Alternative Education

Single Plan for Student Achievement (SPSA)

2018-2019

October 19, 2018

Stakeholder Input Timeline

Alternative Education 2018-2019

EVENT	LOCATION	DATE
Staff Development	Room 103	6/22/18
Leadership	Conference Room	7/16/18
Staff Development	Room 103	9/4/18
Classified Staff	Office	9/4/18
SSC	Room 103	9/19/18
Spec Ed Team Meeting	Room 103	10/3/18
Leadership	Room 109	10/11/18
SSC	Room 103	10/17/18
ELMAC	Room 103	10/17/18

TUSD LCAP Goal 1: Ensure that all students have equitable access to and are successful within a rich variety of rigorous, and standards-aligned set of learning opportunities that promote college and career readiness and preparation for a productive future as citizens in global society.

Alternative Education Goal 1: Provide all students with opportunities to make up credits to attain a high school diploma and opportunities to explore and learn about college & career opportunities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19
ELA CAASPP (Met/Exceeded %)	16%	25%
Math CAASPP (Met/Exceeded %)	2%	25%
College and Career Indicator (CCI)	N/A	
Graduation Rate	94%	100%
AP Exam Pass Rate	N/A	
CSU/UC A-G Rate	N/A	
EAP for ELA: EAP for Math	N/A	

Additional outcomes for students in 2018-19 (including yellow, orange, red areas, and underperforming subgroups/grade levels):

- 14 students enrolled at El Camino for the Fall 2018 & 17 finished all the enrollment process at Shery during the school year. Need to increase number who complete process & enroll in school

- Increase the completion rate of students taking SoCalRoc classes

1.1 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Take students on field trips to 4 year, 2 year, and trade schools Take academic field trips to supplement core curriculums	2,500	Supplemental	Take students on college visits	Field trip sign in sheets/survey of grads attending college programs after graduation

1.2 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Invite representatives from community colleges on a regular basis to campus			Facilitate the enrollment process at school for post-secondary programs	Survey with students in college programs after graduation

1.3 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Provide proper student I.D. cards for students	257	Student Achievement	Replenish supplies to make I.D. cards	All students have I.D. cards

1.4 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Students will receive classroom instruction on Career Interest and Exploration			Exploration of specific career pathways and industries	Results of interest/career inventories

Goal 2: All underperforming student groups will meet or exceed standards in a rigorous curriculum that includes English Language Arts and math, science social studies, and other disciplines such as career technical subjects and physical education

Alternative Education Goal 2: Help targeted students improved their academic skills and achieve their high school diploma

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19
English Learner Performance (ELA CAASPP - Met/Exceeded %) (Math CAASPP - Met/Exceeded %)	0% 0%	20% 20%
EL Reclassification Rate	12 ELs 0 Redesignated	Work on getting Intermediate EL students redesignated

Additional outcomes for students in 2018-19 (including yellow, orange, red areas, and underperforming subgroups/grade levels):

- Develop or identify and implement an effective math assessment & better strategies to work with lower level math students
- Creation of a Fountas & Pinnell reading class to target the EL lower reading students

2.1 - Actions and Services:				
Activities/Expenditures	**Budgeted Amount**	**Funding Source**	**Description**	**Progress Monitored via:**
Continue to develop and implement an Alternative Education Response to Intervention (RtI) plan to support underperforming students	62,054	Supplemental	Use 3 sections as Intervention to provide students with a variety of support including 1 to 1 intervention, small group pull-out, academic planning, and attendance data collecting. Provide incentives through our PBIS program and school-wide recognition	- graduation rate -absences/tardy summaries -samples of writing through RtI assignments

2.2 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Students in targeted groups will receive extended learning time beyond the school day and concurrent Independent Study	4,000	Supplemental	2 times a week after-school tutorial & Concurrent Independent Study for students who qualify with good attendance and progress in classes	- graduation rate -list of students returning to home school

