

2018-2019 GOALS AND OBJECTIVES – Status Update for April 2019

Alpine County Unified School District (ACUSD) Alpine County Office of Education (ACOE)

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.

Action & Services Number	Action & Service as listed in the LCAP	Update
1.1	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:	Most recent State Board of Education (SBE) Math Textbooks adopted - 2014; ELA 2015; History Social Science (HSS) 2018; group of teaches reviewed new SBE adopted science materials March 14, 2019
	1) Maintain Multi-Tiered System of Supports (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.	The MTSS team has been continued and expanded to include Bear Valley Elementary School. Students who struggle to achieve academic and/or behavioral success are identified through this process and plans are being developed to implement various interventions and supports.
	2) Develop and implement a series of workshops for parent/guardian education regarding the MTSS process, tier structures, interventions and supports.	A MTSS presentation was available to parents during the Back to School Night at Diamond Valley and another one is planned at Diamond Valley's Parent Partnership Night held on 11/8. The MTSS team has met regularly and DVES has conducted multiple student study team meetings for individual students.
	3) 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.	The MTSS team has met a total of four times to date and started the SST process to incorporate parents as partners regarding their student's academic and behavioral success.
	4) 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.	Collaboration time has been dedicated to identifying low-performing and low-income students to help ensure appropriate interventions are being developed to support academic and behavioral success.
	5) Utilize the School Community Breakfast to discuss current topics of interest.	Planning with Funding Coordinator, Counselor, Human Resources and Administrative Services Coordinator, Superintendent, Principal on rolling out "hot topics" for school community

		breakfasts to take place quarterly or bimonthly (every other month). First target meeting will be in November. Two topics identified are 1) Bullying and School Discipline including Suspension and 2) Vaping
	6) Utilize the MTSS process whenever a student is expelled to minimize disruption to their continued education. Follow the Countywide Plan for expelled students; (http://alpinecoe.k12.ca.us/administration/plan-for-expelled-students/).	While no students have been expelled, the MTSS team would be the appropriate team at the school site to contribute to the development of an individualized transition plan to the new setting.
	7) Continue to maintain the capacity to keep baseline and ongoing measures of school attendance, truancy, and drop-out rates for expelled youth	These measures are obtained for all students. If a student becomes expelled those records would transfer and be updated at the Community Day School.
	8) Support the development of a process for successful transitions both into, and out of, the Community Day School	While no students have been expelled, the MTSS team would be the appropriate team at the school site to contribute to the development of an individualized transition plan to the new setting.
1.2	The Facilities Advisory Committee will continue to identify, analyze, and prioritize facility needs through the use of a variety of tools including:	
	1) Place bond measure on ballot	The bond measure has been placed on the ballot; passed November 6, with 66.73% approval
	2) Maintain Bear Valley Elementary School building to be safe and fully functional	Bear Valley Elementary School has been opened and construction continues.
	3) Ensure effective communication within all outlying buildings	There is effective communication between all outlying buildings via telephone, radio, and public address system.
1.3	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.	Communications ongoing with Placer County Office of Education to schedule full staff meetings regarding MTSS. Desire from teachers to have all staff and new staff have refreshment training together due to turnover. Requests received for History Social Studies professional development as well as new Science materials when adopted.
1.4	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 continues to work closely with various governmental agencies to ensure students have access to a broad course of curriculum. Examples include Sheriff's office, Health and Human Services, Behavioral Health)
	The Superintendent will develop an efficient expeditious process for transferring health and education records and the health and education passport.	Records would be transferred as needed. Developing a fully formed formal process will be explored when/if we get such a student
	Continue to support all high school options including Douglas High School, South Tahoe	ACOE continues to support all high school options including Douglas High School, South

	High School, Community Day School, Opportunity School, and Bret Harte High School, particularly for low income students.	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.	The counselor and school site administrators continue to ensure that low income students have a board 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.	There are no student currently enrolled in the Opportunity or Community Day Schools. However, we have been working with the parents and other agencies to meet the unique needs of particular cases including Douglas Schools for placement into ASPIRE, Online School – Odyssey ware to customize few classes students need.

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.

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	This action step is currently being implemented
	2) Invest resources and efforts toward repairing the Bear Valley Elementary School building to be in a condition ready for the Bear Valley Elementary School students and the Busy Bears Program to provide a program for early learners	Collaborated with Busy Bears and reviewed building use. They still want to explore using part of the building but I believe we are all realizing many additional impracticalities in using the space for an entirely different program. The early learners would need their separate area and this poses many challenges particularly when the K-5 or K-8 programs grow.
	3) Implement a high quality, research-based structured curriculum for the County Early Learning Program to meet the Transition Snapshot for School Readiness Skills to transition into Kindergarten.	
	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.	The AmeriCorps service year to support school readiness in the 0-5 population is underway for the Early Learning Specialist funded through a cooperative partnership between First 5 Alpine and Alpine County Office of Education.
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.:	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.

