



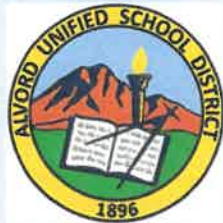
Alvord Alternative Continuation High School

10368 Campbell Avenue • Riverside CA 92503-4925 • (951) 509-6120 • Grades 9-12

Craig Shiflett, Principal

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Alvord Unified School District

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District Governing Board

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Joanna Dorado, Ed.D., Vice
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Executive Director, Administrative
Services

School Description

At Alvord Alternative Continuation High School, we provide all students the necessary tools for achieving excellence and realizing their unlimited potential. We are a small, inclusive community of partnerships providing a rigorous, academic environment that supports and challenges our students.

As an alternative high school following a traditional calendar and located in the eastern region of Riverside, we provide the required curriculum with redefined pathways to college and career for students in grades ten through twelve. We provide access to the core curriculum that can accommodate unique student situations. Our program is flexible and provides rigorous learning experiences, highly qualified teachers, research based instructional strategies, and safe, caring classroom environments. Through our system of high expectations, we have developed a unified community focused on supporting the academic and social needs of our students.

Along with opportunities to fulfill graduation requirements, our programs develop the 21st Century Skills of collaboration, civic responsibility, critical thinking, problem solving and technology-literacy. Through increasing innovation, we provide opportunities for academic exploration and creative expression with the belief that innovation can inspire and transform lives.

Perhaps most important to know about Alvord Alternative Continuation High School is that we believe that student success is our shared responsibility. Our collaboration benefits not only our students, but the future of our community.

Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 11 | 58 |
| Grade 12 | 82 |
| Total Enrollment | 140 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 2.9 |
| Filipino | 0.7 |
| Hispanic or Latino | 90.7 |
| White | 5 |
| Two or More Races | 0.7 |
| Socioeconomically Disadvantaged | 92.1 |
| English Learners | 50 |
| Students with Disabilities | 4.3 |
| Homeless | 5 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Alford Alternative | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 8 | 8 | 8 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 2 | 0 |

| Teacher Credentials for Alford Unified School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ◆ | ◆ | 890 |
| Without Full Credential | ◆ | ◆ | 4 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Alford Alternative Continuation High School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 3 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

On September 24, 2020, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials

Year and month in which data were collected: September 24, 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | <p>2002 McDougal Littell, The Language of Literature English Language Development: McDougal Littell, StudySync / Adopted in 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Mathematics | <p>2017 Bedford, Calculus 2008 Glencoe/McGraw-Hill, Mathematics with Business Applications 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Algebra 2 2008 McDougal Littell, Geometry 2008 Pearson Prentice Hall, PreCalculus 2008 Pearson/Addison Wesley, Stats Modeling the World 2008 Thomson, Trigonometry</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Science | <p>2007 Glencoe, Glencoe Physics 2007 Glencoe/McGraw-Hill, Chemistry Matter and Change 2007 Holt, Earth Science 2007 McDougal Littell, Biology 2007 Pearson Prentice Hall, Essentials of Human Anatomy & Physiology 2007 Thomson, Oceanography Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| History-Social Science | <p>2005 Glencoe/McGraw-Hill, Economics: Principles and Practices 2006 Holt, Rinehart and Winston, World Geography Today 2006 Pearson Prentice Hall, Magruder's American Government 2006 Pearson Prentice Hall, United States History - The Modern America 2006 Pearson Prentice Hall, World History: The Modern World</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Foreign Language | <p>2003 Glencoe, Bon Voyage French 1, French 2, French 3-4 2003 Glencoe, Tresors DuTemps French 3 2007 Holt, Nuevas Vistas - Curso de Introduction 2006 2003 Holt, Nuevas Vistas Dos 2003 Holt, Nuevas Vistas Uno 2002 McDougal Littell, En Espanol 1, 2 & 3</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|--|
| Health | 2005 Glencoe, Glencoe Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Alvord Alternative High School was built in 2012. The school has 12 portable classrooms, four sets of restrooms, four computer labs, and one library. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and evening custodians who work with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: October 12, 2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | Torn ceiling tiles (1,16); Water stained ceiling tiles (7,13,14); Missing rubber molding (13,14,16); Torn wallpaper (16); Carpet lifting (6,9); Broken ceiling tiles (2) |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Fair | Missing diffuser (15); Missing electrical corner (16) |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Toilet seat broken (6) |
| Safety: Fire Safety, Hazardous Materials | Good | Plug in air freshener (9) |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Tripping hazard (unisex rest room) |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| ELA | 15 | N/A | 42 | N/A | 50 | N/A |
| Math | 0 | N/A | 28 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| Science | 1 | N/A | 17 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|----------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents are welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming events through flyers, newsletters, Blackboard Connect (automated telephone message delivery system), and the school website at alvordschools.org. Contact any school office staff member at (951)509-6120 for more information on how to become involved in your child's learning environment.

Volunteer Opportunities: Office Helper & Parent Volunteer

School Advisory Groups & Committees: English Learner Advisory Council & School Site Council

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, and updated in December 19, 2020. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.7 | 1.9 | 2.8 | 2.6 | 3.5 | 3.5 |
| Expulsions | 0.4 | 1.1 | 0.3 | 0.5 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | | | 2.5 |
| Expulsions | | | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 140 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|---|
| Counselor (Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English | 5 | 47 | | | 4 | 54 | | | 5 | 48 | | |
| Mathematics | 7 | 18 | | | 4 | 31 | | | 9 | 20 | 1 | |
| Science | 3 | 19 | | | 3 | 19 | | | 3 | 15 | | |
| Social Science | 2 | 46 | | | 3 | 51 | | | 3 | 40 | | |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 0 | 4 | 6 |

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

In 2017-18, site professional development focused on strengthening instructional instruction and student learning in core curriculum areas.

Alvord Unified School District provided professional development for teachers and support staff in 2017-18 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELL, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2016-17: 1
2017-18: 1
2018-19: 0
2019-20: 4
2020-21: 6

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$53,662 | \$52,484 |
| Mid-Range Teacher Salary | \$87,101 | \$81,939 |
| Highest Teacher Salary | \$116,826 | \$102,383 |
| Average Principal Salary (ES) | \$128,756 | \$129,392 |
| Average Principal Salary (MS) | \$138,549 | \$136,831 |
| Average Principal Salary (HS) | \$141,598 | \$147,493 |
| Superintendent Salary | \$260,000 | \$254,706 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37.0 | 34.0 |
| Administrative Salaries | 4.0 | 5.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|------------|------------|--------------|------------------------|
| School Site | \$9,704.79 | \$494.01 | \$9,210.77 | \$87,972 |
| District | N/A | N/A | \$7,307.85 | \$97,548 |
| State | N/A | N/A | \$7,750 | \$84,577 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 23.0 | -10.3 |
| School Site/ State | 17.2 | 3.9 |

Note: Cells with N/A values do not require data.

Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Alvord Alternative Continuation High School receives the following supplemental state and federal funds in 2019-20:

State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners, or foster youth.

Federal Title I funds to provide targeted assistance supplemental services to support students identified as not meeting the rigorous state academic standards.

Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Rate for Alvord Alternative | 2016-17 | 2017-18 | 2018-19 |
|-----------------------------|---------|---------|---------|
| Dropout Rate | 16.3 | 18 | 11 |
| Graduation Rate | 50 | 64.9 | 78.7 |

| Rate for Alvord Unified School District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Dropout Rate | 4.7 | 5.2 | 4.7 |
| Graduation Rate | 90.1 | 89.8 | 91.7 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate | 9.1 | 9.6 | 9 |
| Graduation Rate | 82.7 | 83 | 84.5 |

Career Technical Education Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | |
| % of pupils completing a CTE program and earning a high school diploma | |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 95 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

2019-20 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | | N/A |
| All courses | | |

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Students receive career planning guidance from the counselor regarding post-secondary goals. Concurrent enrollment in local community colleges for specific career-related classes is encouraged. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Students may participate in CTE pathways at the comprehensive high school. Alvord Alternative Continuation High School students can now take advantage of dual enrollment with Norco College. Currently, there are 3 career pathways. They are Early Childhood Studies, Manufacturing, and Guidance. Students taking these classes earn college credits and high school credits at the same time.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



Alvord Continuation High School

3606 Pierce St., Riverside CA • Riverside, CA 92503 • (951) 358-1715 • Grades 9-12

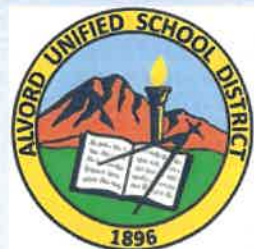
Luis Medina, Principal

luis.medina@alvordschools.org

<https://www.alvordschools.org/alvordhs>

2019-20 School Accountability Report Card

Published During the 2020-21 School Year



Alvord Unified School District

9 KPC Parkway

Corona, CA 92879

(951) 509-5070

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District Governing Board

Lizeth Vega, President
President

Joanna Dorado, Ed.D., Vice
President
Vice President

Julie A. Moreno, Clerk
Clerk

Robert Schwandt, Member
Member

Carolyn M. Wilson, Member
Member

District Administration

Allan J. Mucerino, Ed.D.
Superintendent

Dr. Robert E. Presby
**Assistant Superintendent, Human
Resources**

Dusty Nevatt
Interim CBO, Business Services

Dr. Sherri Kemp
**Executive Director, Educational
Services**

Kevin Emenaker
**Executive Director, Administrative
Services**

School Description

Alvord Unified School District was established in 1896 and began with a single elementary school. The elementary school was later converted into a high school, and in 1963, it became known as Alvord Continuation High School.

