2025-2026 Program Plan for Student Achievement

Alternative Education Program

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT

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Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Overall Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the Program Plan for Student Achievement (PPSA) is to provide a comprehensive document, including details of site-planned actions and expenditures related to the goals of the Panama-Buena Vista Union School District's Local Control and Accountability Plan. This PPSA
- aligns to district LCAP goals
- identifies site-specific achievement goals based on a variety of student performance data and the comprehensive needs assessment
- describes specific instructional strategies to increase/improve student learning
- describes how student progress will be monitored regularly
- identifies interventions for students not making adequate progress toward growth goals
- determines the professional development needs of teachers, support staff, and administration
- delineates strategies for parent communication and engagement to improve student achievement and assist parents in becoming knowledgeable stakeholders in the school community
- reflects estimated costs and funding sources

Alternative Education's PPSA addresses the required components of effective core instruction in English Language Arts and Mathematics. In addition, the plan provides targeted assistance for students requiring support in literacy, language development, and math. Funds are allocated to support curricular materials, professional development, teacher release time for planning, and additional staffing to support the instructional program. LCFF funds utilized at the district level to fund specific actions/services are included if those funds directly benefit the school site. If an action to improve student achievement is not an allocable cost to a federal program, the school leadership may utilize site-based LCFF funds to provide a cohesive program. For 2024-25, actions may indicate LCFF costs when such funding is available to the school site; if no LCFF funds are currently available at the site level, leadership may include an action with no cost associated with the strategy. Should site-level LCFF funding become available, a budget revision would be made and specific actions funded.

Program Vision and Mission

The staff at Alternative Education has established the following goals to help students reach their greatest potential:
- We will partner with students, family, and community members to ensure students demonstrate growth academically, socially, emotionally, and behaviorally during their enrollment in the program and return them to a traditional educational environment as soon as possible.
- Alternative Education will provide a safe environment where students will develop positive character traits, a sense of responsibility, empathy, and decision-making skills.
- Alternative Education supports and strives to promote excellence as defined by the Panama-Buena Vista School District.
- Our school vision is Suns R.I.S.E with Resilience, Integrity, Skills, and Empowerment. Our mission is to provide students with a learning environment that communicates their "worth and potential so clearly they are inspired to see it" and provides the skills needed to act in accordance.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this PPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

A Comprehensive Needs Assessment was conducted with various Educational Partners (i.e. Teachers, Staff, Administration, and Parents/Guardians) throughout the school year, including ongoing progress monitoring of program-wide data. After reviewing multiple data sets for students enrolled in Alternative Education during March of 2024, these Educational Partners had the opportunity to provide input and feedback in developing the 2025-2026 PPSA goals and strategies.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

While Alternative Education is not a comprehensive school site, it is considered the most restrictive educational environment for students with histories of emotional and/or behavioral challenges which have adversely affected their educational progress. Depending upon the mental health and/or behavioral needs of the student, this program is designed to rehabilitate students and prepare them to return to a comprehensive campus.

The Alternative Education Program includes an Administrator, a Program Specialist, three Teachers, a Behavior Intervention Specialist, three School Aides, a School Secretary, and a School Clerk. In addition, a School Social Worker provides support two days a week (reduced from three), and a Substance Abuse Counselor provides support one day every other week (reduced from once a week) to our students. The program structure is designed to support students' social-emotional-behavioral needs as well as their academic and attendance needs. As the goal of the program is to return students to a comprehensive campus, the Alternative Education Program enrollment varies throughout the school year.

Strengths

The Alternative Education Program has a low recidivism rate of 2.3%, demonstrating that wrap-around supports have been successful and students are finding success when returning to a comprehensive campus. In addition, due to the inclusive and caring climate along with small classroom size, students often demonstrate accelerated academic growth while attending Alternative Education. STAR data from the 2023-2024 school year shows students grew an average of a full year in both Reading and Math in just one semester. Additionally, during the 2023-2024 school year, program personnel completed the PBIS Tier 1 cohort with Kern County Superintendent of Schools, leading to the development and full implementation of PBIS. Leader in Me curriculum training also continued this school year and was implemented in Alternative Education Classrooms.

For the 2024-2025 school year, the following areas were also further developed:

- All school aides were trained in 95% group materials at the beginning of the year and the middle of the year, and fully implemented Tier 2 reading instruction with our students.
- The BIA was certified in Aggression Replacement Training which allowed the clear path for Tier 2 and Tier 3 behavior interventions and support.
- The Alternative Education program was provided an additional building and walkway to create a Multi-Purpose space that serves as a cafeteria and auditorium as well as additional meeting space.

Growth Areas

Currently, all staff positions at the Alternative Education campus are filled. Two of the three educators are still on emergency credentials. Additionally, the program lacked a Program Specialist for the first half of the 2024-2025 school year. Barriers exist to hiring highly qualified personnel in a timely manner.

Additionally, the pathway to Alternative Education is not consistently equitable as the MTSS systems of support on each campus vary in their implementation and effectiveness. While the program does not have control over this, the leadership of Alternative Programs has worked and will continue in partnership with the Ed Services Division to develop and deliver professional development for all sites as we work towards equitable outcomes for all students.

Other Resource Inequities

- Students receive academic instruction and grades for Reading, Math, Science, and History only.
- The current physical space contains multiple safety vulnerabilities.
- The current physical space limits the types of physical activities in which students may participate.
- As the campus is removed from any other school campus, students do not have access to a school library. However, the Alternative Education Program, with the support of the PBV Foundation, has been able to make substantial progress towards a collection of books students may check out.
- As the campus is removed from any other school campus, students do not have access to musical instruments or a music program.
- As the campus is removed from any other school campus, students do not have access to the current supplemental instructional programs offered on their campuses such as CTE curriculum exploration at the Junior High Campuses.

Program and Student Performance Data

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level				
Grade	**Number of Students**			
	20-21	**21-22**	**22-23**	**23-24**
Grade 3			1	-
Grade 4			1	3
Grade 5			1	3
Grade 6	3	4	6	5
Grade 7	4	9	16	15
Grade 8	15	24	22	14
Total Enrollment	22	37	47	40

Conclusions based on this data:

1. Due to the increase in tiered support on our campuses, the number of students participating in Alternative Programs decreased.
2. Students in younger age groups continue to show greater need for social-emotional-behavioral support.

Student Enrollment
English Language Learner (ELL) Enrollment

English Language Learner (ELL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Language Learners	3	4	3	8.11%	8.5%	7.5%
Fluent English Proficient (FEP)	0	0	0	0	0	0
Reclassified Fluent English Proficient (RFEP)	1	0	0	2.70%	0	0

Conclusions based on this data:

1. The general number of English Language Learner students participating in the Alternative Education program remains low.

Program and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required reporting valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report, and the College/Career Measures Report data. All other reports are not available for 2020 and 2021. This section provides information about the school's student population.

As Alternative Education is a program and not a school reporting data to the CDE, all data is provided by the program.

2022-2023 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Language Learners	Foster Youth
47	2	4	4

2023-2024 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
40	2	3	3

	2022-2023 Enrollment for All Students/Student Groups		2023-2024 Enrollment for All Students/Student Groups	
Student Group	Total	Percentage	Total	Percentage
English Language Learners	4	8.5%	3	7.5%
Foster Youth	4	8.5%	3	7.5%
Homeless	1	2%	2	5%
Socioeconomically Disadvantaged	2	4.25%	2	5%
Students with Disabilities	0	0	0	0

	2022-2023 Enrollment by Race/Ethnicity		2023-2024 Enrollment by Race/Ethnicity	
Student Group	Total	Percentage	Total	Percentage
African American	11	23%	16	40%
American Indian or Alaska Native	0	0	0	0
Asian	0	0	2	5%
Filipino	0	0	0	0
Hispanic	28	59%	17	42.5%
Two or More Races	0	0	3	7.5%

Native Hawaiian or Pacific Islander	0	0	0	0
White	6	12%	2	5%

Conclusions based on this data:

While improving, significant disproportionalities in student enrollment exist, especially for African American students.

Program and Student Performance Data

Overall Performance

As Alternative Education is a program and not a school reporting data to the CDE, data for academic indicators and suspension rates is not available.

Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1A English Language Arts/Literacy/ELD

All students enrolled in Alternative Education will demonstrate growth in reading as measured by STAR Reading. Each student will receive a personalized growth goal based on their grade level, entry scaled score, percentile ranking, and predicted time in the program. Sitewide, at least 50% of students will increase their STAR Reading Scaled Score by 40 points or more during their time in the program. Growth will be tracked quarterly through STAR and documented in each student's ILP.

Comprehensive Needs Assessment

(Summary of processes, data analyzed, etc. for this goal.)

Overview

In March 2025, the Alternative Education leadership team conducted a sitewide Comprehensive Needs Assessment. The team reviewed district LCAP goals, site values, and upcoming initiatives while analyzing academic, behavioral, and engagement data. Because Alternative Education serves a highly mobile and historically underserved student population, the team prioritized strategies that ensure equitable access to academic success within the time students are enrolled.

Several key data sources were used to guide this process:

- STAR Reading Assessments provided baseline and growth data in comprehension and reading level for all students
- PSI (Phonics Screener for Intervention) identified specific decoding gaps and guided student placement into skill-based intervention groups
- Common Formative Assessments (CFAs) allowed teachers to monitor mastery of standards and inform reteaching needs across ELA domains
- Reading Plus offered insights into fluency and comprehension through adaptive texts and skill tracking
- SWIFT-FIA assessed the school's progress in implementing inclusive academic systems and effective MTSS practices
- PBIS Tiered Fidelity Inventory (TFI) helped evaluate the school's behavioral support structures and how they align with academic interventions
- Leader in Me Measurable Results Assessment (MRA) highlighted shifts in student and staff perceptions around instructional efficacy, leadership, and goal-setting

Academic Performance & Student Needs

Students entering Alternative Education in 2023–2024 were, on average, 3.73 grade levels behind in reading. On exit, they showed gains that narrowed this gap to 2.73 grade levels, an average growth of over one instructional year per semester. STAR Reading progress monitoring showed +3.3 scaled score points per week, demonstrating that when supports are aligned, students can grow quickly.

Nearly all students required Tier II support, as shown by 95% Group diagnostics (PSI). The most common areas of need were long vowels, vowel teams, and consonant blends. Students benefited from small-group instruction through DIGs and targeted phonics routines aligned to the 95% Group framework.

Despite these gains, only 4% of students were reading at grade level, and 13% met fluency benchmarks per Reading Plus data. This affirms the need for sustained intervention in both decoding and comprehension.

Instructional Gaps and Program Design

The 2024–2025 SWIFT-FIA showed implementation strengths in Integrated Instruction and Academic Data Use, but also highlighted areas to strengthen, particularly in progress monitoring systems, consistency of Tier II instruction, and parent involvement. Similarly, the PBIS TFI revealed a need to more clearly align behavioral interventions with academic supports and instructional time.

The site continued implementing D-ELD and I-ELD supports, but English 3D and morphology components had not yet been fully introduced. Writing instruction was another area of need. MRA results indicated a drop in teacher confidence regarding support for student goal-setting and writing development, reinforcing the need for clarity in instructional routines.

To address these needs, the site established a four-block literacy period structured to include reading, writing, vocabulary, and language development. This redesign supports both literacy and English language development, and offers space for small-group and Tier II intervention within the daily schedule.

Assessment and Collaboration Systems

Teachers used STAR Reading, PSI, and CFAs to create Individual Learning Plans (ILPs) and group students for targeted instruction. However, continued training was needed to help teachers and aides implement these tools with confidence and consistency. Coaching and PLCs focused on using data to inform instructional shifts. Additionally, ILPs along with re-entry procedures were implemented with more consistency.

As the school expands its implementation of English 3D, Thinking Maps, and morphology instruction in 2025–2026, staff will receive professional learning and planning time to ensure each student receives the instruction they need to grow, both academically and linguistically.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWiFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

1. **Need for Purpose-Driven and Inclusive Instruction:**
   Students enrolled at Alternative Education consistently enter more than three grade levels behind academically and often report low levels of school connectedness. Although many students demonstrate rapid academic growth in reading and math once enrolled, student survey responses suggest they still struggle to see themselves as capable and future-ready learners. The Spring MRA showed a decline in "Empowered Learners" and "Goal Support," indicating a need to embed student interest, voice, and ownership more fully into daily instructional routines. These needs are especially critical for students with IEPs, 504 plans, and behavioral or attendance challenges, who often have limited access to authentic enrichment opportunities in prior settings.

2. **Limited Integration of STEAM and Project-Based Learning Across Core Content:**
   While the site made key improvements in expanding career-based and creative learning—such as launching a year-end career project, continuing the CTEC field trip tradition, implementing Lego Education Spike kits, and increasing use of Procreate—these opportunities currently function more as stand-alone enrichment rather than embedded, standards-based instruction. Teachers expressed a need for more structured support, including pacing guides and curricular templates, to align enrichment with grade-level academic outcomes.

3. **Equity and Access Considerations for Marginalized Students:**
   Enrollment records and STAR data confirm that the majority of students served are either students with disabilities, multilingual learners, or students of color. These students often face compounding barriers to engagement, especially when content lacks real-world relevance or scaffolds to support executive functioning and self-regulation. Although programs like Thrively provide SEL and career-aligned learning, classroom implementation is inconsistent and relies heavily on individual teacher planning capacity.

4. **Instructional Planning and Capacity Gaps:**
   The SWiFT-FIA scored the site at "Installing" for Inclusive Academic Instruction, reflecting ongoing efforts to provide differentiated and interest-aligned content across all classrooms. Staff feedback and walkthrough data suggest a need for more professional development in project-based learning, interdisciplinary unit planning, and strategies for engaging students with diverse needs in STEAM-aligned tasks. A formal art curriculum is also needed to strengthen the academic utility of Procreate and other visual tools.

5. **Data-Driven Monitoring of Enrichment Participation and Impact:**
   Unlike core academics, student engagement in enrichment opportunities is not yet systematically tracked through ILPs or schoolwide metrics. To ensure all students have access to meaningful, creative learning experiences, the site must implement structures that document participation in projects, art integration, and STEAM activities. Without these tracking mechanisms, it remains difficult to ensure equity of access and to determine which experiences most impact academic progress and student efficacy.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading and Early Literacy, Grades 3–8 (Overall)	Students enter an average of 3.7 IRLs below grade level. STAR Reading data shows students gain ~3.3 scaled score points per week, totaling ~40–60 points per semester.	50% of students will increase STAR Reading scaled scores by 40 or more points by the end of the school year. 75% of students will demonstrate improvement from BOY to MOY and EOY benchmarks.
STAR Reading and Early Literacy, Grades 3–8 (African American)	83% of African American students are reading 4+ grade levels behind at entry. However, STAR trends indicate similar rates of growth compared to other subgroups when supports are in place.	50% of African American students will increase STAR Reading scaled scores by 40+ points. 100% will show measurable growth via STAR, PSI, or running records.
STAR Reading and Early Literacy, Grades 3–8 (Hispanic, not ELL)	100% of Hispanic, non-ELL students are reading below grade level. Entry STAR scores and PSI data inform skill groupings and targeted instruction.	All students will demonstrate growth in at least one STAR Focus Skill within a 4-week instructional cycle. 40% will gain at least 1 full IRL by the end of the school year.
Running Records (Tier II Students); Phonics Screener Inventory (PSI) and mCLASS Dibels	Running records and/or PSI are used at intake for students reading below grade level. Progress is currently monitored monthly by classroom teachers or aides.	80% of students receiving Tier II support will show growth of at least one instructional level across two assessment windows. Screeners will be administered monthly to track progress.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Tier I – Core Instructional Program

Description of the Program
We believe that strong reading and writing skills open doors for students not just in school, but in life. That's why we are committed to giving each student the tools, instruction, and support they need to grow, no matter where they start.

The Alternative Education program is designed to provide high-quality English Language Arts (ELA) instruction for students in grades 3 to 8. Our curriculum follows California's Common Core State Standards (CCSS) and includes support for students who are learning English. We use district-approved materials like Benchmark Advance and StudySync to give every student access to grade-level reading and writing, including students with special needs and those who are learning English. We also use extra materials such as Reading Plus, Scholastic magazines, and leveled readers to support individual student needs. Beginning in the 2025–2026 school year, we will also include morphology lessons, daily instruction in word parts like prefixes, suffixes, and root words, to help students build vocabulary and understand how words work.

Curriculum and Instructional Design: Teachers use a balanced approach to literacy instruction. This includes a mix of whole-group lessons, guided reading, shared reading, and independent practice. Lessons follow the California ELA/ELD Framework and are designed to help students become confident readers and writers. Teachers use planning time provided by the district to work together, choose the best strategies, and make sure instruction meets student needs. This year, we are also adding Thinking Maps and goal-setting tools to support writing instruction and help students take more ownership of their learning.

Assessment and Data-Driven Instruction: Teachers regularly assess student learning using tools like STAR Reading, Running Records, and other common formative assessments. These assessments help us identify reading needs, track student growth, and plan small-group instruction. Within the first 10 days of enrollment, students also take a phonics screener called PSI (Phonics Screener for Intervention). This tool helps teachers understand where students may need extra support in phonics and decoding skills, which helps guide instruction from the start.

Professional Learning and Collaboration: Teachers meet regularly in Professional Learning Communities (PLCs) to review student data, plan lessons, and choose the best reading and writing strategies. These meetings help ensure that all students receive high-quality instruction. Teachers will also continue professional development in strategies that support writing, student engagement, and Universal Design for Learning (UDL)—a framework that ensures all students, including those with learning differences, can access grade-level content.

Universal Access and Differentiation: Each day includes time for small reading groups, known on our campus as DIGs (Differentiated Instructional Groups). These groups are based on student assessment data and are flexible, changing as students grow. Teachers use small-group time to target specific reading needs so every student gets the instruction they need to succeed. Language support is also built into reading and writing lessons to help students build confidence with academic vocabulary and oral language skills.

Community Integration and Engagement: Literacy is more meaningful when it connects to students' lives. Teachers aim to include topics that reflect students' backgrounds, interests, and cultures to make learning relevant and engaging. This helps students not only grow in reading and writing but also feel seen and valued in the classroom.

Actions (What we are doing to support strong Literacy Instruction)

To help every student succeed in reading and writing, the Alternative Education administrative team will continue to schedule regular classroom visits and coaching meetings with teachers. These sessions will focus on helping teachers grow in how they plan and deliver small-group reading instruction.

Teachers will also receive ongoing professional development in lesson design. This includes:
- Strategies for reaching all learners through Universal Design for Learning (UDL)
- Kagan strategies that increase student participation and collaboration
- Tools that support student goal-setting, writing instruction, and academic confidence

Teachers will use short, common assessments to see how students are progressing. These results will guide small group instruction and reteaching.

Metric for Effectiveness (How we will measure progress)

To know whether our instruction is helping students grow, we will track progress using a variety of tools:
- STAR Reading and mCLASS Dibels(Curriculum-Based Measures): Help us measure overall reading levels and growth over time
- Interim Benchmark Assessments: Show how students are doing on grade-level standards
- 95% Group PASI (Phonics Screener): Identifies areas where students need phonics help
- DreamBox Reading: Monitors reading habits and growth in fluency
- Common Formative Assessments (CFAs): Short in-class assessments that help teachers make quick instructional decisions

Progress is reviewed throughout the school year by school staff and shared with students and families. Administrators will also visit classrooms regularly to ensure teaching practices match student needs. We will share updates with parents and caregivers every quarter and invite them to help review the plan's success and contribute ideas for next year's goals.

Needed Resources (What we need to make this happen)

To support high-quality Tier I reading and writing instruction, Alternative Education prioritizes the following resources for the 2025–2026 school year. These materials reflect both the current instructional framework and new initiatives aimed at accelerating student growth in literacy.

