

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **TRACE** SCHOOL

2022-23

37-68338-3731056

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Perez, Amy

Contact Person: Perez, Amy

Position: Principal

Telephone Number: 619/574-1073

Address: 2375 Congress St Rm 4A, TRACE, San Diego, CA, 92110

E-mail Address: aperez@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *(Date to be inserted by Strategic Planning for Student Achievement Department)*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: TRACE School PHONE 619 209-4525 FAX: 619 209-4514

SITE CONTACT PERSON: Carol Lee E-MAIL ADDRESS: clee1@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | | |
|-------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: 10.5.2022 |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: N/A |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: N/A |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: 10.25.2022 |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: October 5, 2022

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Amy Perez

Amy Perez

Type/Print Name of School Principal

Amy Perez 10/5/2022
Signature of School Principal / Date

Shana Sanguinetti

Type/Print Name of SSC Chairperson

Shana Sanguinetti 10.5.22
Signature of SSC Chairperson / Date

Susana Magana

Type/Print Name of ELAC Representative

Susana Magana 10/5/22
Signature of ELAC Representative / Date

Erin Richison

Type/Print Name of Area Superintendent

Erin Richison 10/6/2022
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2021-22 SPSA Assessment and Evaluation

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of SDUSD to raise the academic performance of students and improve the school's educational program.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

ENGAGING EDUCATIONAL PARTNERS

TRACE will seek stakeholder involvement from the following groups as part of the planning process for the SPSA. Our stakeholders include school staff, adult students, and community partners. Families are invited and encouraged to participate, however as a school that educates adult students, our students are technically their own parent for the purposes of Parent Engagement. The first School Site Council meeting was held September 7, 2022, to review and approve the Family Engagement Policy, School Parent Compact, SSC Bylaws, and to review data in preparation for TRACE School goal development. TRACE students are adults, so they participate in the Governance Team. Each class nominates representatives to attend the monthly meetings and they are responsible for reporting back to the site at their Advocacy meeting any important information and stakeholder feedback. Students hold seats on SSC and help shape how Title 1 funds are used to support student programming and engagement. TRACE will hold an open house on September 28, 2022, with Spanish and ASL interpreters. TRACE information is disseminated in English and Spanish at the Open House and throughout the year. This year the Back-to-School meeting will be held in person. All staff, students and their families are invited as well as community members. The school places a high priority on seeking community input as they are an integral part of TRACE's community-based instruction curriculum. In December 2022/January 2023 TRACE will once again hold a Staff/Parent/Community input meeting for fiscal update and budget planning.

RESOURCE INEQUITIES

Given the unique structure of TRACE school, we have limited infrastructure for fine art, industrial arts, physical education, and adequate facilities in which to teach our students. As a community-based school, TRACE students meet in community locations around the city, as well as at District assigned spaces on school campuses. Not all community settings or District assigned spaces are optimized for student learning readiness or conducting routine school business.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Amy Perez	Principal
Maya Kohn	Student
Alberto Castaneda	Student
Mike Reynolds	Classroom Teacher
Judith Chambliss	Classroom Teacher
Shana Sanguinetti	Classroom Teacher
Heather Jahn	Classroom Teacher
Carol Lee	Other School Representative
Michael Rodriguez	Community Member
Phyllis Trombi	Community Member
Jason Rogers	Community Member
Troy Horton	Student

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Overall, TRACE met their goals with a focus on post-secondary outcomes and instruction that was culturally responsive and maximized community connections and natural life-long supports.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

TRACE's intention was to run a pilot Social Justice League program where TRACE students around the district could participate virtually. While the concept is still a great concept, and students benefited from continued participation from satellite classrooms, it is apparent that in order to maintain this model for instruction and student engagement, we must invest in technology.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

TRACE will purchase instructional technology to support the Social Justice League program including projectors, travel cases, and computers. To support this target population with access to self-exploration TRACE will expand its library DIY program. This program engages students with their local library in educational activities.

To support those who have limited resources outside of school, TRACE supports health wellness and advocacy. TRACE will partner with a community organization to teach students self-defense, self-advocacy, and physical fitness. Additionally, to support health and wellness, TRACE will partner with a community agency to provide adaptive yoga for students.

To respond to increased mental health needs, TRACE will expand the number of sessions and locations offered by the Art Therapist. TRACE will continue to purchase additional nurse time to assist students in improving student attendance, discrepancies in accessing community health care supports, and overcoming obstacles they face with physical illness.

Each year a large portion of returning and new TRACE students need to be mobility trained. Our students come to us with varying life experiences and family resources. Because of differing academic schedules and business employment hours, mobility training and job coaching happen outside of the school calendar year and the school day. This requires staff to be paid hourly and requires additional MTS passes.

In order to support students who seek an alternative pathway, TRACE will provide HiSET and CHSPEE support via curriculum and test registration.

***Identified Need**

Computers, projectors, rolling cases, for the Social Justice League satellites. Materials for the city library DIY collaborative, hourly funds for staff to mobility train outside of the school day. For this purpose, bus passes will be purchased.

HiSET and CHSPEE prep material and registration. TRACE needs funds and contracts with community partners for adaptive yoga and Advocacy Agency and Physical Fitness.