Alvord Continuation High School is a small high school following a traditional schedule that provides students in grades ten through twelve with an alternative to the comprehensive high school setting. As a specialized education institution, alternative education is tailored to meet the needs of at promise secondary school students whose particular situation prevents them from graduating. We accommodate individual learning styles while maintaining high standards for all students and offer individualized attention and flexibility to meet the needs of all students that we expect to earn a diploma. Our goal is to help students re-engage with their education and prepare them for their next steps in being life-long learners.

We are very proud of our history, students, staff, parents, and programs. We believe in building and maintaining strong partnerships with our parents and community; parent communication is strongly encouraged.

We invite you to come and experience the park-like setting and serene atmosphere of one of Riverside's cleanest and most beautiful schools. We are fully accredited and recognized as a California Model Continuation High School. We are focused on providing all students with the opportunities to achieve. It is our promise that "All students will realize their unlimited potential."

Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 10 | 3 |
| Grade 11 | 54 |
| Grade 12 | 102 |
| Total Enrollment | 159 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 3.1 |
| Asian | 0.6 |
| Filipino | 0.6 |
| Hispanic or Latino | 88.1 |
| White | 5.7 |
| Two or More Races | 1.9 |
| Socioeconomically Disadvantaged | 83.6 |
| English Learners | 37.1 |
| Students with Disabilities | 11.3 |
| Foster Youth | 1.3 |
| Homeless | 7.5 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Alvord Continuation | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 10 | 10 | 10 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 1 | 0 |

| Teacher Credentials for Alvord Unified School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 890 |
| Without Full Credential | ♦ | ♦ | 4 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Alvord Continuation High School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 3 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

On September 24, 2020, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials

Year and month in which data were collected: September 24, 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|---|
| Reading/Language Arts | 2002 McDougal Littell, The Language of Literature English Language Development: McDougal Littell, StudySync / Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | 2017 Bedford, Calculus 2008 Glencoe/McGraw-Hill, Mathematics with Business Applications 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Algebra 2 2008 McDougal Littell, Geometry 2008 Pearson Prentice Hall, PreCalculus 2008 Thomson, Trigonometry 2008 W. H. Freeman, Practice of Statistics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | 2007 Glencoe, Glencoe Physics 2007 Glencoe/McGraw-Hill, Chemistry Matter and Change 2007 Holt, Earth Science 2007 McDougal Littell, Biology 2007 Pearson Prentice Hall, Essentials of Human Anatomy & Physiology 2007 Thomson, Oceanography Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | 2005 Glencoe/McGraw-Hill, Economics: Principles and Practices 2006 Holt, Rinehart and Winston, World Geography Today 2006 Pearson Prentice Hall, Magruder's American Government 2006 Pearson Prentice Hall, United States History - The Modern America 2006 Pearson Prentice Hall, World History: The Modern World 2008 Solid Star Press, Planet Geography The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | 2003 Glencoe, Bon Voyage French 1, French 2, French 3-4 2003 Glencoe, Tresors DuTemps French 3 2007 Holt, Nuevas Vistas - Curso de Introduction 2006 2003 Holt, Nuevas Vistas Dos 2003 Holt, Nuevas Vistas Uno 2002 McDougal Littell, En Espanol 1, 2 & 3 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 % |
| Health | 2005 Glencoe, Glencoe Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Alvord Continuation High School, built in 1935, is located on 4.14 acreage and its square footage totals 39,063. The school has three permanent classrooms, seven portable classrooms, two sets of restrooms, one administration building, one library and one snack bar. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian who works with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: November 17, 2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Room 1: 15. Window is broken. Room 2: 11. Paint is peeling on door frame. Snack Bar: 11. Paint is peeling on door frame Room 8: 11. Paint is peeling on door frame. Room 9: 15. Dry rot on window frame. Book Room: 4. Carpet is lifting. 7. Two light panels are out (front room). Room 13: 11. Paint is peeling on gutters. Room 20: 4. Carpet is torn. 11. Paint is peeling on door and door frame. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Fair | Faculty Lounge: 9. Drinking Fountain has a high Flow. Room 13: 9. Drinking fountain has no flow. |
| Safety: Fire Safety, Hazardous Materials | Fair | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Parking Lots: 14. Large cracks are creating trip hazards through out both parking areas. |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| ELA | 7 | N/A | 42 | N/A | 50 | N/A |
| Math | 0 | N/A | 28 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| Science | 2 | N/A | 17 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|----------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents are welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group (ELAC, School Site Council), or simply attending school events.

The school communicates with parents about upcoming events through flyers, parent conferences, the school marquee, the school website, and the Alvord Continuation High School newsletter. Contact the school office at (951) 351-1715 for more information on how to become involved in your child's learning environment.

Volunteer Opportunities: Parents can volunteer in several school activities

School Advisory Groups & Committees: English Learner Advisory Council, School Site Council and Coffee with the Principal

School Events: Back to School Night, Open House, and New Student/Parent Orientation

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, and updated in January 28, 2021. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 4.9 | 3.7 | 2.8 | 2.6 | 3.5 | 3.5 |
| Expulsions | 1.2 | 3.7 | 0.3 | 0.5 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | | | 2.5 |
| Expulsions | | | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 159 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|---|
| Counselor (Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English | 4 | 35 | | | 5 | 42 | 1 | | 3 | 55 | | |
| Mathematics | 5 | 22 | | | 4 | 35 | | | 5 | 29 | | |
| Science | 3 | 7 | | | 7 | 6 | | | 4 | 9 | | |
| Social Science | 5 | 34 | | | 5 | 39 | | | 3 | 45 | | |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 8 | |

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

In 2018-2019 and 2020-2021, site professional development focused on strengthening instructional instruction and student learning in core curriculum areas. Also, in remote learning and how to best support EL students in various subjects.

Alvord Unified School District provided professional development for teachers and support staff in 2018-2019 and 2020-2021 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELLI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2016-17: 1

2017-18: 4

2018-19: 4

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$53,662 | \$52,484 |
| Mid-Range Teacher Salary | \$87,101 | \$81,939 |
| Highest Teacher Salary | \$116,826 | \$102,383 |
| Average Principal Salary (ES) | \$128,756 | \$129,392 |
| Average Principal Salary (MS) | \$138,549 | \$136,831 |
| Average Principal Salary (HS) | \$141,598 | \$147,493 |
| Superintendent Salary | \$260,000 | \$254,706 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37.0 | 34.0 |
| Administrative Salaries | 4.0 | 5.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Alvord Continuation High School received the following supplemental state and federal funds in 2019-2020:

State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners or foster youth.

Federal Title I funds to provide targeted assistance supplemental services to support students identified as not meeting the rigorous state academic standards.

Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------------|------------|--------------|------------------------|
| School Site | \$13,913.32 | \$1,232.69 | \$12,680.63 | \$102,737 |
| District | N/A | N/A | \$7,307.85 | \$97,548 |
| State | N/A | N/A | \$7,750 | \$84,577 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 53.8 | 5.2 |
| School Site/ State | 48.3 | 19.4 |

Note: Cells with N/A values do not require data.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Rate for Alford Continuation High | 2016-17 | 2017-18 | 2018-19 |
|-----------------------------------|---------|---------|---------|
| Dropout Rate | 13.2 | 11.3 | 8.2 |
| Graduation Rate | 65.8 | 78.3 | 83.6 |

| Rate for Alford Unified School District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Dropout Rate | 4.7 | 5.2 | 4.7 |
| Graduation Rate | 90.1 | 89.8 | 91.7 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate | 9.1 | 9.6 | 9 |
| Graduation Rate | 82.7 | 83 | 84.5 |

Career Technical Education Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | |
| % of pupils completing a CTE program and earning a high school diploma | |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

Career Technical Education Programs

Students receive career planning guidance from the counselor regarding post-secondary goals. Concurrent enrollment in local community colleges for specific career-related classes is encouraged. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Students may participate in CTE pathways at the comprehensive high school.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 82.39 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

2019-20 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | | N/A |
| All courses | | |

*Where there are student course enrollments of at least one student.

Gateway School

4501 Ambs Drive • Riverside, CA 92505-3758 • 951.509.5159 • Grades P-12
Paulina Nwuba, Special Education Director, Principal
paulina.nwuba@alvord.k12.ca.us

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Alvord Unified School District

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District Governing Board

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Lizeth Vega, Vice President

Joanna Dorado, Ed.D., Clerk

Julie A. Moreno, Member

Robert Schwandt, Member

District Administration

Allan J. Mucerino, Ed.D.
Superintendent

Dr. Robert E. Presby
**Assistant Superintendent, Human
Resources**

Fernando Cubias
Interim CBO, Business Services

Dr. Sherri Kemp
**Executive Director, Educational
Services**

Kevin Emenaker
**Executive Director, Administrative
Services**

School Description

The Gateway School, housed at Stokoe Elementary School, opened in July 2017 to provide walk-on speech services for preschoolers and other students who have an Individualized Education Program (IEP) plan. Services are provided by an Alvord Unified School District speech-language pathologist.