- **Curricular and Supplemental Materials**:
  - Benchmark Advance and StudySync for core English Language Arts instruction
  - Scholastic leveled readers to support small-group instruction through DIGs (Differentiated Instructional Groups)
  - High-interest literature and Scholastic Storyworks or Scope Magazines to support reading fluency, comprehension, and student engagement
  - Morphology instructional materials (e.g., word parts charts, student workbooks) to build vocabulary and decoding skills
  - Thinking Maps tools and teacher guides to support writing development and help students organize ideas clearly
- **Instructional Technology & Assessment Tools**:
  - DreamBox Reading to build fluency, comprehension, and stamina through individualized practice
  - STAR Reading and Accelerated Reader to monitor progress in foundational reading skills
  - Accelerated Reader (AR) and MyOn to promote independent reading and track comprehension
- **Professional Development & Planning Support**:
  - Ongoing training in small-group instruction, UDL strategies, and literacy scaffolds that support all learners
  - Introduction of Thinking Maps and student goal-setting tools to increase writing confidence and academic independence
  - Collaboration time for instructional planning, data analysis, and reflection on reading strategies
  - Support for aides and teachers in reinforcing Tier I instruction and integrating findings from STAR and PSI data
  - Substitute coverage or extra-duty hours, as needed, to provide release time for training and planning
- **Student Materials and Incentives**:
  - Books for classroom libraries and student-selected reading materials aligned to reading goals
  - Reading journals, graphic organizers, and sentence frames to support comprehension and writing development
  - Hands-on tools for phonics and word study, such as magnetic letters, morphology games, and word cards
  - Anchor charts and visual supports to reinforce vocabulary and reading strategies across content areas
  - Incentives and awards to celebrate student progress and leadership (e.g., certificates, bookmarks, AR milestones, book tokens)

These resources will be prioritized based on available funding and ongoing student achievement data.

Proposed Expenditures for this Strategy/Activity
List the proposed expenditures' amount(s) and funding source(s). Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

$931.00	LCFF: Publications/Software Lic	Purchase DreamBox Reading licenses and associated professional development to support fluency, comprehension, and student engagement	August 2025
$408.00	LCFF: Books Other Than Textbooks	Purchase Scholastic Storyworks or Scope Magazines to support reading fluency and nonfiction comprehension	August 2025
$375	LCFF: Books Other Than Textbooks	Purchase morphology instructional resources (e.g., 90-Day Morphology Plan or Vocabulary Workshop) to support word study, decoding, and vocabulary	October 2025
$275	LCFF: Books Other Than Textbooks	Purchase Thinking Maps teacher guides and reproducibles to support writing development and student organization of ideas	November 2025
$400	LCFF: Books Other Than Textbooks	Purchase reading strategy books (e.g., Writing Strategies Book by Serravallo) and/or support teacher collaboration around goal-setting and writing instruction	March 2026
$175	LCFF: Materials & Supplies	Purchase progress monitoring tools for DIGs groups (e.g., laminated checklists, running record folders, whiteboards)	September 2025
$2000	LCFF: Prof/Consult/Other Operating & Teacher Substitutes	Provide full-day Thinking Maps training for 3 teachers, including registration and substitute coverage	March 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified English Language Learners (ELLs), including students who are Long-Term English Language Learners (LTELs), as well as students who have been reclassified as Fluent English Proficient (RFEP) and are in their four-year monitoring window

Applicable During:

In-Person Learning

Strategy/Activity: English Language Learners – Tier I: Designated English Language Development (D-ELD) and Integrated Language Development Supports (I-ELD)

Description of the Program

We believe that multilingual learners bring valuable assets to our school community and that language development should be embedded across the curriculum to ensure full access, connection, and success in every classroom.

All English Language Learners at Alternative Education receive Designated English Language Development (D-ELD) during a protected daily ELD block. This dedicated time focuses on developing students' English skills in listening, speaking, reading, and writing, the four domains of the ELPAC assessment. Instruction follows the California ELD Standards and emphasizes academic language, writing development, and oral communication.

Beginning in the 2025–2026 school year, the campus will implement a four-block literacy period that provides daily instruction in reading, writing, vocabulary, and language development. This structure is designed to ensure students receive focused instruction in each domain of literacy while also embedding support for English Language Learners. The consistent, predictable routine allows for targeted small-group instruction, oral language development, and integration of ELD strategies within grade-level literacy tasks. By building in time for designated language practice and scaffolded academic reading and writing, the four-block model ensures that all students, especially those still developing English proficiency, can grow as readers, writers, and thinkers.

Instruction will use district-supported resources such as Pathway to Proficiency (Thinking Maps for ELD), Amplify Science, and student-friendly writing scaffolds.

In addition to Designated ELD, Integrated ELD (I-ELD) will be embedded across all subject areas. Teachers will incorporate instructional support such as anchor charts, sentence frames, vocabulary banks, and structured opportunities for student talk and academic writing.

Students who become eligible for Reclassification will be celebrated during a campus-wide event that includes families. Teachers and administrators will use ELLevation, STAR Reading, and classroom assessments to monitor English Language Learner progress and adjust instruction based on need.

Actions (What we are doing to support strong ELD Instruction)

To ensure all students grow in reading, writing, vocabulary, and language development, the Alternative Education team will implement a consistent literacy block structure that supports both core instruction and language access. Each classroom will follow a shared schedule that includes protected time for reading, writing, and Designated ELD, along with intentional integration of language supports across all tasks.

Teachers will receive professional learning and planning time to support strong literacy instruction. This includes:

- Training and coaching in the use of *English 3D*, the district's Designated ELD curriculum, with full implementation planned for the 2025–2026 school year
- Support in integrating English 3D into the daily literacy block
- Sample schedules, lesson planning templates, and PLC collaboration focused on aligning instructional time and strategies to student needs

To build writing confidence and scaffold language development, staff will:

- Develop and use shared writing exemplars, sentence banks, and genre-specific visual tools across classrooms
- Integrate sentence frames, vocabulary routines, and oral language scaffolds into content instruction
- Use anchor charts and structured talk routines to help students transfer oral language into written responses

Teachers will also design and implement independent literacy stations to reinforce fluency, vocabulary, and writing skills while small-group instruction is taking place (4-blocks Literacy period). These stations will include tools such as fluency strips, vocabulary games, scaffolded writing prompts, and academic language games that support student ownership and engagement.

Integrated ELD strategies will be used across all subject areas to ensure that English Language Learners have frequent and meaningful opportunities to access content and build language proficiency in real-time learning settings.

Metric for Effectiveness (How we will measure progress)

To monitor the effectiveness of our Designated and Integrated ELD supports, the following tools will be used throughout the school year:
- ELPAC: assessment results in listening, speaking, reading, and writing
- STAR Reading: benchmarks to monitor growth in comprehension and vocabulary
- ELLevation: data to track English Language Learner progress and guide instructional decisions
- Classroom walkthroughs: focus on the implementation of ELD strategies and language supports across the four literacy blocks
- Teacher collaboration and coaching sessions: used to reflect on student work, review language data, and adjust instruction

Progress will be reviewed regularly by the administrative team and instructional staff. Instructional adjustments will be made based on real-time data, and families will be kept informed of student progress through ILPs and regular teacher communication.

Needed Resources (What we need to make this happen)

To strengthen Tier I literacy instruction and support both Designated and Integrated English Language Development (D-ELD and I-ELD), Alternative Education will utilize the following instructional resources:

- **Curricular and Supplemental Materials**
  - English 3D curriculum materials to deliver standards-based, Designated ELD instruction
  - Pathway to Proficiency / Thinking Maps for ELD to build language skills through structured writing and speaking activities
  - Academic language supports including sentence frames, anchor charts, vocabulary cards, and bilingual dictionaries
  - Student journals, graphic organizers, and writing scaffolds to support structured responses in all four language domains
  - Culturally relevant mentor texts to support vocabulary and writing development for ELLs
- **Instructional Technology & Assessment Tools**
  - ELLevation platform to monitor growth in listening, speaking, reading, and writing
  - STAR Reading to supplement reclassification progress and instructional planning
    ELPAC domain data to identify and target student language needs
  - Devices and headphones (already provided districtwide) to access online supports and tools
- **Professional Learning and Collaboration**
  - Training in English 3D curriculum for two certificated teachers
  - Substitute coverage for English 3D training day
  - Professional development on Integrated ELD strategies for all content-area teachers
  - Extra-duty time to plan D-ELD lessons, analyze ELPAC/ELLevation data, and collaborate on language integration strategies during PLCs
- **Additional Instructional Supports**
  - Small-group materials to support oral language and vocabulary development (e.g., discussion cards, visuals, language games)

Proposed Expenditures for this Strategy/Activity

List the proposed expenditures' amount(s) and funding source(s). Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

$300	LCFF: Materials & Supplies	Instructional supplies to support Tier I ELD (journals, sentence frames, whiteboards, anchor charts, etc.)	November 2025
$500	LCFF: Teacher Substitutes	1 day of substitute coverage for 2 teachers to attend English 3D training (training provided by the district)	February 2026
$250	LCFF: Materials & Supplies	Purchase Pathway to Proficiency or Thinking Maps for ELD materials	March 2026

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as needing additional support in foundational reading skills, based on academic data and teacher observation

Applicable During:

In-Person Learning

Strategy/Activity: Tier II Interventions and Supports

Description of the Program

We believe that students who need additional support in reading deserve targeted, skill-specific instruction that meets them where they are. With the right intervention, every student can make meaningful progress and build the confidence to grow as a reader.

Alternative Education provides targeted Tier II literacy interventions for students who require additional support beyond Tier I instruction. Students are identified through multiple measures, including STAR Reading scores, PSI diagnostic data, classroom performance, and teacher observation. The Tier II program

emphasizes foundational reading skills, fluency, and vocabulary development.

Tier II instruction is delivered during the structured literacy block by trained certificated staff and classified support staff, including aides. Instruction is provided in small groups and aligned to the specific needs of students based on assessment data. Intervention lessons primarily use the 95% Group framework, with a focus on skill ladders, diagnostic groupings, and evidence-based instructional routines. Where appropriate, additional resources such as Scholastic Leveled Readers or decodable texts may be used.

All students are assessed with the PASI (Phonological Awareness Screener for Intervention) or PSI (Phonics Screener for Intervention) upon entry. These assessments are used to assign students to skill-based intervention groups. Progress is monitored regularly using PSI post-tests, STAR Reading, and running records. The instructional leadership team supports implementation through coaching, walkthroughs, and data review cycles.

This system ensures that students receive personalized, consistent reading support that meets them where they are and helps close literacy gaps before they exit the program.

Actions (What we are doing to for Tier II Interventions and Supports)

To help every student grow as a reader, the Alternative Education administrative team will continue to support targeted, skill-based reading instruction during the daily literacy block. Teachers will receive coaching and collaborative planning time focused on implementing small-group instruction and monitoring progress using phonics-based diagnostics.

Teachers will also receive professional learning and structured support for Tier II instruction. This includes:

- Administration of PASI or PSI assessments within 10 instructional days of enrollment to identify phonics needs
- Use of 95% Group routines focused on decoding, multisyllabic word reading, and fluency
- Implementation of small-group instruction aligned to diagnostic results
- Entry and exit criteria based on STAR Reading scores, PSI levels, and teacher observation
- Training for instructional aides in phonics routines, group facilitation, and data tracking

Student progress will be monitored every fourth week using PSI post-tests, STAR Reading, running records, or common formative assessments. Teachers will adjust instructional groups based on progress and needs.

The school will also use PLC meetings to review data, calibrate phonics routines, and ensure consistent implementation across classrooms. Coaching, modeling, and feedback will be provided through walkthroughs focused on Tier II implementation and student engagement.

Metric for Effectiveness (How we will measure progress)

To evaluate the effectiveness of Tier II literacy interventions, the following data points will be collected and reviewed throughout the school year:

- PSI or PASI diagnostic data used to determine appropriate skill-based group placement
- Post-test progress monitoring from PSI ladders and/or 95% Group skill checks
- STAR Reading scaled scores and IRL gains from BOY, MOY, and EOY benchmarks
- mCLASS Dibels Assessment data as part of multiple measure
- Running records and fluency checks used to monitor growth in accuracy, rate, and expression
- Classroom walkthroughs focused on small-group instruction and fidelity to 95% Group routines
- ILT and PLC reflections using student data to adjust instruction and support student movement across tiers

Student progress will be reviewed regularly by the instructional leadership team and discussed in PLCs to ensure that interventions remain aligned to student needs and lead to measurable reading growth.

Needed Resources (What we need to make this happen)

To deliver effective, skill-based Tier II reading instruction, Alternative Education will prioritize the following resources for the 2025–2026 school year:

- **Curricular and Supplemental Materials**
  - 95% Group intervention materials, including PSI ladders, phonics routines, and multisyllabic word practice
  - Decodable texts, phonics-based readers, and fluency passages for small-group instruction
  - Dreambox Reading, Lexia, or other supplemental fluency and comprehension tools
  - Leveled readers and skill-aligned texts to reinforce targeted reading skills
- **Assessment & Progress Monitoring Tools**
  - PASI/PSI screeners and post-assessments to determine group placement and track skill mastery
  - STAR Reading assessments to monitor overall growth in scaled scores and IRL
  - Running record templates, fluency rubrics, and phonics tracking charts for informal monitoring
  - Common Formative Assessments (CFAs) to guide reteaching and regrouping decisions
- **Professional Development & Planning Support**
  - Release time or extra-duty hours for classified staff to complete 95% Group training
  - Site-based PD for teachers and aides on implementing multisyllabic routines, digraphs/blends, and fluency-building strategies
  - Collaboration time to review data and refine instructional groupings
  - Coaching and modeling support from site admin or ILT members during intervention delivery
- **Instructional Tools & Student Materials**
  - Whiteboards, markers, fluency folders, sound boxes, and manipulatives for hands-on phonics practice
  - Organizational bins, timers, reading notebooks, and skill ladders to support group rotations
  - Reproducible resources for anchor charts and visual aids aligned to current focus skills

These resources will be prioritized based on available funding and ongoing student achievement data.

Proposed Expenditures for this Strategy/Activity

List the proposed expenditures' amount(s) and funding source(s). Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$1000.00	LCFF: Classified Extra Duty	Classified Extra Duty Hours to Train for 95% Group and Prepare 95% Materials	April 2026
$500.00	LCFF: Classified Extra Duty	Site-based PD on multisyllabic routines, progress monitoring, and skill group calibration for certificated and classified staff	April 2026

Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1B Mathematics

All students enrolled in Alternative Education will demonstrate growth in mathematics as measured by STAR Math. Each student will receive a personalized growth goal based on their grade level, entry scaled score, percentile ranking, and predicted time in the program. Sitewide, at least 50% of students will increase their STAR Math Scaled Score by 35 points or more during their time in the program. Growth will be tracked quarterly through STAR and documented in each student's ILP.

Comprehensive Needs Assessment
(Summary of processes, data analyzed, etc. for this goal.)

Overview

In March 2025, the Alternative Education leadership team conducted a sitewide Comprehensive Needs Assessment. The team reviewed district LCAP goals, site values, and upcoming initiatives while analyzing academic, behavioral, and engagement data. Because Alternative Education serves a highly mobile and historically underserved student population, the team prioritized strategies that ensure equitable access to academic success within the time students are enrolled.

Several key data sources were used to guide this process:
- STAR Math Assessments provided baseline and growth data in mathematical proficiency and grade equivalency
- DreamBox Insight Dashboard tracked real-time student engagement, conceptual growth, and gaps in number sense and operations
- Common Formative Assessments (CFAs) helped teachers monitor mastery of grade-level standards and inform differentiated small group instruction
- SWIFT-FIA assessed the school's implementation of inclusive instructional systems and use of real-time academic data for decision-making
- PBIS Tiered Fidelity Inventory (TFI) helped evaluate the alignment between behavior supports, academic interventions, and instructional time
- Leader in Me Measurable Results Assessment (MRA) provided perception data regarding instructional clarity, student confidence in goal-setting, and staff use of high-leverage practices in math

Academic Performance & Student Needs

Students entering Alternative Education in 2024–2025 were, on average, more than 3 grade levels behind in mathematics. Despite this, students who attended for at least 60 instructional days demonstrated an average growth of 1.14 grade levels, with some students gaining over 2.5 grade levels. STAR Math progress monitoring showed +0.49 scaled score points per day, indicating that students make rapid gains when placed in appropriate interventions and supported with strong Tier I instruction.

However, 96% of students remained below grade level in the DreamBox system, and average growth was only 0.2 grade levels, well below the national benchmark of 0.8. This discrepancy between DreamBox and STAR data raised questions about instructional alignment and the use of DreamBox as a tool for fluency and conceptual reinforcement.

Students demonstrated the most need in number operations, fractions, and problem-solving with academic language. English Language Learners and students with disabilities, in particular, struggled to access grade-level math content without scaffolded instruction and vocabulary support. These findings emphasized the importance of Integrated ELD in mathematics and the consistent use of the Concrete-Representational-Abstract (CRA) instructional model.

Instructional Gaps and Program Design

The 2024–2025 SWIFT-FIA identified implementation strengths in academic data use and collaboration, but highlighted ongoing needs in progress monitoring, Tier II math intervention systems, and coherence between supplemental and core instruction. Additionally, the PBIS TFI revealed a need to maximize academic learning time by improving classroom routines and integrating behavioral supports into math blocks.

While some progress was made in embedding math-specific language development strategies, teachers expressed a need for more clarity and training in using UDL-aligned lesson design, and in planning for small-group math rotations. The site piloted the use of aide support during DreamBox rotations and small groups, but instructional coaching and modeling were identified as necessary next steps to ensure consistent implementation.

To address these needs, the site committed to:
- Re-training instructional aides in CRA-based strategies,
- Developing clearer entry/exit criteria for Tier II math groups,
- Increasing DreamBox alignment with classroom instruction,
- And providing professional development in math lesson design, formative assessments, and Integrated ELD strategies.

Assessment and Collaboration Systems

Teachers used STAR Math, CFAs, and DreamBox data to create ILPs and adjust instruction, but required continued support in tracking data over time and using it to modify grouping and pacing. Coaching cycles focused on effective small-group facilitation, and PLCs incorporated reflection on student growth data and standards-based lesson planning.

As the school increases its focus on mathematical language, conceptual modeling, and equitable access in 2025–2026, staff will receive training and planning time to implement research-based practices that meet students where they are, while accelerating them forward. Math ILPs, STAR tracking, and progress monitoring logs will be embedded into core instructional planning.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWiFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

1. **Accelerated Math Growth Potential:**

Students entering Alternative Education demonstrate an average math gap of 3+ years, based on STAR Math Grade Equivalency scores. Many students are placed in the below 10th percentile, with significant deficits in basic computation and number sense. Despite these challenges, students who remain in the program for at least 60 instructional days frequently make 0.9 to 1.2 grade levels of growth, with some exceeding 2.5 years of progress. This reinforces the capacity for accelerated learning when students receive targeted, consistent instruction and small-group support aligned to skill gaps.

2. **Persistent Gaps in Foundational Math Skills:**
   DreamBox usage and STAR Math performance reveal persistent deficits in number operations, fractions, and multi-step problem solving. Students often struggle with place value, basic fluency in the four operations, and academic math vocabulary. DreamBox reports show 96% of students below grade level, with average growth under 0.2 grade levels. This suggests that DreamBox is not currently being leveraged for strategic remediation and that Tier I instruction needs to more effectively scaffold foundational skills using explicit, hands-on modeling.

3. **Inconsistency in Concept Mastery and Transfer:**
   STAR Math and DreamBox data, when analyzed together, suggest that while students are capable of accelerated growth in structured instructional settings (e.g., STAR showing 1.0+ GE gains over 60 days), they often struggle to transfer that understanding into adaptive, independent learning tasks—reflected in DreamBox growth rates below 0.2 grade levels and continued classification of 96% of students as below grade level. This inconsistency was echoed in teacher feedback collected during SPSA development, where repeated re-teaching of foundational math skills was noted across multiple units. To address this, students would benefit from regular cumulative review and scaffolded task-based problem-solving to support long-term retention and application. Embedding formative checks, math journals, and reflection tools into ILPs can further support transfer of learning across multiple contexts.

4. **Concrete-Representational-Abstract (CRA) Implementation:**
   A review of instructional walkthroughs and ILT feedback identified a need to strengthen the implementation of the CRA model. Most students require visual and tactile learning strategies to develop deep conceptual understanding, particularly students with IEPs and English Language Learners. Aides and teachers would benefit from targeted training and modeling to implement CRA with fidelity across instructional blocks.

5. **Targeted Professional Development and Coaching:**
   Teachers need more structured support in lesson planning, small-group differentiation, and formative assessment within the math block. While staff consistently administer STAR, many are less confident in designing instructional responses to data. MRA results reflect a drop in teacher-reported instructional efficacy, and walkthroughs have shown variability in pacing and lesson design. Focused coaching cycles, professional learning communities (PLCs), and collaborative lesson planning time will build instructional confidence and alignment to standards.

6. **Increase Student Math Efficacy and Engagement:**
   Students demonstrate low confidence in math, often opting out of challenges or disengaging when presented with multi-step problems. The MRA also showed a 5-point drop in student academic self-efficacy between fall and spring. Student-centered strategies such as collaborative problem-solving, math discourse routines, real-world application tasks, and choice-based activities will help build self-efficacy and ownership. Universal Design for Learning principles can further support engagement, especially for students with IEPs, 504s, and language development needs.

