sus hijos y mejorar su desempeño.
 - Los datos de rendimiento, así como los datos de las evaluaciones se comparten con los padres durante todas las juntas de padres. A los padres se les proporcionan estrategias para implementar en el hogar que fomentan el logro académico.
 - Clases para padres ofrecidas por medio del Centro *Wylie*.
- Con el apoyo de los padres en el programa de Título I, la escuela educa al personal escolar acerca del valor de la contribución de los padres y sobre cómo trabajar con ellos cual socios igualitarios.
 - La escuela educa a los miembros del personal acerca del valor de las contribuciones de los padres y de cómo trabajar con ellos cual socios igualitarios en sus juntas bimensuales WASC, ATP, Concilio Escolar y juntas del personal escolar.
- La escuela coordina e integra la participación de padres en el programa de Título I con otros programas y lleva a cabo otras actividades tales como centros de recursos para padres, con el propósito de apoyarlos y motivarlos a que participen ampliamente en la educación de los hijos.
 - La Escuela Secundaria Norte Vista integra la participación de padres en el programa Título I con otros programas, tales como el Equipo de Acción para las Asociaciones Escolares, grupo de Padres Novi, Concilio Escolar, ELAC, y Padres Unidos para fomentar y apoyar a los padres a que participen ampliamente en la educación de sus hijos.
- La escuela distribuye información a los padres en el programa de Título I acerca de la escuela y programas, juntas y otras actividades en un formato y lenguaje que los padres pueden entender.
 - La Escuela Secundaria Norte Vista traduce todos los documentos al idioma español, así como ofrece intérpretes en todas las juntas públicas para cumplir con las necesidades de los padres hispanoparlantes. Además de esto, la Escuela Secundaria Norte Vista se comunica con los padres por medio de correo electrónico, *Teleparent*, volantes enviados a casa, Sistema *Peachjar*, *Parent Connect*, y por medio de la marquesina y sitio web escolar.
- La escuela proporciona apoyo para actividades de participación que los padres del Título I soliciten.
 - La escuela proporciona apoyo para las actividades de participación de padres al solicitar opiniones y retroalimentación en todas las juntas ELAC, ATP, Grupo de Padres Novi, y Concilio Escolar.

Disponibilidad

La Escuela Secundaria Norte Vista proporciona oportunidades para la participación de todos los padres y miembros de familia en Título I, incluso aquellos con dominio limitado del idioma inglés, con discapacidades y padres y familiares de alumnos migrantes. La información y reportes escolares se proporcionan en un formato y lenguaje que los padres y miembros de la familia entienden.

Adopción

Esta política fue adoptada por el Concilio Escolar de la Escuela Secundaria Norte Vista el 10 de abril de 2018 y estará vigente del 2017-2018 al 2018-2019.

Norte Vista High School Compact 2018-2019 School Year

This Compact is an agreement between parties: the parent, the student, and the teacher. It lists what each party must do to support student learning at Norte Vista High School.

In an effort to provide the highest quality of instructional program and to promote the school and family working together, staff and parents agree to implement this compact, and the school will take on the responsibility of discussing this compact with parents, students, and teachers at least once a year at (or before) the first parent/teacher conference.