Mission Statement Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|--------------|--------------------|
| Kindergarten | |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------|-----------------------------|
| Black or African American | |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Gateway School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 0 | 0 | |
| Without Full Credential | 0 | 0 | |
| Teaching Outside Subject Area of Competence | 0 | 0 | |

| Teacher Credentials for Alvord Unified School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

Teacher Misassignments and Vacant Teacher Positions at Gateway School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments* | 0 | 0 | |
| Vacant Teacher Positions | 0 | 0 | |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

On September 19, 2019, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

Gateway School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials

Year and month in which data were collected: September 19, 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | English Language Arts/English Language Development: McGraw Hill, World of Wonders, TK / Adopted in 2018 McGraw Hill, Wonders and Wonderworks, 1-5 / Adopted in 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, California Science, K-5 / Adopted in 2007 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0% |
| Science | McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, California Science, K-5 / Adopted in 2007 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, History-Social Science for California, K-5 / Adopted in 2007 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0% |
| Health | Harcourt, Harcourt Health / Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Stokoe Elementary School, built in 2007, is located on 12.82 acreage and its square footage totals 109,093. The school has 30 permanent classrooms, six sets of restrooms, one library, one math & science lab, one multipurpose/cafeteria room, one museum, one music room, one occupational therapy room, one staff lounge, and two staff work rooms. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and evening custodians who work with site administration to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: October 31, 2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | Carpet rubber trim lifting (A-210); Formica peeling sink cabinet door (E-106); Stall door locked/out of order (boy restroom); Water stained ceiling tiles (A-106,A-108,A-109,B-107,B-211,C-100,C-105,C-112,C-113,C-114,C-117, C-118, C-119,D-101,E-124,F-102,G-101); Broken ceiling tile (A-113,D-116); oles in ceiling tile (E-116); Stained ceiling tile (F-115) |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Unsecured items stored too high (A-110); Black widow at southeast entry (E-26) |
| Electrical: Electrical | Poor | Ballast/can lights out, multiple bulbs out (classrooms,boy girl women men rest rooms,rcoe,gym,kitchen,mpr); Light switch not working (classrooms,gym); Extension cords creating tripping hazard (A-109,F-117); Motion sensor/electrical cover missing (C-100,E-116,MPR) |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Toilet seat broken/loose (B-100,D-104,D-105,D-113,D-114,E-118.I-107); Drinking fountain handle broken (B-100) |
| Safety: Fire Safety, Hazardous Materials | Good | Improperly stored flammable materials (kitchen); Fire sprinkler cover missing in both rest rooms (kitchen); Paint chipping/peeling on wall (kitchen,boy rest room) |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | | N/A | | N/A | | N/A |
| Math | | N/A | | N/A | | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | | N/A | | N/A | | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents are encouraged to get involved in their child's education by supporting the actions and objectives described in the child's Individualized Education Program (IEP) plan.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

As Gateway is located at Stokoe Elementary School, the Comprehensive School Safety Plan is the the safety plan developed for Stokoe. The plan was discussed with staff, evaluated, amended, reviewed, and updated in March of 2019. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | | | 2.8 | 2.6 | 3.5 | 3.5 |
| Expulsions | | | 0.3 | 0.5 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | | | 2.5 |
| Expulsions | | | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 0 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| Other** | | | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| Mathematics | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 0 | 0 | |

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2017-18, the Gateway School speech teacher had the opportunity to attend professional development provided by the Special Education Department.

Alvord Unified School District provided professional development for teachers and support staff in 2019-20 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2017-18: 0

2018-19: 0

2019-20: 0

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$53,662 | \$52,484 |
| Mid-Range Teacher Salary | \$87,101 | \$81,939 |
| Highest Teacher Salary | \$116,826 | \$102,383 |
| Average Principal Salary (ES) | \$128,756 | \$129,392 |
| Average Principal Salary (MS) | \$138,549 | \$136,831 |
| Average Principal Salary (HS) | \$141,598 | \$147,493 |
| Superintendent Salary | \$260,000 | \$254,706 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37.0 | 34.0 |
| Administrative Salaries | 4.0 | 5.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Gateway School provides speech services for qualified students with the District incurring the program cost and Stokoe Elementary School incurring the site costs.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------|------------|--------------|------------------------|
| School Site | N/A | N/A | N/A | N/A |
| District | N/A | N/A | 7307.85 | \$97,548 |
| State | N/A | N/A | \$7,750 | \$84,577 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | | |
| School Site/ State | | |

Note: Cells with N/A values do not require data.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Rate for Gateway School | 2016-17 | 2017-18 | 2018-19 |
|-------------------------|---------|---------|---------|
| Dropout Rate | | | |
| Graduation Rate | | | |

| Rate for Alvord Unified School District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Dropout Rate | | | |
| Graduation Rate | 90.1 | 89.8 | 91.7 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate | | | |
| Graduation Rate | 82.7 | 83 | 84.5 |

Career Technical Education Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | |
| % of pupils completing a CTE program and earning a high school diploma | |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

Career Technical Education Programs**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | |

2019-20 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | | N/A |
| All courses | | |

*Where there are student course enrollments of at least one student.



Hillcrest High School

11800 Indiana Ave., Riverside CA • Riverside, CA 92503 • (951) 358-1755 • Grades 9-12

David Ferguson, Principal

david.ferguson@alvordschools.org

<https://www.alvordschools.org/hillcrest>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Alvord Unified School District

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District Governing Board

Lizeth Vega, President

Joanna Dorado, Ed.D., Vice
President

Julie A. Moreno, Clerk

Robert Schwandt, Member

Carolyn M. Wilson, Member

District Administration

Allan J. Mucerino, Ed.D.
Superintendent

Dr. Robert E. Presby
**Assistant Superintendent, Human
Resources**

Dr. Sherri Kemp
**Assistant Superintendent,
Educational Services**

Dusteen Nevatt
Chief Business Officer

Kevin Emenaker
**Executive Director, Administrative
Services**

School Description

Hillcrest High School is located in the southern region of Riverside and serves students in grades nine through twelve following a traditional calendar.

Hillcrest is a comprehensive STEM high school with a laser focus on excellence in all areas. Our student-centered school culture is based on the Alvord Unified School District promise of "All students will realize their unlimited potential." We are committed to our Trojan PRIDE values of PERSEVERANCE, RESPONSIBILITY, INNOVATION, DIVERSITY and EXCELLENCE, and we strive to ensure every student succeeds in our supportive and collaborative learning environment. We offer an extensive catalogue of academic courses to prepare our students for college and career readiness, including Advanced Placement courses in English, history, math, science, social sciences, foreign language, computer science and art. In addition, courses in Integrated Math with Robotics and Computing, Computer Science, Engineering, Digital Imaging and Computer Aided Drafting and Design foster a STEM environment that strives to prepare our students for careers in STEM-related fields. ASB, Renaissance and VAPA offerings in drama, art, instrumental music and choral music offer opportunities for involvement for all students. Our championship athletic programs and wide variety of clubs and activities offer a connection to school for all students.

Hillcrest Trojans embrace a growth mindset which enriches our objective for student excellence and for all students to graduate college and career ready.

Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 492 |
| Grade 10 | 420 |
| Grade 11 | 409 |
| Grade 12 | 394 |
| Total Enrollment | 1,715 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 5.8 |
| American Indian or Alaska Native | 0.2 |
| Asian | 6 |
| Filipino | 3.1 |
| Hispanic or Latino | 65 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 17.3 |
| Two or More Races | 2.2 |
| Socioeconomically Disadvantaged | 64.8 |
| English Learners | 13.8 |
| Students with Disabilities | 7.6 |
| Foster Youth | 0.7 |
| Homeless | 2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Hillcrest High School | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| With Full Credential | 68 | 72 | 77 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 6 | 2 | 0 |

| Teacher Credentials for Alvord Unified School | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 890 |
| Without Full Credential | ♦ | ♦ | 4 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Hillcrest High School

| Indicator | 18-19 | 19-20 | 20-21 |
|--------------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 3 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