7. **Strengthen Goal-Setting and Math Reflection Routines:**
   Students need more consistent opportunities to set, monitor, and reflect on their math goals. While ILPs include math targets, they are not always referenced during instruction. Providing protected time and visual tools (e.g., goal trackers, growth charts, reflection prompts) will support student ownership and connect daily math practice with long-term growth. This aligns with MRA domains related to Empowered Learners and Student Goal Achievement.

8. **Data-Driven Math Planning and Tier II Grouping:**
   Teachers and aides require continued support in interpreting STAR Math, DreamBox, and CFAs to guide instructional decisions. Entry and exit criteria

for Tier II support have not been fully established for math, and small-group rotations vary across classrooms. Strengthening these systems will allow for more consistent monitoring and support for high-need students. This work also aligns with the site's "Sustaining" score on SWIFT-FIA 4.2 for data-informed decision-making and supports deeper integration between Tier I and Tier II math instruction.

9. **Equity Lens**
   An equity analysis of STAR Math and enrollment data revealed that Hispanic/Latino and Black/African American students are disproportionately represented among those demonstrating limited or negative growth. Many of these students also qualify for additional support as English Language Learners, students with IEPs, or students with patterns of chronic absenteeism or exclusionary discipline. These overlapping risk factors heighten their vulnerability to persistent math gaps. To address this, the site must ensure culturally responsive math instruction, increase student voice and academic identity in math learning, and implement data-driven small-group structures that reflect each student's learning profile. Equitable access to consistent instruction, vocabulary-rich problem solving, and scaffolded math discourse will be essential for accelerating growth among historically underserved student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math (Grades 3–8) Overall	88% of students are performing below grade level upon entry. Average GE growth is 1.14.	At least 50% of students enrolled for 60+ days will increase their STAR Math scaled score by 35 points.
STAR Math – Hispanic/Latino (Not ELL)	100% of Hispanic, not ELL students are performing below grade level.	Students will demonstrate mastery of at least one grade-level standard aligned to the CA Next Gen Math Framework every 3 weeks through CFA or STAR-aligned formative assessment.
STAR Math – Black/African American	100% of students are performing below grade level; many 3+ years behind.	Students will demonstrate 1.0 GE or greater growth in STAR Math by the time of program exit.
DreamBox Math Growth	96% of students below grade level; average growth is 0.2 grade levels.	Students will complete a minimum of 5 lessons/week with at least 0.5 grade levels of growth by quarter end.
ILP Math Goal Monitoring	ILPs are in place but inconsistently used for math.	100% of students will have a documented STAR-based math goal in their ILP reviewed quarterly by staff.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Tier I – Core Instructional Program

Description of the Program

We believe that math growth begins with a strong foundation, clear instructional models, and a belief that every student can succeed with the right tools, relationships, and mindset.

The Tier I Core Math Program at Alternative Education is designed to accelerate math achievement for all students through targeted, standards-aligned instruction. The program emphasizes conceptual understanding, small-group support, and academic language development within the framework of the California Next Generation Mathematics Standards. Instruction is structured to meet the needs of a highly mobile, diverse student population by embedding universal access strategies, data-driven grouping, and individualized math goals into daily instruction. All components, from lesson design to professional learning and assessment cycles, are grounded in equity and aligned to ensure that students make meaningful progress within their limited time at the site.

Curriculum and Instructional Design: The Alternative Education program uses a core math instructional model aligned with the California Common Core State Standards and the California Next Generation Mathematics Framework. Core materials include GoMath and Eureka Math, supported by NextGen Math, DreamBox, and supplemental manipulatives. Instructional delivery is structured around the Concrete-Representational-Abstract (CRA) model, designed to support deep conceptual understanding, especially for students performing multiple years below grade level. Instruction is delivered in small-group formats, allowing teachers to target specific skills and gaps.

Assessment and Data-Driven Instruction: Students take the STAR Math assessment upon entry to determine their scaled score, grade equivalency, and percentile rank. Data from STAR, DreamBox, and Common Formative Assessments (CFAs) is used to group students, set individualized growth goals, and inform day-to-day instructional decisions. Individual Learning Plans (ILPs) include student STAR goals and group placement, updated quarterly. The ILT facilitates data cycles to ensure instruction remains responsive to student progress and time in the program.

Professional Learning and Collaboration: The administrative team provides ongoing professional development in lesson design, the CRA model, math-specific UDL strategies, and formative assessment. Certificated staff and instructional aides participate in monthly PLCs, using data to plan instruction, adjust pacing, and reflect on implementation. Coaching cycles are used to model effective small-group instruction, monitor engagement, and ensure instructional clarity.

Universal Access and Differentiation: Instruction is scaffolded to ensure access for all learners, including English Language Learners (ELL), students with disabilities, 504 plans, and students with interrupted schooling. Teachers implement UDL-aligned practices, vocabulary supports, and sentence frames to support access to mathematical reasoning. Classroom aides receive training to support independent rotations, vocabulary development, and math talk structures. Instruction is differentiated based on ILP data, small-group skill needs, and DreamBox usage.

Community Integration and Engagement: The program emphasizes goal-setting and student agency through Individualized Learning Plan (ILP) math goals, progress reflections, and student-led conferences. Teachers use growth trackers and visual data to support academic conversations. Math instruction is

embedded with real-world applications, especially for students engaged in digital arts and STEAM electives. Communication with families includes progress reports, newsletter updates, and celebrations of growth, with specific highlights on math milestones and STAR improvement.

We believe that strong math skills empower students to solve problems, think critically, and navigate the world with confidence. That is why we are committed to providing every student, regardless of their starting point, with the instruction, tools, and support they need to grow and succeed in mathematics.

Actions (What we are doing to support strong Mathematics instruction)

To help every student succeed in mathematics, the Alternative Education administrative team will continue to schedule regular classroom visits and coaching meetings with teachers. These sessions will focus on helping teachers strengthen their use of small-group instruction and the CRA (Concrete-Representational-Abstract) model to support concept development.

Teachers will also receive ongoing professional development in lesson design. This includes:
- Strategies for reaching all learners through Universal Design for Learning (UDL)
- Engagement structures such as math talk routines and collaborative problem-solving
- Tools that support student goal-setting, mathematical reasoning, and academic confidence

Teachers will use short, common assessments to monitor student progress. These results will guide instructional grouping, small-group reteaching, and ILP updates. The school will also finalize clear entry and exit criteria for Tier II math supports to ensure students receive the additional help they need without delay.

Metric for Effectiveness (How we will measure progress)

To know whether our instruction is helping students grow in math, we will track progress using a variety of tools:

- STAR Math: Measures overall math performance and growth over time
- DreamBox Math: Tracks independent math practice, fluency, and conceptual understanding
- Common Formative Assessments (CFAs): Short, in-class assessments that help teachers respond to students' current needs
- ILP Math Goals: Individual student goals that guide instruction and support monitoring
- ILT Data Reviews: Regular meetings where staff analyze growth trends and adjust instruction or supports

Progress will be reviewed throughout the school year by school staff and shared with students and families. Administrators will also visit classrooms regularly to ensure teaching practices match student needs. We will share updates with parents and caregivers every quarter and invite them to help review the plan's success and offer feedback for future goals.

Needed Resources (What we need to make this happen)

To support high-quality Tier I math instruction, Alternative Education will prioritize the following resources for the 2025–2026 school year. These materials reflect both the current instructional framework and new initiatives aimed at accelerating student growth in mathematics.
- **Curricular and Supplemental Materials**:
  - GoMath as core instructional resources aligned to California Common Core and NextGen Math standards
  - NextGen Math task banks and application problems to support standards-based instruction and mathematical reasoning
  - Hands-on tools and manipulatives (e.g., base ten blocks, fraction tiles, place value charts) to support CRA-based instruction
  - Anchor chart supplies, math sentence frames, and visual representations to reinforce academic vocabulary and procedural steps
  - Math discourse tools (e.g., talk moves posters, math journals) to support collaborative problem-solving and language development
- **Instructional Technology & Assessment Tools**:

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$350	LCFF: Publications/Software Lic	Purchase Licenses and Professional Development for DreamBox Math Learning	August 2025
$1200	LCFF: Materials & Supplies	Purchase Math manipulatives, visual supports, journals, anchor charts, and graphic organizers	September 2025
$800	LCFF: Prof/Consult/Other Operating & Teacher Substitutes	Provide full-day CRA training for teachers	March 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified English Language Learners (ELLs), including students who are Long-Term English Language Learners (LTELs), as well as students who have been reclassified as Fluent English Proficient (RFEP) and are in their four-year monitoring window

Applicable During:

In-Person Learning

Strategy/Activity: Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

Description of the Program

We believe that language and math are deeply connected, and English Learners deserve instruction that supports both. By embedding language development into daily math instruction, we give students greater access to problem-solving, reasoning, and academic confidence.

English Language Learners (ELLs) at Alternative Education benefit from both Designated ELD (D-ELD) and Integrated ELD (I-ELD) support during math instruction. In 2025–2026, the site will focus on ensuring that all ELL students have access to math content through intentional language scaffolds, academic discourse structures, and vocabulary development strategies aligned with the California ELD Standards and NextGen Math Framework.

All certificated staff will participate in ELD training to build confidence in embedding language supports into math instruction. Teachers will use sentence frames, math talk routines, and visual tools to help students explain their reasoning and make sense of mathematical problems. Math instruction will also include structured opportunities for oral language development, especially during small-group instruction and collaborative problem-solving tasks.

Curriculum and Instructional Design: Integrated ELD strategies will be embedded throughout the Tier I math block to ensure English Language Learners have access to rigorous content while building academic language. Teachers will use visual models, math word walls, and sentence frames to support students in expressing mathematical reasoning and participating in discourse. Instruction will emphasize high-impact vocabulary (e.g., operations, comparisons, spatial and quantity terms) and provide structured opportunities for students to practice using this language in collaborative settings. Supplemental materials and scaffolds will align with the California ELD Standards and support access to grade-level math tasks outlined in the NextGen Math Framework.

Assessment and Data-Driven Instruction: ELLs will be monitored using ELPAC domain data, STAR Math, DreamBox, and CFAs. Teachers will review progress in both math achievement and academic language development as part of ILP updates. ELL students' math goals and language needs will be addressed together to ensure instruction supports both content mastery and language acquisition.

Professional Learning and Collaboration: Teachers and aides will receive training in math-specific language scaffolds, sentence frame design, and discourse facilitation strategies. PLCs will dedicate time to analyzing how ELLs are progressing in both math skills and math talk, and will share effective strategies across classrooms. Staff will continue building capacity in Integrated ELD through coaching and collaboration.

Universal Access and Differentiation: Instruction will include intentional scaffolds such as visual supports, math word walls, and pictorial anchor charts to increase accessibility. Teachers will pre-teach and reinforce key academic vocabulary and use collaborative structures to provide ELLs with opportunities to practice using mathematical language in a safe, supportive environment.

Community Integration and Engagement: Progress toward math goals will be shared with families through ILPs, progress reports, and parent engagement events. For families of ELLs, communication will be provided in the home language where possible, and academic language goals will be explained so that families can support learning at home.

We believe that math should be accessible to every student. That is why we are committed to building students' confidence in using mathematical language, explaining their thinking, and engaging in collaborative problem-solving, especially for our English Language Learners.

Actions (What we are doing to support strong ELD instruction in Mathematics)

To ensure English Language Learners can fully engage with grade-level math content, the Alternative Education administrative team will continue to provide coaching and support focused on Integrated ELD strategies within math instruction. This includes the use of academic vocabulary scaffolds, sentence frames, and discourse routines that allow students to explain their thinking and interact with math concepts through structured conversation.

Teachers will receive ongoing professional development to increase their confidence and consistency in using Integrated ELD supports. This includes:

- Strategies for embedding math-specific language supports using UDL and ELD standards
- Tools that help students access, produce, and interact with academic math language (e.g., structured pair shares, math talk moves, language objectives)
- Modeling and coaching around facilitating math discourse and guiding students in explaining reasoning using content-specific vocabulary

Teachers will use student language data from ELPAC, along with STAR and DreamBox results, to identify needs and adjust instruction. The ILT will continue building clarity around how to support math language development for ELLs within small-group and whole-class lessons, ensuring that language scaffolds are present throughout math instruction.

Metric for Effectiveness (How we will measure progress)

To ensure English Language Learners are growing in both their mathematical understanding and their ability to express that understanding through academic language, the site will monitor progress using the following tools:

- ELPAC domain data (Listening, Speaking, Reading, Writing): to assess language development over time
- STAR Math data: to track overall math growth and individual progress toward ILP goals
- DreamBox usage and concept progress: to monitor fluency and independent practice
- Common Formative Assessments (CFAs): with language-integrated prompts to evaluate vocabulary usage and reasoning
- Instructional Walkthrough Tools: that focus on visible language supports (e.g., sentence frames, math talk structures, visuals) during math instruction
- ILT meeting notes and teacher reflections: documenting the use of Integrated ELD strategies and their observed impact on EL participation and performance

Progress will be reviewed quarterly by the Instructional Leadership Team. Administrators will also conduct regular classroom visits to ensure that Integrated ELD strategies are consistently in use. ILPs will reflect both math goals and language support needed to help students access and express their thinking. Site staff will share progress with students and families during goal-setting meetings and in quarterly communication home.

Needed Resources (What we need to make this happen)

To support high-quality Integrated ELD within math instruction, Alternative Education will prioritize the following resources for the 2025–2026 school year. These materials reflect our commitment to language equity and our focus on building English Language Learners' access to rigorous math content.

- **Curricular and Supplemental Materials**:
    - Math vocabulary posters, word walls, and sentence frames aligned to core concepts and problem-solving strategies
    - Visual supports (e.g., pictorial anchor charts, labeled diagrams, math talk cues) to reinforce comprehension and oral language production
    - Discourse routines and conversation guides to facilitate structured academic talk in math
    - Graphic organizers designed to support language processing during multi-step word problems
- **Instructional Technology & Assessment Tools**:
    - Access to DreamBox Math and STAR Math to track growth and differentiate instruction for English Language Learners
    - ELPAC domain data tracking sheets and student language portfolios
    - Bilingual translation tools to assist in early acquisition stages

- - Google Slides that support visual thinking and collaborative math discourse
  - **Professional Development & Planning Support**:
    - Ongoing training for teachers in Integrated ELD strategies tailored to math, including scaffolding academic vocabulary and supporting oral language development
    - Release time or extra duty hours for lesson planning that integrates ELD supports into math tasks
    - Collaboration opportunities with district ELD specialists or site-level instructional coaches
    - Coaching or modeling in the use of language objectives, visual scaffolds, and discourse routines in the math block
  - **Student Materials and Incentives**:
    - Sentence strip tools, goal-setting templates, and visual vocabulary cards for students to use in math journals or group discussions
    - Math communication trackers that help students and teachers monitor academic language use
    - Incentives (e.g., recognition certificates, vocabulary milestones) to celebrate EL growth in expressing mathematical thinking

These resources will be prioritized based on available funding and ongoing student achievement data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$1020	LCFF: Teachers Extra Duty	Extra Duty Hours Pay for 5 Professional Development Hours for 3 certificated staff.	April 2026
$150	LCFF: Materials & Supplies	Helps reinforce academic language visually and supports small-group discussions	September 2025
$100	LCFF: Printing and Duplication	Ensures that teachers and aides can provide just-in-time visual supports	September 2025
$100	LCFF: Materials & Supplies	Build confidence and highlights language growth through math communication goals	November 2025

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as needing additional support in foundational math skills, based on academic data and teacher observation.

Applicable During:

In-Person Learning

Strategy/Activity: Tier II

Description of the Program

We believe that targeted, time-bound intervention rooted in student data and delivered within the classroom can accelerate learning, close foundational gaps, and build the confidence needed for long-term success.

Alternative Education is developing a Tier II math intervention system that complements its existing small-group instructional model. Given the site's small enrollment and flexible structure, Tier II will focus on clearly identifying students with persistent skill gaps and providing targeted, time-bound support within the regular math block.

All students will continue receiving instruction in small groups. However, Tier II students will receive more frequent and focused support (e.g., 4–5 sessions per week), centered on specific skill gaps and tracked through a dedicated progress monitoring system. Support will be provided by the classroom teacher during rotation time and documented in the student's ILP.

Curriculum and Instructional Design: The Tier II math program will use the Concrete-Representational-Abstract (CRA) model to reinforce core concepts and close foundational gaps. Instructional materials may include manipulatives, visual models, and language supports designed for intervention. The school will pilot the use of a universal math screener, such as easyCBM or the Stanford Number Sense Screener, to assess student understanding in number sense, operations, and math fluency. The screener will help identify students for Tier II placement and monitor progress over time.

Assessment and Data-Driven Instruction:

- STAR Math, DreamBox, and CFA data will be used alongside the screener to determine Tier II entry and exit.
- Students receiving Tier II support will have a skill focus and goal documented in their ILP, along with a review cycle (4–6 weeks).
- Teachers and aides will use a simple progress monitoring tool to record interventions, student work samples, and growth.
- Data will be reviewed quarterly during ILT meetings and used to update group placement and instructional strategies.

Professional Learning and Collaboration: While formal professional development is not currently planned, teachers and aides will receive on-site coaching and collaboration time to review data and align Tier II instruction. Resources and tools for easyCBM or other screeners will be reviewed during regular staff collaboration meetings.

Universal Access and Differentiation: Tier II groups will emphasize accessibility and scaffolding for students who are also English Language Learners or have IEPs/504s. Instruction will include math language supports, visuals, and manipulatives aligned with identified gaps.

Community Integration and Engagement: Families will be informed of Tier II placement and progress during ILP review meetings and progress reporting cycles. Growth will be celebrated alongside core instruction, reinforcing the idea that targeted support is part of every learner's success path.
We believe that all students are capable of achieving in mathematics when they receive the right support at the right time. Our Tier II system is designed to ensure no student falls behind unnoticed and that every student receives targeted help to close gaps and build confidence.

Actions (What we are doing to support strong Tier II Mathematics Instruction)

To strengthen math intervention for students performing below grade level, the Alternative Education administrative team will pilot a Tier II system designed around targeted, time-bound support. Teachers will use multiple data sources—including STAR Math, DreamBox, and a universal screener such as easyCBM or the Stanford Number Sense Screener—to identify students in need of additional support and assign focused learning goals.

Each student identified for Tier II will receive short-term, small-group instruction focused on a specific foundational skill. Progress will be tracked using a simple monitoring tool, and intervention notes will be included in each student's ILP. Students will be reviewed at least every 4–6 weeks to determine next steps.

To support implementation:

- The administrative team will provide time and tools to help staff review data and identify students for Tier II
- Teachers will receive a shared tracking tool for ILP-aligned progress monitoring and group placement
- Aides will be trained informally during collaboration time to assist with review games, math fluency routines, or skill reinforcement during DreamBox

Tier II support will be fully embedded within the regular classroom schedule, with no additional pull-out required, and structured around students' identified needs.

Metric for Effectiveness (How we will measure progress)

To evaluate whether Tier II math interventions are helping students close foundational gaps, the site will monitor progress through a combination of formal and informal data sources:

- Universal screener results (e.g., easyCBM or Stanford Number Sense Screener) will help identify students for Tier II support and measure skill gains over time
- STAR Math scaled scores and GE growth will be reviewed quarterly to assess overall math improvement
- DreamBox progress will be monitored weekly to track skill development in targeted math domains
- CFA results in priority skill areas (e.g., operations, place value) will help guide instructional adjustments and group placement
- ILP documentation will include Tier II math goals, dates of intervention, and progress reflections
- Tier II tracking forms will be reviewed during monthly ILT meetings to ensure students are progressing and exiting supports appropriately

Progress data will be used to adjust small-group focus areas, update ILPs, and inform collaboration discussions. Success will be measured not just by math growth, but by increased consistency in tracking, clearer entry/exit routines, and stronger alignment between classroom instruction and targeted supports.