PARENT RESPONSIBILITIES My child's education is very important. My participation in my child's education will directly affect his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities:	STUDENT RESPONSIBILITIES My education is important to me. It helps me develop the tools I need to become a happy, productive person. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:	STAFF RESPONSIBILITIES I understand the importance of the school experience to every student, and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:
<ul style="list-style-type: none"> Ensure my child is at school every day on time and prepared for a full day of learning. 	<ul style="list-style-type: none"> Attend school every day and arrive on time prepared for a full day of learning. 	<ul style="list-style-type: none"> Provide high quality instruction in a safe environment.
<ul style="list-style-type: none"> Discuss the importance of school attendance and learning standards with my child. Encourage positive attitudes toward school. 	<ul style="list-style-type: none"> Respect and obey all school rules and classroom behavior expectations as stated in the Student Handbook. 	<ul style="list-style-type: none"> Hold high expectations for all students.
<ul style="list-style-type: none"> Comply with school dress code, attendance, and discipline policies. 	<ul style="list-style-type: none"> Be drug, alcohol, tobacco, and violence free 	<ul style="list-style-type: none"> Teach grade level standards to all students.
<ul style="list-style-type: none"> Provide a quiet study area and set aside a specific time to do homework. Study area should be well lit. 	<ul style="list-style-type: none"> Be responsible for my own behavior and ready to accept the consequences of my actions. 	<ul style="list-style-type: none"> Provide meaningful homework activities that reinforce grade level standards and classroom learning.
<ul style="list-style-type: none"> Monitor homework assignments checking for understanding and completion. Sign and return all papers that require a parent/guardian signature. 	<ul style="list-style-type: none"> Comply with dress code policy as stated in the Student Handbook. 	<ul style="list-style-type: none"> Treat all students, parents and staff with equity and respect. Recognize cultural, racial, religious, ethnic, and gender differences.
<ul style="list-style-type: none"> Limit time on social media and monitor for proper use. 	<ul style="list-style-type: none"> Show respect to adults on campus and follow instructions in a polite and cooperative way. 	<ul style="list-style-type: none"> Provide opportunities for students to seek additional help.
<ul style="list-style-type: none"> Encourage nightly reading. 	<ul style="list-style-type: none"> Respect the personal rights and property of others. 	<ul style="list-style-type: none"> Grade and return student assignments in a timely manner. Strive to update AERIES every other week.
<ul style="list-style-type: none"> Contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments. 	<ul style="list-style-type: none"> Respect all cultural, racial, religious, ethnic and gender differences. Do not engage in sexual harassment. 	<ul style="list-style-type: none"> Provide information to families about grade level standards and how parents can help their child achieve the standards.
<ul style="list-style-type: none"> Schedule appointments with the teacher to meet outside of class or to observe my child's classroom when appropriate or necessary. 	<ul style="list-style-type: none"> Talk to my teacher, counselor, or administrator about problems that affect my learning environment. 	<ul style="list-style-type: none"> Communicate regularly with parents regarding their child's progress.
<ul style="list-style-type: none"> Attend Parent/Teacher Conferences and Parent Workshops. Become involved in Novi Parents, Padres Unidos, ATP, ELAC, and SSC when possible. 	<ul style="list-style-type: none"> Ask my teacher when I don't understand the homework or classroom assignments. Be responsible for seeking additional help/support through Expanded Learning. 	<ul style="list-style-type: none"> Set outside appointments to meet with parents and provide opportunities for parents to observe their child's classroom when possible.
<ul style="list-style-type: none"> Regularly access AERIES Portal to monitor student grades and missing assignments. 	<ul style="list-style-type: none"> Complete all homework and classroom assignments on time with my best efforts. 	<ul style="list-style-type: none"> Encourage parents to monitor their children's homework every day.
<ul style="list-style-type: none"> Keep all contact information current (emails, phone numbers, and emergency contacts). 	<ul style="list-style-type: none"> Give all school communications to parents and return all papers that require parent/guardian signature by the due date. 	
	<ul style="list-style-type: none"> Read nightly. 	