On September 24, 2020, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials

Year and month in which data were collected: September 24, 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-----------------------|---|
| Reading/Language Arts | 2016 Bedford, Everything's an Argument with Readings 2006 Bedford/St. Martin's, 50 Essays a Portable Anthology 2004 Bedford/St. Martin's, Making Sense: A New Rhetorical Reader 2016 Cengage Learning, Perrines' literature structure, sound & sense 2012 CSU, CSU Expository Reading & Writing Course 2002 McDougal Littell, The Language of Literature 2012 McGraw Hill, College Writing Skills with Readings 2016 Scott Foresman, Literature: An Introduction to Fiction, Poetry, and Drama English Language Development: McDougal Littell, StudySync / Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | 2017 Bedford, Calculus Cengage, Financial Algebra with Financial Applications 2008 Glencoe/McGraw-Hill, Mathematics with Business Applications 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Algebra 2 2008 McDougal Littell, Geometry 2008 Pearson Prentice Hall, PreCalculus 2008 Pearson/Addison Wesley, Stats Modeling the World 2008 Thomson, Trigonometry 2015 UC Davis Stem Center, Learning Computer Programming 2015 UC Davis Stem Center, Learning Mathematical Concepts 2015 UC Davis Stem Center, Learning Robot Programming 2008 W. H. Freeman, Practice of Statistics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------------|--|
| Science | 2007 Glencoe, Glencoe Physics 2007 Glencoe/McGraw-Hill, Chemistry Matter and Change 2007 Holt, Earth Science 2007 McDougal Littell, Biology 2007 Pearson, Chemistry: The Central Science 2017 Pearson, Conceptual Physics 2007 Pearson, Environment: The Science Behind the Stories 2007 Pearson, Physics: Principles with Applications 2007 Pearson Prentice Hall, Biology, AP Edition 2007 Pearson Prentice Hall, Essentials of Human Anatomy & Physiology 2007 Thomson, Oceanography Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | 2017 Cengage Learning, American Pageant 2017 Cengage Learning, Western Civilization Since 1300 (AP Edition) 2006 Freeman, Psychology 2005 Glencoe/McGraw-Hill, Economics: Principles and Practices 2006 Holt, Holt Sociology 2006 Holt, Rinehart and Winston, World Geography Today 2006 Houghton Mifflin, American Government: Institutions & Policies 2003 Houghton Mifflin, History of Western Society: Since 1300 2006 McGraw Hill, Economics 2005 McGraw Hill, History of the Modern World 2006 Pearson Prentice Hall, Magruder's American Government 2006 Pearson Prentice Hall, United States History - The Modern America 2006 Pearson Prentice Hall, World History: The Modern World Pearson, O'Conner: American Government Roots & Reform 2006 Thomson, Introduction to Psychology The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | 2003 Glencoe, Bon Voyage French 1, French 2, French 3-4 2003 Glencoe, Tresors DuTemps French 3 2007 Holt, Nuevas Vistas - Curso de Introduction 2006 2003 Holt, Nuevas Vistas Dos 2003 Holt, Nuevas Vistas Uno 2015 Houghton Mifflin, Abriendo Puertas: Ampliando Perspectivas 2002 McDougal Littell, En Espanol 1, 2 & 3 2003 Prentice Hall, Abriendo paso: Gramatica 2003 Prentice Hall, Abriendo paso: Lectura 2015 Vista Higher Learning, Temas 2015 Sign Media, Inc., Master ASL: Level One 2015 Dawn Sign Press, Signing Naturally Units 7-12 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Health | 2005 Glencoe, Glencoe Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Visual and Performing Arts | Percent of students lacking their own assigned textbook: 0% |
| Science Laboratory Equipment | Percent of students lacking their own assigned textbook: 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Hillcrest High School, built in 2010, has 55 permanent classrooms, five sets of restrooms, six computer labs, nine science labs, one gymnasium, one library, one baseball field, one multipurpose/cafeteria room, one softball field, one swimming pool, five tennis courts and one track field. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with day and evening custodians who work with administration to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day. Deferred Maintenance projects planned for this school year include to 1) replaster the pool and 2) install new scoreboards for the softball and baseball fields.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: November 17, 2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Chipped or missing formica (Admin Lobby, Workroom 436, CR 630); Floor tiles missing (Gym Lobby, Storage Room 340); Holes in wall (Wrestling Room 214, Boy's Team Room 325, Weight Room 343, Storage Room 344); Flooring is peeling (Girl's Locker Room 308, Boy's Locker Room 322); Floor tiles broken (Workroom 334, Coach's Office 309); Water stained ceiling tiles (CR 535); Water stains on wall (CR513); Torn carpet (CR 512) |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Unsecured items stored too high (Office Storage Room, Band Room 339, Workroom 436, Workroom 468); Cockroaches present (MPR Lobby Restroom; Ants present (Coaches Office 309); Black widow present (Data Room 347) |
| Electrical: Electrical | Good | Light diffuser loose (Registrar 1107); Can light out, two white board lights out, shelving lights out (Library 110); Light fixture broken (CR 404); Outlet cover loose (CR 431); Data wires have no conduit (CR 605) |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Fair | Urinals leaking at fitting, toilet support bolt broken (Men's Office Staff Restroom); Restroom out of order (Cot Room 1115); Drinking fountain has high flow (Main Office Lounge Area Hallway, Gym Lobby, Girl's Locker Room 308, CR 531); Drinking fountain has low flow (Kitchen 1150); Drinking fountain button missing (Workroom 468); Toilet seat is broken or loose (Girl's Restroom Main Office, Girl's Restroom 400 First Floor); Shower's leaking (Girls Locker Room 308, Boy's Locker Room 322, Girl's Aquatics Locker Room, Boy's Aquatics Locker Room) |
| Safety: Fire Safety, Hazardous Materials | Good | Plug-in air freshener (Women's Staff Restroom); Paint peeling on interior wall (Cot Room 1115, Office 1128, CR 518); Pesticides present (Training Room 314) |
| Structural: Structural Damage, Roofs | Good | Plaster chipping on exterior wall (Office 302); Gutter spout missing (CR 401, CR 509, CR 514) |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Door handles loose (Boys Locker Room 322); Threshold missing (CR 465, CR 467, CR 474, CR 475, CR 476, CR 477, CR 478, CR 512) |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| ELA | 67 | N/A | 42 | N/A | 50 | N/A |
| Math | 36 | N/A | 28 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| Science | 5 | N/A | 17 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|----------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents are welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming school events through email, flyers, the school website, and automated telephone messages. Contact any school office staff member at (951) 358-1755 for more information on how to become involved in your child's learning environment.

Volunteer Opportunities:

PTSA Volunteer Opportunities

Booster Club Activities

Sports & Club Activities

School Advisory Groups & Committees:

English Learner Advisory Council

Parent Teacher Student Association

School Site Council

Wellness Committee

School Events:

Sports Events

Science Fair

Pep Rallies

Talent Shows

Banquets

Parent Teacher Conferences

8th Grade Open House
Trojan University
Drama productions
Choir concerts
Band concerts
Pep squad showcase
9th Grade Orientation
College Signing Day
Senior Awards Night

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan was discussed with staff in August of 2020. The plan was evaluated and amended in December, 2020 and approved by the School Site Council in January, 2021. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 2.2 | 0.9 | 2.8 | 2.6 | 3.5 | 3.5 |
| Expulsions | 0.1 | 0.1 | 0.3 | 0.5 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | | | 2.5 |
| Expulsions | | | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 428.8 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 4 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | 2.9 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English | 23 | 23 | 38 | 15 | 22 | 29 | 29 | 21 | 24 | 23 | 26 | 26 |
| Mathematics | 26 | 14 | 35 | 16 | 24 | 21 | 24 | 20 | 26 | 11 | 50 | 3 |
| Science | 24 | 13 | 24 | 18 | 24 | 13 | 24 | 13 | 26 | 10 | 19 | 21 |
| Social Science | 24 | 18 | 18 | 24 | 23 | 20 | 27 | 12 | 25 | 17 | 15 | 24 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 20 | 20 | 20 |

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2017-20, Hillcrest High School's professional development focused on our WASC goals:

1. Develop school and department-wide common instructional strategies to ensure appropriate rigor and DOK met for all standards, including higher level questioning and aligning rigor.
2. Develop systematic data analysis to ensure informed instructional decisions.
3. Highly functioning collaborative teams to collaboratively plan, analyze data, develop informed intervention for achievement of all students.
4. Increase student performance with creation of timely, multi-tiered interventions

Alvord Unified School District provided professional development for teachers and support staff in 2019-20 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2018-19: 20
2019-20: 20
2020-21: 20

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$53,662 | \$52,484 |
| Mid-Range Teacher Salary | \$87,101 | \$81,939 |
| Highest Teacher Salary | \$116,826 | \$102,383 |
| Average Principal Salary (ES) | \$128,756 | \$129,392 |
| Average Principal Salary (MS) | \$138,549 | \$136,831 |
| Average Principal Salary (HS) | \$141,598 | \$147,493 |
| Superintendent Salary | \$260,000 | \$254,706 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37.0 | 34.0 |
| Administrative Salaries | 4.0 | 5.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Hillcrest High School received the following supplemental state and federal funds in 2019-20:

State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners or foster youth.

Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Rate for Hillcrest High School | 2016-17 | 2017-18 | 2018-19 |
|--------------------------------|---------|---------|---------|
| Dropout Rate | 0.9 | 2.1 | 2.3 |
| Graduation Rate | 97.8 | 95.4 | 96.9 |

| Rate for Alford Unified School District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Dropout Rate | 4.7 | 5.2 | 4.7 |
| Graduation Rate | 90.1 | 89.8 | 91.7 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate | 9.1 | 9.6 | 9 |
| Graduation Rate | 82.7 | 83 | 84.5 |

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|------------|------------|--------------|------------------------|
| School Site | \$8,312.86 | \$827.31 | \$7,485.54 | \$86,566 |
| District | N/A | N/A | \$7,307.85 | \$97,548 |
| State | N/A | N/A | \$7,750 | \$84,577 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 2.4 | -11.9 |
| School Site/ State | -3.5 | 2.3 |

Note: Cells with N/A values do not require data.

Career Technical Education Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 431 |
| % of pupils completing a CTE program and earning a high school diploma | 34.7 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 81.8 |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 47.44 |

2019-20 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 6 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 1 | N/A |
| Mathematics | 5 | N/A |
| Science | 6 | N/A |
| Social Science | 9 | N/A |
| All courses | 28 | 22.9 |

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

In 2019-20, Hillcrest High School students had opportunities to engage in Regional Occupation Programs, Career Pathways, and Project Lead the Way.

Career technical education (CTE) courses and pathways prepare students for entry-level employment, upgrading work skills, or for entry to higher levels of education. In addition, the courses incorporate state adopted academic standards and satisfy the graduation requirements. Furthermore, the district has embarked in a process to align CTE courses with the A-G entrance requirements for the University of California and California State University systems. Last school year, Hillcrest High School offered the listed CTE programs as electives:

- ROP Digital Imaging
- ROP Retail
- ROP Store
- Introduction to Engineering
- Principles of Engineering
- Digital Electronics
- AP Computer Science

A variety of measures is used to determine the effectiveness of the CTE programs including end-of-course exams, completion of course-required projects, and placement of program completers in postsecondary education.

To ensure that all students have equitable access and successful outcomes in career technical programs, students meet annually with a counselor to discuss their high school academic plan, career objectives, and progress towards meeting graduation requirements.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



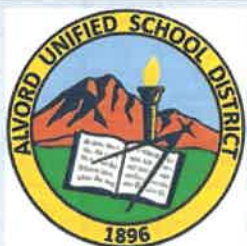
La Sierra High School

4145 La Sierra Ave., Riverside CA • Riverside, CA 92505-2938 • (951) 358-1725 • Grades 9-12

Tania Cabeza, Principal

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Alvord Unified School District

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District Governing Board

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Joanna Dorado, Ed.D., Vice
President

Julie A. Moreno, Clerk

Robert Schwandt, Member

Carolyn M. Wilson, Member

District Administration

Allan J. Mucerino, Ed.D.