	1) Confer with MTSS team 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.	Planning implementation of funding Health and Human Services provided for students to build gardens, particularly during intercession and Summer Academy times
	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	The Expanded Learning Program continues to be in accordance with the After School Education and Safety Grant.
	3) Maintain Visual and Performing Arts (VAPA) program. This will better ensure resources are invested in intervening with low income, low performing students as needed to ensure academic success.	The VAPA program has been maintained
	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.	K-8 continues to have straight grades for ELA and Math
	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.	The sports program at Diamond Valley Elementary School has been maintained from previous year.
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	There are currently no students enrolled in district or county high school programs
	2) Provide staff resources for student college and career readiness	There are currently no students enrolled in district or county high school programs
	3) Provide staff time to develop a Career Technical Education program	There are currently no students enrolled in district or county high school programs
2.4	High school accreditation:	There are no students currently enrolled in Alpine County high schools. The accreditation process will continue once sufficient enrollment has been reached
	1) Staff participates in process	There are no students currently enrolled in Alpine County high schools. The accreditation process will continue once sufficient enrollment has been reached
	2) Apply for accreditation when eligible to ensure socioeconomically disadvantaged students have the same access to college entry as students attending accredited high school	There are no students currently enrolled in Alpine County high schools. The accreditation process will continue once sufficient enrollment has been reached
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"	The first Parent Partnership Night is scheduled for November 8th
	2) Continue intervention program for underperforming students particularly in ELA and Math for Native American, special education, and socioeconomically disadvantaged students	Intervention programs have been continued from the previous year. In addition, the utilization of a universal screen will help further tailor the interventions and supports to help better meet the needs of each student.
	3) Teachers use assessment tools to adapt instruction to student needs	Assessment tools have been expanded to include a universal screener for all students to help identify specific areas for interventions and supports.
	4) Teachers utilize available information to create student performance SMART (Strategic Measurable Attainable Results oriented and Time bound) goals	SMART goals have not yet been developed
	5) Coordinate classified personnel to support certificated staff	Classified staff have been scheduled and assigned to classrooms to support certificated staff.
	6) Continue to provide professional development to teachers and appropriate staff to implement MTSS	Professional development in the area of the MTSS process was provided at the beginning of the school year. As stated previously, communications and planning with Placer County Office of Education continues to take place for one full staff training this school year.
2.6	For all students: Provide teachers professional development on the District's adopted core curriculum to:	
	1) Effectively use state resources	State resources continue to be utilized effectively
	2) Assess data to benefit student outcomes	SBAC and universal screener data has been utilized to help identify interventions and supports 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.	SBAC, universal screener, formal, and informal assessment data continues to be utilized in an effort to help identify interventions and supports to increase student mastery.

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 family engagement in the schools. A focus on outreach to low income families and staff involvement with parents/guardians will better ensure low income	
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	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	This has continued from previous years
	2) Staff participation in Alpine Parents Group	This has continued from previous years
	3) Facilitate staff and parent/guardian meetings on student progress at the Woodfords Indian Education Center	Parent/Teacher conferences have been scheduled at the education center at the end of October.
	4) Develop a process to establish a cultural liaison for Individualized Education Plan meetings between the Native American community and school	Potential liaisons have been identified and staff will reach out to them shortly.
	5) Meet with the Superintendent, staff, and parents/guardians in the Native American community including parent workshops regarding school programs	Hosting evening meeting on September 20, 2018 regarding student discipline and suspension. Presented attendance process addressing chronic absenteeism concerns to Woodfords Community Council on March 7, 2019.
	6) Seek parent input on development of the Single Plan for Student Achievement (SPSA) through meetings and surveys	The School Site Council met in January and February.
	7) Committee leaders and staff contact parents/guardians promoting participation in student activities, school activities, and District and County committees	Parents contacted regarding Parent Involvement Night, School Site Counsel; students contacted about Cross Country; Volleyball and Basketball roll out and communication to students being planned; First School Community Breakfast being planned for November
	8) Continue recurring open, informal meetings with parents/guardians, community members, staff, and administration (Food For Thought, School Community Breakfast)	Planning with Funding Coordinator, Counselor, Human Resources and Administrative Services Coordinator, Superintendent, Principal on rolling out "hot topics" for school community breakfasts to take place quarterly or bimonthly (every other month). First target meeting will be in November. Two topics identified are 1) Bullying and School Discipline including Suspension and 2) Vaping
	9) Continue exploring opportunities for family engagement	Staff continues to explore ways to increase family engagement. Moving the Parent Partnership Night to the fall has been one result of these explorations.
	10) Educate parents/guardians on accessing adopted ELA and Math programs online	ELA and Math topics have been scheduled in the Parent Partnership Night
	11) Utilize the School Community Breakfast to discuss current topics of interest	Planning with Funding Coordinator, Counselor, Human Resources and Administrative Services Coordinator, Superintendent, Principal on rolling out "hot topics" for school community breakfasts to take place quarterly or bimonthly (every other month). First target meeting will be in November. Two topics identified are 1) Bullying and School Discipline including Suspension and 2) Vaping. Community