To support access to health and wellness, TRACE requires nurse FTE beyond the district allocation.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Person-driven planning. Every student will participate in the development of a PDP which will drive their transition planning for post-secondary goals.	75	100	Other (Describe in Objective)	annually

***Annual Measurable Outcomes (Closing the Equity Gap)**

TRACE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Students with Disabilities	As part of students' education and training, each student will participate in 2 or more activities that support their personal interest and person driven plan goals. Given that every student has their own unique academic pathway, TRACE will provide resources and funds necessary to support students' instructional programing.	75	100	Other (Describe in Objective)	annually

Supporting Black Youth - Additional Goals

- ✓ TRACE's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ The staff diversity goal at TRACE is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. TRACE's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, TRACE will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ TRACE will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ TRACE's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ TRACE will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ TRACE will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

TRACE students are historically disenfranchised and an underserved population due to educational setting, race, ethnicity, disability, social economic status or geography.

*Strategy/Activity - Description

TRACE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

To support a historically disenfranchised and underserved population, TRACE students will be provided increased nurse support, access to art therapy, and culturally responsive classes such as Social Justice League and Ethnic Studies. To support students in their Career Technical Education Equity Program (CTEEP) courses, equipment and consumable materials will be purchased. Students needing alternative pathways will be supported with ancillary instructional materials, online coursework, supplemental curriculum, and alternative High School diploma tests such as HiSET, CHESPE, etc. To forge positive and collaborative relationships with students and their families, TRACE will hold an Open House, invite families to participate in IEP team meetings, participate in extracurricular recreation with school staff, and community building through attending a Padres game at no cost to the family.

To support students in recognizing the community college, public library, and other community agencies, as lifelong partners and locations for lifelong learning, TRACE will partner with organizations to provide instruction. One example is the TRACE library DIY classes where TRACE provides the consumables and equipment, and the library provides the instructional space and instructor.

All of these interventions will be planned and implemented with a restorative practice and trauma informed care lens.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F047963	School Nurse	0.10000	\$8,976.30	\$13,111.47	0479-09800-00-1240-3140-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To support students in overcoming the barriers to maintain health and improve school attendance.
F047964	Inschool Resource Tchr	0.20000	\$19,783.20	\$28,498.15	0479-09800-00-1109-1110-5750-01000-4216	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support individualized student programming and implementation of student's person-centered plan
F047965	School Nurse	0.80000	\$71,810.40	\$104,891.80	0479-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	[no data]		To support students in overcoming the barriers to maintain health and improve school attendance.
F047966	School Nurse	0.10000	\$8,976.30	\$13,111.47	0479-30106-00-1240-	Title I Supplmnt	[no data]		To support students in overcoming the barriers to maintain health and improve school attendance.

TRACE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					3140-0000-01000-0000	Prog Imprvmnt			
N04793H	Supplies		\$8,263.00	\$8,263.00	0479-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		garden supplies, library DIY materials, HiSET/CHSPE curriculum and testing registration, bus passes, work readiness materials/equipment and other student employer required uniforms, tools, etc. Student and staff CBI supplies. TRACE graduation supplies, decorations and consumables. CTEEP consumables and equipment. Community partner recognition. Art Therapist supplies. Therapeutic Recreational Services (TRS), the CCTE Film Institute, and TPodcast which ties into student, family home, community connections
N047947	Supplies		\$2,290.00	\$2,290.00	0479-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		garden supplies, library DIY materials, HiSET/CHSPE curriculum and testing registration, bus passes, work readiness materials/equipment and other student employer required uniforms, tools, etc. Student and staff community-based instruction supplies. TRACE graduation supplies, decorations and consumables. CTEEP consumables and equipment. Community partner recognition. Art Therapist supplies.
N04795G	Supplies		\$1,245.00	\$1,245.00	0479-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		garden supplies, library DIY materials, HiSET/CHSPE curriculum and testing registration, bus passes, work readiness materials/equipment and other student employer required uniforms, tools, etc. Student and staff community-based instruction supplies. TRACE graduation supplies, decorations and consumables. CTEEP consumables and equipment. Community partner recognition. Art Therapist supplies.
N04798B	Consultant >\$25K		\$30,000.00	\$30,000.00	0479-30106-00-5150-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Art Therapy to support students with social, behavior, and mental health barriers that impede student engagement and attendance.
N0479AE	Classroom Teacher Hrly		\$500.00	\$619.05	0479-30100-00-1157-1110-5750-01000-0000	Title I Basic Program	[no data]		Support individualized student programming and implementation of student's person-centered plan
N0479DC	Classroom Teacher Hrly		\$9,000.00	\$11,142.90	0479-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth,		Support individualized student programming and implementation of student's person-centered plan