Needed Resources (What we need to make this happen)

To support a clear and consistent Tier II math intervention system, Alternative Education will prioritize the following resources during the 2025–2026 school year:

- **Screening and Progress Monitoring Tools:**
    - Universal math screener such as easyCBM or the Stanford Number Sense Screener
    - Digital or paper-based tracking tools to document Tier II goals, instructional groupings, and growth
    - ILP forms and templates updated to reflect Tier II interventions and progress review cycles
- **Instructional Materials:**
    - Math intervention tools (e.g., fact fluency decks, math games, manipulatives for reteaching concepts)
    - Visual supports and skill-based anchor charts for foundational math topics
    - Student folders or notebooks for recording goals, reflection, and progress
- **Collaboration and Planning Support:**
    - Time for staff to review STAR, CFA, and screener data to determine Tier II needs
    - Shared Google Sheets or tracking documents for ILT use during monthly meetings
    - Optional aide hours to support small-group rotations or skill reinforcement

- **Student Recognition Tools:**
  - Small incentives or certificates to celebrate progress and build student motivation during intervention cycles

These resources will be prioritized based on available funding and ongoing student achievement data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$500	LCFF: Materials & Supplies	Purchase Math fluency tools, intervention manipulatives, and student goal-tracking folders	September 2025

Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 2 Comprehensive Educational Experience

All students enrolled in Alternative Education will participate in at least one STEAM, Career and Technical Education (CTE), or Project-Based Learning (PBL) experience aligned to their personal interests and future goals. Staff will implement culturally responsive, standards-aligned, and future-focused instructional strategies to ensure that all students—including those with IEPs, 504s, and multilingual learners—have equitable access to engaging learning environments that build academic, technical, and life-ready skills. Progress will be monitored quarterly through student participation data, completion metrics, connectedness surveys, and classroom walkthroughs.

Comprehensive Needs Assessment

(Summary of processes, data analyzed, etc. for this goal.)

Overview

In March 2025, the Alternative Education leadership team conducted a sitewide Comprehensive Needs Assessment. The team reviewed district LCAP goals, site values, and planned initiatives focused on purpose-driven instruction, equitable access, and meaningful engagement. Because Alternative Education serves a highly mobile and historically underserved student population, the team prioritized strategies that connect students to their interests and long-term goals while

they are enrolled, even if only for a short period of time.

Several key data sources were used to guide this process:

- STAR Reading and Math Assessments provided baseline and growth data across grade levels
- DreamBox Insight Dashboard offered real-time data on conceptual math growth, fluency, and number sense
- Reading Plus and Site Reading Reports highlighted fluency, comprehension, and instructional reading level gains
- Thrively Strengths and Hope Assessments helped identify student interests and self-perceptions related to future goals
- SWiFT-FIA evaluated the school's implementation of inclusive instructional practices and access systems
- Leader in Me MRA offered perception data from students and staff around engagement, efficacy, and goal-setting
- Student Connectedness Survey, attendance records, and field trip participation data helped assess overall student engagement
- Technology infrastructure reports and classroom usage data supported planning for digital curriculum and CTE-aligned tools

Academic Engagement & Instructional Access

Students at Alternative Education consistently enter below grade level, with most performing three or more years behind in reading and math. Despite these challenges, STAR data shows accelerated growth in IRL for students with stable enrollment, often exceeding a full year's growth within a semester. However, DreamBox results reflect ongoing challenges with fluency and conceptual understanding, particularly in number sense and operations.

To close these gaps, the school continues to prioritize small group instruction and scaffolded academic access. All students have access to digital curriculum and adaptive tools (DreamBox, Reading Plus), and teachers are provided with integrated technology such as Promethean Boards and Google Workspace to differentiate instruction. Procreate and step-by-step art lessons have been implemented as creative outlets for digital learning, and the site is preparing to launch Lego Education Spike kits for hands-on STEAM instruction in 2025–2026.

Engagement, Belonging, and Student Voice

While many students respond positively to the site's structure and relationships with staff, MRA data indicates a need to improve students' sense of academic empowerment and self-efficacy. Between fall and spring, there was a 5-point decline in "Empowered Learners" and "Goal Support" scores. The Connectedness Survey showed strong participation (100% in Fall 2024–2025), but qualitative feedback continues to suggest that students want more relevance, autonomy, and future-aligned learning experiences.

The leadership team identified a need to elevate student engagement by embedding more frequent opportunities for goal-setting, career exploration, and project-based learning. Although students participated in the annual CTEC field trip and completed a career-based capstone project, these events remain occasional rather than systemic. The school is working to address this by aligning enrichment tools, like Procreate and Lego Spike, to core content standards and expanding the use of student ILPs to track long-term goals and personal interests.

Technology and Equity of Access

All students are issued one-to-one Chromebooks and headphones, and teachers are equipped with multiple Promethean Boards to support visual modeling and small group teaching. Classrooms use Google Workspace to manage assignments and enhance collaboration. iPads and Apple Pens are used for creative tasks and digital arts integration, with a formal art curriculum in development. Technology is not just a tool for engagement but a necessary vehicle for access, differentiation, and career-connected learning.

Although the infrastructure is strong, the site identified a need to better align digital tools with instructional planning and to ensure students with IEPs, 504s, or

ELL status receive scaffolded support when engaging in creative or tech-enhanced projects. To support this, the site will monitor participation in tech-integrated activities and ensure that projects reflect academic standards while also connecting to student purpose and identity.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWiFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

1. **Increase Student Connection to Learning and Future Goals:**
   Many students enter Alternative Education performing below grade level and with limited confidence in school. While data shows they make strong academic progress when placed in targeted small group instruction, survey results from this year reveal that students still need more opportunities to feel empowered in their learning. MRA results showed a decline in students' sense of ownership and goal-setting confidence. Students with IEPs, 504 plans, or who have experienced multiple school transitions are especially at risk of feeling disconnected unless learning is personal, purposeful, and future-focused.

2. **Make Creative and Career-Based Learning More Consistent:**
   In 2024–2025, students visited the CTEC campus and participated in a year-end career project. Teachers also began implementing digital art tools using Procreate and are preparing to launch Lego Spike kits to support hands-on STEAM learning. While these opportunities are valuable, they were often limited to short-term projects. The site is working to ensure that this type of instruction is available to all students more regularly, not just as enrichment, but as part of the weekly learning experience.

3. **Align Technology Use with Instructional Goals:**
   Technology access at Alternative Education is strong. Every student has a Chromebook and headphones, and classrooms are equipped with Promethean Boards and teacher devices. Teachers also use Google Workspace to manage student learning. The next step is to ensure this technology is used intentionally to increase engagement, reinforce core academic skills, and support creative learning. Staff need continued support in designing lessons that integrate technology in ways that are accessible to all learners.

4. **Support Teacher Capacity to Plan Integrated Instruction:**
   As the program expands its focus on STEAM, digital arts, and career readiness, teachers have expressed a need for additional planning tools, pacing guides, and project frameworks. While there is strong enthusiasm, most of the implementation is currently isolated to individual efforts. With more collaboration time and shared resources, the school can ensure all students, regardless of enrollment length, receive engaging, cross-curricular instruction that reflects their interests and supports academic goals.

5. **Ensure Equitable Access and Participation:**
   Although all students have access to devices and instructional software, the site does not yet track which students consistently engage in project-based, art-integrated, or career-aligned learning. This makes it difficult to know whether students with learning plans, English Language Learners, or foster/homeless youth are receiving the same opportunities. Expanding ILP documentation and monitoring student participation will help ensure every student experiences a comprehensive educational program that builds both skill and confidence.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Connectedness Survey	2024–2025: 100% of students completed the Fall Connectedness Survey	95% of students will participate in the survey during the 2025–2026 school year, either during the district window or when exiting the program.

Student Attendance Rate	2022–2023: 84.65% 2023–2024: 81.51% 2024-2025 (to date): 91.52%	Maintain a student attendance rate of **91% or higher** during the 2025–2026 school year, with targeted interventions for students who demonstrate patterns of chronic absenteeism or low weekly attendance.
CTEC/ROC FieldTrip	2022-2023 1 Field Trip taken 2024-2025 1 Field Trip taken	Provide 1 field trip a semester to the CTEC and ROC Campuses.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Technology

Description of the Program

We believe that technology should serve as a bridge to learning—supporting creativity, differentiation, and access—so that every student is equipped for both today's instruction and tomorrow's opportunities.

Technology is a foundational component of daily instruction at Alternative Education. All students are issued one-to-one Chromebooks and headphones to access their digital curriculum, participate in small group rotations, and engage in skill-building software. Students and staff use the full Google Workspace suite for academic tasks, collaboration, and communication. Each classroom is equipped with two interactive Promethean Boards, allowing teachers to model thinking, present visuals, and facilitate flexible small group instruction that supports multiple learning modalities. Technology supports both core instruction and specialized enrichment opportunities.

To expand students' creative access, the site also provides iPads and Apple Pens for use with Procreate in digital art. In 2025–2026, Lego Education Spike kits will be introduced to strengthen standards-aligned STEAM instruction through hands-on learning and engineering-based tasks.

Curriculum and Instructional Design: Technology is embedded in Tier I instruction across content areas. Teachers utilize Google Classroom and online curriculum tools to support student learning in ELA, math, and other subjects. Promethean Boards are used to anchor small group instruction with real-time visuals, examples, and interactive tools. Digital platforms such as Reading Plus, DreamBox, and STAR support adaptive instruction and progress monitoring.

Procreate and digital art lessons are used to promote creative expression and align with long-term plans for CTE integration. The addition of Lego Spike will provide tactile reinforcement of STEAM concepts and design thinking.

Assessment and Impact Monitoring: Rather than monitoring isolated technology use, the site will assess the impact of its technology infrastructure through broader engagement and connectedness indicators:

- Student attendance rate, as a proxy for engagement in classroom routines
- Student Connectedness Survey results, to capture perceptions of instructional relevance and accessibility
- CTEC/ROC field trip participation, as an indicator of career exposure and student interest in applied technology and design fields

Professional Learning and Collaboration: Teachers and aides will continue to collaborate informally and receive on-site coaching focused on integrating technology into daily instruction. This includes using Promethean Boards to support small group lessons, leveraging Google Workspace for student assignments, and incorporating digital art tools like Procreate. As Lego Spike is introduced in the 2025–2026 school year, staff will engage in hands-on modeling and peer sharing to support a smooth and creative rollout. While no formal professional development is planned at this time, technology integration will remain a focus during staff meetings and PLCs.

Universal Access and Differentiation: Every student has equal access to their own Chromebook, headphones, and the instructional software used across classrooms. Technology tools are selected with Universal Design for Learning in mind, helping ensure that students with IEPs, 504 plans, or language needs can participate fully. Teachers use these tools flexibly during small group rotations to reinforce academic concepts, provide visual support, and give timely feedback tailored to individual learning needs.

Community Integration and Engagement: Student work that involves technology, such as digital art, multimedia presentations, and design-based projects will be shared with families during ILP meetings and student recognition events. These moments will help families see how technology is supporting their child's creativity, academic progress, and preparation for high school and beyond.

At Alternative Education, we believe technology should act as a bridge to learning. When used with purpose and equity, it can support academic growth, spark creative thinking, and help students build confidence in their abilities.

Actions (What we are doing to support student engagement)

To support meaningful student learning through technology, the Alternative Education administrative team will continue to maintain and enhance the site's core technology infrastructure. Every student will have access to a Chromebook and headphones to use with digital curriculum tools. Classrooms will continue to utilize dual Promethean Boards, teacher laptops, and document cameras to support small-group instruction and visual modeling.

Technology will also be used to enhance creative expression and STEAM integration through iPads, Apple Pens, and platforms such as Procreate. Lego Education Spike kits will be introduced during the 2025–2026 school year to support hands-on learning connected to engineering, collaboration, and problem solving.

To support implementation:
- The administrative team will monitor the functionality of student and staff devices and replace items as needed
- Teachers will continue to receive informal support during collaboration to plan for intentional use of classroom tech (Prometheans, Procreate, Lego Spike)
- Students will use Chromebooks daily to access curriculum, complete assignments, and monitor academic progress
- iPads and Apple Pens will be used in small groups or creative tasks to promote visual learning and student engagement
- Lego Spike kits will be integrated into weekly STEAM instruction and project-based learning tasks

Metric for Effectiveness (How we will the impact on Student Engagement)

To know whether technology is helping students engage more deeply in their learning, we will monitor several indicators:

- Student Connectedness Survey: Used to gauge student engagement, motivation, and confidence in the learning process
- Student Attendance Rate: Monitored as a proxy for daily engagement and participation
- CTEC/ROC Field Trip Participation: Reviewed to understand student interest in career and technology-related learning
- Student Goals and Reflections: Used to reveal if and how students see technology as a tool for engagement
- Teacher Collaboration Feedback: Informal feedback will guide future planning and support for technology-enhanced instruction

Progress will be reviewed throughout the year by the instructional leadership team. Classroom visits will support implementation, and updates will be shared with families during ILP meetings and site celebrations of student learning.

Needed Resources (What we need to make this happen)

- **Student and Classroom Technology:**
  - Replacement Chromebooks, chargers, and headphones for student use
  - iPads and Apple Pens for creative tasks and small-group visual learning
  - Charging stations and technology storage solutions
- **Lego and Creative Integration:**
  - Lego Education Spike kits for STEAM instruction
  - Procreate-compatible accessories (styluses, screen protectors, storage apps)
  - Visual display materials to showcase student projects and digital art
- **Professional Learning and Collaboration Support:**
  - Informal modeling and peer collaboration to support integration of Promethean Boards, Procreate, and Lego Spike
  - Time during staff meetings and PLCs to explore creative uses of classroom technology
  - Onboarding support for any new staff to ensure consistent technology implementation
  - Site-based coaching and support to align technology with small-group instruction and UDL practices
- **Student Engagement Supports:**
  - Tools such as digital journals, choice boards, or goal-setting slides that encourage students to take ownership of their learning and explore interests through technology
  - Templates for integrating student voice into projects, including design prompts, tech-based storytelling tools, and multimedia presentations
  - Materials for showcasing student work and progress in ways that promote pride and participation, such as digital galleries, rotating classroom displays, or peer sharing opportunities

These resources will be evaluated and adjusted based on student engagement, available funding, and feedback from students, staff, and families.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$2000	LCFF: Equip Expenditures <$500 LCFF: Non Capitalized Equipment >$500	Purchase replacement or supplemental ipads, licenses, or Apple Pens as needed.	April 2026
$5000	LCFF: Equip Expenditures <$500 LCFF: Non Capitalized Equipment >$500	General Technology Replacement Plan - Replacement of essential devices such as staff computers, laptops, printers, or chargers as needed. This also includes campus radios.	April 2026

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Educational Software & Licensing (across other curricular areas)

Description of the Program

We believe that when students explore who they are and what matters to them, they become more engaged in their learning. Tools that promote creativity, reflection, and personal growth help students develop confidence and purpose.

Alternative Education uses a variety of software tools to support student growth in creativity, leadership, self-awareness, and long-term goal setting. These programs are designed to support students across curricular areas beyond math and reading, including digital arts, social-emotional learning (SEL), and career exploration. Platforms such as Procreate, Leader in Me, and Thrively are used during independent work time, advisory, and ILP goal-setting sessions to help students connect their learning to their strengths, interests, and future plans.

Curriculum and Instructional Design:

- Procreate is used with iPads and Apple Pens to support visual expression, creative thinking, and basic digital art skills. Teachers use preloaded, step-by-step lessons that build student confidence in layering, visual storytelling, and design. These activities are embedded in projects and personalized learning tasks.
- Leader in Me Online Platform offers access to lessons and tools that help students develop leadership, responsibility, and communication skills. It supports schoolwide SEL through classroom discussions, reflection, and shared expectations.
- Thrively helps students identify their strengths and career interests through a strengths profile and Hope Survey. The platform is used to support

individual goal-setting and connect students' personal interests to future academic and life paths.

Assessment and Impact Monitoring: Progress in these programs is most often observed through student behavior, goal setting, and daily interactions. Teachers and staff track growth informally through changes in classroom engagement, emotional regulation, leadership participation, and reflection activities. These observations are documented in ILPs, particularly in the social-emotional sections. While platform usage is reviewed periodically, it is the student's behavioral growth and confidence that most clearly reflect the success of these tools.

Professional Learning and Collaboration: Teachers will integrate these platforms into core classroom instruction, project-based activities, and advisory routines. Although no formal PD is scheduled, implementation support will be provided through modeling, resource sharing, and collaboration during staff meetings and PLCs. Teachers will be encouraged to reflect on how these tools help students build leadership skills, express themselves creatively, and pursue personal goals.

Universal Access and Differentiation: All students have access to the devices and platforms needed to participate. These tools are designed with flexibility in mind, making them accessible to students with IEPs, 504 plans, or language needs. Activities are student-paced and strength-based, allowing learners to engage in ways that affirm identity and promote individual growth.

Community Integration and Engagement: Outcomes from these programs, such as improved self-awareness, increased motivation, and student-created projects, are shared with families through ILP reviews and student recognition. While the software itself may not generate formal progress reports, the growth students demonstrate through their choices, relationships, and personal goals speaks clearly to the impact of these tools.

At Alternative Education, we believe that students thrive when they are encouraged to explore who they are and who they want to become. Educational software in areas like art, SEL, and leadership gives our students a voice, builds confidence, and helps them discover meaningful connections between school and life.

Actions (What we are doing to support student engagement)

To support student engagement, identity development, and goal setting, the Alternative Education team will continue to integrate educational software aligned to creativity, leadership, and social-emotional learning. These platforms, Procreate, Leader in Me, and Thrively, will be used across classrooms to reinforce essential life skills and connect instruction to students' strengths and interests.

Each student will have access to these platforms during individual learning time, class projects, and ILP goal-setting discussions. Progress will be reflected through student behavior, classroom engagement, and updates documented in their ILP. Although these programs do not generate traditional academic scores, their effectiveness will be measured by how they influence student motivation, leadership, and participation.

To support implementation:

- The administrative team will provide staff with access to software, lesson guides, and digital tools to ensure smooth integration across learning environments
- Teachers will use student reflections, strengths profiles, and leadership habits as part of ILP goal tracking and classroom conversations
- Staff collaboration time will be used to share ideas, model new uses for platforms, and reflect on student outcomes tied to social-emotional growth
- Software use will be embedded into the regular class schedule and personalized to reflect each student's learning goals and needs

Metric for Effectiveness (How we will measure progress)

To know whether these tools are helping students grow in leadership, creativity, and self-awareness, we will track progress using a variety of tools:

- ILP Reflections and Goals: Student strengths, personal goals, and behavioral growth will be documented and updated as part of ILP review meetings
- Thrively Strengths Profile and Hope Survey: Used to help students identify personal strengths, future goals, and areas for growth
- Leader in Me Implementation: Classroom routines and goal-setting activities will reflect use of Leader in Me habits and Tier ISEL strategies
- Procreate Projects: Student-created digital art will demonstrate creative expression, skill development, and application of visual learning
- Student Connectedness Survey: Perception data will be used to measure student engagement, belonging, and confidence in setting and achieving goals

Progress will be reviewed throughout the school year by school staff and shared with students and families during ILP meetings and student celebrations. Administrators will also visit classrooms to ensure instruction reflects students' strengths and promotes voice and choice. Updates will be shared quarterly with parents and caregivers, and their input will be used to guide ongoing improvement of the program.

Needed Resources (What we need to make this happen)

To support strong implementation of whole-child learning tools, Alternative Education will prioritize the following resources for the 2025–2026 school year. These materials are aligned with the site's focus on creativity, leadership, and personal development as part of a comprehensive educational experience.

- **Software Subscriptions and Licensing:**
    - Thrively student accounts to support strengths-based SEL and career exploration
    - Leader in Me platform access for Tier I SEL lessons, student goal setting, and schoolwide leadership systems
    - Procreate app licenses for use in digital art instruction and visual expression projects
- **Technology and Support Tools:**
    - iPads and Apple Pens to enable full use of Procreate across classrooms
    - Headphones and charging stations to ensure students can access software during independent learning time
    - Basic printing or display materials to showcase student-created work and growth artifacts
- **Professional Learning and Collaboration Support:**
    - Planning time and collaboration for teachers to share strategies and examples
    - Informal coaching and resource walkthroughs for implementing SEL and art-based learning
    - Onboarding for any new staff to ensure consistent platform use
- **Student Engagement Supports:**
    - Tools such as strengths-based goal-setting templates, digital check-ins, or personal reflection slides to help students take ownership of their social-emotional growth
    - Student-driven projects or presentations that connect SEL themes to personal experiences, leadership roles, or creative expression
    - Materials and platforms for showcasing student voice and progress, such as digital portfolios, classroom displays, or ILP artifacts that highlight growth in leadership and confidence

These resources will be evaluated and adjusted based on student engagement, available funding, and feedback from students, staff, and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$52	LCFF: Publications/Software Lic	Purchase Procreate (5 Licenses) if additional iPads are added	April 2026

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Upgrading the School Library to Improve Student Achievement (increasing access, increasing collections and circulation, non-fiction research materials, integrated print, media, technology)

Description of the Program

We believe that reading is both a skill and a doorway to possibility. A well-loved library and opportunities to choose meaningful books empower students to become lifelong learners.