Parents: Please discuss this Compact with your child before signing

Parent Signature: _____

Date: _____

Student Signature: _____

Print Student Name: _____

Grade: _____

**Norte Vista High School
School Site Council Agenda
February 27, 2019
Room 104 at 2:45pm**

I. Introductory Procedure

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

II. Action Items

1. Approve minutes from January 30, 2019
2. Approve Categorical Expenditures for Title I, LCFF-LI, LCFF-EL
3. Approve 2018-19 Title I, Part A Reservations, Required
 - Parent Involvement (1%) = \$55,339
 - Transportation: NCLB Program Improvement School Transfers = \$65,000
 - Homeless Services = \$12,128(Percentages are calculated based on the total District Title I allocation)
4. Approve 2018-19 Title I, Part A Reservations, Allowable
 - Centralized Staffing = \$1,745,581
(ELTs, District Instructional Specialists, BIAs)
 - Summer Extended Learning Opportunities = \$320,000
5. Approve participation in a Title I Targeted Assistance Program
6. Approve site categorical budgets for 2018-19
 - a. LCFF-LI - \$149,392.00
 - b. LCFF-EL - \$58,755.00
 - c. Title I – \$92,950.00
7. Approve the 2018-19 Single Plan for Student Achievement

III. Discussion/Information

1. Budget Reports by Funding Source
2. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
3. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
4. 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 3/13/19 (2nd Wednesday)
3. Adjournment: Action It

Norte Vista High School
School Site Council Minutes
February 27, 2019
Room 104 at 2:45pm

I. Introductory Procedure

1. Call to Order at 3:01pm
2. Establishment of Quorum with 7 members present
3. Pledge of Allegiance was not recited
4. Welcome and Introductions were done

II. Action Items

1. It was motioned/seconded/carried to approve the minutes from January 30, 2019 (Vasquez/Arteaga), (7-0-0)
2. There were no Categorical Expenditures to approve
3. It was motioned/seconded/carried to approve the 2018-19 Title I, Part A Reservations, Required:
 - Parent Involvement (1%) = \$55,339
 - Transportation: NCLB Program Improvement School Transfers = \$65,000
 - Homeless Services = \$12,128(Percentages are calculated based on the total District Title I allocation)
(Dean/Quintero), (7-0-0)
4. It was motioned/seconded/carried to approve the 2018-19 Title I, Part A Reservations, Allowable:
 - Centralized Staffing = \$1,745,581
(ELTs, District Instructional Specialists, BIAs)
 - Summer Extended Learning Opportunities = \$320,000(Arteaga/McCluskey), (7-0-0)
5. It was motioned/seconded/carried to approve participation in a Title I Targeted Assistance Program (Dean/Vasquez), (7-0-0)
6. It was motioned/seconded/carried to approve site categorical budgets for 2018-19:
 - a. LCFF-LI - \$149,392.00
 - b. LCFF-EL - \$58,755.00
 - c. Title I – \$92,950.00(Arteaga/Quintero), (7-0-0)
7. It was motioned/seconded/carried to approve the 2018-19 Single Plan for Student Achievement (Arteaga/Dean), (7-0-0)

III. Discussion/Information

1. Budget Reports by Funding Source were reviewed
2. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC) – meeting for February was cancelled due to ELPAC
 - Action Team for Partnership (ATP) – no meeting
 - District Parent Advisory Committee (PAC) – no meeting
3. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers) – district has put a hold on non-compliant professional development opportunities

- Parent and Family Involvement Opportunities – parent volunteers helped escort students during ELPAC testing. March 14 is Parent/Teacher conferences with our Norte Vista Family Showcase. We will have representatives with information regarding community colleges, health & welfare, and district offered Adult Ed and ESL classes. April 27 will be our first Saturday Parent Symposium where parents can attend various workshops to enhance their parenting skills.
 - Interventions – Senior Subjects, Special Ed Senior Subjects, Testing Center, & Expanded Learning tutoring are continuing for 2nd semester. The Flex Schedule which is geared to students that are not succeeding.
4. Principal's Report – Norte Vista received a 6-year credential from the WASC team! The Flex Schedule now has 7 students enrolled and seems to be working. The goal is to reach out to all students who are not attending school regularly to provide them with a schedule tailored to address their individual learning needs, increase graduation rates, and improve student attendance.