TRACE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

							Low- Income		
N0479GD	Retired NonClstrm Tchr Hrly		\$28,000.00	\$34,666.80	0479-30100- 00-1986- 3110-5001- 01000-4214	Title I Basic Program	[no data]		to pay for teachers to test ELPAC. CAASP, demi fast, etc. Also, funds were put here to cover the additional salary that will be incurred by the school nurse.
N0479GE	Classroom Teacher Hrly		\$500.00	\$619.05	0479-30103- 00-1157- 1110-5750- 01000-0000	Title I Parent Involvement	[no data]		To support the home/school connection. Home visits, weekend activities, agency linkages, tours, open house and agency fairs.
N0479GF	Classroom PARAS Hrly		\$500.00	\$685.05	0479-30103- 00-2151- 1000-1110- 01000-0000	Title I Parent Involvement	[no data]		To support the home/school connection. Home visits, weekend activities, agency linkages, tours, open house and agency fairs.
N0479GG	Supplies		\$1,543.00	\$1,543.00	0479-30103- 00-4301- 2495-0000- 01000-0000	Title I Parent Involvement	[no data]		Parent/family/community engagement via the annual TRACE graduation/age out ceremony. Decorations (paper, flowers, table coverings and utensils, etc.) and light refreshments to honor the rite of passage and recognition due to students with disabilities who have completed their educational program and transition into post-secondary education.
N0479GH	Classroom PARAS Hrly		\$500.00	\$685.05	0479-30100- 00-2151- 1000-1110- 01000-0000	Title I Basic Program	[no data]		Support individualized student programming and implementation of student's person-centered plan
N0479GI	Rental of Facilities		\$100.00	\$100.00	0479-30106- 00-5621- 2700-5001- 01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		TRACE Graduation/Age out ceremony for students and families. Facility rental for ceremony
N0479GN	Retired NonClstrm Tchr Hrly		\$8,500.00	\$10,523.85	0479-30106- 00-1986- 3110-5001- 01000-4214	Title I Supplmnt Prog Imprvmnt	[no data]		to pay for teachers to test ELPAC, CAASPP, demi fast, etc. Also, funds were put here to cover the additional salary that will be incurred by the school nurse.
N0479GO	Consultants <=\$25K		\$10,000.00	\$10,000.00	0479-30106- 00-5801- 1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To support health wellness and advocacy, TRACE will partner with a community organization to teach students self-defense, self-advocacy, and physical fitness. Additionally, to support health and wellness, TRACE will partner with a community agency to provide adaptive yoga for students.
N0479GP	Classroom PARAS Hrly		\$1,500.00	\$2,055.15	0479-09800- 00-2151- 1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth,		To support students in mobility training, job coaching, and supporting individualized student programming and implementation of student's person-centered plan

							Low- Income		

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

As a community-based school that focuses exclusively on transition skills, TRACE teaches to the following domains in lieu of traditional academics: employment, education and training, health and recreation, advocacy and agency, community and independent living. Each student has a unique academic program that is driven by annual student Person Centered Planning. Each student's progress is measured via their progress on IEP goals, completion of transition activities, and participation in their post-secondary planning.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

As part of independent living, health recreation, and agency and advocacy, many TRACE students participate in our community garden projects. Many of the gardens TRACE had started at the various sites did not survive during covid so will need to be replanted. TRACE contracted with a fitness, adaptive yoga instructor to assist students with fitness, focus and mobility in outdoor community settings. It was a huge success with students so we will continue that this year. TRACE will also continue to contract with community agencies who provide self-defense classes to teach students to protect themselves. These classes build cardiovascular endurance, self-confidence and utilize problem solving/decision making skills.

As the community reopens post covid, TRACE will reestablish and grow community linkages and partnerships that provide students with meaningful transition activities that support their post-secondary goals. As an example, TRACE will work with the Newman Center to engage our students in employment readiness while providing a service to the students of SDSU.

TRACE spent more funds to support CTEEP than originally budgeted. There is a continued need to support CTEEP with consumables and equipment, therefore this will need to be reflected in the SBB.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

TRACE will be piloting 6 new courses: Employment, Education and Training, Health and Recreation, Advocacy and Agency, Community and Independent Living. These courses are better aligned to the needs of the students, their stated post-secondary goals and the school's mission. TRACE will look to increase the number of students participating in healthy gardening and cooking as well as adaptive exercise in their neighborhood communities.

***Identified Need - English Language Arts**

TRACE teaches Language Arts through Advocacy and Agency, Independent Living and Education and Training. Besides partnering with the community, TRACE implements Language Arts instruction at the Adult Learning Centers, HSDP labs and via weekly advocacy meetings. All of these

TRACE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

programs need to continue as they provide an array of services in a variety of settings that can be tailored to meet each student's unique educational course of study.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Independent travel-MTS passes will be purchased for student use for participation in extended learning opportunities outside the instructional day.	40	60	Other (Describe in Objective)	annually
June 2023	12	Extended learning opportunities-students to participate in community activities such as nutrition and gardening, therapeutic arts, Therapeutic Parks and Recreation activities	40	70	Other (Describe in Objective)	annually
June 2023	12	to teach advocacy through self-defense and recreation	30	50	Inspect	annually
June 2023	12	to teach advocacy through technology	50	70	Inspect	annually
June 2023	12	to teach advocacy through decision making and goal setting	80	90	Inspect	annually
June 2023	12	Teach ELA strategies through participation in adult learning	40	60	Inspect	annually

