



# Alpine County Unified School District Office of Education

**Goal 1. *Alpine County Unified School District and Alpine County Office of Education are committed to ensuring all students have access to a broad course of study with highly qualified teachers in a healthy and safe school environment.***

## 2017-2018 Actions and Services

1.1 For the purpose of ensuring unduplicated students receive focused instruction in their grade level curriculum:

Maintain teaching staff levels to ensure straight grades for English Language Arts and Mathematics

1.2 Sufficient state-aligned, school board adopted materials will be available for students' use. Teachers will use a variety of tools to help facilitate student success, particularly for low performing students who are low income to include:

- 1) Fully implement Multi-Tiered system of Support (MTSS) to facilitate success of all students. This process will systematically identify low performing students, who are also low income, to ensure they receive an intervention for the purpose of improving their performance on state standards, particularly in English/Language Arts and Math.
- 2) Utilize the Student Study Team (SST) process in concert with the MTSS process to ensure low performing, low income students are identified and assisted in increasing their academic performance.
- 3) Utilize collaboration time as outlined by the California Department of Education (CDE) essential program components. Collaboration time will be built into all schools' schedules to ensure the MTSS and SST processes are used to identify low performing and low income students and ensure they receive interventions to increase their academic performance.

When low performing, low income students are identified and receive academic interventions, they have a greater likelihood of academic success.

1.3 Maintain sufficient technology and staff to implement a one-to-one Chromebook program for Kindergarten-8th grade students.

1.4 The Facilities Advisory Committee will continue to identify, analyze, and prioritize facility needs through the use of a variety of tools including:

- 1) Complete Master Facilities Plan to establish a forward looking plan regarding the use of facility assets
- 2) Assess and begin repairs required for Bear Valley School building to be safe and fully functional

1.5 Staff will be provided professional development based on teacher input, student achievement, and other identified needs such as the integration of technology and state adopted curriculum.

1.6 The Superintendent will work closely with governmental agencies (such as Juvenile Court, Family Court, and Child Welfare) to ensure students, particularly low income students, have access to a broad course of curriculum.

The Superintendent will develop an efficient expeditious process for transferring health and education records and the health and education passport.

Continue to support all high school options including Douglas High School, South Tahoe High School, Community Day School, Opportunity School, and Bret Harte High School, particularly for low income students.

Counselor and school site administrations will ensure all low income students participate in a broad course of study that provides them as many options for high school and college readiness as practical.

Providing various high school options will ensure students are appropriately prepared for post- secondary avenues such as college or career entry.

**Goal 2 *Pupil Outcomes: Alpine County Unified School District and Alpine County Office of Education are committed to supporting students holistically toward performing at high levels on the state's adopted standards.***

2017-2018 Actions and Services

2.1 For ages 0-5

- 1) Maintain Early Learning program to include all Alpine County residents from zero to five years of age, including adjusting staffing levels
- 2) Invest resources and efforts toward repairing the Bear Valley School building to be in a condition ready for the Busy Bears Program to provide a program for early learners
- 3) Implement a high quality, research-based structured curriculum for the County Early Learning Program

Bolstering the academic success of early learners prior to their start of school will contribute to their academic success while in school. This is particularly true for low income students, low performing students.

2.2 For grades K-8

Maintain core subject matter courses and enriching after school programs taught by credentialed, appropriately authorized teachers and supported by qualified classified staff. Ensure all low performing, low income students are invited to the Expanded Learning Program after school:

- 1) Confer with District Curriculum Council to identify potential project based learning components in core curriculum to provide guidance to teachers. This will provide low income, low performing students a different medium in which to practice and remediate any academic deficits.
- 2) Continue operating Expanded Learning Program in accordance with the After School Education and Safety Grant with focus on education and literacy and educational enrichment particularly for low income, low performing students
- 3) Reduce Visual and Performing Arts (VAPA) from 2016-2017. This will better ensure resources are invested in intervening with low income, low performing students as needed to ensure academic success.
- 4) Continue K-8 straight grades for Common Core state standards in ELA and Math. This will ensure low performing, low income students receive focused instruction in their grade level curriculum.

- 5) Continue sports programs including cross country, track and field, volleyball, basketball. This will ensure low performing, low income students have the opportunity to increase engagement and connection with the school which will in turn motivate students to succeed in English/Language Arts and Math.