		breakfast on bullying held at DVES
	12) Explore online grade reporting system	Easy Grade Pro is currently being used by teachers and many have begun to post their gradebooks online through this program.
3.2	Promote student engagement by:	
	1) Staff monitor student's classes and course pathways to support subject mastery toward educational goals	This continues to occur
	2) Continuing partnership with neighboring counties for educational services and transportation of students impacted by closure of District/COE schools (Bear Valley)	Bear Valley School was opened, yet transportation opportunities continue to occur and be provided to high school and upper grade (6-8 grade) students
	3) Reopen Bear Valley Elementary School for the 2018-2019 school year	This occurred on schedule
	4) Counselor will review climate survey data and identify climate factors such as socioemotional needs	The counselor and MTSS team is scheduled to review the data in October
	5) Continue the Summer Academy to include ELA, Math, and Physical Fitness with supplemental curriculum and instruction	The Summer Academy took place during the summer of 2018
	6) Staff monitor academic progress of high school students enrolled in school districts outside of Alpine County through progress report and transcript review	Counselor identifying students in STHS and DHS for lack of sufficient academic progress to graduate on time. Letter modified to reflect different opportunities at the Opportunity School.
	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	Counselor has requested transcripts be sent to district office and her
	8) Counselor will identify foster youth through informal process and counsel each student based on their unique needs	Counselor provides counseling for all students as needed. Although we do not have any formally identified foster youth, students who have been identified as Native American foster youth are included in counseling and their unique needs are taken into consideration
	9) Explore elective course offerings for grades 6 through 8 including physical education; STEM (Science, Technology, Engineering, Mathematics); Art; Music; Visual and Performing Arts (VAPA)	Elective course offerings for grades 6 through 8 continue to be explored and include offerings such as STEAM (Science, Technology, Engineering, Art, Mathematics); Band; Visual and Performing Arts (VAPA)
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	The MTSS framework continues to be administered and supported at Diamond Valley Elementary School. Professional development has occurred on a variety of MTSS topics. The MTSS framework has been introduced at Bear Valley Elementary School

	consistent with a positive learning culture, acquire replacement behaviors that contribute productively.	
	2) Offer and provide school counseling services at Individualized Education Plan (IEP) 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.	School counseling have been offered as a support for students during their IEP meetings
	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.	Student referrals to the school counselor have continued this year to help students who struggle academically, behaviorally, and socio-emotionally.
	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	The surveys are being administered this school in March 2018
	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	The surveys are being administered this school in March 2018
	6) If response numbers are sufficient to protect student anonymity, post survey results on District/County website	The survey results were not posted on the school's website due to concerns regarding student anonymity/ Staff and parent surveys have been posted.
	7) Site administration will follow board policy to revise discipline matrix and further refine communication protocols 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.	The discipline matrix was reviewed and revised to help support students who do not have behaviors consistent with learning are taught replacement behaviors in as productive a setting as possible
	8) Site administration will further refine communication protocols regarding communicating 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.	Site administration has refined communication protocols regarding communicating student discipline consequences to students, parents/guardians, and appropriate staff after each incident. A communication log has been developed and utilized.
	9) Increase and diversify communication methods to the school community; consider mobile applications, mass emails, text messaging, and automated calling system	Staff has explored ways to increase and diversify communication methods to the school community. Mass emails have already been utilized and the district is in the process of implementing the Remind App to facilitate text messaging communications to parents/guardians
	10) Staff and administration will work collaboratively to develop common understanding of how discipline	Staff and administration have met during collaboration and built consensus on how the

	matrix will be implemented.	discipline matrix is to be implemented.
	11) Explore and implement an Alternative Instructional Setting to help maintain a rigorous instructional setting within the classroom and guide identified students toward developing behaviors consistent with learning.	The Alternative Instructional Setting has been established and is currently being implemented.
	12) Explore expanding the Primary Intervention Program (PIP) to all grade levels	Staff, Alpine County Behavioral Health staff, and members of Tahoe Youth and Family Services have met and explored the possibility of expanding the Primary Intervention Program (PIP) to all grade levels. It was determined that it would not occur at this time
	13) Continue to maintain the capacity to keep baseline and ongoing measures of school attendance, truancy, and dropout rates. Schools will follow the School Attendance Review Board processes to increase student attendance as needed.	School staff Continues to maintain the ability to measure ongoing school attendance, truancy, and dropout rates. Diamond Valley Elementary School and Bear Valley Elementary School continues to follow the School Attendance Review Board processes that has been established.