TRACE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		centers, HSDP labs and community college courses.				
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***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Students with Disabilities	Personal Safety	100	100	Inspect	annually

***Identified Need - Math**

Students with disabilities generally face historically low employment outcomes and have a higher rate of dropping out of school. TRACE school enrollment includes students who are at risk including ESL, homeless, Foster Youth and live below the poverty level. By providing access to appropriate curriculum, TRACE will increase the number of students in adult education classes thereby increasing the chance they can overcome some of their risk factors. TRACE students need support in career training, appropriate pathways, and getting and maintaining employment.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	mobility trained measured by observation and student data collection	25	40	Other (Describe in Objective)	annually
June 2023	12	Maintain employment measured by observation and student data collection	30	40	Other (Describe in Objective)	annually
June 2023	12	Employment readiness using software for career interest, resume development, and job research	65	80	Inspect	annually

***Annual Measurable Outcomes (Closing the Equity Gap) - Math**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
*Identified Need - English Learners							
Our English Learners face multiple barriers. Typically, their disabilities in the areas of auditory and visual processing impact their acquisition with English. This is especially observed during employment interviews. Our English Learners need more opportunities to practice their interview skills and refine their employment related vocabulary.							
*Goal 4 - English Learners							
June 2023	12	English Learner	Participate in 3 mock interviews.	80	100	Other (Describe in Objective)	annually
*Identified Need - Graduation/Promotion Rate							
TRACE will reduce the number of dropouts and increase the number of students enrolling in adult education programs that prepare them for success in obtaining their high school diploma and provide vocational opportunities that improve students finding gainful employment above the poverty level.							
*Goal 5- Graduation/Promotion Rate							
June 2023	12		attend education classes	60	80	Enrollment	annually
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
June 2023	12	Students with Disabilities	increase adult ed enrollment	30	60	% of Students enrolled in Advanced Studies course(s)	annually
June 2023	12	Students with Disabilities	increase technology knowledge during online learning through HSDP licensed software, HiSET tests, ALC software	10	50	% of Students enrolled in Advanced Studies course(s)	annually
Optional School Goal(s)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

Strategy/Activity 1							
*Students to be served by this Strategy/Activity							
All TRACE students have access to Adult Learning Centers and access to Adult Basic Ed and/or HSDP as outlined in their Person Driven Plan. The Art Therapist supports students with mental health barriers and those who would benefit from therapeutic services via art instruction. The additional Nursing time SSC will purchase will assist students in overcoming physical and health barriers by promoting health and wellness.							
*Strategy/Activity - Description							
This year TRACE will continue the successful Adult Learning Centers being implemented in the Mira Mesa and Old Town areas. ALC hours will be based on student needs. Students will be provided with bus passes and mobility training to access these locations. They will have increased access to supplemental curriculum and computer workstations. TRACE will provide HSDP labs and CTEEP counseling and programming. Additionally, for students seeking an alternative pathway to a diploma, TRACE will provide courses and testing registration. We will expand the number of Art Therapy sessions offered to support students' mental health as it impacts their education. TRACE will continue to fund a 1.0 FTE nurse to support students with managing their health and wellness.							
*Additional Supports for this Strategy/Activity							
TRACE site funds will purchase additional bus passes for students to attend the classes which are outside of their school hours. Career Technical Education Equity Program (CTEEP) will purchase consumables and equipment to support students in the program.							
Strategy/Activity 1							
*Students to be served by this Strategy/Activity							
All students							
*Strategy/Activity - Description							
Students will perform at commensurate levels of growth as their like peers in employment. As outlined in the LEA plan for special education in the area of transition services, it calls for a reduction in dropouts and an increase in the number of students who will be employed at the end of their education experience as outlined in the Individualized Education Plan. Given the historically low employment outcomes for adults with disabilities, transition language was added to IDEA legislation calling for increased outcomes in competitive employment for students with disabilities. In order for students to be successful, skills need to be learned including budgeting skills and personal time management.							

Strategy/Activity 1
*Students to be served by this Strategy/Activity
TRACE students who are classified English Learners
*Strategy/Activity - Description
EL students will continue to have access to supports and alternative materials to achieve ELA and math goals commensurate with non-English Learners. Teachers will be encouraged to attend trainings to learn best practices and curriculum resources that promote maximizing student inclusion and post-secondary goals. Teachers may also be paid hourly for curriculum development.
Strategy/Activity 1
*Students to be served by this Strategy/Activity
Students with disabilities often have additional barriers to higher education and vocational opportunities.
*Strategy/Activity - Description
Medical and mental barriers are assessed and addressed by nursing and art therapy in TRACE. By providing additional nursing and training by nurses our students are able to overcome some of the obstacles that they face with physical illness. TRACE also has a contract with an Art Therapist who provides weekly classes in multiple areas of the city where students with mental barriers can attend. Through art, students can express themselves and learn to overcome some of the obstacles they face allowing them greater success at adult ed and employment success.
*Additional Supports for this Strategy/Activity
Nursing, Art Therapy, hourly paraeducator support for mobility training and job coaching. The Rehabilitation Summer Program
Strategy/Activity 1
*Students to be served by this Strategy/Activity
Students who are seeking to obtain their high school diploma or alternate pathway.
*Strategy/Activity - Description
Students will continue to be offered access to Adult Learning Centers for opportunities to increase their level of reading and math. For those with a goal in their IEP of the high school diploma, opportunities will be given for high school equivalent test taking, HSDP classes. For those students seeking job skills, CTEEP classes will be offered. TRACE will continue to purchase alternative curriculum, licensed software or supplemental materials. To celebrate completion of TRACE, an annual graduation is held to recognize students and families for all they have accomplished in SDUSD. Light refreshments are provided, and a facility is rented for the event.
*Proposed Expenditures for this Strategy/Activity