2.3 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Provide additional technology to increase 21st century classrooms and increase computer literacy in students.	2,500 1,000	Supplemental Donation account	Continue to provide necessary technology to provide multiple modes of instruction to meet all students' needs	-utilization of new technology by students

2.4 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Using Fountas & Pinnell reading levels, create a reading class to increase literacy and comprehension, and assist in obtaining post-secondary goals.			Getting accurate reading levels on all Shery students to properly place in a new reading course taught by the EL Coordinator/RSP teacher to help improve their literacy. Emphasis on EL and other students who struggle with reading	Pre and Post assessment data showing improved reading

2.5 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Provide high interest, lower level reading and support materials & resources to help students move forward in gaining proficiency in all subjects.	500 500	Supplemental Donation account	Purchase materials for teachers to engage all students in the learning process including students who may be struggling	-Pre & Post assessments -formative assessments in portfolios

2.6 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Implement quarterly Progress Reports to go home with current transcript to help monitor progress			Using Google Docs, teachers complete a quarterly progress report indicating productivity and progress. Quarterly progress reports and transcripts are mailed home. Teachers discuss documents with students.	-feedback from students/parents about awareness of progress

2.7 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Leadership planning time	8,000	Supplemental	Continue to build on our RtI program along with addressing critical needs for our Mid-year WASC review	-More inclusive and helpful RtI program -Good WASC review

Goal 3: Implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12 including the effective recruitment and development of teachers.

Alternative Education Goal 3: Encourage all staff to stay current in their practice and curriculum through district trainings/adoption committee/4 X 5 meetings and conferences

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19
Percent of teachers who participate in regular and on-going PLC's in implementing all standards, effective instruction, and student learning.	100%	100%

Additional outcomes for _school/teachers_ in 2018-19 (_based on_ yellow, orange, red areas, and underperforming subgroups/grade levels _as indicated in Goals 1 & 2_)
- Increase number of teachers attending subject specific and at-risk trainings
- Provide resources & mentoring to new teachers
- .

3.1 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Provide opportunities for staff to participate in training and conferences so they are better prepared to work with and help all students and their needs (i.e. conferences focusing on at-risk students and content specific)	3,000 2,000 1,329	Supplemental Donation account Student Achievement	Teachers attend up to date trainings on best practices in their curricular areas and with at-risk students to help meet the diverse needs of our students	Grad rate & credit completion of all students

3.2 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
A. Science/NGSS training to provide support, differentiated learning and instruction, and to develop site leaders. Professional development to occur during the summer as well as throughout the school year			Science teacher is involved in all new trainings to implement program development	PD Debrief Form follow-up

3.3 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
English & Social Study participation in the 4 X 5 meetings			One English and one Social Studies teacher join me for these meetings to help guide direction of instruction in these departments	Notes of meeting and best practices brought back to other teachers

3.4 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Participating in Social Studies Adoption committee			One teacher participating in the decision-making process for the adoption of the new textbook	Successful adoption

Goal 4: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.

Alternative Education Goal 4: Expand and improve the multi-tiered systems of support programs in order to improve the behavioral intervention for all students as well as provide a means for regular attendance and progress monitoring

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19
Attendance Rate	25% of students were chronically (10+) absent each quarter	20% or less of our students will be chronically (10+) absent each quarter
Suspension Rate	32 suspensions	Minimize suspension rate by 25%
School Climate Survey - Local Indicator*	N/A	

Additional outcomes for students in 2018-19 (including yellow, orange, red areas, and underperforming subgroups/grade levels):
● We had 22 drug related , 8 multiple repeat offenses of defiance/vulgar language/disrespect, 1 vandal, 1 fight. Develop and implement additional strategies encourage positive decision-making and prevent drug use.
● Continue to develop strategies to curb the tardy problem through Intervention and PBIS/RtI

4.1 - Actions and Services:				
Activities/Expenditures	**Budgeted Amount**	**Funding Source**	**Description**	**Progress Monitored via:**
Continue to develop and implement multi-tiered system of support program, through PBIS training for administrators, counselors, teachers and staff to support students along with RtI intervention/instruction strategies. Provide RtI development time for all teachers. Provide teachers with program supplies and resources.	Refer to 2.1	Supplemental	Continue PBIS implementation including breakfast socials, student of quarter luncheons, other incentives	Parent sign in sheets from campus activities