Alternative Education did not have a student-accessible library until the 2023–2024 school year. With support from the PBV Foundation, the site now has a functioning and growing library space. Each book has been labeled with an AR (Accelerated Reader) level, allowing students to select books matched to their reading goals and abilities. Students are permitted to take books home and are encouraged to participate in quarterly reading incentives that celebrate progress.

The library supports both literacy development and student confidence by expanding access to high-interest fiction and non-fiction texts. It reinforces students' identity as readers and builds their ability to engage with content independently.

Curriculum and Instructional Design: Independent reading is built into the student learning routine at Alternative Education. Silent sustained reading is included as a "May Do" activity during the ELA or literacy block. To promote regular access, time for book checkout is incorporated into classroom routines. Teachers encourage students to select books aligned to their reading level and personal interests, supporting the connection between structured instruction and independent reading habits.

Assessment and Impact Monitoring: Students use the Accelerated Reader (AR) system to assess comprehension and track progress. After finishing a book, students must complete an AR quiz before checking out a new title. This encourages both accountability and comprehension. Teachers and support staff monitor AR progress and student reading logs to help guide book selection, support student motivation, and document engagement. Participation in quarterly reading incentives is also tracked.

Universal Access and Differentiation: All students are encouraged to use the library regardless of reading level, grade, or background. The collection is organized by AR level to support student choice and appropriate challenge. The team is working to expand Spanish-language offerings to ensure English Language Learners and bilingual students can see themselves reflected in the texts they read. Books that feature diverse characters, cultures, and topics are prioritized when new materials are added.

Community Integration and Engagement: Families are informed during ILP meetings that their students have access to the school library and are allowed to bring books home. This supports home-school connection and reinforces reading as a shared value between school and family. Student participation in reading incentives and library celebrations is shared with families through newsletters, progress notes, and ILP reflections.

Alternative Education's school library is a growing resource that supports literacy, engagement, and independent reading. Students have access to leveled books they can take home, complete AR quizzes, and participate in quarterly reading incentives that promote motivation and growth.

Actions (What we are doing to support library access and reading engagement)

To support independent reading and build a culture of literacy, Alternative Education will continue to grow and maintain its school library. Students will have scheduled opportunities to check out books aligned with their AR reading level and personal interests. Teachers will encourage students to engage in sustained silent reading during ELA and literacy blocks, and AR tests will be used to guide next-book selection.

To support implementation:
- The school clerk will continue labeling and organizing the collection by AR level
- Teachers will build time into the weekly schedule for book checkout and silent reading
- Students will complete AR tests before selecting new books to ensure accountability and comprehension
- Quarterly reading incentives will celebrate student participation and personal growth

Metrics for Effectiveness (How we will measure the impact of this strategy)

To know whether our library is helping students grow as readers, we will monitor progress using:

- Accelerated Reader (AR) Reports: Tracks the number of books read, quiz performance, and individual student engagement
- Book Circulation Logs: Documents student book checkouts to monitor use and identify high-interest materials
- Reading Incentive Participation: Quarterly tracking of students who meet reading benchmarks and participate in incentive activities
- Student Feedback: Surveys to ensure books match student interests

Progress will be reviewed throughout the year by the administrative team and school clerk, with celebrations including school-wide events and updates shared with families.

Needed Resources (What we need to make this happen)

To maintain and expand the library program, the following resources will be prioritized for 2025–2026:

- New high-interest books for both fiction and non-fiction collections
- Spanish-language and bilingual texts to increase access and inclusivity
- Labels, organizational bins, and simple shelving solutions to support student access
- Quarterly reading incentives (e.g., bookmarks, certificates, small prizes)
- AR license renewals, provided by the district, to maintain access to comprehension quizzes

These resources will be evaluated and adjusted based on student engagement, available funding, and feedback from students, staff, and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$500	PBV-Foundation	Purchase Books from the 2024-2025 Battle of the Books list.	September 2025
$500	PBV-Foundation	Purchase Books additional hi/lo readers	September 2025

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Improving Science Education (STEM/STEAM)

Description of the Program

We believe that curiosity drives learning. Through hands-on science, design, and problem-solving, students develop critical thinking skills that prepare them for a rapidly changing world.

Alternative Education is committed to building student interest and engagement in science through hands-on, creative, and applied learning experiences. While the site does not currently operate a dedicated makerspace or use formal STEAM kits, students participate in sitewide STEAM activity days throughout the year and engage in visual design through tools like Procreate. Beginning in the 2025–2026 school year, the site will implement LEGO® Education Spike kits to support the development of foundational STEAM skills in coding, robotics, and computer science. The program is designed to promote curiosity, collaboration, and critical thinking, while also increasing exposure to cross-curricular, real-world learning experiences.

Curriculum and Instructional Design: Science instruction is delivered through standards-based classroom lessons, hands-on labs, visual models, and project-based learning. STEAM activity days provide additional opportunities for students to collaborate and apply their learning through structured, interdisciplinary challenges. Beginning this year, LEGO® Education Spike kits will be used to introduce coding, robotics, and design-thinking tasks that reinforce grade-level science content while developing 21st-century skills like communication and problem-solving. Although Procreate is available as a creative tool, its use in science-aligned projects is still developing. The long-term goal is for teachers to design integrated units that blend science with art, technology, and design.

Assessment and Impact Monitoring: Student learning and engagement in science and STEAM experiences will be monitored through classroom-based performance and teacher observation. Work samples from hands-on labs, STEAM activity days, and future robotics or coding tasks will be collected and reviewed to understand how students are applying content knowledge. Teachers will reflect on participation, collaboration, and curiosity as indicators of growth

in scientific thinking and engagement. Participation in STEAM days and task completion using LEGO® Spike kits will also be reviewed to ensure all students are actively involved and building foundational STEAM skills.

Professional Learning and Collaboration: While no formal professional development is currently planned, teachers will collaborate informally to plan STEAM activity days, integrate LEGO® Education Spike kits into instruction, and share ideas for cross-curricular project development. Site leadership will provide support and structured time as needed to promote consistent and inclusive implementation.

Universal Access and Differentiation: All students will have the opportunity to participate in science instruction and STEAM learning activities, including those with IEPs, 504 plans, or who are English Language Learners. STEAM tasks are designed to be hands-on, highly visual, and collaborative, offering multiple access points and opportunities for success. As implementation continues, staff will reflect on student participation to ensure equitable access and engagement across all groups.

Community Integration and Engagement: Families are informed of student participation in STEAM projects and activities through newsletters and student celebrations. When possible, student-created science or design-based projects will be displayed and shared. STEAM activity days are highlighted as a way the school connects hands-on learning to student interests and future-ready skills.

STEAM education at Alternative Education emphasizes hands-on exploration, problem-solving, and real-world learning. Through STEAM activity days, classroom-based science instruction, and the upcoming integration of LEGO® Education Spike kits, students are encouraged to think creatively and develop future-ready skills.

Actions (What we are doing to support hands-on science and STEAM learning)

To support science instruction and foster hands-on, creative learning experiences, Alternative Education will continue to build on its current practices and introduce new tools that promote student engagement in STEAM. Teachers will deliver classroom-based science lessons that incorporate visual models, lab experiences, and opportunities for inquiry and problem-solving. The school will host multiple STEAM activity days throughout the year to allow students to collaborate, explore, and apply concepts through structured, interdisciplinary challenges.

To enhance these efforts, LEGO® Education Spike kits will be introduced during the 2025–2026 school year to support student learning in coding, robotics, and design thinking. Although cross-curricular STEAM projects are still emerging, the long-term goal is to support integration of science, art, and technology within core instruction.

To support implementation:
- Teachers will plan and lead STEAM activity days with support from site leadership
- LEGO® Education Spike kits will be introduced as part of small group or whole-class projects in science or STEAM-aligned instruction
- Students will participate in hands-on science labs, STEAM activities, and collaborative problem-solving tasks
- Staff will reflect informally on student engagement and outcomes to inform next steps for future integration

Metrics for Effectiveness (How we will measure the impact of this strategy)

To know whether STEAM instruction is engaging students and supporting learning, we will monitor progress using the following tools:

- Student Work Samples and Project Artifacts: Collected from science lessons, labs, and STEAM activity days
- Participation Logs: Used to track student involvement in STEAM events and hands-on learning tasks, including LEGO® Spike-based projects
- Teacher Observations and Reflections: Informal data gathered on student collaboration, curiosity, and application of content

- Student Feedback and Engagement Indicators: Reviewed through classroom conversations and schoolwide reflection opportunities

Progress will be discussed during staff collaboration meetings and used to adjust future activities. Highlights of student work will be shared with families during recognition events and through classroom communication.

Needed Resources (What we need to make this happen)

To support hands-on STEAM instruction and meaningful science learning experiences, the following resources will be prioritized:

- LEGO® Education Spike kits to support instruction in coding, robotics, and design thinking
- Basic lab materials and consumables to support classroom-based science instruction
- Visual models, anchor charts, and manipulatives for supporting scientific thinking and vocabulary development
- Project display materials and student recognition items for STEAM participation
- Planning time and collaboration support for teachers to organize STEAM activity days and share cross-curricular ideas

These resources will be evaluated and adjusted based on student engagement, available funding, and feedback from students, staff, and families.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$1000	LCFF: Materials & Supplies	Purchase of LEGO® Education Spike kits, basic science lab materials, and project display supplies for STEAM activity days	April 2026

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified English Language Learners (ELLs), including students who are Long-Term English Language Learners (LTELs), as well as students who have been reclassified as Fluent English Proficient (RFEP) and are in their four-year monitoring window

Applicable During:

In-Person Learning

Strategy/Activity: English Language Learners: Monitoring ELL progress, supporting LTELs, integrated ELD across the curriculum, RFEP monitoring

Description of the Program

We believe that multilingual learners deserve instruction and support that reflect both their unique needs and their strengths. With care, data, and high expectations, all students can thrive in a language-rich environment.

Although Alternative Education serves a small number of English Language Learners each year, the site is committed to ensuring that every multilingual learner receives the support they need to succeed. English Language Learners receive integrated ELD instruction across subject areas and are monitored for academic growth and language development. When students reclassify, their progress is tracked for four years as part of the district's RFEP monitoring process.

Instructional Support and Monitoring: Integrated ELD strategies are embedded into Tier I instruction, particularly in reading and math. Teachers use visual models, sentence frames, and scaffolded academic vocabulary to support language access during small group instruction. Instructional practices for English Language Learners are anchored in the district-adopted English 3D curriculum for Designated ELD, which is implemented during core instruction and supported through classroom scaffolds. Students with Long-Term English Language Learner (LTEL) status are provided additional support based on individual needs. Staff collaborate with the district's ELL Services team as needed to ensure compliance with RFEP follow-up and documentation.

Assessment and Impact Monitoring: English Language Learners are assessed through ongoing classroom performance, ELPAC results, and participation in district interim assessments. Teachers monitor progress informally through observation and assignment completion, adjusting instruction when students demonstrate difficulty accessing academic content due to language needs. Reclassified students are monitored through grade checks, teacher feedback, and connectedness data.

Professional Learning and Collaboration: While Alternative Education does not currently require sitewide ELD-specific professional development, staff receive informal support in integrating ELD strategies across the curriculum. Teachers collaborate during PLCs to share scaffolds, visuals, and sentence frames that support language development during core instruction. Site leadership will continue to partner with the district's English Language Learner Services team as needed to ensure compliance with RFEP monitoring and to provide staff with updated guidance on supporting multilingual learners.

Universal Access and Differentiation: Instructional scaffolds are used across content areas to support English Language Learners and ensure equitable access to rigorous academic content. These strategies benefit not only ELL students but also other learners who require language-rich support, such as students with IEPs or low reading proficiency.

Actions (What we are doing to support English Language Learners)

To support the academic and language development of English Language Learners, Alternative Education will continue to implement integrated ELD strategies across the curriculum. Teachers will use visual models, structured sentence frames, and academic vocabulary supports to help students access grade-level content. Students who are identified as Long-Term English Language Learners (LTELs) or are in the four-year Reclassified Fluent English Proficient (RFEP) monitoring window will receive additional check-ins and support, as needed, to ensure continued success.

To support implementation:
- Teachers will provide language supports during core instruction through scaffolding, modeling, and structured talk routines
- Site leadership will ensure that all English Language Learner data is up to date and accessible, including RFEP monitoring timelines
- Staff will collaborate with the district ELL team to remain aligned with reclassification requirements and support tools
- Informal classroom monitoring will be used to identify any barriers to content access and respond with targeted instructional adjustments
- Two certificated staff members will participate in English 3D training to support the district's Designated ELD implementation

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Metrics for Effectiveness (How we will measure the impact of this strategy)

To ensure English Language Learners are making progress, staff will continue to monitor both academic and language development through the following tools:

- ELPAC Scores: Used to assess language proficiency and determine growth over time

- Classroom Performance: Informal teacher observations, assignment completion, and participation in discussions will help assess day-to-day access to instruction
- Reclassification Data: Reviewed to ensure eligible students are being reclassified appropriately and on time
- RFEP Monitoring: Grade checks, attendance, and teacher feedback will be used to track the progress of reclassified students over their four-year monitoring window

Progress will be reviewed by site leadership in collaboration with the district's English Language Learner Services team. Adjustments will be made as needed to ensure students receive timely support and continued access to grade-level learning

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Needed Resources (What we need to make this happen)

To support English Language Learners and ensure proper monitoring, the following resources will be prioritized:

- Access to up-to-date ELPAC scores, reclassification data, and RFEP monitoring tools
- Instructional scaffolds such as sentence frames, visual supports, and vocabulary charts
- Professional development funds to support English 3D training for certificated staff still in progress
- Time during staff collaboration to review student progress and adjust instruction as needed
- Ongoing communication with the district ELL Services team to stay aligned with compliance and support practices

These resources will help ensure that all multilingual learners at Alternative Education receive the support they need to grow academically and linguistically.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$600	LCFF: Teacher Substitutes	Provide release time for staff to be trained on E3D	April 2026

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Supplemental Resources to Support Instruction, Engagement, and Student Growth

Description of the Program

We believe that access to the right tools at the right time makes learning more meaningful. When students have what they need, they are more engaged, organized, and able to take ownership of their growth.

Alternative Education provides supplemental resources to support academic instruction, small-group learning, behavior systems, and student motivation. These resources enhance core curriculum by giving students and staff access to tools that increase participation, support executive functioning, and promote a positive, engaging school climate.

Supplemental materials are used to reinforce instructional routines, recognize student growth, and ensure every learner has access to the tools needed for success.

Curriculum and Instructional Design: Teachers use a variety of supplemental materials to support instruction across content areas. Items such as whiteboards, markers, manipulatives, and graphic organizers are used during small-group instruction, while organizational tools like binders, folders, and planners help students manage their materials and track academic goals. These resources enhance both Tier I and Tier II instruction and align with the site's focus on developing responsible, confident learners.

Assessment and Impact Monitoring: Resource use is monitored through teacher input, classroom observations, and supply requests. Site leadership regularly reviews how materials are used during instruction and responds to evolving student needs by adjusting available tools. Participation in academic celebrations and incentive programs is also reviewed to ensure students are recognized consistently across academic, behavioral, and social-emotional domains.

Professional Learning and Collaboration: While formal PD is not required for this strategy, teachers provide feedback on needed materials and collaborate during staff meetings to align supply usage with instructional goals. Site leadership supports staff in identifying which tools are most effective for engagement, organization, and targeted instruction.

Universal Access and Differentiation: All supplemental materials are distributed with equity in mind. Students have access to the tools they need to participate fully in class, regardless of their academic level, language proficiency, or learning plan. Supplies are selected to support diverse learners, including those with IEPs, 504 plans, and English Language Learners, and are integrated into core instruction, Tier II supports, and enrichment opportunities.

Community Integration and Engagement: Incentives and recognition programs supported by this strategy contribute to a positive school culture and strengthen the home-school connection. Families are invited to celebrate student success through PBIS acknowledgments, ILP conversations, and academic milestones. Field trip opportunities are also supported to connect classroom learning with real-world experiences.

Actions (What we are doing to support English Language Learners)

To support a comprehensive educational experience, Alternative Education will continue to provide high-quality instructional supplies, learning tools, and student incentives. The administrative team will monitor staff requests, classroom needs, and student usage throughout the year to make targeted purchases aligned with student growth and instructional goals.

To support implementation:
- Teachers and instructional aides will communicate needs and review current resources during collaboration
- Students will use supplemental materials during whole-class instruction, small-group support, and independent work
- Incentives will be distributed to recognize academic progress, attendance, leadership, and positive behavior
- Staff will monitor effectiveness of resources and suggest improvements based on classroom experiences

Metrics for Effectiveness (How we will measure the impact of this strategy)

To ensure supplemental resources are improving student access and engagement, we will monitor:

- Classroom Use of Materials: Observed during instructional walkthroughs and daily routines
- Staff Requests and Supply Usage Logs: Reviewed quarterly to determine demand and alignment to instructional needs
- Student Participation in Incentive Programs: Monitored through PBIS, attendance, academic growth, and other schoolwide recognitions
- Student Feedback and Staff Reflection: Used to refine resource purchasing and classroom distribution practices

Needed Resources (What we need to make this happen)

To support the daily and ongoing needs of students and staff, the following resources will be prioritized:

- Instructional tools and consumables: whiteboards, markers, math manipulatives, sentence strips, visual models
- Organizational supplies: binders, folders, dividers, planners, and goal-tracking tools
- Technology accessories: headphones, keyboards, mice, document cameras, monitor replacements
- Printing of customized or supplemental materials for small-group and differentiated instruction
- Student incentives for academic progress, PBIS, attendance, and citizenship
- Transportation costs for academic field trips tied to curriculum or student leadership experiences

These resources will be evaluated and adjusted based on student engagement, available funding, and feedback from students, staff, and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$1500	LCFF: Materials & Supplies	Purchase awards and recognition for achievement in academics, citizenship, attendance, PBIS	April 2026
$1000	LCFF: Direct Cost for Trans of Serv	Provide Reproduction of learning materials to support differentiated instruction and small-group work	April 2026
$2500	LCFF: Materials & Supplies	Student materials including whiteboards, markers, binders, dividers, and related educational tools	April 2026
$500.	LCFF: Direct Cost for Trans of Serv	Purchase Bussing for academic field trips aligned to curriculum or CTE exposure	April 2026
$2500	LCFF: Materials & Supplies	General Office Supplies	April 2026

Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engages all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 3 Integrated Educational Supports

All students enrolled at Alternative Education will benefit from a schoolwide system that supports positive behavior, consistent attendance, and student leadership. By June 2026, the site will implement documented Tier II and Tier III PBIS systems, expand flexible leadership opportunities, and improve attendance by 1%, as measured by PBIS fidelity tools, student connectedness data, and attendance records.

Comprehensive Needs Assessment
(Summary of processes, data analyzed, etc. for this goal.)

Overview

In March 2025, the Alternative Education leadership team conducted a sitewide Comprehensive Needs Assessment focused on strengthening Tier II and Tier III behavioral systems, increasing student leadership opportunities, and improving attendance. The team reviewed district LCAP goals, site values, stakeholder perception data, and key implementation tools while reflecting on the needs of a highly mobile student population. Because many students enroll with existing behavioral patterns and histories of school disengagement, the team prioritized strategies that would formalize current practices, promote student voice, and build stronger systems of support.

Several key data sources were used to guide this process:

- SWiFT-FIA assessed implementation of MTSS systems and inclusive practices
- PBIS Tiered Fidelity Inventory (TFI) evaluated consistency of Tier I systems and readiness for Tier II/III implementation
- SWIS behavior data identified trends in referrals by grade, location, and behavior type
- Attendance data highlighted ongoing challenges with chronic absenteeism
- Student Connectedness Survey and MRA captured student perceptions of safety, belonging, and voice
- Thrively Strengths and Hope Assessments informed staff understanding of student self-perception and motivation

Behavioral Supports and PBIS Implementation

The TFI and SWiFT-FIA confirmed strong implementation of Tier I PBIS systems across campus. Students understand sitewide expectations, staff consistently use common language and reinforcement systems, and the environment supports safety and structure. However, Tier II and III supports—while present in practice—are not formally documented or tracked. Teachers and support staff provide check-ins, social-emotional coaching, and behavior plans, but entrance and exit criteria, intervention menus, and progress monitoring tools are not consistently defined or communicated. This lack of formalization was one reason the site received Silver recognition rather than Gold during the 2024 PBIS review.