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

All young adult TRACE students, parents and community members will be invited to participate in identified activities including open house events, parenting classes, and other outreach efforts identified by students' parents and teachers. Families are contacted and invited to IEP meetings based on progress. Students and families in their final year of TRACE are invited and encouraged to attend the Spring Agency Resource Fair where all city adult agencies, Regional Center, SSI, and Department of Rehabilitation attend to share information as part of their Post-Secondary Transition Supports Program (PSTS).

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

***Identified Need**

TRACE students and families are invited to attend offered trainings on life after schools, SSI and agency linkages, parent conferences, community outreach or trainings, etc. to increase the milestones necessary for meaningful graduation.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
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TRACE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2022	Other (Describe in Objective)	all students and families. Administration will identify a specific audience and track attendance	20	25	Other - Describe in objective
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***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2022	Other (Describe in Objective)	all students & families invited to trainings and fair.	50	100	Attendance

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All TRACE families are invited and encouraged to attend annual IEP meetings, Back to School Night, and other outreach opportunities. Parents of students in their final year are encouraged to attend agency resource events to prepare for transition to life after SDUSD.

***Strategy/Activity - Description**

TRACE holds at least one adult agency resource fair annually where numerous San Diego adult agencies come together to inform parents and students of what resources are available as they transition from SDUSD. Regional Center, Department of Rehabilitation, and Post-Secondary Transition Service contracted agencies are also encouraged to attend. TRACE purchases light refreshments for the event from the Parent Involvement funds. In addition, TRACE offers presentations to the families of incoming students to prepare them for the TRACE experience

***Strategy/Activity - Evaluation**

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APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
TRACE	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	19,783.20	0.2	\$19,783.20
TRACE			3000 Benefits			0	\$8,714.95
TRACE		Inschool Resource Tchr Total				0.2	\$28,498.15
TRACE		School Nurse	1240 Nurse	Nurse	8,976.30	0.1	\$8,976.30
TRACE			3000 Benefits			0	\$4,135.17
TRACE		School Nurse Total				0.1	\$13,111.47
TRACE		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	9,000.00	0	\$9,000.00
TRACE			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	1,500.00	0	\$1,500.00
TRACE			3000 Benefits			0	\$2,698.05
TRACE			4301 Supplies	Supplies	8,263.00	0	\$8,263.00
TRACE		(blank) Total				0	\$21,461.05
TRACE	09800 LCFF Intervention Support Total					0.3	\$63,070.67
TRACE	30100 Title I Basic Program	School Nurse	1240 Nurse	Nurse	71,810.40	0.8	\$71,810.40
TRACE			3000 Benefits			0	\$33,081.40
TRACE		School Nurse Total				0.8	\$104,891.80
TRACE		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	500	0	\$500.00
TRACE			1986 Retired NonClsm Tchr Hrly	Retired NonClsm Tchr Hrly	28,000.00	0	\$28,000.00
TRACE			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	500	0	\$500.00
TRACE			3000 Benefits			0	\$6,970.90
TRACE			4301 Supplies	Supplies	1,245.00	0	\$1,245.00
TRACE		(blank) Total				0	\$37,215.90
TRACE	30100 Title I Basic Program Total					0.8	\$142,107.70
TRACE	30103 Title I Parent Involvement	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	500	0	\$500.00
TRACE			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	500	0	\$500.00
TRACE			3000 Benefits			0	\$304.10
TRACE			4301 Supplies	Supplies	1,543.00	0	\$1,543.00
TRACE		(blank) Total				0	\$2,847.10
TRACE	30103 Title I Parent Involvement Total					0	\$2,847.10
TRACE	30106 Title I Supplmnt Prog Imprvmt	School Nurse	1240 Nurse	Nurse	8,976.30	0.1	\$8,976.30
TRACE			3000 Benefits			0	\$4,135.17
TRACE		School Nurse Total				0.1	\$13,111.47
TRACE		(blank)	1986 Retired NonClsm Tchr Hrly	Retired NonClsm Tchr Hrly	8,500.00	0	\$8,500.00
TRACE			3000 Benefits			0	\$2,023.85
TRACE			4301 Supplies	Supplies	2,290.00	0	\$2,290.00
TRACE			5150 Consultant >\$25K	Consultant >\$25K	30,000.00	0	\$30,000.00
TRACE			5621 Rental of Facilities	Rental of Facilities	100	0	\$100.00
TRACE			5801 Consultants <=\$25K	Consultants <=\$25K	10,000.00	0	\$10,000.00
TRACE		(blank) Total				0	\$52,913.85
TRACE	30106 Title I Supplmnt Prog Imprvmt Total					0.1	\$66,025.32