4.2 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Monitor the identification and implementation of services and supports for students identified as Foster Youth and Homeless as required by Assembly Bills 490 and 167 and the McKinney-Vento Homeless Assistance Improvement (2001). Continue to monitor California Department of Social Services (DCSS) Foster Youth data according to AB 97.			Work with district to help identify students	foster/homeless students identified In PowerSchool

4.3 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Continue referral process for homeless families, and provide assistance in areas of need.	Refer to 2.1		Continue to work with district and social services personnel to identify and meet the needs of our foster and homeless youth and provide needed supports (i.e. TAP cards, tokens, other services)	Needs of foster/homeless youth met

4.4 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Support our Leadership program in promoting positive interactions and campus activities and creating more confident, responsible students at Shery High.	624	Student Achievement	Leadership provides spirit activities to encourage students to become prideful in our school and involved.	Sign up sheets for involvement in activities

Goal 5: Improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.

Alternative Education Goal 5: **Continue to provide many ways of communicating with our parents and involving them in their child's successes and inform them when not being so successful**

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19
Parent Engagement Local Indicator (parent participation in SSC, ELMAC, and parent event attendance)	We are a small school but are able to get parents on SSC, to Back to School Night	Would like to increase the number of parents who attend Parent Conferences, Breakfast Social and have a big turn out at Parent Ed nights

Additional outcomes for students in 2018-19 (including yellow, orange, red areas, and underperforming subgroups/grade levels):
- Increase attendance at Back to School Night, Parent Conferences, Social Breakfast through better communication and outreach
- Address the desire by parents for Parent Education Nights focusing on post-secondary planning
-

5.1 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Provide parent education on school site services and programs through Back to School Night, Open House and Parenting Classes for all parents/students	2,000 500	College & Career Supplemental	Host multiple events for parents to be on campus to stay informed about their child's school experience as well as provide parent ed nights based on their feedback from survey at enrollment	Increased parent involvement & attendance at events

5.2 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Continue to provide opportunities for parent involvement at Shery High through Breakfast Socials, Student of the Quarter luncheons, and other celebrations	Refer to 2.1	Supplemental	Host multiple events for parents to be on campus to stay informed about their child's school experience as well as provide parent ed nights based on their feedback from survey at enrollment	Increased parent involvement & attendance at events

5.3 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Develop and implement a Shery plan for more consistent outreach and communication with parents via eBlasts, phone calls, mailings, and website			Use of all modes of communication to make sure parents are informed about their students progress and activities on campus	-Parent feedback about being better informed -Teacher Communication Logs

5.4 - Actions and Services:

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Quarterly Progress Reports, transcripts and Academic Plans mailed home 2 times a year			We believe the more informed students and parents are of their academic progress helps to keep the students focused and therefore more students graduate	Graduation rate increases and more communication/ collaboration with parents

APPENDIX A

Annual Review and Analysis of Progress
(for 2017-2018 SPSA)

GOAL #1:

Identified Need	Action/Service	Expenditure	Expected Outcomes
Teachers need to stay current with their curriculum and best practices to meet needs of at-risk students & keep students engaged	Offer conferences Get involved in committees through district	11,000	More engaged students & increased graduation rate
Analysis of Results. What happened and why? What else did you notice?	We now have more teachers involved in district committees…..NGSS course development, English and Social Studies 4 X 5, Social Studies Adoption, Special Ed Multi-agenda meetings No attendance at conferences outside of district		
Changes in actions/ services as a result of these outcomes.	More informed teachers and now requesting to attend conferences that are content specific and for at-risk youth		

GOAL #2:

Identified Need	Action/Service	Expenditure	Expected Outcomes
Involve parents more in their child's education and help keep them informed. Help them to help their child be more successful in high school and beyond	Host events at school such as Back to School Night, Parent Conferences, Open House, Parent Education evenings	4,000	Increased involvement of parents in their child's academic life More knowledgeable parents with new skills and strategies to help their child in high school and beyond

Analysis of Results. What happened and why? What else did you notice?	We had a very successful Back to School NIght, Parent Conferences, Breakfast Social but we did not get any Parent Education nights in this year

Changes in actions/ services as a result of these outcomes.	We did a parent survey when students enrolled and learned that parents want Parent Education about Post-Secondary planning

GOAL #3:

Identified Need	Action/Service	Expenditure	Expected Outcomes
We have a huge 1st period tardy problem and believe it disrupts the learning process for 1st period teachers and students	Institute a 1st period tardy program with the 2 intervention teachers	Salary & time of the Intervention teachers	Decrease of tardies to Period 1
Analysis of Results. What happened and why? What else did you notice?	Some months we saw a decrease in tardies but we also saw an increase in Period 1 absences which we believe was due to students not wanting to be tardy to 1st period and have to see Intervention teachers		
Changes in actions/ services as a result of these outcomes.	Trying new strategies this year such as if a student is tardy they can only earn 1% instead of 2% that day. They only way to make that up is to attend After-school Tutorial		

GOAL #4:

Identified Need	Action/Service	Expenditure	Expected Outcomes
Many of our targeted low-socio economic and homeless youth need access to resources and services	Provide bus tokens Try to connect to counseling and other district support	1,000	Students get more of their needs met and access to resources to help them with basic needs so that they are more likely to attend school and graduate
Analysis of Results. What happened and why? What else did you notice?	We have found that it is not easy to get information about services available to these students. We have also found that there are lots of services available once you find out about them		
Changes in actions/ services as a result of these outcomes.	Working with the district FWEC department to be educated about all that is out there for these students, provide them with the information to get reduced/free TAP cards, health benefits, and other needed services		

APPENDIX B

Shery High
Budget Summary Worksheet
2018-2019

Funding Source:		Supp.	SA	Other	Title I	Total	District Contrib.
2018-2019 Allocation:		**77,034**	**1881.59**				
Focus Area Category #1	**Goal #**						
College Field Trips	1.2			2,000			
I.D. card supplies	1.3		257				
Focus Area Category #2	**Goal #**						
Intervention/RtI/PBIS	2.1	**61,034**					
Extended Learning-tutorial	2.2	**4,000**					
Technology	2.3	**1,500**		1,000			
Supplemental Resources/Materials	2.5	**500**		500			
Leadership	2.7	**8,000**					
Focus Area Category #3	**Goal #**						
Teacher Trainings/Conferences	3.1	**2,000**	1,000	2,000			
Focus Area Category #4	**Goal #**						
Leadership	4.4		624				
Focus Area Category #5	**Goal #**						
Parent Education NIghts	5.1			2,000			
	TOTAL BALANCE:	**77,034**	**1881**	**7,500**			

Drevno
Budget Summary Worksheet
2018-2019

Funding Source:		Supp.	SA	Other	Title I	Total	District Contrib.
2018-2019 Allocation:		5020	329				
Focus Area Category #1	Goal #						
College Field Trips	1.2	500					
Focus Area Category #2	Goal #						
Intervention/RtI/PBIS	2.1	1,020					
Technology	2.3	1,000					
Supplemental Resources/Material	2.5	1,000					
Focus Area Category #3	Goal #						
Teacher Trainings/Conferences	3.1	1,000	329				
Focus Area Category #4	Goal #						
Focus Area Category #5	Goal #						
Parent Education Nights	5.1	500					
TOTAL BALANCE:		5,020	329				

APPENDIX C

(Alternative Education)
School Site Council Membership
2018-2019

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Names of Members	Principal	Teacher	Staff	Parent or Community	Student
Jamie Jimenez	X				
Marcie Long			X		
Zack Tubic		X			
Mike Barr		X			
Kathy Patterson		X			
Nick Mesta		X			
Sara Willey				X	
Jann Feldman				X	
Rachel Suit				X	
Jessica Hartlove					X
Morgyn Whysong					X
Jennifer Maldonado					X
Category Totals	1	4	1	3	3