Superintendent

Dr. Robert E. Presby

**Assistant Superintendent, Human
Resources**

Dusty Nevatt

CBO, Business Services

Dr. Sherri Kemp

**Assistant Superintendent,
Educational Services**

Kevin Emenaker

**Executive Director, Administrative
Services**

School Description

La Sierra High School is located in the southern region of Riverside and serves students in grades nine through twelve following a traditional calendar.

We hope that you will find this report helpful in gaining an appreciation for the many outstanding attributes of La Sierra High School. La Sierra High School is committed to celebrating the accomplishments of our students and faculty. High expectations and a sound academic program provide opportunities for students to reach their highest potential. Our exceptional staff is dedicated to increasing the individual achievement of each student. La Sierra High School is a beautiful campus rich with historical culture.

Vision:

La Sierra graduates will walk off the stage proud of what they've learned, proud of how they've grown, and confident in their readiness to step into the next stages of their lives.

Mission Statement:

La Sierra Eagles SOAR High With PRIDE!

The La Sierra community will prepare students to be Successful, Organized, and Achieve their goals with Resilience. Eagles will learn to be Productive and Responsible while being Inspired to be Determined and strive to Excel in life after high school.

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 400 |
| Grade 10 | 405 |
| Grade 11 | 436 |
| Grade 12 | 364 |
| Total Enrollment | 1,605 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.6 |
| American Indian or Alaska Native | 0.2 |
| Asian | 3.9 |
| Filipino | 2.2 |
| Hispanic or Latino | 78.7 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 9.2 |
| Two or More Races | 1.7 |
| Socioeconomically Disadvantaged | 77.9 |
| English Learners | 23.2 |
| Students with Disabilities | 8.8 |
| Foster Youth | 1.1 |
| Homeless | 2.7 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for La Sierra High School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 74 | 82 | 77 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 7 | 5 | 0 |

| Teacher Credentials for Alvord Unified School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 890 |
| Without Full Credential | ♦ | ♦ | 4 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at La Sierra High School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 1 | 3 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

On September 24, 2020, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials

Year and month in which data were collected: September 24, 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-----------------------|---|
| Reading/Language Arts | 2016 Bedford, Everything's an Argument with Readings 2006 Bedford/St. Martin's, 50 Essays a Portable Anthology 2004 Bedford/St. Martin's, Making Sense: A New Rhetorical Reader 2016 Cengage Learning, Perrines' Literature Structure, Sound & Sense 2012 CSU, CSU Expository Reading & Writing Course, Student Reader 2002 McDougal Littell, The Language of Literature 2012 McGraw Hill, College Writing Skills with Readings 2016 Scott Foresman, Literature: An Introduction to Fiction, Poetry & Drama English Language Development: McDougal Littell, StudySync / Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | 2017 Bedford, Calculus 2015 Cen, Intermediate Algebra 2008 Glencoe/McGraw-Hill, Mathematics with Business Applications 2005 ITP, Century 21 Accounting 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Algebra 2 2008 McDougal Littell, Geometry 2008 Pearson Prentice Hall, PreCalculus 2008 Thomson, Trigonometry 2008 W. H. Freeman, Practice of Statistics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | 2007 Glencoe, Glencoe Physics 2007 Glencoe/McGraw-Hill, Chemistry Matter and Change 2007 Holt, Earth Science 2007 ITP, Intro to Marine Biology 2007 McDougal Littell, Biology 2007 Pearson, Chemistry: The Central Science 2007 Pearson, Environment: The Science Behind the Stories 2007 Pearson, Physics: Principles with Applications 2007 Pearson Prentice Hall, Biology, AP Edition 2007 Pearson Prentice Hall, Essentials of Human Anatomy & Physiology 2007 Thomson, Oceanography Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------------|--|
| History-Social Science | 2017 Cengage Learning, American Pageant 2017 Cengage Learning, Western Civilization: Since 1300 (AP Edition) 2006 Freeman, Psychology 2005 Glencoe/McGraw-Hill, Economics: Principles and Practices 2006 Holt, Holt Sociology 2006 Holt, Rinehart and Winston, World Geography Today 2006 Houghton Mifflin, American Government: Institutions & Policies 2003 Houghton Mifflin, History of Western Society: Since 1300 2006 McGraw Hill, Economics 2005 McGraw Hill, History of the Modern World 2006 Pearson Prentice Hall, Magruder's American Government 2006 Pearson Prentice Hall, United States History - The Modern America 2006 Pearson Prentice Hall, World History: The Modern World Pearson, O'Conner: American Government: Roots & Reform 2006 Thomson, Introduction to Psychology The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | 2003 Glencoe, Bon Voyage French 1, French 2, French 3-4 2003 Glencoe, Tresors DuTemps French 3 2007 Holt, Nuevas Vistas - Curso de Introduction 2006 2003 Holt, Nuevas Vistas Dos 2003 Holt, Nuevas Vistas Uno 2015 Houghton Mifflin, Abriendo Puertas: Ampliando Perspectivas 2002 McDougal Littell, En Espanol 1, 2 & 3 2015 MCDougal Littell, Abriendo Puertas 2003 Prentice Hall, Abriendo paso: Gramatica 2003 Prentice Hall, Abriendo paso: Lectura 2015 Vista Higher Learning, Temas The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Health | 2005 Glencoe, Glencoe Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science Laboratory Equipment | Percent of students lacking their own assigned textbook: 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

La Sierra High School, built in 1969. The school has 84 permanent classrooms, 36 portable classrooms, seven sets of restrooms, three computer labs, one science lab, one gymnasium, two staff lounges, one out door covered patio, one performing arts center, one band room, one cardio fitness center, one library/media center, two locker rooms, one multipurpose room, one parent center, one football field with bleachers, one swimming pool, one tennis court and one weight room. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a daily basis with two day custodians and 6 evening custodians who work with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day. Deferred Maintenance projects planned for this school year include to 1) repair irrigation and seed to the front of school and 2) paint the interior of the multi-purpose room. The school got an overall good rating.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: November 27, 2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | Water stained ceiling tiles (102,103,104,105,106, 302,305,307,401,402, 404,405,406,408,409,410, 501,504,508,509, 601,608, 709,710, 801,802,806,807,810, 907,911,916,917,919,920, audio/visual workroom,prep room,dance room,boy locker room,girl locker room,library, PE storage,staff workroom,hallway storage); Broken ceiling tiles (103,302,410,508,605, 608,802, band room,prep room,counselor office,mail room, PE storage,hallway storage); Missing ceiling tiles (105,406,staff workroom); Holes in ceiling tiles (307,401,402,403,410, 501,710,801,806,810,811,917, band room); Torn wallpaper (401,403,404,406); Carpet torn/lifting (403,404,405,406,408,409,801,802,806,807,808,810,811,907,Torn ceiling tiles (407); Chipping linoleum (401); Chipping formica (307,501,men rest room,women rest room); Broken floor tile (701,709); Broken counter top (912); Broken paper display case (912,914); Soap dispenser broken (Women restroom); Missing rubber trim (Audio/visual workroom) |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | 98.5% - Unsecured items stored too high (207,601,608,801,802); plug ins |
| Electrical: Electrical | Fair | 76.67%- Light ballasts out (101A,105, 602, 701,705,708,710, 811, 904,905,909, gym, Boy locker room, staff workroom, library, PAC); Can lights out (Gym,Men & Women RR); Missing clock exposes wires (102,103,104,105,AV workroom); Light bulbs out (504,809); Cord creates trip hazard (105, 302, 306, PAC); Permanently used extension cord (106, 508); Cords loose/hanging from ceiling (701); Blocked electrical panel (PAC); Broken light diffuser (803, Boy RR); Loose light diffusers (601, Girl locker room); Hand dryer not working (Men RR); Missing electrical cover (906,911,914,920); Light cover missing (601); Daisy chained cord & surge protector (507, 509); Loose ethernet cover (509); Exterior outlet broken (305) |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Fair | Urinal out-of-order (Boy RR, Men RR); Urinal leak (Men RR); Urinals not draining properly (Boy locker room); Broken faucet handle (Boy RR); Toilet leaks (Boy & Girl RR, Women staff RR); Faucet/fountains leak/drip (gym lobby, security office, boy RR, PAC); Faucet/fountain flow issues (905,906, 908, gym lobby, Boy & Girl RR, Men RR); Missing sink (Boy RR); Missing faucet handle (401) |
| Safety: Fire Safety, Hazardous Materials | Good | Stage emergency exit blocked; Door paint peeling (701); Wall paint peeling (604,709); Exterior wall paint peeling (306, 402); Railing paint peeling (406); Missing fire sprinkler cover (Boy RR); Pesticides present (907,909); Improperly stored cleaning supplies (909); Improperly stored flammable materials (1002); Plug in candle warmer (303) |
| Structural: Structural Damage, Roofs | Good | 99%- Dry rot on siding (401,403) |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | 98.85% |
| Overall Rating | Fair | The school received a 89.75% over all rating. We have multiple ceiling tiles with stains and need to be replaced, portables that need to be repaired, areas that need to be painted, rubber stripping that needs to be replaced, facets that are leaky, and over all general wear and tear. |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| ELA | 48 | N/A | 42 | N/A | 50 | N/A |
| Math | 24 | N/A | 28 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| Science | 22 | N/A | 17 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|----------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents are welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming school events through email, flyers, monthly parent education workshops, a monthly newsletter, beginning of each semester parent meetings, weekly call outs, progress reports, the school marquee, the school website, Peach Jar/ (flyers), Facebook, Twitter, Blackboard Connect (automated telephone/text message delivery system), and the parent portal. Contact the school office at (951) 358-1725 for more information on how to become involved in your child's learning environment.