IV Hearing Session/Public Comments

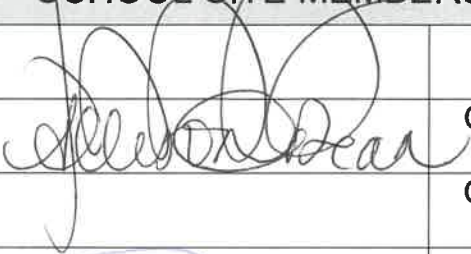



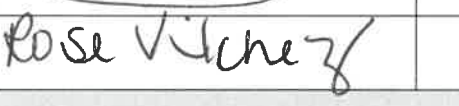


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V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 3/13/19 (2nd Wednesday)
3. Adjournment: meeting was adjourned at 3:50pm

Norte Vista High School

School Site Council Secondary Sign-In Sheet February 27, 2019

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Jason Marquez		Principal	
Allison Dean		Classroom Teacher	
Alma Ibarra		Classroom Teacher	
Melissa McCluskey-Carlson		Classroom Teacher	
Lynne Vasquez		Classroom Teacher	Vice-Chair
Rose Vilchez		Other Staff	
PARENTS/ STUDENTS/COMMUNITY MEMBERS			
Rosa "Angie" Estrada		Parent/Community Member	
Veronica Arteaga-Fernandez		Parent/Community Member	Chair
Candice Sturdivan		Parent/Community Member	
Michelle Dang		Student	
Maya Quintero		Student	
Audrey Song		Student	Secretary

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title
Anita Ferrero		Acct Clerk



Distrito Escolar Unificado Alvord
Escuela Secundaria Norte Vista
Comité Consejero para Aprendices
del Idioma Inglés

11 de noviembre de 2018
9:00 am Sala 104

Agenda

- I. Procedimientos de Introducción
 - a. Llamar la Orden
 - b. Bienvenida/Registro de Asistencia
 - c. Saludo a la Bandera-
- II. Asuntos de Acción
 - a. Aprobación de la minuta del (11-13-18)
 - b. Elección de nuevos miembros ELAC
 - c. Revisión/Aprobación del Reglamento ELAC
- III. Diálogo Información
 - a. Capacitación-Censo de Idiomas (R30) de CALPADS
 - b. Examen ELPAC (6 de febrero, 2019)
 - c. Reporte DELAC – Evangelina Valderrama
 - d. Importancia de la Asistencia Escolar
 - e. Presupuesto EL – LCFF EL
 - f. Reporte de la Directora
- IV. Otro Sesión de Audiencia

Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La Presidencia reserva el derecho de limitar el tiempo del parlante 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.
- V. Clasura
 - a. Próxima Reunión: 1/14/2019, 9:00 AM, Sala 104



Alvord Unified School District
Norte Vista High School
English Learners Advisory Committee

November 11, 2018
9:00 am Sala 104

Agenda

- I. Introductory Procedures
 - a. Call to Order
 - b. Welcome/Sign-in (#2b)
 - c. Pledge of Allegiance
- II. Action Items
 - a. Approval of Minutes from (11-13-18)
 - b. Election of new ELAC members (#2a)
 - c. Approval of ELAC Bylaws
- III. Discussion Information
 - a. Language Census (R30) from CALPADS
 - b. ELPAC (Feb. 6, 2019)
 - c. DELAC Report
 - d. EL Budget – LCFF EL
 - e. Attendance
 - f. Principal's Report
- IV. Other Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak to any item on the Agenda or regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to five minutes. Government Code Section 54954.2 and Education Code 35145.5 prohibit the Board of Education from discussing or acting upon matters not on the Agenda
- V. Adjournment
 - a. Next Meeting: 1-14-19, Sala 104
 - b. Adjournment Time:



Alvord Unified School District
Norte Vista High School
English Learners Advisory Committee