TRACE Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 144,955
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 274,051

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 66,025
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 66,025

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 63,071
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 63,071

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 274,051

APPENDIX C

SCHOOL PARENT COMPACT

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: TRACE
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$1,500.00	30100-4301	supplies for TRACE school gardens in the community,	The gardens were replanted after COVID. Students are learning the food	We continue to struggle with access to water and procuring supplies	Work with teachers to use CBI for garden instead of procurement. Try

TRACE SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				materials for Ballard kitchen to teach healthy nutrition	cycle and how humans impact the environment. TRACE kitchen is being used 2xmonth	timely manner. in TRACE kitchen cannot be kept set up and must be dismantled after each lesson. The Kitchen is far to travel to with students.	to find space to have kitchen set-up fulltime
Other Support Prsnl PARAS Hrly		\$3,992.70	30106-2281	For Behavior team to run behavior and social skills programs that support IEP goals, behavior plans and build off intervention plans developed by the TRACE assigned mental health clinicians and Rehabilitation Specialists.	Students who participated in social skills programming maintained higher levels of school engagement and lower absenteeism. They continued to receive support for their therapeutic plans over the summer	Students preferred activities were not available due to increased costs.	Consider budgeting more for this program

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

This year TRACE will continue the successful Adult Learning Centers being implemented in the Mira Mesa, Linda Vista and Old Town areas. Art Therapy classes will also be expanding allowing increased student access. Students will have increased access to curriculum, computer work stations, and bus passes to assist students in getting to work on time and in learning to navigate their neighborhood community for weekend activities. Students will also know how to produce their personal ID and emergency card if in the community alone and become confused or lost.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Health Technician	0.30000	\$15,608.66	30106-2236	Health Tech to work with students in overcoming physical and	Not funded by Title 1		

TRACE SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				health barriers by promoting health and wellness.			
Consultants <=\$25K		\$5,000.00	30100-5801	Consultants such as MMA, yoga, and other community organizations to teach advocacy through recreation	Students gained agency, advocacy and self-defense skills. They learned how to participate in adaptive yoga as a life-long fitness strategy.	To save money TRACE contracted with an agency that was farther away. It made it hard for students to participate	Contract with an agency in a more centralized area.
Transit Bus Tokens & Passes		\$2,000.00	30106-5875	bus passes to be used for students and families to participate in extended learning opportunities, ie Therapeutic Parks and Rec activities	Students and families participated in TRS and other extracurricular activities as a bridge to support students' lifelong recreational needs.	Cost of passes has gone up.	Consider allocating additional fund to this program.
Equipment Non Capitalized		\$3,000.00	30100-4491	equipment purchase to be used for all TRACE students participating in the Career Technical Education Equity Program (CTEEP)	Students trained on equipment used in typical work environments.	It's expensive and hard to keep track of.	Consider developing an equipment training room where common equipment can be set up for instruction.
Consultants <=\$25K		\$7,000.00	30100-5801	Consultants such as MMA, yoga, and other community organizations to teach advocacy through recreation	Students gained agency, advocacy and self-defense skills. They learned how to participate in adaptive yoga as a life-long fitness strategy.	To save money TRACE contracted with an agency that was farther away. It made it hard for students to participate	Contract with an agency in a more centralized area.

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Students will perform at commensurate levels of growth as their like peers in employment. As outlined in the LEA plan for special education in the area of transition services, it calls for a reduction in dropouts and an increase in the number of students who will be employed at the end of their education experience as outlined in the Individualized Education Plan. Given the historically low employment outcomes for adults with disabilities, transition language was added to IDEA legislation calling for increased outcomes in competitive employment for students with disabilities. In order for students to be successful, skills need to be learned including budgeting skills and personal time management.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School-To-Work Transition Asst	0.11000	\$7,880.17	30106-2231	School to Work Transition Assistant to provide	SWTA continues to support job exploration,	Position is shared and not enough hours dedicated to TRACE school	Nothing. We have no additional funds and the position

TRACE SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				employment readiness including mobility training, resume development and on the job training	development and career readiness.		continues to get more expensive.
Other Support Prsnl PARAS Hrly		\$5,323.60	30106-2281	para hourly for staff to support students in mobility training, job coaching and other employment related activities after the staff's regular work day	Mobility training during summer to prepare students to start the year off right and ready to access their educational programs.	It can be hard to get students motivated to participate over the summer	Do the mobility training in June before it gets too hot and students check out for the summer.

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

EL students will continue to have access to supports and alternative materials to achieve ELA and math goals commensurate with non-English Learners. Teachers will be encouraged to attend trainings to learn best practices and curriculum resources that promote maximizing student inclusion and post-secondary goals. Teachers may also be paid hourly for curriculum development.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Support Prsnl PARAS Hrly		\$6,654.50	30100-2281	para hourly to support students and families in the reclassification process.	Dedicated staff to test and go through the reclassification process meant all students had access	Students do not want to test	nothing

TRACE SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					to a highly trained assessor.		