Volunteer Opportunities:

Coaching Sports
Fundraising Activities
School Family Engagement Center
Booster Clubs

School Advisory Groups & Committees:

English Learner Advisory Council
School Site Council
POSSE (Parent Organization Supporting Student Excellence)
School Family Engagement Center

School Events:
 Athletic Events
 Student Performances
 Student Recognition Assemblies
 ASB Sponsored Events
 Coffee with the Counselors
 Parent Education Workshops
 College Awareness Nights
 Student Drama/ Musical Performances

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, updated throughout the first semester of 2020. The plan was approved by School Site Council in January 2021. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, lockdown, and active shooter drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 4.2 | 3.9 | 2.8 | 2.6 | 3.5 | 3.5 |
| Expulsions | 0.8 | 1.0 | 0.3 | 0.5 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | | | 2.5 |
| Expulsions | | | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 401.3 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 4 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 2.9 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English | 22 | 32 | 30 | 23 | 20 | 45 | 36 | 11 | 21 | 36 | 24 | 23 |
| Mathematics | 25 | 24 | 26 | 21 | 21 | 33 | 35 | 10 | 24 | 23 | 24 | 18 |
| Science | 22 | 18 | 27 | 12 | 18 | 35 | 21 | 11 | 22 | 18 | 18 | 12 |
| Social Science | 23 | 28 | 18 | 21 | 23 | 23 | 29 | 12 | 23 | 24 | 15 | 23 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 41 | 45 | |

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional training appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and assumptive assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2017-2018, La Sierra High School Staff participated in the following professional developments:

- *WASC Focus Group
- *Data Analysis
- *AVID Strategies
- *Administrative Procedures for State Testing
- *School Wide Progressive Discipline/Interventions
- *Campus Safety
- *Active Shooter Protocols
- *CERT (Community Emergency Response Team)
- *Attendance/Discipline Procedure Overview Committee Expectations
- *First Day of School Protocols Enhancing School Culture

During 2018-2019, La Sierra High School Staff participated in the following professional developments:

- *Providing Support for Students with Special Needs
- *Counseling Services, Tiered Interventions
- *Attendance Positively Affects Funding
- *Curriculum to help raise EL PAC Scores
- *Google Classroom and Beyond

- *Capturing Kids Hearts
- *Engaging the Disengaged
- *WASC Focus Groups
- *Mission and Vision Statement Development
- *Integrating Google App Technology

During 2019-2020, La Sierra High School Staff participated in the following professional developments:

- *First Day of School Protocols Enhancing School Culture
- *Capturing Kids Hearts: Social Contract
- *Integrating Technology: Staff Websites
- *SPSA Development
- *Enrichment and Intervention School Wide Systems
- *Understanding the ELPAC and CAASPP
- *Transcript Analysis for Optimal Student Success
- *Collaborative Study Groups
- *Gear Up Grant
- *WASC Focus Groups
- *Active Shooter and Emergency Protocols

During the 2020-2021, La Sierra High School Staff participated in the following professional developments:

- * Annual Mandated Reporter Training
- * Attendance Procedures
- * I-Ready
- * Introduction to PBIS
- * PLC Refreshers
- * Introduction to MTSS
- * MDTF

Teachers were also invited to attend weekly instructional support workshops or selected workshops during PD days that included a variety of topics such as: writing effective learning goals, Google extensions/add ons, Peardeck, Zoom, Padlet, Flipgrid, Zoom, using breakout rooms, Support Special Populations, EL strategies. Interested teachers were also trained in AP courses or sent to a refresher training. Teachers in the Special Education department were also pulled out for IEP compliancy training. The site also recruited and assembled a PBIS task force and trained the team on PBIS through RCOE.

Alvord Unified School District provided professional development for teachers and support staff in 2017-18 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration were attended by either all staff, grade level teams, or subject level teachers:

2017-18: 11 two hour sessions (Teachers participated in six DPDP workshops and five site staff meetings focused on professional development)

2018-19: 38 1 hour sessions (Teachers participated in 11 Staff Meetings, 9 Professional Learning Meetings, 16 content/grade-level team meetings, 2 district articulations days), 2 two-hour WASC meetings, and 1 two-hour beginning of the school year wheel (discipline and attendance procedures, first day of school lesson plans, school-wide expectations)

2019-2020: 39 1 hour sessions (Teachers participated in 10 Staff Meetings, 10 Professional Learning Meetings, 17 content/grade-level team meetings, 2 district articulations days), 5 two-hour WASC meetings, and 1 two-hour beginning of the school year wheel (discipline and attendance procedures, first day of school lesson plans, school-wide expectations)

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$53,662 | \$52,484 |
| Mid-Range Teacher Salary | \$87,101 | \$81,939 |
| Highest Teacher Salary | \$116,826 | \$102,383 |
| Average Principal Salary (ES) | \$128,756 | \$129,392 |
| Average Principal Salary (MS) | \$138,549 | \$136,831 |
| Average Principal Salary (HS) | \$141,598 | \$147,493 |
| Superintendent Salary | \$260,000 | \$254,706 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37.0 | 34.0 |
| Administrative Salaries | 4.0 | 5.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, La Sierra High School received the following supplemental state and federal funds in 2018-19: State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners and/or foster youth. Federal Title I funds to provide targeted assistance supplemental services to support students identified as not meeting the rigorous state academic standards.

Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Rate for La Sierra High School | 2016-17 | 2017-18 | 2018-19 |
|--------------------------------|---------|---------|---------|
| Dropout Rate | 2.1 | 3.3 | 3 |
| Graduation Rate | 95.2 | 91.4 | 93.2 |

| Rate for Alvord Unified School District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Dropout Rate | 4.7 | 5.2 | 4.7 |
| Graduation Rate | 90.1 | 89.8 | 91.7 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate | 9.1 | 9.6 | 9 |
| Graduation Rate | 82.7 | 83 | 84.5 |

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------------|-------------|--------------|------------------------|
| School Site | \$ 9,780.72 | \$ 1,442.67 | \$ 8,338.05 | \$96,618 |
| District | N/A | N/A | \$7,307.85 | \$97,548 |
| State | N/A | N/A | \$7,750 | \$84,577 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -200.0 | -1.0 |
| School Site/ State | -200.0 | 13.3 |

Note: Cells with N/A values do not require data.

Career Technical Education Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 560 |
| % of pupils completing a CTE program and earning a high school diploma | 77.2 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 60 |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.75 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 42.74 |

2019-20 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students in AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 5 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 3 | N/A |
| Mathematics | 3 | N/A |
| Science | 4 | N/A |
| Social Science | 8 | N/A |
| All courses | 24 | 20.9 |

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

In 2020-2021, La Sierra High School students had opportunities to engage in work experience, career technical education, career/partnership academies, and career pathways. Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students' needs. These academies are a "school within a school"; program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During 2020-2021, La Sierra High School offered the following career academy programs:

- Health Careers Academy
- International Business Academy

Career technical education (CTE) courses and pathways prepare students for entry-level employment, upgrading work skills, or for entry to higher levels of education. In addition, the courses incorporate state adopted academic standards and satisfy the graduation requirements. Furthermore, the district has embarked in a process to align CTE courses with the A-G entrance requirements for the University of California and California State University systems. This school year, La Sierra High School offered the listed CTE programs as electives:

- Business Management Pathway
- Food Service and Hospitality Pathway
- Patient Care Pathway
- CTE CIS Computer Information System
- CTE Culinary Arts
- CTE Hospital Occupations

To ensure that all students have equitable access and successful outcomes in career technical programs, students meet annually with a counselor to discuss their high school academic plan, career objectives, and progress towards meeting graduation requirements. During these counseling sessions, students are introduced to career technical education programs. The site also hosted a virtual special course fair for current students and a virtual showcase for prospective students.

A variety of measures is used to determine the effectiveness of the CTE programs including end-of-course exams, placement of program completers in postsecondary education and the military, and perceptions of the career technical education advisory committee.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



Norte Vista High School

6585 Crest Ave., Riverside CA • Riverside, CA 92503 • (951) 358-1740 • Grades 9-12

Jason Marquez, Principal

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<https://www.alvordschools.org/Domain/29>

2019-20 School Accountability Report Card

Published During the 2020-21 School Year



Alvord Unified School District

9 KPC Parkway

Corona, CA 92879

(951) 509-5070

www.alvordschools.org

District Governing Board

Lizeth Vega, President

Joanna Dorado, Ed.D., Vice
President

Julie A. Moreno, Clerk

Robert Schwandt, Member

Carolyn M. Wilson, Member

District Administration

Allan J. Mucerino, Ed.D.

Superintendent

Dr. Robert E. Presby

**Assistant Superintendent, Human
Resources**

Fernando Cubias

Interim CBO, Business Services

Dr. Sherri Kemp

**Executive Director, Educational
Services**

Kevin Emenaker

**Executive Director, Administrative
Services**

School Description

Norte Vista High School is located in the central region of Riverside and serves students in grades nine through twelve following a traditional calendar.

Norte Vista High School invites you to visit the campus and witness our strong instructional programs, school safety, appealing facility, and welcoming staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and our school community in ongoing program improvement.

Norte Vista High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable expectations for students. Norte Vista High School is extremely proud of our rigorous academic programs (IB, AP and AVID), strong vocational programs (Green Construction Academy, Plant and Animal Academy, Child Development Pathway, and VAPA Pathway, Auto Maintenance and Light Repair, and Film Production), great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Please ask us about our House project. Our House project modeled after the Harry Potter houses, promotes engagement, participation, strong academics, good attendance and positive behavior. Students are rewarded in fashion.