SWIS behavior data from the 2024–2025 school year shows an average of 39 referrals per month, with the majority classified as minor and involving defiance,

inappropriate language, or physical contact. These patterns continue to be most prevalent among 8th grade students, who also represent the largest enrolled group. Many incidents occur during transitions or in unstructured areas. The frequency of these referrals—though minor—continues to impact instructional time and underscores the need for clear Tier II and Tier III supports, proactive intervention, and targeted coaching in common areas.

Attendance and Student Engagement

Attendance has improved significantly over the last three years, rising from 84.65% in 2022–2023 and 83.71% in 2023–2024 to 91.52% in 2024–2025. While this growth reflects the success of current check-in/check-out systems, positive incentives, and relational practices, chronic absenteeism remains a barrier for a subset of students. These students often arrive with long histories of disengagement, and their patterns persist unless directly interrupted with early and personalized intervention.

The Fall 2024 Connectedness Survey showed that 47.4% of students believed someone would notice if they were absent—down from 58% the previous year. Only 44.4% of students agreed that staff care about them, and just 33.3% felt it was easy to talk with staff. Although these results represent modest gains in some areas, they remain below district and site goals. Students need consistent relationship-building structures, timely Tier II attendance outreach, and deeper staff-student connection routines to maintain and extend attendance growth.

Student Leadership and Belonging

MRA results and Thrively data revealed that students want more opportunities to lead and contribute to the school environment. While staff report high satisfaction and clarity of vision, students often feel disconnected from schoolwide systems and decisions. Traditional leadership roles are difficult to sustain at Alternative Education due to student mobility, but teachers observed that students show increased confidence and motivation when given responsibilities such as classroom helpers, peer mentors, or goal-setting leaders.

Thrively participation rose in 2024–2025, with 19 of 22 students completing the Strengths Assessment. However, the Hope and Interests surveys remain underutilized. As the site continues to grow its focus on empowerment and identity development, expanding Thrively integration and leadership roles will help promote greater student ownership. Recent Connectedness data showed the percentage of students who feel welcomed increased to 54.2% in Fall 2024, up from 37.8% the previous year and 20.5% in Spring 2023, suggesting that these strategies are beginning to take root. The next step is to embed flexible, short-term leadership structures that allow every student to experience recognition and impact, regardless of their length of enrollment.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWiFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

1. **Formalize Tier II and Tier III Behavioral Supports:**
   Alternative Education has a strong Tier I PBIS foundation, as evidenced by consistent routines, common language, and positive reinforcement systems observed during walkthroughs and confirmed in TFI scoring. However, Tier II and Tier III interventions—while happening in practice—are not formally documented or embedded into sitewide systems. There is currently no established menu of interventions, no written entrance or exit criteria, and no consistent system for tracking progress over time. This lack of documentation contributed to the school receiving Silver (rather than Gold) PBIS recognition in 2024 and limits the ability to monitor student response and adjust supports with fidelity. Staff report delivering Tier II interventions such as check-ins, behavior contracts, or conflict resolution with the BIA, but these interventions are often tracked informally or not at all. To move from reactive to proactive implementation, the site must establish written Tier II and Tier III protocols along with shared intervention menus and progress monitoring tools to help ensure consistency and equity in student support, and define staff responsibilities for delivery and documentation.

2. **Targeted Supports for Chronic Absenteeism through Tier II Systems:**
   While attendance at Alternative Education has improved significantly, rising from 84.65% in 2023–2024 to 91.52% in 2024–2025, the site continues to

serve students with entrenched absentee patterns. Many students arrive already disengaged and continue to miss school despite consistent staff outreach. Connectedness Survey results highlight a gap between adult effort and student perception: 47.4% of students believe an adult would notice if they were gone, but only 44.4% feel that staff truly care about them. This suggests that current outreach efforts, while consistent, may not be translating into meaningful relationships or motivation to attend. Students need targeted interventions that connect attendance to purpose, peer accountability, and relationship-building. Strategies such as relational mentoring, goal-setting conversations, student-led reflection, and incentive-based systems can help re-engage students with the school community. Incentives and classroom-level celebrations have been inconsistently implemented, and time for staff to problem-solve around attendance is limited. A stronger system that links attendance data to Tier II engagement strategies, delivered early and consistently, will be critical in interrupting persistent absenteeism and sustaining recent gains.

3. **Flexible Leadership Structures to Promote Student Voice and Ownership:**
   Despite academic growth and supportive staff, many students continue to report low levels of connection and belonging. MRA, Thrively, and Connectedness Survey data highlight gaps in student voice, ownership, and leadership. Traditional leadership models are difficult to sustain due to high mobility, but students thrive when given short-term roles, peer mentoring opportunities, and recognition for meaningful contributions. To close this gap, the site will implement a flexible leadership framework that includes rotating classroom responsibilities, student-led goal setting, and peer-based initiatives. These structures will promote belonging, strengthen PBIS culture, and help students see their value, regardless of how long they are enrolled.

4. **Equity Lens:**
   An equity review of SWIS data, attendance records, and academic trends indicates that students who are Black/African American and Hispanic/Latino continue to be overrepresented in behavioral referrals and chronic absenteeism. Many of these students also qualify as English Learners or students with IEPs, compounding barriers to engagement and long-term success. These overlapping needs heighten vulnerability to exclusionary practices and behavioral disengagement. To address this, the site must ensure that Tier II and III systems are inclusive, culturally responsive, and grounded in restorative principles. Data must be reviewed regularly by a representative team, and student voice should be embedded into both behavior intervention planning and leadership opportunities. All students, regardless of background, deserve access to consistent expectations, high-quality support, and opportunities to lead.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIS Referrals	2024–2025: Average of 39 referrals per month, with the majority classified as minor incidents. Defiance is the most common behavior, particularly among 8th grade students.	Decrease the monthly referral average and reduce repeated referrals for defiance by implementing a formal Tier II/III PBIS system, including documented interventions, entry/exit criteria, and progress monitoring.
Thrively Participation	2024–2025: 19 of 22 students completed the Strengths Assessment. Fewer completed the Hope Survey and Interest Finder.	100% of enrolled students will complete the Strengths Assessment, Hope Survey, and Interest Finder within 30 days of enrollment to support leadership development and personalized goal setting.
Connectedness Survey	**Spring 2023:** Staff Care – 41.4% Easy to Talk – 43.6%	Increase student agreement on all four measures to over 60% by Spring 2026 through Tier II relational outreach, structured leadership roles, and

	Notice if Absent – 68.0% Feel Welcomed – 20.5% **Fall 2023 & Spring 2024:** Staff Care – 41% Easy to Talk – 47% Notice if Absent – 58% Feel Welcomed – 37.8% **Fall 2024:** Staff Care – 44.4% Easy to Talk – 33.3% Notice if Absent – 47.4% Feel Welcomed – 54.2%	consistent adult-student connection routines. Maintain 95%+ participation.
Student Attendance Rate	2022–2023: 84.65% 2023–2024: 83.71% 2024–2025: 91.52%	Maintain or improve average attendance to at least 92% through Tier II supports, incentive systems, and proactive student outreach.
Leader in Me - Measurable Results Assessment	Highest-rated domains: Supportive Staff Environment and Staff Voice. Areas for growth: Empowered Learners, School Belonging, and Instructional Efficacy.	Increase student-reported scores in Empowered Learners and School Belonging to 70% or higher through structured leadership, reflection routines, and consistent student recognition.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Tier I Behavior and Attendance

Description of the Program *We believe that a safe, supportive, and structured learning environment creates the foundation for student success. When expectations are clear, relationships are prioritized, and recognition is consistent, students are more engaged, confident, and prepared to learn.* Alternative Education's Tier I systems integrate Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), student leadership development, and proactive attendance strategies. These supports are delivered schoolwide and intentionally aligned to the needs of a highly mobile and

diverse student population. Emphasis is placed on consistency, voice, and belonging, ensuring that every student knows what is expected, feels seen, and understands their place within the school community.

Schoolwide Instructional Design and Tier I Systems: At the start of each semester, students are explicitly taught behavior expectations, reinforced daily through consistent staff language, routines, and visuals. The RISE framework guides student behavior through Resilience, Integrity, Skills, and Empowerment, with regular recognition through PBIS acknowledgments, incentive systems, and community celebrations. Morning meetings, classroom reflections, and SEL routines are embedded daily, using the *Leader in Me* curriculum and Thrively to support goal-setting and personal development.

Staff provide daily lessons targeting SEL competencies, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, tailored to the needs of Alternative Education students. These lessons are delivered through a combination of classroom instruction, physical education, and morning routines, and are supported by trained aides and classified staff.

Attendance systems are fully integrated into Tier I practices. Daily recognition of attendance, weekly check-ins, and incentive-based celebrations are used to reinforce positive habits and interrupt chronic absentee patterns early. Staff regularly analyze attendance trends and initiate relational outreach for students showing early signs of disengagement.

Monitoring and Impact Analysis: The effectiveness of Tier I systems is monitored using multiple data sources. SWIS referral data and Connectedness Survey trends are reviewed monthly by the MTSS Tier I team to identify patterns, monitor disproportionality, and respond to campus needs. Classroom walkthroughs and informal observations are conducted by administrators and program specialists to observe implementation and provide feedback aligned to PBIS and SEL best practices.

Student leadership structures are also reviewed, with participation and recognition tracked through RISE points, incentive logs, and classroom reflections. Attendance is monitored weekly to track sitewide trends and inform adjustments to Tier I interventions. Data is reviewed at monthly MTSS Tier I meetings and used to guide action planning and staff collaboration.

Professional Learning and Collaboration: To support high-quality implementation, all certificated staff participate in ongoing *Leader in Me* training, including Core 2 certification and site-based planning sessions. The MTSS Tier I team, composed of administrators, teachers, instructional aides, and support staff, meets monthly to review school culture and develop campus-wide strategies for behavior, SEL, and attendance. Staff collaborate regularly to share best practices, align recognition systems, and refine instructional routines.

Classified staff receive informal coaching and participate in team meetings to ensure consistent reinforcement of Tier I expectations across all settings, including playgrounds, hallways, and arrival/dismissal routines.

Universal Access and Student Empowerment: Tier I systems are designed to be inclusive, equitable, and accessible to all students. Visual supports, sentence frames, calming strategies, and scaffolded behavior tools are embedded into classroom environments. Expectations are modeled and reinforced using multiple modalities to support students with IEPs, 504 plans, and language development needs.

Student leadership roles are flexible and adaptable, ensuring that students, regardless of length of enrollment, can contribute meaningfully to their classroom and campus. Leadership is recognized through classroom roles, peer mentorship, and community acknowledgments tied to the RISE framework.

Family and Community Engagement: Families are engaged through regular communication, ILP meetings, and schoolwide celebrations that recognize student behavior, attendance, and leadership. Staff connect with families early when attendance patterns emerge and collaborate on plans to support student engagement. RISE awards, "Tiffin Time," and earned field trips foster home-school connection and reinforce the importance of consistent participation and personal responsibility.

To maintain strong, ongoing communication, the school sends out a monthly parent newsletter that highlights upcoming events, student celebrations, and updates on behavioral and attendance initiatives. Additionally, weekly progress reports are sent home to provide timely updates on student behavior, attendance, and academic progress, ensuring families are informed and involved in supporting their child's growth.

Actions (What we are doing to support Tier I Behavior and Attendance)

To support a healthy, safe, and inclusive school environment, Alternative Education will continue to implement consistent Tier I behavioral systems, SEL instruction, student leadership opportunities, and proactive attendance strategies. The MTSS Tier I team will meet monthly to review data, monitor implementation, and guide staff in refining routines and recognition systems aligned with student needs.

To support implementation:
- Certificated staff will deliver daily SEL instruction using *Leader in Me* and embed social-emotional reflection into morning routines and core content
- Classified staff, including aides and BIAs, will reinforce Tier I expectations across learning and unstructured environments
- The MTSS Tier I team will meet monthly to review behavior, attendance, and connectedness data and adjust sitewide strategies
- Administrators will conduct regular walkthroughs to observe Tier I implementation and provide coaching to support fidelity and alignment
- Staff will continue to implement recognition systems that reinforce behavior, attendance, and leadership aligned with the RISE framework

Metrics for Effectiveness (How we will measure the impact of this strategy)

To evaluate the success of Tier I behavior and attendance supports, we will monitor:

- SWIS Referral Data: Monthly review of referral rates, locations, behaviors, and disproportionality
- Attendance Rates and Incentive Participation: Tracked weekly and analyzed for trends across student groups
- Walkthrough Observations: Informal observations used to provide feedback on PBIS, SEL, and classroom climate
- Connectedness Survey Results: Annual data used to evaluate student perception of belonging, care, and adult relationships
- Participation in Student Leadership and Recognition Systems: Monitored through RISE logs, class trackers, and event participation

Needed Resources (What we need to make this happen)

To support implementation of Tier I behavior and attendance systems, the following resources will be prioritized:

- SEL and PBIS materials: Leader in Me curriculum access, Thrively licenses, anchor charts, visuals, reflection journals
- Instructional tools for SEL routines: whiteboards, markers, sentence strips, classroom visuals, behavior tools
- Classroom supports for self-regulation: calming corner materials, flexible seating, fidget tools
- Recognition and Incentive Supplies: RISE point rewards, certificates, field trip costs, student store items
- Professional Learning and Collaboration Time: Core 2 training, MTSS collaboration release time, aide meetings
- Technology Support for SEL and PBIS Tracking: student reflection platforms, data tools, and devices for staff-student check-ins

These resources will be reviewed quarterly by the MTSS Tier I team and adjusted based on implementation needs, student feedback, and available funding.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$3243	LCFF: Publications/Software Lic	Leader in Me	April 2026
$1500	LCFF: Materials & Supplies	Tier I incentives for behavior and attendance including RISE rewards, certificates, token items, field trip opportunities, and other student recognition systems	April 2026
$1500	LCFF: Classified Extra Duty	PBIS Tier I collaboration time for three classified staff (1 hour/month at $50/hr) to participate in monthly MTSS Tier I planning meetings	Monthly, August 2025 – May 2026

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Tier II Behavior and Attendance

Description of the Program

We believe that early, targeted interventions can interrupt cycles of disengagement and help students build the skills they need to thrive. When students receive the right support at the right time, they begin to trust the learning environment, regulate their behavior, and reconnect with school.

Alternative Education's Tier II systems are designed to support students who require additional intervention beyond the universal Tier I structure. These supports include structured behavior interventions delivered by trained staff, as well as attendance strategies that identify and respond to early signs of chronic absenteeism. The program emphasizes skill-building, relationship repair, and proactive problem-solving for students who may struggle with consistent attendance, self-regulation, or peer conflict.

Behavior Intervention Systems: During the 2024–2025 school year, the school's Behavior Intervention Assistant (BIA) was trained in Aggression Replacement Training (ART) and now facilitates structured social skills groups and one-on-one coaching. Tier II students are identified through SWIS referral patterns, teacher recommendation, and team-based review. The BIA also implements check-in/check-out (CICO) as a daily Tier II support for students needing regular connection and behavioral accountability.

Although interventions are occurring consistently, the site does not yet have a fully developed system for determining when students should enter or exit Tier II supports. To improve this system, the site will develop a simple data-based entrance and exit process, aligned to behaviors, participation, and reflection logs.

This will allow Tier II interventions to be more responsive and adaptive, and help ensure groups are focused on the most pressing student needs (e.g., emotion regulation, peer conflict, goal setting).

Attendance Supports: While sitewide attendance improved in 2024–2025, specific subgroups, including foster youth in program housing and students with school avoidance, continue to require more intensive support. Currently, the site does not have a formal Tier II attendance system. This year, the school began celebrating monthly perfect attendance with restaurant coupons (donated), which helped build momentum.

To strengthen Tier II attendance practices, the site will identify students with emerging or cyclical absenteeism, including those who do not qualify for formal SARB intervention. Targeted strategies may include:

- Weekly attendance mentoring check-ins (2x10 strategy)
- Personalized attendance plans tied to student goals
- Tier II attendance team that includes a classified point person
- Problem-solving circles focused on school avoidance or disengagement

Monitoring and Impact Analysis: Tier II behavior data is reviewed monthly during MTSS meetings, using SWIS trends, BIA logs, and CICO reflection sheets. As tracking tools are formalized, staff will also begin to use entry and exit tracking forms for students receiving ART or participating in groups.

Attendance is monitored weekly, with flagged Tier II students reviewed for changes in frequency, gaps, and total days missed. Parent contacts, incentives, and staff involvement are also tracked to ensure follow-through and guide Tier II problem-solving.

Professional Learning and Collaboration: Staff will receive site-based collaboration time to develop clear Tier II entrance and exit criteria, review progress monitoring tools, and refine CICO routines. The BIA will receive ongoing coaching and participate in monthly MTSS meetings to align group facilitation with schoolwide goals. The administrative team will facilitate the implementation of Tier II attendance structures and provide check-in time for reflection and planning.

Universal Access and Student Inclusion: Tier II supports are designed to be accessible to all students who demonstrate the need, including those with IEPs, 504 plans, foster status, or other barriers to consistent engagement. Social skills groups and CICO routines are adapted to support communication, emotional regulation, and executive functioning, ensuring students can fully participate regardless of disability status or past school experiences.

Family and Community Engagement: Staff reach out to families when students begin Tier II interventions, and updates are shared during ILP meetings or parent contacts. Parents are encouraged to support attendance plans, reinforce goals at home, and celebrate student growth. Incentives such as restaurant coupons (donated) or family praise notes are used to increase home involvement and reinforce progress toward attendance or behavior goals.

Actions (What we are doing to support Tier II Behavior and Attendance)

To support student re-engagement, Alternative Education will expand Tier II behavior and attendance systems that are clear, consistent, and responsive. Staff will collaborate to define criteria, monitor participation, and align supports with student needs.

To support implementation:
- The BIA will lead small-group social skills sessions and daily check-in/check-out for identified students
- Staff will collaborate on simple entry/exit systems for Tier II groups and CICO supports
- Students with early attendance concerns will receive weekly check-ins, progress recognition, and targeted mentoring
- The MTSS team will track Tier II student data and use it to adjust supports and coaching

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Metrics for Effectiveness (How we will measure the impact of this strategy)

To evaluate the success of Tier II behavior and attendance supports, we will monitor:

- BIA Group Logs and CICO Forms: Used to track student progress and participation in Tier II supports
- Tier II Attendance Monitoring: Weekly review of improvement in flagged students and monthly reporting on subgroups
- SWIS and Referral Patterns: Analyzed to determine changes in student behavior and referral frequency
- Staff Collaboration Logs: Used to document Tier II team decision-making and student response
- Family Communication Records: Reviewed for frequency of engagement and support around Tier II plans

Needed Resources (What we need to make this happen)

To support implementation of Tier II behavior and attendance systems, the following resources will be prioritized:

- Behavior tracking tools: CICO forms, reflection journals, student goal sheets
- Curriculum or materials for small-group social skills instruction (e.g., ART boosters, SEL group curricula)
- Time for BIA to run groups and track interventions (embedded into role)
- Restaurant or local business partnerships to support Tier II attendance incentives with donations
- Professional collaboration time to define Tier II entry/exit criteria and build staff capacity
- Printing and documentation tools for reflection forms, family outreach, and attendance trackers

These resources will be reviewed quarterly by the MTSS Tier II team and adjusted based on implementation needs, student feedback, and available funding.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$900	LCFF: Materials & Supplies	Collaboration time for MTSS team and staff to define Tier II criteria, review student data, and plan targeted interventions	Fall and Spring Data Review Cycles April 2026
$500	LCFF: Direct Cost for Trans of Serv	Printing of reflection logs, attendance charts, family outreach letters, and progress monitoring tools	April 2026
$500	LCFF: Materials & Supplies	SEL curriculum boosters and group activity materials to support small-group social skills instruction	November 2025

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Tier III Behavior and Attendance

Description of the Program

We believe that students with complex behavior or attendance needs deserve individualized care and consistent relationships that foster trust, reflection, and long-term change. When students are supported with therapeutic services and clear expectations, they are more likely to build the skills they need to reconnect with school.

Alternative Education's Tier III systems focus on students with significant behavioral or attendance concerns who require individualized support beyond what is provided in Tier I or II. These supports include social work services, behavioral check-ins, attendance contracts, and formal district interventions such as SARB. Most students who enroll at Alternative Education arrive with a history of significant school discipline or truancy and are automatically placed in Tier III at intake. While all students receive social-emotional check-ins, participation in goal-setting and therapeutic services depends on student willingness to engage.