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Medical and mental barriers are assessed and addressed by nursing and art therapy in TRACE. By providing additional nursing and training by nurses our students are able to overcome some of the obstacles that they face with physical illness. TRACE also has a contract with an Art Therapist who provides weekly classes in multiple areas of the city where students with mental barriers can attend. Through art, students can express themselves and learn to overcome some of the obstacles they face allowing them greater success at adult ed and employment success.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Nurse	1.00000	\$127,473.29	30100-1240	Nurse to assist students in overcoming obstacles that they	Students with health needs are supported in a way that makes families comfortable with	It's working	Continue to fund

TRACE SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				face with physical illness.	having their child participate in a community based school.		
Consultant >\$25K		\$33,000.00	30106-5150	Art Therapist to connect with students who have mental barriers. The classes help overcome some of the obstacles they face allowing them adult ed and employment success.	Students continue to request enrollment in art therapy. Students who participate demonstrate higher levels of school engagement.	Not enough sessions for all the students wanting to participate.	Expand art therapy to the MM TRACE area.
Supplies		\$3,915.00	30106-4301	online software for students to take equivalency tests for HSDP	Students continue to seek alternate pathways to a diploma equivalency.	Students require multiple attempts	Better screening for equivalency pathway.
Classroom Teacher Hrly		\$8,386.70	30106-1157	Teacher hourly to support students in after school and weekend activities. Also to pay teachers for attending conferences outside of their regular day for training opportunities.	Some conference attendance but not much teacher work on weekends for extracurricular student support.	Not much spent	Reduce this amount
Equipment Non Capitalized		\$3,000.00	30106-4491	Equipment and technology for students to use to enhance their	Students trained on equipment used in typical work environments.	It's expensive and hard to keep track of.	Consider developing an equipment training room where

TRACE SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				learning in the community.			common equipment can be set up for instruction.
Classroom Teacher Hrly		\$2,396.20	30100-1157	Teacher hourly to support students in after school and weekend activities. Also to pay teachers for attending conferences outside of their regular day for training opportunities.	Some conference attendance but not much teacher work on weekends for extracurricular student support.	Not much spent	Reduce this amount

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

TRACE holds at least one adult agency resource fair annually where numerous San Diego adult agencies come together to inform parents and students of what resources are available as they transition from SDUSD. Regional Center, Department of Rehabilitation, and Post Secondary Transition Service contracted agencies are also encourage to attend. TRACE purchases light refreshments for the event from the Parent Involvement funds. In addition, TRACE offers presentations to the families of incoming students to prepare them for the TRACE experience

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$2,895.00	30103-4301	Light snacks, bus passes, other materials for the Adult Agency Fair and end of year	Family engagement is high for this very important final year event. Families feel very welcomed and	I continue to get pushback on why funds should be spent to create experiences and	Remind central office that my school has no infrastructure, no prom, home

TRACE SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				ceremony held each Spring	celebrated with these events. Providing decorations and refreshments makes student and families feel special and connected to the school experience.	environments worthy of our students.	coming, football team, athletic department, etc. and that this is our one time per year to celebrate a student population that has been historically marginalized.
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Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Students will continue to be offered access to Adult Learning Centers for opportunities to increase their level of reading and math. For those with a goal in their IEP of the high school diploma, opportunities will be given for high school equivalent test taking, HSDP classes. For those students seeking job skills, CTEEP classes will be offered. TRACE will continue to purchase alternative curriculum, licensed software or supplemental materials. To celebrate completion of TRACE, an annual graduation is held to recognize students and families for all they have accomplished in SDUSD. Light refreshments are provided and a facility is rented for the event.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$2,937.00	30100-4301	HSDP licensed software for HiSET tests,	Students continue to seek alternate pathways to a	The cost of preferred software programs has become prohibitive.	Research alternative programs

TRACE SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Adult Learning Center software, and instructional items for CTEEP.	diploma or equivalency		
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What are my leadership strategies in service of the goals?

TRACE SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: TRACE

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$7,460.79	09800-4301	supplies for TRACE school gardens in the community,	The gardens were replanted after COVID. Students are learning the food	We continue to struggle with access to water and procuring supplies	Work eith teachers to use CBI for garden instead of procurement. Try

TRACE SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

				materials for Ballard kitchen to teach healthy nutrition	cycle and how humans impact the environment. TRACE kitchen is being used 2xmonth	timely manner. in TRACE kitchen cannot be kept set up and must be dismantled after each lesson. The Kitchen is far to travel to with students.	to find space to have kitchen set-up fulltime
Classroom Teacher Hrly		\$2,396.20	09800-1157	To create curriculum around life long learning and to support students in activities outside of the school day.	TRACE flipbooks and online curriculum is being used by staff.	It is difficult to crate universal curriculum for the diverse student population	Before creating new curriculum consider adapting current curriculum o support higher functioning students.