Once a Brave, always a Brave!

Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 549 |
| Grade 10 | 600 |
| Grade 11 | 505 |
| Grade 12 | 465 |
| Total Enrollment | 2,119 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.1 |
| American Indian or Alaska Native | 0 |
| Asian | 1.9 |
| Filipino | 0.6 |
| Hispanic or Latino | 91.5 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 3.7 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 90.6 |
| English Learners | 30.8 |
| Students with Disabilities | 8.3 |
| Foster Youth | 0.4 |
| Homeless | 2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Norte Vista High | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 85 | 95 | 95 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 4 | 8 | 0 |

| Teacher Credentials for Alvord Unified School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 890 |
| Without Full Credential | ♦ | ♦ | 4 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Norte Vista High School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 1 | 0 | 3 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

On September 24, 2020, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials

Year and month in which data were collected: September 24, 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-----------------------|--|
| Reading/Language Arts | 2016 Bedford, Everything's an Argument with Readings 2006 Bedford/St. Martin's, 50 Essays a Portable Anthology 2002 McDougal Littell, The Language of Literature 2012 McGraw Hill, College Writing Skills with Readings 2012 CSU, Expository Reading & Writing Course Reader, Second Edition English Language Development: McDougal Littell, StudySync / Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | 2017 Bedford, Calculus 2015 Cen, Intermediate Algebra, Fourth Edition 2008 Glencoe/McGraw-Hill, Mathematics with Business Applications 2008 Haese & Harris, Mathematics for the International Student (IB) 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Algebra 2 2008 McDougal Littell, Geometry 2008 Pearson Prentice Hall, PreCalculus 2008 Thomson, Trigonometry 2008 W. H. Freeman, Practice of Statistics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | 2008 Cambridge U. Press, Physics (IB) 2008 Freeman, Life, The Science of Biology (IB) 2007 Glencoe, Glencoe Physics 2007 Glencoe/McGraw-Hill, Chemistry Matter and Change 2007 Holt, Earth Science 2007 McDougal Littell, Biology 2017 Pearson, Biology AP Edition (IB) 2007 Pearson, Chemistry: The Central Science 2007 Pearson, Environment: The Science Behind the Stories 2007 Pearson, Physics: Principles with Applications 2007 Pearson Prentice Hall, Biology, AP Edition 2007 Pearson Prentice Hall, Essentials of Human Anatomy & Physiology 2007 Thomson, Oceanography Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------------|---|
| History-Social Science | 2006 Freeman, Psychology 2005 Glencoe/McGraw-Hill, Economics: Principles and Practices 2006 Holt, Holt Sociology 2006 Holt, Rinehart and Winston, World Geography Today 2003 Houghton Mifflin, History of Western Society: Since 1300 2008 Houghton Mifflin, History of Latin America (IB) 2006 McGraw Hill, Economics Pearson, American Government: Roots & Reform 2006 Pearson Prentice Hall, Magruder's American Government 2006 Pearson Prentice Hall, United States History - The Modern America 2006 Pearson Prentice Hall, World History: The Modern World 2006 Thomson, Introduction to Psychology 2017 Wadsworth, American Pageant, AP Edition Wadsworth, Introduction to Psychology, Sixth Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | 2003 Glencoe, Bon Voyage French 1, French 2, French 3-4 2003 Glencoe, Tresors DuTemps French 3 2003 Holt, Nuevas Vistas Dos 2003 Holt, Nuevas Vistas Uno 2015 Houghton Mifflin, Abriendo Puertas: Ampliando Perspectivas 2002 McDougal Littell, En Espanol 1, 2 & 3 2003 Prentice Hall, Abriendo paso: Gramatica 2003 Prentice Hall, Abriendo paso: Lectura 2008 Vista Higher Learning, Imaginez: le francais sans frontieres (IB) 2015 Vista Higher Learning, Temas The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Health | 2005 Glencoe, Glencoe Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science Laboratory Equipment | Percent of students lacking their own assigned textbook: 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Norte Vista High School, built-in 1958, is located on 47.26 acreage and its square footage totals 227,271. The school has 84 permanent classrooms, six sets of restrooms, one computer lab, one gymnasium, one staff lounge/work room, one library, one auto shop and one cafeteria/MPR. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and evening custodians who work with the Administration to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day. Deferred Maintenance projects planned for this school year include repairing roofing systems, boys and girls team rooms and preventative repairs need to aging underground water and gas lines.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: October 8, 2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | Room 105- Paint peeling from rear of room/Action-scrape peeling paint; Room 629- 2 stained ceiling tiles, Room 202- 5 stained ceiling tiles/Action-replace stained tiles; Room 205- 2 loose ceiling tiles/Action-secure ceiling tiles; Vents need to be cleaned/Action-clean vents |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Webs and dust noticed/Action-dust and clear cobwebs |
| Electrical: Electrical | Fair | Nurse Area- 1 light fixture out in restroom, 1 light bulb out/Action -repair fixture, replace light bulb; Room 113 and Room 921-cord without protector/Action- provide protectors for cords; Room 123 and Room 629- 1 light bulb out in each room/Action-replace light bulbs; Gym- floor outlet missing cover, 2 light fixtures out/Action- provide and install cover, replace bulbs |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Poor | Boys Restroom- Clogged sink drain, faucet missing button, 1 loose toilet/Action-clear drain, provide and install button, secure toilet; Girls Restroom- 2 toilets do not flush, 1 loose toilet seat/Action-clear drain, secure seat |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| ELA | 49 | N/A | 42 | N/A | 50 | N/A |
| Math | 17 | N/A | 28 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| Science | 20 | N/A | 17 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|----------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents are welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming school events through flyers, newsletters, parent conferences, progress reports, the school marquee, the school website, Blackboard Connect (automated telephone message delivery system), the parent handbook, PAL (parent involvement packet provided by RCOE), parent groups (SSC, ELAC, Padres Unidos, Novi Parent Group), parent education nights, parent literacy nights, and Wednesday mail bag. Contact the school office at (951) 358-1740 for more information on how to become involved in your child's learning environment.

Volunteer Opportunities:

Fundraising Activities
 English Learner Advisory Council (ELAC)
 Novi Pride and Beautification Days
 Padres Unidos
 School Site Council

School Advisory Groups & Committees:

Athletic Booster Clubs
 AVID Advisory Council
 English Learner Advisory Council
 District English Learner Advisory Council
 School Site Council
 Cheer Boosters
 Band Boosters
 Drama Boosters

Norte Vista International Baccalaureate Society (NIBS)
Parent Advisory Committee (PAC)

School Events:

Athletic Events
Recognition Assemblies
Student Performances
Monthly Parent Education Workshops
Quarterly Norte Vista Pride and Beautification Day
Financial Aide Night
Parent Night for College Information
ASB
Renaissance
Positive Parent Symposium
PALS
Link Crew (Mentoring Program)
Parent Engagement Leadership Initiative (PELI) Training

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, and updated 5-2-19. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 2.0 | 3.9 | 2.8 | 2.6 | 3.5 | 3.5 |
| Expulsions | 0.4 | 0.6 | 0.3 | 0.5 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | | | 2.5 |
| Expulsions | | | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The Information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 423.8 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 5 |
| Library Media Teacher (Librarian) | 0.1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.2 |
| Resource Specialist (non-teaching) | |
| Other | 3.3 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English | 22 | 39 | 42 | 22 | 22 | 46 | 39 | 23 | 23 | 40 | 43 | 20 |
| Mathematics | 24 | 26 | 38 | 22 | 23 | 36 | 29 | 27 | 27 | 19 | 23 | 35 |
| Science | 24 | 18 | 19 | 22 | 23 | 21 | 19 | 16 | 26 | 13 | 23 | 14 |
| Social Science | 23 | 34 | 32 | 25 | 23 | 36 | 32 | 20 | 25 | 21 | 28 | 23 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 20 | 30 | 45 |

All staff members participate in professional development offered by the school focused. In addition, many staff members participate in additional training appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations are based on a cycle of continuous improvement and focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students' results on formative and summative assessments. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2020-2021, Norte Vista High School's professional development focused on:

*School Safety/Active Shooter Presentation

*Google for Education

*Restorative Practices

*School Culture/Counseling Topics

*Writing Across the Curriculum

*WASC Findings and Action Plan

*Continuous Model of Improvement

*ELD (WASC Action Plan) - Integrated/Designated

*ELA (WASC Action Plan)

*Math (WASC Action Plan)

*MDTP Data

*iReady Data

*Comprehensive High School Math and ELA Collaboration

*Comprehensive High School Math Department Collaboration

*Using, analyzing, and disaggregating Data

*Building Common Assessments, Rubrics

*ERWC

- *TURNITIN
- *Study Sync
- *Kami
- *National Writing Project (C3WP)
- *AVID School-Wide Strategies
- *AED Device Training
- *CPR/First Aide Training
- *Social Media and Teenagers
- *ELAP, CAASPP, CAST, AP, IB, SAT Training
- *Budget training
- *Various Training on demographics of the school

Alvord Unified School District provided professional development for teachers and support staff in 2019-2020 on various topics related to state-mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries grade book.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade-level teams, or subject level teachers:

2017-18: 5
 2018-19: 20
 2019-2020: 30
 2020-2021: 45

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$53,662 | \$52,484 |
| Mid-Range Teacher Salary | \$87,101 | \$81,939 |
| Highest Teacher Salary | \$116,826 | \$102,383 |
| Average Principal Salary (ES) | \$128,756 | \$129,392 |
| Average Principal Salary (MS) | \$138,549 | \$136,831 |
| Average Principal Salary (HS) | \$141,598 | \$147,493 |
| Superintendent Salary | \$260,000 | \$254,706 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37.0 | 34.0 |
| Administrative Salaries | 4.0 | 5.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Norte Vista High School received the following supplemental state and federal funds in 2019-2020:

State-Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low-income students, English learners, and/or foster youth.