November 11, 2018
9:00 am Sala 104



Minutes

- I. Introductory Procedures
 - a. Call to Order. Rose Vilchez called meeting to order at 9:20 a.m.
 - b. Welcome/Sign-in (#2b)
 - c. Pledge of Allegiance. Conducted by Vilchez at 9:20 am
- II. Action Items
 - a. Approval of Minutes from (11-13-18)
 - b. Election of new ELAC members (#2a)
 - c. Approval of ELAC Bylaws
- III. Discussion Information
 - a. Reclassification. Vilchez talked about ELPAC and reclassification criteria. Parents suggested that school focus on non reclassified students, and offer extra credit to increase participation from parents. Dr. Vilchez gave a summary of the R30 data, including:
 - i. 96.7% of students are Spanish speakers
 - ii. % of ELs by grade
 - iii. Definitions of IFEP, EL, RFEP, LTEL and 4+years
 - iv. Norte Vista's focus on reclassifying more students
 - v. Parents had questions about reclassification. Dr. Vilchez reviewed the reclassification criteria. 47 students are to be reclassified in December.
 - b. ELPAC (Feb. 6, 2019). Vilchez explained that this will be a late start day for the exam. Parents suggested meetings with students to tell them about the importance of reclassification.
 - c. DELAC Report . Ms. Evangelina gave the report on reclassification.
 - d. EL Budget – LCFF EL funds were reviewed.
 - e. Attendance
 - f. Principal's Report
 - g. Suggestions to improve ELAC attendance: 1) give away; 2) potluck, and 3 free books for students.
- IV. Other Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak to any item on the Agenda or regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to five minutes. Government Code Section 54954.2 and Education Code 35145.5 prohibit the Board of Education from discussing or acting upon matters not on the Agenda
- V. Adjournment
 - a. Next Meeting: 1-14-19, Sala 104
 - b. Adjournment Time:



Distrito Escolar Unificado Alvord
Escuela Secundaria Norte Vista
Comité Consejero para Aprendices
del Idioma Inglés



Nov. 11 de 218
9:00 am Sala 104

Minuta

- I. Procedimientos de Introducción
 - a. Llamar la Orden. Dr. Vilchez llamo la junta a orden, 9:20 a.m.
 - b. Bienvenida/Registro de Asistencia
 - c. Saludo a la Bandera- Dr. Vilchez, 9:20 a.m.

- II. Asuntos de Acción
 - a. Aprobación de la minuta del (11-13-18)
 - b. Elección de nuevos miembros ELAC
 - c. Revisión/Aprobación del Reglamento ELAC

- III. Diálogo Información
 - a. Capacitación-R30. Dr. Vilchez dio información acerca del ELPAC y la criteria de reclassificacion. Los padres sugirieron que la escuela enfoque en los estudiantes que no han reclasificado y que se ofrezca puntos de crédito para promover que padres participen. Dr. Vilchez dio un resumen acerca de los datos R30, incluyendo:
 - 96.7% de los estudiantes de NVHS hablan español
 - porcentajes de aprendizes del idioma ingles, por grado
 - definiciones de IFEP, EL, RFEP, LTEL, y EL 4+anos
 - el enfoque de NVHS es reclasificar mas estudiantes

Padres hicieron preguntas acerca de reclasificación. Dr. Vilchez repaso la criteria de reclasificación. 47 estudiantes serán reclasificados en diciembre.

 - b. Examen ELPAC (6 de febrero, 2019): Dr. Vilchez explico que este dia es dedicado al examen; los además estudiantes empiezan el dia escolar mas tarde. Los padres sugerieron tener juntas con los estudiantes para informarles acerca de la importancia de reclasificación.
 - c. Reporte DELAC – Evangelina Valderrama discutio reclasificación.
 - d. Importancia de la Asistencia Escolar
 - e. Presupuesto EL – LCFF EL; se reviso los fondos del EL.
 - f. Reporte de la Directora
 - g. Sugerancias para mejorar la asistencia de ELAC: 1) rifa; 2) potluck; 3) libros gratuitos para estudiantes.

- IV. Otro Sesión de Audiencia

Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La Presidencia reserva el derecho de limitar el tiempo del parlante 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.

- V. Clasura: 10:20 a.m.
 - a. Próxima Reunión: 1-14-19, 9:00 AM, Sala 104