Individualized Behavior Support: Tier III behavior support is provided by the school's social worker, who is on campus two days a week and works directly with students requiring intensive interventions. Services include therapeutic check-ins, goal-setting conversations, and referrals to additional services such as substance abuse counseling or trauma-informed care. When students demonstrate readiness, the social worker facilitates skill-building and behavioral reflection aligned with individualized learning goals.

For students who are not yet willing to engage in therapy or formal goal-setting, the social worker maintains consistent check-ins to build trust and readiness. However, the site currently lacks clearly defined entrance and exit criteria for Tier III services, which makes it difficult to monitor progress or transition students to lower levels of support. Establishing these criteria will be a focus for the MTSS Tier III team in 2025–2026.

Intensive Attendance Supports: Students with ongoing attendance concerns receive Tier III interventions that may include SST meetings, customized attendance contracts, and ultimately referral to SARB. Foster youth, students with school-avoidance behaviors, and those with unresolved barriers to engagement are supported with individualized plans that include attendance expectations and proactive staff collaboration. Attendance progress is reviewed and factored into decisions about readiness to return to a comprehensive campus. Establishing a MTSS Tier III team for attendance will be a focus for the 2025-2026 school year. Once established, students with Tier III attendance plans will receive monthly goal reviews and family check-ins to ensure expectations are clear and barriers are addressed.

Monitoring and Impact Analysis: The MTSS Tier III team meets monthly to review individual student progress in behavior and attendance. SWIS reports, intervention logs, and social worker notes are used to monitor patterns and adjust supports. Observational data, engagement in goal-setting, and evidence of skill use are considered when determining whether students can exit Tier III or require continued support.

SST and SARB records are used to track the effectiveness of attendance interventions and to ensure compliance with district protocols. Parent participation and communication logs are also reviewed as part of each student's ongoing support plan.

Professional Learning and Collaboration: Site administrators, the program specialist, the social worker, and classroom teachers meet as the MTSS Tier III team to review individual cases and update intervention strategies. As part of the 2025–2026 plan, the team will develop and pilot criteria for entering and exiting Tier III services, including tools for documenting readiness, progress, and disengagement. Staff will receive coaching on how to support student engagement in therapeutic settings and how to align Tier III supports with Tier I and II classroom routines.

Universal Access and Student Inclusion: Tier III supports are offered to any student demonstrating significant behavioral or attendance needs, including students with disabilities, students in foster care, and those experiencing trauma. Interventions are designed to be responsive to student readiness, allowing for flexible pacing and layered support. The social worker adapts check-ins and services to meet individual learning and regulation needs, ensuring students feel supported without feeling overwhelmed.

Family and Community Engagement: Families are involved in Tier III planning through SST meetings, SARB referrals, ILPs, and regular contact with the administrative team and social worker. These conversations are structured to identify shared goals, clarify expectations, and reinforce collaboration. Families are also informed of behavioral progress, attendance updates, and available community resources to support their child's success.

Actions (What we are doing to support Tier III Behavior and Attendance)

Families are involved in Tier III planning through SST meetings, SARB referrals, ILPs, and regular contact with the administrative team and social worker. These conversations are structured to identify shared goals, clarify expectations, and reinforce collaboration. Families are also informed of behavioral progress, attendance updates, and available community resources to support their child's success.

To support implementation:
- The school social worker will provide Tier III therapeutic services, check-ins, and referrals two days per week
- The MTSS Tier III team will review student progress and develop entry/exit criteria for Tier III behavior support
- Students with chronic absenteeism will participate in SST meetings and may be referred to SARB as needed
- Parents will be included in all Tier III attendance and behavior planning meetings
- Staff will collaborate to document progress and determine readiness to reduce services

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Metrics for Effectiveness (How we will measure the impact of this strategy)

To evaluate the success of Tier III behavior and attendance supports, we will monitor:

- BIA Group Logs and CICO Forms: Used to track student progress and participation in Tier II supports
- Tier II Attendance Monitoring: Weekly review of improvement in flagged students and monthly reporting on subgroups
- SWIS and Referral Patterns: Analyzed to determine changes in student behavior and referral frequency
- Staff Collaboration Logs: Used to document Tier II team decision-making and student response
- Family Communication Records: Reviewed for frequency of engagement and support around Tier II plans

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Needed Resources (What we need to make this happen)

To support implementation of Tier III behavior and attendance systems, the following resources will be prioritized:

- Student reflection and check-in tools: therapy journals, goal sheets, behavior trackers
- Attendance contracts, letter templates, and meeting materials for SART and SARB
- Collaboration time for social worker, MTSS team, and teachers
- Community resource guides and referral materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$250	LCFF: Materials & Supplies	Materials and supplies to support Tier III interventions including therapy journals, check-in tools, reflection logs, attendance contracts, family communication folders, and student incentives aligned to ILP or Tier III goals	April 2026
$600	LCFF: Certificated Extra Duty	Collaboration time for MTSS Tier III team members to review cases, develop entry/exit criteria, and plan individualized supports	Fall and Spring, April 2026

Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engages all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 4 Family & Community Engagement

By June 2026, Alternative Education will strengthen family-school partnerships by increasing participation in structured engagement events and reducing the need for staff-led follow-up (e.g., detention, phone calls) on weekly progress reports. All students will continue submitting weekly progress reports on Mondays, with a 20% decrease in enforcement interventions (e.g., lunch detention, calls home) by Spring 2026. The site will host two family engagement events annually, with at least 50% of families participating. Additionally, the Measurable Results Assessment (MRA) will be distributed to 100% of families twice per year to provide feedback and strengthen shared accountability.

Comprehensive Needs Assessment

(Summary of processes, data analyzed, etc. for this goal.)

Overview

In March 2025, the Alternative Education leadership team conducted a sitewide Comprehensive Needs Assessment focused on strengthening meaningful family engagement, expanding student celebration practices, and building deeper trust between home and school. The team reflected on district priorities, participation trends, and site systems while considering the unique needs of a highly mobile and often underserved student population. While communication systems are firmly in place, participation in events and voluntary response behaviors remain areas for growth.

Several key data sources were used to guide this process:

- Family response trends and follow-up logs from weekly progress reports
- Sign-in sheets and participation rates for family engagement events
- Fall 2024 Leader in Me Measurable Results Assessment (MRA) – Family domain
- Student Connectedness Survey data related to adult relationships and sense of belonging
- ILP and reentry meeting logs
- Student attendance rates and subgroup patterns
- Staff feedback during MTSS Tier I and III planning sessions

Communication Systems and Follow Through

Alternative Education has established consistent and reliable systems for family communication. Students take home progress reports each Friday that include grades, behavior reflections, and academic goals. These are expected to be signed and returned by Monday. While the return rate is technically 100%, staff often rely on interventions such as lunch detention, after-school reminders, or home calls to secure signatures. This enforcement pattern highlights a need to move from procedural compliance to relational connection. Increasing authentic engagement in weekly reports, without staff enforcement, will be a key priority.

The site also sends out a monthly newsletter with academic updates, SEL themes, and community resources. These are accessible and consistent but rarely prompt follow-up questions or conversation. Families may be reading but not engaging, suggesting that additional personalized communication, such as progress celebrations, photos, or student shout-outs, could deepen the home-school bond.

Family Event Participation and ILP Touchpoints

In 2024–2025, Alternative Education hosted two family engagement events designed to celebrate student voice and connect learning to purpose. In the fall, students participated in an "80th Birthday Party" celebration tied to Habit 1: Begin with the End in Mind. Each student wrote a personal mission statement and gave a presentation imagining their legacy at age 80. Families were invited to dress up, share cupcakes, and hear from four community speakers who discussed their own life purpose and personal missions. In the spring, students will present their "This is My LIFE" career projects, researching career paths based on their Thrively strengths and interests. Families will be invited to attend and celebrate student progress. While these events were rich in meaning and design, turnout was low, with only three families attending across both events.

In addition to structured events, ILP and reentry meetings consistently include parent or caregiver participation. However, these touchpoints are currently limited to transitions. The site identified a need to schedule additional ILP reviews in the fall and spring for students who remain enrolled longer than one semester. Ideally, each student would have an initial ILP shortly after enrollment and a follow-up midway through their Alternative Education placement.

Family Event Participation and Voice

While the MRA is sent home each year, response rates have remained low. The team recognized that families may need additional context for why their voice matters and how survey results shape the student experience. In 2025–2026, the school will send the MRA home twice per year, paired with progress reports or ILPs, and work toward full family participation. Emphasizing transparency and follow-up will help build trust and show families that their input drives change.

Student Connectedness Survey data also reflected moderate levels of perceived belonging and adult connection. In particular, fewer than half of students felt it was easy to talk to staff, and fewer than 50% felt someone would notice if they were gone. These relational gaps reinforce the need for deeper school-home collaboration—not just for compliance, but to build safety, support, and shared responsibility for every learner.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWiFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

1. **Reduce the Need for Follow-Up on Weekly Progress Reports:**
   While all students return weekly progress reports each Monday, staff often need to intervene to secure signatures. This includes lunch or after school detention, calls home, or in-person reminders. These interventions create added workload for staff and indicate that reports are being completed as a task, not a conversation. The site needs to strengthen relational accountability by helping families see the progress report as a tool for reflection and connection. Recognizing student growth, highlighting earned awards, and including photos or shout-outs in reports may help shift the tone toward partnership.

2. **Increase Participation in Family Engagement Events:**
   Despite thoughtful planning and personal invitations, family participation in engagement events remains low. In 2024–2025, the site hosted two purpose-driven events: the "80th Birthday Party" tied to personal mission statements and the upcoming "This is My LIFE" career project. Both were designed to showcase student growth and align with Leader in Me and Thrively work. Still, only a few families attended. The site must explore flexible scheduling, more frequent reminders, and ways to invite families into moments that feel personal, relevant, and celebratory. Building this culture of participation will require clear expectations, meaningful content, and trust over time.

3. **Establish Semester-Based ILP Meetings for Long-Term Students:**
   Families consistently participate in ILP and reentry meetings at intake and transition points. However, students who remain in the program for longer than one semester do not currently receive a second ILP meeting unless returning to a comprehensive site. The site identified a need to formalize fall and spring ILP reviews for all students, ensuring goal-setting and family collaboration continues throughout the enrollment cycle. This adjustment would help anchor progress conversations and ensure families are consistently part of the academic and behavioral planning process.

4. **Improve Family Feedback Collection Through the MRA:**
   While the Leader in Me Measurable Results Assessment (MRA) is a valuable feedback tool, family response rates have been low. The site will now distribute the MRA twice per year and pair it with key communication routines such as progress reports or ILPs. Increasing participation in the MRA is less about compliance and more about building authentic voice and shared responsibility for school culture. The site must also communicate clearly how MRA data informs schoolwide decisions.

5. **Equity Lens:**
   Families served by Alternative Education face a range of access barriers that are not always visible on a participation log. Nontraditional work schedules, past school trauma, language needs, and complex family systems all affect how families engage. Many families are deeply invested in their student's success, even if they do not attend events or return surveys. To honor this investment, the site will prioritize low-barrier, high-impact communication and build events around student celebration and trust-building. Efforts will be designed with flexibility, cultural responsiveness, and empathy at the center.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly Progress Report Follow-Up	2024–2025: 100% of reports were returned, but a significant number required staff intervention (e.g., detention, phone call, in-class reminder) ● 48 reminder emails, 40 lunch detentions, and 4 after school detentions from non-response	Track and reduce staff-led enforcement interventions by 20% through improved family responsiveness and relationship-building strategies by Spring 2026
Family Engagement Event Attendance	2024–2025: Two school wide events held, with only 3 families attending despite personal outreach and community involvement	At least 50% of families will attend one of two annual structured family engagement events by June 2026
Leader in Me MRA – Family Domain	2024–2025: MRA data indicated "Needs Improvement" in School & Family Partnerships, and "Satisfactory" in Family and Community Engagement	100% of families will be invited to complete the MRA twice annually; scores in School & Family Partnerships will improve to "Satisfactory" or higher by Spring 2026
Semester-Based ILP Participation	Current practice includes family participation at intake and reentry only	100% of families of students enrolled longer than one semester will be offered a fall and spring ILP review to support goal-setting and sustained collaboration
Exit Survey for Transitioning Students	No exit survey currently implemented	Develop and implement a student/family exit survey for all students returning to a comprehensive campus beginning Fall 2025

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Parent Engagement Activities

Description of the Program

We believe that families are essential partners in student growth. When communication is consistent, personal, and student-centered, families are more likely to engage, reinforce learning at home, and contribute to a supportive school climate.

Alternative Education has established clear two-way communication systems that include weekly student progress reports, monthly newsletters, and ILP meetings. These systems ensure families receive timely updates about academic progress, behavior, goals, and available resources. Moving forward, the focus is on improving response quality, expanding goal-based conversations, and building stronger connections around student celebration and success.

Core Communication Systems and Weekly Reports: Each Friday, students take home a weekly progress report that includes academic grades, goal tracking, behavior reflections, and areas for celebration. Families are expected to review and return the signed report by Monday. While 100% of reports are returned, many require staff intervention to secure signatures. This pattern has shifted the focus from relational accountability to procedural enforcement.

To address this, the site will embed more personalized elements into progress reports, such as notes about awards earned, RISE recognitions, and student photos when appropriate. These updates will reinforce positive habits and increase the likelihood that families engage meaningfully with the content rather than responding out of obligation. Teachers and support staff will continue using these tools to highlight student effort, not just performance.

Ongoing Family Outreach and Newsletter Systems: Monthly newsletters will continue to be sent home, offering families updates on campus events, SEL themes, academic focus areas, and resources. These newsletters provide consistent outreach, but have historically prompted little response or follow-up. Moving forward, newsletters will align more closely with student recognition efforts, event announcements, and MRA invitations. The goal is to create a rhythm of communication that feels both predictable and personal.

All communication, whether digital or print, will be reviewed for clarity, accessibility, and language needs. Staff will ensure that translated materials are provided when needed and that families understand how to reach out with questions or feedback.

Individual Learning Plan (ILP) Expansion: While families currently participate in ILP and reentry meetings at intake and transition points, the site will add two structured ILP review cycles each year. These meetings will occur in the fall and spring for students who remain enrolled beyond one semester. Families will be invited to reflect on progress, revisit academic and behavioral goals, and celebrate growth. This structure ensures continued collaboration even when transitions are not imminent.

Feedback and Input Systems (MRA & Exit Survey): Beginning in 2025–2026, the Leader in Me Measurable Results Assessment (MRA) will be distributed to families twice per year, once in the fall and once in the spring. This tool offers families the opportunity to reflect on school culture, communication practices, and areas for improvement. The site will pair the MRA with progress reports or ILP meetings to increase participation.

Additionally, the site will develop a student/family exit survey to gather feedback from students returning to a comprehensive campus. This tool will help identify which supports were most meaningful and how families experienced their time at Alternative Education.

Actions (What we are doing to strengthen communication systems)

To strengthen family-school communication, Alternative Education will continue to refine weekly and monthly outreach systems and embed student celebrations into regular updates.

To support implementation:

- Progress reports will continue to be sent home every Friday along with student goals and reflections through Parent Square and parents are expected to respond to the notification in some way before Monday
- Staff will embed award recognition, RISE celebrations, and personalized messages into weekly reports
- Monthly newsletters will be reviewed for accessibility and aligned with student recognition, events, and MRA invitations
- All families will be expected to participate in fall and spring ILP reviews for students who remain beyond one semester
- The MRA will be distributed twice per year, and a student/family exit survey will be developed and piloted

Metrics for Effectiveness (How we will measure the impact of this strategy)

To ensure communication systems are supporting engagement, we will monitor:

- Weekly Progress Report Return and Enforcement Logs: Track percentage of returns requiring follow-up
- ILP Review Completion Rates: Monitor participation in fall and spring ILP meetings
- MRA Participation Logs: Measure completion of fall and spring family surveys
- Exit Survey Participation and Themes: Analyze trends and use feedback to inform practice
- Newsletter Distribution and Family Feedback: Review communication clarity and alignment with engagement goals

Needed Resources (What we need to make this happen)

To support continued implementation and growth of family communication systems, the following resources will be prioritized:

- Sending of weekly reports, newsletters, MRA forms, ILP templates, and exit surveys
- Visuals and reflection tools to embed into progress reports (e.g., goal trackers, award icons, teacher comments)
- Professional collaboration time to align communication practices across staff
- Translation services and formatting support for accessibility
- Small incentives (e.g., certificates, shout-outs) to reinforce caregiver follow-through

These resources will be reviewed quarterly by the site leadership team and adjusted based on family input, staff reflection, and alignment to engagement goals and available funding.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$600.00	LCFF: Materials & Supplies	Supplies and refreshments for family engagement events, including student presentations, awards nights, and 8th grade graduation (e.g., paper goods, cupcakes, displays)	April 2026
0	LCFF: Educational Services; Prof/Consult/Other Operating	Interpreter Services to support Educational sessions	April 2026

0	LCFF: Books Other Than Textbooks LCFF: Materials & Supplies	Resources/Materials to support Family Engagement	April 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Parent Engagement Activities Specific to English Language Learners

Description of the Program

We believe that every family deserves access to their child's learning journey, regardless of language or enrollment timing. When parents and guardians of English Learners are informed, supported, and invited into academic planning, students are more likely to feel confident, connected, and seen.

In 2024–2025, Alternative Education served five English Language Learners across ELD levels A through C. Enrollment was staggered throughout the year, with some students returning to comprehensive campuses before spring. Despite this mobility, the site maintained a commitment to providing clear, inclusive communication and access to learning goals for both students and families.

Targeted Implementation for a Small and Mobile Population: Academic and behavioral progress was monitored through ILPs, progress reports, and small-group instruction aligned to each student's ELD level. Families of ELLs were supported through translated materials and personalized communication. When applicable, interpreter services were provided for ILPs, phone calls, and follow-up conversations.

In addition to these individualized supports, families were invited to attend school-wide family events and were made aware of opportunities to participate in district-level ELLAC meetings.

Feedback and Voice: Due to the small number of English Language Learners and their varied enrollment timelines, family feedback was gathered informally through phone calls and in-person check-ins. For the 2025–2026 school year, the site will continue using flexible formats for feedback, offering short surveys or direct outreach after engagement touchpoints to ensure families feel heard and supported.

Actions (What we are doing to support ELL family engagement)

To support equitable and timely engagement for families of English Language Learners, the site will continue to provide responsive, individualized communication and learning access.

To support implementation:

- The administrative team will offer academic resource meetings or individual conversations for ELL families as needed
- Translated materials and interpreter services will be provided for ILPs, progress reports, and family conversations
- Families will be invited to sitewide engagement events and informed of district ELLAC opportunities
- Informal or formal feedback will be collected to evaluate support quality and accessibility

Metrics for Effectiveness (How we will measure the impact of this strategy)

To ensure the needs of ELL families are being met, the site will monitor:

- Communication logs and interpreter usage
- Family participation in ILPs, progress monitoring, and school events
- Feedback from translated surveys, phone calls, or check-ins
- Referral and return data for ELL students and the families who support them

Needed Resources (What we need to make this happen)

To continue providing equitable engagement for families of English Language Learners, the following resources will be made available as needed:

- Interpreter services and translated materials
- Flexible meeting formats (in-person, phone, or virtual)
- Feedback tools designed for low-barrier access

These resources will be reviewed and adjusted in collaboration with the district's English Language Learner services team based on enrollment patterns and family needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	LCFF: Educational Services; Prof/Consult/Other Operating	Provide Interpreter Services to support English Language Learner family communication and academic meetings	April 2026

Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 5 Professional Development Plan

By June 2026, Alternative Education will implement a site-based professional development plan that supports instructional excellence, Tiered intervention, and inclusive engagement practices. All teachers and instructional aides will participate in monthly collaboration sessions that include data analysis, backward planning, and instructional coaching aligned to schoo-lwide goals. At least 80% of certificated and classified staff will engage in one or more professional learning opportunities focused on academic language development, small-group instruction, or Universal Design for Learning (UDL). Progress will be monitored through PD logs, coaching feedback, and reflection tools embedded in PLC structures.

Comprehensive Needs Assessment
(Summary of processes, data analyzed, etc. for this goal.)

Overview

In March 2025, the Alternative Education leadership team conducted a Comprehensive Needs Assessment focused on strengthening the professional learning system for certificated and classified staff. The team analyzed staffing patterns, site priorities, instructional implementation data, and reflection from walkthroughs and collaboration meetings. With three non-permanent teachers on site and classified staff playing key roles in small-group instruction, the team prioritized strategies that ensure access to high-quality, site-based professional development that meets staff where they are and supports consistent instructional practices across classrooms.