### 2.3 For grades 9-12

Prepare students to meet their post-secondary school goals:

- 1) Offer coursework to a) increase student performance on Early Assessment Program (EAP) exams and promote participation in 11th grade, and b) meeting entrance requirements for California State University and University of California systems
- 2) Provide staff resources for student college and career readiness
- 3) Provide staff time to develop

### 2.4 High school accreditation:

- 1) Staff participates in process
- 2) Apply for accreditation

### 2.5 For all students

Meet, support, and increase academic objectives and performance:

- 1) Provide parent/guardian education after school at the Woodfords Indian Education Center and/or Diamond Valley Elementary School "Parent Participation Night"
- 2) Continue intervention program for underperforming students particularly in ELA and Math for Native American, special education, and socioeconomically disadvantaged students
- 3) Teachers use assessment tools to adapt instruction to student needs
- 4) Teachers utilize available information to create student performance SMART (Strategic Measurable Attainable Results oriented and Time bound) goals
- 5) Coordinate classified personnel to support certificated staff
- 6) Continue to provide professional development to teachers and appropriate staff to implement MTSS

## 2.6 For all students

Provide teachers professional development on the District's adopted core curriculum to:

- 1) Effectively use state resources
- 2) Assess data to benefit student outcomes
- 3) Increase student mastery on standards aligned curriculum

This will provide teachers with a systematic process to identify students for intervention per the MTSS model. Therefore, low performing, low income students will receive focused interventions to address their academic deficits.

**Goal 3 *Engagement: Alpine County Unified School District and Alpine County Office of Education are committed to providing a collaborative culture for students, parents, teachers, staff and the community which promotes the social, emotional, and academic growth of all students.***

3.1 Promote parental engagement and continuing parent/guardian outreach to increase parent involvement in the schools. A focus on outreach to low income families and staff involvement with parents/guardians will better ensure low income parents increase their school involvement and establish a holistic support network for student success:

- 1) Partner with the local Native American community Parent Advisory Committee
- 2) Staff participation in Alpine Parents Group
- 3) Facilitate staff and parent/guardian meetings on student progress at the Woodfords Indian Education Center
- 4) Develop a process to establish a cultural liaison for Individualized Education Plan meetings between the Native American community and school
- 5) Meet with the Superintendent, staff, and parents/guardians in the Native American community including parent workshops regarding school programs
- 6) Seek parent input on development of the Single Plan for Student Achievement (SPSA) through meetings and surveys
- 7) Committee leaders and staff contact parents/guardians promoting participation in student activities, school activities, and District and County committees
- 8) Continue recurring open, informal meetings with parents/guardians, community members, staff, and administration (Food For Thought, Breakfast with the Superintendent)
- 9) Continue exploring opportunities for parent/guardian involvement
- 10) Educate parents/guardians on accessing adopted ELA and Math programs online

3.2 Promote student engagement by:

- 1) Staff monitor student's classes and course pathways to support subject mastery toward educational goals

- 2) Continuing partnership with neighboring counties for educational services and transportation of students impacted by closure of District/COE schools (Bear Valley)
- 3) Develop a plan to reopen the Bear Valley School for the 2018-2019 school year
- 4) Counselor will review climate survey data and identify climate factors such as socioemotional needs
- 5) Continue the Summer Academy to include ELA, Math, and Physical Fitness with supplemental curricula and instruction
- 6) Staff monitor academic progress of high school students enrolled in school districts outside of Alpine County through progress report and transcript review
- 7) Invite academically and/or behaviorally at-risk, resident students attending high schools outside of Alpine County to enroll in the county alternative high school to work toward graduation
- 8) Counselor will identify foster youth through informal process and counsel each student based on their unique needs

3.3 Foster a positive school climate and develop behaviors consistent with learning. This will better ensure low income students who feel disengaged from the schools become better connected and contribute more to the positive school cultures:

- 1) Continue to administer, support, and provide staff development for the Positive Behavioral Interventions and Supports (PBIS) framework and integrate into the Multi-Tiered System of Supports (MTSS) framework. This will ensure all students, particularly students who demonstrate behaviors not consistent with a positive learning culture, acquire replacement behaviors that contribute productively.
- 2) Offer and provide school counseling services at Individualized Education Plan meetings. This will ensure parents of low income students who do not feel connected to the school have more support in contributing to their child's IEP.
- 3) Continue student referrals to school counseling services. This will ensure positive support is provided to students in a non-punitive environment they otherwise might experience if referred to school site administration.
- 4) Continue to administer the California Healthy Kids Survey (CHKS), California School Climate Survey (CSCS), and the California School Parent Survey (CSPS) to evaluate the students, parents/guardians, and staffs' perspective of the school's social, physical, and academic environment

- 5) School sites will promote participation in the climate surveys (CHKS, CSCS, CSPS) to obtain at least the minimum number of participants to yield valid and reliable results
- 6) Post survey results on District/County website
- 7) Site administration will follow board policy to revise discipline matrix and establish communication protocol for students, parents/guardians, and appropriate staff. Revisions will be made so that students who do not have behaviors consistent with learning are taught replacement behaviors in as productive a setting as possible. This will help low income students who might not feel as invited to a school setting, feel more invited.
- 8) Site administration will communicate student discipline consequences to students, parents/guardians, and appropriate staff after each incident. This will better ensure teaching staff know students, particularly low income students have received their appropriate intervention and are ready to focus on contributing positively.