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Students will perform at commensurate levels of growth as their like peers in employment. As outlined in the LEA plan for special education in the area of transition services, it calls for a reduction in dropouts and an increase in the number of students who will be employed at the end of their education experience as outlined in the Individualized Education Plan. Given the historically low employment outcomes for adults with disabilities, transition language was added to IDEA legislation calling for increased outcomes in competitive employment for students with disabilities. In order for students to be successful, skills need to be learned including budgeting skills and personal time management.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School-To-Work Transition Asst	0.04000	\$2,865.52	09800-2231	School to Work Transition Assistant to provide	SWTA continues to support job exploration,	Position is shared and not enough hours dedicated to TRACE school	Nothing. We have no additional funds and the position

TRACE SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				employment readiness including mobility training, resume development and on the job training	development and career readiness.		continues to get more expensive.
School-To-Work Transition Asst	0.04000	\$2,865.52	09800-2231	School to Work Transition Assistant to provide employment readiness including mobility training, resume development and on the job training	SWTA continues to support job exploration, development and career readiness.	Position is shared and not enough hours dedicated to TRACE school	Nothing. We have no additional funds and the position continues to get more expensive.
Supplies		\$10,000.00	09800-4301	Software licenses to be used for job development, resume prep and other online employment prep. Bus passes for students to travel to and from work	Increased student attendance, motivation and participation in the ALC. Bus passes are used to support students and family engagement.	Software has been discontinued, prices have gone up.	Look at new software for ALC

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

EL students will continue to have access to supports and alternative materials to achieve ELA and math goals commensurate with non-English Learners. Teachers will be encouraged to attend trainings to learn best practices and curriculum resources that promote maximizing student inclusion and post-secondary goals. Teachers may also be paid hourly for curriculum development.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$1,198.10	09800-1157	teacher hourly to attend trainings to explore resources that promote maximizing student inclusion	TRACE film institute continues to be a huge success and students gain confidence to try other CTEP	None	

TRACE SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

				and post secondary goals.	curricula after participating in film institute.		
Supplies		\$3,000.00	09800-4301	materials and resources for teachers to learn best practices that promote maximizing student inclusion and post secondary goals.	TRACE DIY collaborative with the SD library is a huge success. Studnets continue to take the HiSET and CHSPE	Finance department puts up huge roadblocks for purchasing instructional materials that are outside the traditional school norm. TRACE spends too much time educating other departments on why our purchases are valid.	Continue to train central office support staff on what TRACE teaches

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Medical and mental barriers are assessed and addressed by nursing and art therapy in TRACE. By providing additional nursing and training by nurses our students are able to overcome some of the obstacles that they face with physical illness. TRACE also has a contract with an Art Therapist who provides weekly classes in multiple areas of the city where students with mental barriers can attend. Through art, students can express themselves and learn to overcome some of the obstacles they face allowing them greater success at adult ed and employment success.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Conference Local		\$2,000.00	09800-5209	Local conferences for staff to attend. Examples include mental health, transition, and	Participation in equity leadership and restorative justice trainings.	More staff wanted to attend.	Consider increasing the site budget for teacher hourly and conferences

TRACE SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				other disability related options.			

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Students will continue to be offered access to Adult Learning Centers for opportunities to increase their level of reading and math. For those with a goal in their IEP of the high school diploma, opportunities will be given for high school equivalent test taking, HSDP classes. For those students seeking job skills, CTEEP classes will be offered. TRACE will continue to purchase alternative curriculum, licensed software or supplemental materials. To celebrate completion of TRACE, an annual graduation is held to recognize students and families for all they have accomplished in SDUSD. Light refreshments are provided and a facility is rented for the event.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	0.20000	\$26,947.57	09800-1109	TRACE teacher, Mike Reynolds will support	CTEEP continues to be a success. Student participation is up	Only one teacher coordinating the program	none.

TRACE SPSA EVALUATION OF LCF FUNDING ACTIONS/ACTIVITIES

				TRACE students in CTEEP classes based on student IEP goals	and student grades are A's and B's		
Equipment Non Capitalized		\$2,000.00	09800-4491	Equipment needed for CTEEP students in their various classes.	Students learned how to use industry industrial tools in a workshop setting	Limited number of seats available for TRACE students.	Work with the high schools to get more seats dedicated to TRACE.
Rental of Facilities		\$1,000.00	09800-5621	Rental facility for the TRACE end of year ceremony.	The end of year ceremony was beautiful. Families and students felt very honored to have their school successes celebrated in such a public way.	I continue to get pushback on why funds should be spent to create experiences and environments worthy of our students.	Remind central office that my school has no infrastructure, no prom, home coming, football team, athletic department, etc. and that this is our one time per year to celebrate a student population that has been historically marginalized.

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Consultants ≤\$25K		\$1,000.00	09800-5801	Portion of Art Therapist funds to support students with behavioral interventions to avoid suspension and expulsions.	Students continue to request enrollment in art therapy. Students who participate demonstrate higher levels of school engagement.	Not enough sessions for all the students wanting to participate.	Expand art therapy to the MM TRACE area.

TRACE SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Non Clsrn Tch Hrly		\$3,594.30	09800-1957	Certificated hourly to write and develop curriculum for social and restorative justice classes	Social Justice League continues to grow. A teacher development model has bene put in place. More students are accessing the classes.	Not enough sessions for all the students wanting to participate.	Look at doing more zoom particiaption
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What are my leadership strategies in service of the goals?