Several key data sources were used to guide this process:

- Teacher credentialing status and induction timelines
- Walkthrough and coaching logs
- Participation in district and site-based PD opportunities
- Feedback from PLC discussions and classified collaboration
- Implementation evidence from ELD, literacy, math, and MTSS routines
- Staff retention and hiring patterns across 2022–2025

Staffing Structure and Development Needs

During the 2024–2025 school year, the teaching staff included three non-permanent teachers: one in her third year (nearing the end of induction), one hired in October who has not yet passed the RICA, and one currently on a Short-Term Permit (STP) after beginning with the site as a substitute. The school may need to hire up to two new teachers for 2025–2026. This variability in certification and training requires a highly responsive professional learning system that supports

onboarding, foundational instructional practices, and growth in Tiered intervention strategies.

Only one teacher is trained in English 3D, the district's Designated ELD curriculum. Additional support will be required to implement this resource fully in 2025–2026. New teachers will also need coaching in small-group instruction, Universal Design for Learning (UDL), CRA strategies in math, and the use of 95% Group routines in literacy.

A new program specialist was hired in January 2025, after the position was vacant for the first half of the year. Their presence has re-established coaching, data alignment, and instructional support systems that had been limited in the fall.

Site-Based Collaboration and Coaching

The site holds regular PLCs (weekly), classified collaboration meetings (daily), staff meetings (monthly), quarterly planning sessions, and ongoing professional development facilitated by the administrator and program specialist. These structures provide teachers and instructional aides with opportunities to review student data, plan small-group instruction, and refine classroom strategies. While walkthroughs and coaching cycles are occurring more consistently than in the past, there is still room to increase their depth, frequency, and alignment to instructional goals.

Teachers have expressed a need for more explicit guidance around MTSS Tier I, II, and III systems, especially how to reteach effectively and group students for intervention. Many are still developing the confidence and capacity to direct instructional aides or make instructional decisions based on assessment data. As a result, classified staff are sometimes trained in routines before teachers are fully prepared to lead them. While aides play a valuable role, it is critical that certificated staff take primary responsibility for instruction, planning, and group placement. Strengthening teacher leadership and instructional clarity will ensure that students receive consistent, data-informed support across all classrooms.

District and External Learning Opportunities

Staff have participated in district PD opportunities such as the Educator Learning Summit, Leader in Me training, and district Summer Learning options regarding the new SEL curriculum implementation. These sessions reinforce the site's focus on inclusive instruction and student connection. Still, site-based PD remains essential to align supports with the specific needs of the Alternative Education setting, especially when staff are new to the site or profession.

Equity Lens

The school's staff reflects a range of identities, experience levels, and roles. Hiring practices have prioritized representation and perspective-taking, and the team brings a wide range of lived experience to the classroom. To honor this strength, professional learning must be inclusive, relevant, and grounded in both best practice and relationship. With high staff turnover and varying credential pathways, the site must ensure all staff, particularly those in their first years of teaching, have access to consistent coaching, clear instructional models, and protected time to grow their craft in a supportive environment.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWiFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

1. **Support for New and Developing Teachers:**
   Due to staffing transitions and credentialing timelines, the site's teaching team requires a professional learning system that builds foundational instructional skills and supports early-career growth. One teacher is nearing the end of induction and is trained in English 3D, but two others are still pursuing full credentials and require support in areas such as small-group instruction, Tiered interventions, and lesson planning. With potential vacancies ahead, the site must prepare to onboard and coach new teachers in both instructional delivery and data-driven decision-making.

2. **Consistent Implementation of Core Instructional Routines:**
   Walkthroughs and PLC reflections reveal the need for stronger consistency in instructional routines across classrooms. While strategies such as CRA in math and 95% Group routines in literacy are being used, their frequency and fidelity vary by teacher. Staff need continued support in lesson design, scaffolding for English Language Learners, and integrated use of academic language strategies. Building shared understanding and consistent expectations will support instructional clarity and improve student outcomes.

3. **Clarity Around MTSS Tiers and Grouping Decisions:**
   Teachers need more explicit support in understanding the MTSS framework and their role in implementing Tier I, II, and III supports. Many are still learning how to interpret data, place students in instructional groups, and adjust instruction accordingly. As a result, classified staff are sometimes trained before teachers feel ready to lead. Long-term, teachers must be the primary drivers of instructional planning and small-group implementation. Building this capacity is essential to ensure that all students receive targeted, data-informed support.

4. **Support for Classified Staff in Instructional Roles:**
   Instructional aides play a key role in both Tier I and Tier II instruction, particularly in small-group rotations. While aides have been trained in specific programs (e.g., 95% Group), their success depends on clarity from teachers and alignment with classroom goals. The site must continue to provide aides with training, modeling, and structured collaboration while also ensuring that certificated staff are equipped to direct and support their work.

5. **Coaching and Feedback Structures:**
   While coaching and walkthroughs are more consistent than in the past, there is still room for growth. Teachers would benefit from more focused coaching cycles tied to specific instructional practices, student grouping strategies, and feedback on the use of small-group instruction and academic language routines. These supports are especially important for staff who are still developing their instructional identity or onboarding into the Alternative Education context.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site-Based Professional Learning Calendar	2024–2025: A Professional Learning Calendar was created and implemented. Certificated staff participated in all planned PD sessions, with some attending district offerings.	A revised Professional Learning Calendar will be created and implemented for 2025–2026, aligned to SPSA and LCAP goals. All certificated staff will participate in planned sessions; most will attend at least one district PD opportunity.
Walkthroughs with Coaching and Feedback	Required formal evaluations were completed for all staff. Informal walkthroughs and feedback were intermittent due to staffing transitions.	100% of teachers will receive weekly informal walkthroughs with feedback tied to instructional goals. A regular schedule of observation and coaching will be implemented and tracked.
Participation in Targeted PD (UDL, Academic Language, Small-Group Instruction)	Staff received training in 95% Group, Core 2, restorative practices, and Thrively. One teacher is trained in English 3D; others will need onboarding.	At least 80% of certificated and classified staff will participate in one or more targeted PD sessions aligned to small-group instruction, academic language, or UDL.

Onboarding and Support for New Teachers	2024–2025: Two teachers entered the site mid-year or on non-traditional credentials. The new program specialist provided support beginning January 2025.	All new teachers hired in 2025–2026 will receive a structured onboarding plan with embedded coaching on Tiered instruction, lesson planning, and content strategies within their first 30 days.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Professional Learning: Grade/Department Level Collaboration, Professional Reading - all curricular areas (Teachers and Support Staff)

Description of the Program

We believe that professional growth happens best in collaborative, reflective environments. When teachers and support staff have consistent time to plan together, analyze data, and deepen their instructional understanding, student learning improves across all areas.

Alternative Education implements a layered professional learning system that includes weekly PLCs, daily classified collaboration, monthly staff meetings, and quarterly planning sessions. All collaboration is supported by the administrator and program specialist, and designed to build capacity in instructional routines, small-group instruction, academic language development, and Universal Design for Learning (UDL). The 2025–2026 Professional Learning Calendar will align to SPSA and district LCAP goals and include protected time for:

- Grade-level and cross-content collaboration
- Professional reading tied to sitewide focus areas (e.g., Teach Like a Champion)
- Data analysis and reteaching planning cycles
- Reflection on walkthrough and coaching feedback
- Vertical alignment work to support multigrade instructional planning

Instructional aides and classified staff will also participate in structured collaboration and receive targeted support in areas such as small-group instruction, behavior support, and instructional routines. Extra-duty opportunities will be provided to ensure access and equity across roles.

Professional Learning Systems: Alternative Education implements a layered professional learning system that includes weekly PLCs, daily classified collaboration, monthly staff meetings, and quarterly planning sessions. All collaboration is supported by the administrator and program specialist and is designed to build instructional alignment across grade levels and content areas. The 2025–2026 Professional Learning Calendar will guide this work and align to both the SPSA and district LCAP goals.

Instructional Focus Areas: Professional learning sessions will focus on Tiered instruction, small-group implementation, Universal Design for Learning (UDL), academic language development, and integrated ELD strategies. Planning time and PD sessions will also address classroom routines, student engagement structures, and the development of shared instructional language.

Teachers will participate in professional reading aligned to school goals, including *Teach Like a Champion*, to deepen their understanding of research-based practices. Vertical alignment work will continue once per quarter to refine consensus maps, especially important as each teacher serves multiple grade levels.

Cross-Role Collaboration: Instructional aides and classified staff will receive structured training and participate in relevant collaboration meetings. Topics will include academic support roles, student behavior strategies, and alignment to Tier I and Tier II systems. To ensure equity and access, extra-duty compensation or release time will be provided for their participation in meetings and training.

Coaching and Reflective Practice: Teachers and aides will receive support through coaching cycles and feedback tied to informal walkthroughs. Reflection on implementation will be embedded into PLCs and used to shape ongoing professional learning. Staff will also be invited to attend district-level or county-led training that support their individual growth goals and student needs.

Actions (What we are doing to support professional growth)

To support professional learning across all curricular areas, Alternative Education will implement the following actions:

- Create and implement the 2025–2026 Professional Learning Calendar aligned to the SPSA and district LCAP
- Facilitate weekly PLCs and monthly staff meetings focused on Tiered instruction, instructional strategies, and student data
- Provide time for professional reading and discussion aligned to literacy, math, behavior, and engagement goals
- Purchase and implement Teach Like a Champion as a shared resource for building core instructional practices
- Offer release time and/or extra-duty pay for participation in vertical planning, consensus map refinement, and walkthrough-based coaching reflection
- Provide collaboration and professional development opportunities for classified staff tied to instruction and behavior supports
- Include opportunities for teachers to attend district and county-led trainings and conferences based on staff need and student data

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Metrics for Effectiveness (How we will measure the impact of this strategy)

To ensure the needs of professional learning, the site will monitor:

- Implementation of the 2025–2026 Professional Learning Calendar
- Staff participation in weekly PLCs, vertical alignment meetings, and reading-based PD
- Coaching and walkthrough data tied to instructional practices
- Feedback from teachers and aides following professional learning sessions
- Evidence of implementation through ILP updates, instructional artifacts, and reflection activities
- Classified staff participation and feedback in site-based collaboration and planning
- Use of PD tools and resources aligned to the SPSA

Needed Resources (What we need to make this happen)

To support collaborative professional learning, the following resources will be prioritized:

- Professional books and instructional materials (e.g., Teach Like a Champion)
- Release time, substitute coverage, and/or extra-duty compensation for certificated and classified staff

- Supplemental resources and planning tools to support site-specific collaboration
- Duplication and printing of professional learning and instructional materials
- Consultant support or access to county-led PD in instructional and integrated support areas
- Travel and conference funds for teachers to attend off-site learning aligned to school goals

These resources will be reviewed quarterly and adjusted based on walkthrough trends, coaching needs, and staff feedback.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$600	LCFF: Books Other Than Textbooks	Purchase professional reading materials (e.g., *Teach Like a Champion*) to support site-based PD and instructional practice	December 2025
$400	LCFF: Certificated Extra Duty	Provide extra-duty compensation for certificated staff to participate in vertical alignment and PLC-based planning outside contracted hours	April 2026
$300	LCFF: Classified Extra Duty	Provide extra-duty compensation for classified staff to participate in staff meetings and role-specific collaboration sessions	April 2026

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Professional Development: Consultants, Conferences

Description of the Program

We believe that learning never stops—for students or educators. When staff engage with expert practitioners and new ideas beyond our walls, they return empowered to lead, innovate, and refine their practice. Consultants and conferences extend our collective capacity and connect our school to the broader educational community.

Purposeful External Learning: While most professional development at Alternative Education occurs on site, staff also benefit from external learning opportunities that bring fresh perspective, deepen instructional practice, and align with district goals. Attending local conferences, content-specific training, and consulting sessions gives teachers and support staff the chance to reflect, refine, and lead.

Alignment to School Goals: All conference attendance and consultant-led PD must directly support SPSA priorities such as Tiered instruction, Universal Design for Learning (UDL), academic language development, behavior systems, or student engagement. These opportunities are selected based on walkthrough trends, staff feedback, and student needs identified during data analysis.

Collaboration and Reflection: Staff who attend external PD sessions are expected to bring back key takeaways to share during PLCs or staff meetings. This practice strengthens collective knowledge and helps ensure learning is embedded into the sitewide system.

Actions (What we are doing to support learning through consultants and conferences)

To support professional learning across all curricular areas, Alternative Education will implement the following actions:

- Allocate funds for staff to attend content-specific conferences and workshops aligned to SPSA goals
- Invite consultants from Kern County Superintendent of Schools or other organizations to provide site-based training in key areas
- Ensure all external PD supports existing site initiatives such as UDL, ELD implementation, small-group instruction, and Tiered supports
- Provide time for staff to reflect on and share conference learning with colleagues
- Monitor impact of consultant sessions through feedback, implementation logs, and walkthrough observations

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Metrics for Effectiveness (How we will measure the impact of this strategy)

To ensure that consultant and conference learning is relevant and applied, the site will track:

- Staff participation in external PD sessions and conferences
- Alignment of external PD topics to site SPSA and walkthrough data
- Staff reflections or presentations shared in PLCs or planning meetings
- Consultant feedback and staff surveys following training sessions
- Evidence of implementation in classrooms or collaboration structures

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Needed Resources (What we need to make this happen)

To support consultant services and conference attendance, the following resources may be used:

- Registration fees for staff to attend approved professional learning events
- Consultant or speaker fees aligned to SPSA and instructional goals
- Travel expenses for off-site learning within Kern County or regionally
- Substitute coverage, if needed, for teacher release

These resources will be reviewed for alignment and impact and used selectively to strengthen schoolwide practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

$750		LCFF: Travel and Conference	Registration fees for staff to attend conferences and workshops aligned to SPSA goals	April 2025
$500		LCFF: Prof/Consult/Operating	Consultant or speaker fees for site-based PD sessions in Tiered instruction, engagement, or instructional practice	April 2026

Goal 6 Staffing and Duties

Instructions: Complete for every _supplemental support staff position in direct service to students_, position title only (no names). If a position is multi-funded, more than one line should be used. For single positions that have multiple people funded exactly the same, use only one line, indicate the total number of positions, and estimate the total cost for all positions. For example, 3 Instructional/Intervention aide positions, all funded the same, should be placed on one line, and the estimated total cost of all 3 indicated.

Administrators will consult with the Alternative Programs Staff Accountant for assistance to complete this section accurately.

COMPLETED BY FISCAL						COMPLETED BY PROGRAM		
# of positions	FTE (for each funding source)	Position Title	Base Salary	Funding Source	Obj. Code	Identified Need	SPSA Goals Supported	Description of Duties and Responsibilities
3 1	.6250 1	School Aide BIA	19,000 36,300	CA State Lottery District	210000 220000			

PPSA Annual Review: for School Year 2024-25

1. For each Goal area, describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
2. Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

3. Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the PPSA.

Goal 1A, English Language Arts/Literacy/ELD

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
● The Admin team will calendar and implement sustained cycles of observation, coaching, and feedback with a focus on small groups for all certificated staff.	This action was fully implemented.	7114.00	7114.00
● The Admin team will provide professional development in lesson design with emphasis on clear and explicit teaching as well as student engagement.	This action was fully implemented.		
● The Admin team will provide professional development on formative assessment practices to show teachers and how to utilize them to guide instruction.	This action was fully implemented.		
● The Admin team will promote the district D-ELD training of English 3D with the goal of all three certificated staff members being fully trained by the end of the 2024-2025 school year.	This action was partially implemented.		
● The Admin team will work to equip a minimum of one additional classified staff member to provide 95% Group instruction by allowing release time for training and providing extra duty hours if needed.	This action was fully implemented.		
● The Instructional Leadership Team (ILT) will establish entry and exit criteria for Tier II	This action was partially implemented.		

reading groups. Once established, the ILT will train certificated staff on the criteria			

Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
● The Admin team will calendar and implement sustained cycles of observation, coaching, and feedback with a focus on small groups for all certificated staff.	This action was fully implemented.	4220	865
● The Admin team will provide professional development in lesson design with emphasis on clear and explicit teaching as well as student engagement.	This action was partially implemented.		
● The Admin team will provide professional development on formative assessment practices to teachers and how to utilize them to guide instruction.	This action was fully implemented.		
● The Alternative Education administrative team will provide professional development in Integrated Language Development (I-ELD) and embedding ELD standards into mathematics lessons.	This action was minimally implemented.		
● The Alternative Education administrative team will provide professional development on the Concrete-Representational-Abstract model for both	This action was not implemented.		

- certificated and classified staff. - Certificated staff at Alternative Education will teach mathematics in small group format. - Certificated staff will utilize Dreambox Math during student independent work time as the last "Must Do" activity of the mathematics period.	This action was partially implemented. This action was fully implemented.		

Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures

- The administrative team will replace technology elements as needed for staff and students.
 	
- The administrative team will seek to expand the number of iPads available for digital arts for students
- Certificated staff at Alternative Education will regularly utilize all educational software available for students in the appropriate manner and monitor student use and student outcomes of these programs.
   - DreamBox Reading Plus
   - DreamBox Math
   - Thrively
   - Leader in Me
   - Procreate
- The administrative team will continue to seek the support of the PBV-Foundation in expanding the program library.
- Additionally, a more effective
	This action was fully implemented.
	
	This action was fully implemented.
	
	This action was fully implemented.
	
	This action was fully implemented.
		22,530	16,000

system for checkout will be established	This action was fully implemented.		
● The administrative team will explore student interest, cost, and methods of creating STEAM kits or Makerspace opportunities and purchase items as funding is available.	This action was fully implemented.		
● In addition, the administrative team will explore low-cost CTE exploration options.	This action was fully implemented.		
● The administrative team will purchase buckets and drumsticks for bucket drumming.	This action was not implemented.		
● The Instructional Leadership Team will monitor student success toward domain proficiency.	This action was fully implemented.		
● The administrative team will monitor resource use and make purchases accordingly.	This action was fully implemented.		

Goal 3, Integrated Educational Supports

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
● The MTSS Tier I team will continue with regular monthly meetings to identify areas of potential need.	This action was fully implemented.	3463	3463
● Certificated staff and the administrative team will participate in professional development and the implementation of Core 2 of Leader in Me Curriculum.	This action was fully implemented.		
● Certificated staff will teach daily SEL Lessons from the Leader in Me Curriculum.	This action was fully implemented.		
● The Admin Team will identify student leadership roles for students to participate in.	This action was partially implemented.		
● All staff on the Alternative Education campus will	This action was fully implemented.		

continue to provide recognition and incentives for students demonstrating our values			
● The administrative team continues to make incentives for positive behavior and attendance a priority.	This action was fully implemented.		
● The MTSS Tier II team will work to clearly define the Tier II systems and strategies to address behavior and attendance issues.	This action was partially implemented.		
● The MTSS Tier III team will work to clearly define the Tier III systems and strategies to address behavior and attendance issues	This action was partially implemented.		

Goal 4, Family and Community Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
● Certificated staff will continue providing weekly progress reports home with grades, goals, and reflections.	This action was fully implemented.	400	250
● Alternative Education will send home a monthly newsletter highlighting academics, ways parents can support their students, SEL resources, community resources, and more.	This action was fully implemented.		
● The Alternative Education program will hold one parent engagement event each semester to celebrate student successes and foster family engagement.	This action was fully implemented.		
● The administrative team will host an academic resource meeting with parents of ELLs as needed based on student enrollment. Additionally, a feedback survey will be created, translated, and	This action was not implemented.		

provided to parents regarding the effectiveness of the meeting.			

Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
● The Instructional Leadership Team create a monthly professional development calendar for the 24-25 school year that addresses SPSA actions.	This action was fully implemented.	1500	1500
● The admin team will purchase books for professional development to provide research based strategies to improve core instruction or small group instruction.	This action was fully implemented.		
● If needed, the admin team will create PBV courses or provide release time and/or extra duty opportunities for additional professional development.	This action was fully implemented.		
● The admin team will provide extra duty rate compensation for the Instructional Leadership Team and PBIS teams to meet monthly to develop leadership capacity as well as to make school decisions based on data.	This action was fully implemented.		
● At times, certificated staff may be released from duty to observe classrooms, participate in professional learning and development of consensus maps.	This action was fully implemented.		
● The Instructional Leadership Team will provide additional professional development for Leader in Me SEL Curriculum Implementation.	This action was partially fully implemented.		
	This action was not implemented.		

● The Instructional Leadership Team may provide additional professional development through Kern County Superintendent of Schools Coordinators or Conferences.			