Federal Title I funds to provide targeted assistance supplemental services to support students identified as not meeting the rigorous state academic standards.

Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|------------|------------|--------------|------------------------|
| School Site | \$8,460.58 | \$1,001.84 | \$7,458.74 | \$93,501 |
| District | N/A | N/A | \$7,307.85 | \$97,548 |
| State | N/A | N/A | \$7,750 | \$84,577 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 2.0 | -4.2 |
| School Site/ State | -3.8 | 10.0 |

Note: Cells with N/A values do not require data.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Rate for Norte Vista High School | 2016-17 | 2017-18 | 2018-19 |
|----------------------------------|---------|---------|---------|
| Dropout Rate | 4.9 | 4.6 | 5.2 |
| Graduation Rate | 92.2 | 92.6 | 92.7 |

| Rate for Alvord Unified School District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Dropout Rate | 4.7 | 5.2 | 4.7 |
| Graduation Rate | 90.1 | 89.8 | 91.7 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate | 9.1 | 9.6 | 9 |
| Graduation Rate | 82.7 | 83 | 84.5 |

Career Technical Education Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 885 |
| % of pupils completing a CTE program and earning a high school diploma | 33.7 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 85 |

Career Technical Education Programs

In 2020-2021, Norte Vista High School students had opportunities to engage in work experience, regional occupation programs, workability, career/partnership academies, career technical education, and career pathways. Students participating in work experience received on-the-job training and mentoring from local businesses. These work experiences prepare students for future careers. Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students' needs. These academies are a "school within a school"; program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During 2020-2021, Norte Vista High School offered the following career academy programs:

- Green Construction Academy

Regional Occupational Programs (ROP), a collaboration with Riverside County Office of Education, as well as Career Technical Education (CTE) courses and pathways prepare students for entry-level employment, upgrading work skills, or for entry to higher levels of education. In addition, the courses incorporate state-adopted academic standards and satisfy graduation requirements. Furthermore, the district has embarked on a process to align CTE courses with the A-G entrance requirements for the University of California and California State University systems. Last school year, Norte Vista High School offered the listed CTE programs as electives:

- Agricultural Business Pathway
- Agricultural Mechanics Pathway
- Agriscience Pathway

***Automotive Pathway**

- Business Management Pathway
- Child Development Pathway
- Food Service and Hospitality Pathway
- Ornamental Horticulture Pathway
- Plant and Soil Science Pathway
- Professional Sales Pathway
- Residential and Commercial Construction Pathway
- Systems Diagnostics, Services, and Repair Pathway
- ROP Computer Information System
- ROP Construction Tech ACAD
- ROP Construction 2 ACAD

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.62 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 39.03 |

2019-20 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 5 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | 3 | N/A |
| Science | | N/A |
| Social Science | 10 | N/A |
| All courses | 18 | 17.2 |

*Where there are student course enrollments of at least one student.

- ROP Construction Tech
- ROP Retail
- ROP Store
- ROP Store Lunch

To ensure that all students have equitable access and successful outcomes in career technical programs, students meet annually with a counselor to discuss their high school academic plan, career objectives, and progress towards meeting graduation requirements. During these counseling sessions, students are introduced to career technical education programs.

A variety of measures is used to determine the effectiveness of the CTE programs including end-of-course exams, on-the-job observations, classroom observations, CCI dashboard and career choices 10-year plan.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

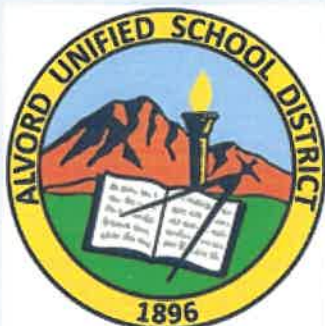
Summit Secondary School

10368 Campbell Avenue • Riverside, CA 92505 • 951.509.5159 • Grades 6-12

Paulina Nwuba, Special Education Director, Principal

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Alvord Unified School District

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District Governing Board

Carolyn M. Wilson, President

Lizeth Vega, Vice President

Joanna Dorado, Ed.D., Clerk

Julie A. Moreno, Member

Robert Schwandt, Member

District Administration

Allan J. Mucerino, Ed.D.

Superintendent

Dr. Robert E. Presby

**Assistant Superintendent, Human
Resources**

Fernando Cubias

Interim CBO, Business Services

Dr. Sherri Kemp

**Executive Director, Educational
Services**

Kevin Emenaker

**Executive Director, Administrative
Services**

School Description

Summit Secondary provides Individual Education Program required services, including academic support, to Special Education students on an extension of suspension and waiting for a School Board decision regarding expulsion.

Mission Statement Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|--------------|--------------------|
| Kindergarten | |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------|-----------------------------|
| Black or African American | |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Summit Secondary | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 0.5 | 0 | |
| Without Full Credential | 0 | 0 | |
| Teaching Outside Subject Area of Competence | 0 | 0 | |

| Teacher Credentials for Alvord Unified School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

Teacher Misassignments and Vacant Teacher Positions at Summit Secondary School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments* | 0 | 0 | |
| Vacant Teacher Positions | 0 | 0 | |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

On September 19, 2019, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

Summit Secondary School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials

Year and month in which data were collected: September 19, 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | <p>2002 McDougal Littell, The Language of Literature English Language Development, McDougal Littell, StudySync / Adopted in 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Mathematics | <p>2017 Bedford, Calculus 2008 Glencoe/McGraw-Hill, Mathematics with Business Applications 0 % 2008 Harcourt, HSP Math 2014 Houghton Mifflin, CA Math Expressions 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Algebra 2 2008 McDougal Littell, Algebra Readiness 2008 McDougal Littell, Geometry 2008 McDougal Littell, Geometry 2008 McDougal Littell, McDougal Course 1 & Course 2 2008 Pearson Prentice Hall, PreCalculus 2008 Pearson/Addison Wesley, Stats Modeling the World 2008 Thomson, Trigonometry 2008 W. H. Freeman, Practice of Statistics</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Science | <p>2007 Glencoe, Glencoe Physics 2007 Glencoe/McGraw-Hill, Chemistry Matter and Change 2007 Holt, Earth Science 2007 McDougal Littell, Biology 2007 Pearson Prentice Hall, Essentials of Human Anatomy & Physiology 2007 Thomson, Oceanography Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| History-Social Science | <p>2005 Glencoe/McGraw-Hill, Economics: Principles and Practices 2006 Holt, Rinehart and Winston, World Geography Today 2006 Pearson Prentice Hall, Magruder's American Government 2006 Pearson Prentice Hall, United States History - The Modern America 2006 Pearson Prentice Hall, World History: The Modern World</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|--|
| Foreign Language | 2003 Glencoe, Bon Voyage French 1, French 2, French 3-4 2003 Glencoe, Tresors DuTemps French 3 2007 Holt, Nuevas Vistas - Curso de Introduction 2006 2003 Holt, Nuevas Vistas Dos 2003 Holt, Nuevas Vistas Uno 2002 McDougal Littell, En Espanol 1, 2 & 3 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Health | 2005 Glencoe, Glencoe Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Alvord Alternative High School was built in 2012. The school has 12 portable classrooms, four sets of restrooms, four computer labs, and one library. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and evening custodians who work with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: October 12, 2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | Torn ceiling tiles (1,16); Water stained ceiling tiles (7,13,14); Missing rubber molding (13,14,16); Torn wallpaper (16); Carpet lifting (6,9); Broken ceiling tiles (2) |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Fair | Missing diffuser (15); Missing electrical corner (16) |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Toilet seat broken (6) |
| Safety: Fire Safety, Hazardous Materials | Good | Plug in air freshener (9) |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Tripping hazard (unisex rest room) |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | -- | N/A | 42 | N/A | 50 | N/A |
| Math | -- | N/A | 28 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | | N/A | | N/A | | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents are encouraged to get involved in their child's education by supporting the actions and objectives described in the child's Individualized Education Program (IEP) plan.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan for Summit Secondary School is included in the Alvord Alternative Continuation High School plan which was discussed with staff, evaluated, amended, reviewed, and updated in September 3, 2019. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.0 | 0.0 | 2.8 | 2.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.3 | 0.5 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | | | 2.5 |
| Expulsions | | | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 0 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 0.5 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| Mathematics | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 0 | 0 | |

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after

school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2017-18, the Summit School resource teacher had the opportunity to attend professional development provided by the Special Education Department.

Alvord Unified School District provided professional development for teachers and support staff in 2017-18 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2017-18: 0
2018-19: 0
2019-20: 0

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$53,662 | \$52,484 |
| Mid-Range Teacher Salary | \$87,101 | \$81,939 |
| Highest Teacher Salary | \$116,826 | \$102,383 |
| Average Principal Salary (ES) | \$128,756 | \$129,392 |
| Average Principal Salary (MS) | \$138,549 | \$136,831 |
| Average Principal Salary (HS) | \$141,598 | \$147,493 |
| Superintendent Salary | \$260,000 | \$254,706 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37.0 | 34.0 |
| Administrative Salaries | 4.0 | 5.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------|------------|--------------|------------------------|
| School Site | N/A | N/A | N/A | |
| District | N/A | N/A | 7307.85 | \$97,548 |
| State | N/A | N/A | \$7,750 | \$84,577 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | | |
| School Site/ State | | |

Note: Cells with N/A values do not require data.

Types of Services Funded

Summit High School provides special education services described in individualized educational plans for qualified students with the District incurring the program cost and Alvord Alternative Continuation High School incurring the site costs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