 At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

APPENDIX D
Recommendations and Assurances
2018-2019

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

___ School Advisory Committee for State Compensatory Education Programs
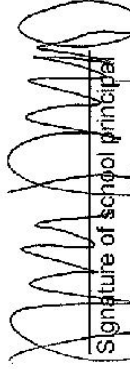
_X_ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the District Local Control Accountability Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: October 17, 2018.

Attested:

Jamie Jimenez   _[signature]_   _8/2/18_
Typed name of school principal   Signature of school principal   Date

Kathy Patterson   _[signature]_   _10/17/18_
Typed name of SSC chairperson   Signature of SSC chairperson   Date

APPENDIX E

TUSD LCAP Data Table
2018-2019

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and Career Indicator (CCI)	55%	*55%*	57%	59%
Graduation Rate	Very High (95%)	*Maintain Very High (96%)*	Maintain Very High (97%)	Maintain Very High (97%)
Local Indicator - Percent of students with sufficient materials	100% (Met)	*100% (Met)*	100% (Met)	100% (Met)
Healthy Fitness Zone (HFZ) for 5th grade	72.9% (2015-16)	*75%*	76%	77%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Dashboard (K-8)	High	*High*	Maintain High	Maintain High
Math Dashboard (K-8)	High	*High*	Maintain High	Maintain High
ELA CAASPP (K-8)	63% (met/exceeded)	*65%*	67%	69%
Math CAASPP (K-8)	55% (met/exceeded)	*59%*	60%	61%
English Learner Progress	Medium	*High*	Maintain High	Maintain High

EL Reclassification	10.6% (2016-17)	*12%*	14%	15%
AP Exam Pass Rate	71% (2015-16)	*72%*	73%	74%
CSU/UC A-G Rate	55% (2015-16)	*57%*	59%	60%
EAP for ELA: EAP for Math	72% (2015-16); 57% (2015-16)	*74%;* *59%*	76%; 61%	78%; 63%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fully Credentialed & teaching in field	100% (2016-17)	*100%*	100%	100%
Percent of teachers with ELD Authorization	100% (2016-17)	*100%*	100%	100%
Filling all Open Positions	92% (2016-17)	*100%*	100%	100%
Implementation of Standards Local Indicator	Met	*Met*	Met	Met
Percent of students taught by teachers who participate regularly in PLC's and Professional Development	100%	*100%*	100%	100%
Percent of teachers who participate in regular and on-going PLC's in implementing all standards, effective instruction, and student learning.	100%	*100%*	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	96%	*96%*	Maintain 96% or higher	Maintain 96% or higher

Suspension Rate	1.9%	*1.7%*	Maintain or decrease from 1.7%	Maintain or decrease from 1.7%
Expulsion Rate	0.1%	*0.1%*	Maintain or decrease from 0.1%	Maintain or decrease from 0.1%
Chronic Absenteeism	0.5%	*0.5%*	Maintain or decrease from 0.5%	Maintain or decrease from 0.5%
Middle School Dropout	0.04%	*0.04%*	Maintain or decrease from 0.04%	Maintain or decrease from 0.04%
High School Dropout	0.18%	*0.3%*	Maintain or decrease from 0.3%	Maintain or decrease from 0.3%
School Climate - Local Indicator*	Met	*Met - 76%* *(ES - 79%; MS - 79%; HS - 72%)*	Met (Maintain or increase by 1%)	Met (Maintain or increase by 1%)
Percent of Schools with facilities in good repair	100%	*100%*	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement Local Indicator	Met	*Met (see below)* *12 parents = average school committee participation;* *24 parents = average district-level committee participation;* *590 parents = average district-level workshop attendance*	Met (increase participation by 2% in all categories)	Met (increase participation by 2% in all categories)