THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT TRACE SCHOOL

2016-17

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: 2555 Camino del Rio S #150, TRACE, San Diego, CA, 92108,
E-mail Address: aperez@sandi.net

The following items are included:
- Recommendations and Assurances
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 28, 2016

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.
2016-2017 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: TRACE

SITE CONTACT PERSON: Amy Perez

PHONE: (619) 574-1073 FAX: (619) 574-1075 E-MAIL ADDRESS: aperez@sandl.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
☐ Title I Schoolwide Programs (SWP) ☐ Program Improvement (PI)
☐ Y1 ☐ Y2 ☐ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

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 correctly constituted, and was 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 PRESENTATION TO SSC:
☐ English Learner Advisory Committee (ELAC) Date of presentation: __________
☐ Community Advisory Committee for Special Education Programs (CAC) Date of presentation: __________
☐ Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: __________
☐ Site Governance Team (SGT) Date of presentation: 2/10/2016
☐ Other (list): __________________ Date of presentation: __________

4. 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.
5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: 3/16/2016

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
Type/Print Name of School Principal

Signature of School Principal

Craig Meader
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

Lorelei Olsen
Type/Print Name of Area Superintendent

Signature of Area Superintendent

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

Updated 01.14.16mj8
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   - D. 2016-17 SPSA Assessment and Evaluation
   - E. Professional Development Expenditures for Program Improvement and Watch List Schools Only
SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
Both 2015-16 and 2016-17 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS. The contents of this SPSA include the 2015-16 SSC approved categorical budget. The work toward approving the 2015-16 categorical budget was completed in the spring of 2015 in preparation for the 2015-16 school year. This document is contained in the appendix and has been updated to address the 2016-17 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY
It is the mission of Transition Resources for Adult Community Education (TRACE) to prepare students (with support from staff, friends, colleagues, and family) to make informed decisions regarding present and future plans about vocational placement, living arrangements, and recreation and functional life skills. Instructional focus areas include personal growth, self-advocacy, and community access and continuing education. Support is provided to facilitate healthy, safe, and meaningful experiences within age-appropriate, natural community settings. It is the vision of the TRACE that: Our Single Plan for Student Achievement fulfills these goals by providing a community based, culturally-relevant environment that emphasizes learning and high expectations for all students in their neighborhood. The School Site Council at TRACE, with input from all of our stakeholders, based the 2015-2016 SPSA of a projected enrollment of 700 students. Based on previous years’ populations, TRACE has identified adult education and vocation as two particular areas in which our Single Plan for Student Achievement focuses resources to produce results. Our SPSA also places special emphasis on providing increased professional development for teachers and para-educators in the areas of transition, vocation and education.

CORE AND SUPPLEMENTAL SUPPORTS
TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
Grades K-3: 1:24
Grades K-3 with CSR: 1:22
Grade 4-5: 1:32.13
Grades 6-8: 1:28.73
NURSE:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.
Enrollment/Days Per Week
1-592 = 1 day per week
COUNSELOR
Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site. K-8 schools are allocated FTE based on the Elementary ratio except for grades 6-8 which are prorated based on the Middle School ratio of 1:481.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Days</th>
<th>Position Equivalent FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-493</td>
<td>1</td>
<td>.2</td>
</tr>
<tr>
<td>494-726</td>
<td>1.5</td>
<td>.3</td>
</tr>
<tr>
<td>727-960</td>
<td>2.0</td>
<td>.4</td>
</tr>
<tr>
<td>961-1,195</td>
<td>2.5</td>
<td>.5</td>
</tr>
<tr>
<td>1,196-1,429</td>
<td>3.0</td>
<td>.6</td>
</tr>
</tbody>
</table>

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Days Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-374</td>
<td>1</td>
</tr>
<tr>
<td>375-1511</td>
<td>2</td>
</tr>
<tr>
<td>1512-2267</td>
<td>3</td>
</tr>
</tbody>
</table>

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).
SPSA ALIGNMENT TO THE LEA PLAN
SDUSD’s LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the “Budget: Resources Aligned to Area Goals” section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS
The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.
Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.
Our school site stakeholder group was comprised of the site administrator, teachers, parents, students and community members of the SSC. We held a meeting in February 2016, to gather input from parents and others in our school community about what should be included in the SPSA. Using student achievement data, feedback from parents and community members, and lessons from last year, we developed a draft of our SPSA based on solid scientifically-proven strategies to improve student achievement.
<table>
<thead>
<tr>
<th>Member Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Amy Perez</td>
<td>Principal</td>
</tr>
<tr>
<td>2. Emily Costanzo</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>3. Craig Meader</td>
<td>Classroom Teacher, Chair</td>
</tr>
<tr>
<td>4. Stacy Williams</td>
<td>Classroom Teacher, Vice Chair</td>
</tr>
<tr>
<td>5. Cynthia Mah</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>6. Carol Lee</td>
<td>Other School Personnel, DAC Rep</td>
</tr>
<tr>
<td>7. Matthew Nye</td>
<td>Community Member</td>
</tr>
<tr>
<td>8. Nick Hurd</td>
<td>Community Member</td>
</tr>
<tr>
<td>9. Marie Carmone</td>
<td>Community Member</td>
</tr>
<tr>
<td>10. Travon Bean</td>
<td>Student</td>
</tr>
<tr>
<td>11. Trudee Schardt</td>
<td>Student</td>
</tr>
<tr>
<td>12. Sierra Ayles</td>
<td>Student</td>
</tr>
</tbody>
</table>
## SINGLE PLAN FOR STUDENT ACHIEVEMENT

### Area 1: English/Language Arts

**English/Language Arts SMART Goal:**
* By 07/21/2017, 60% of TRACE Students will increase the number of students who demonstrate independence in leadership, advocacy in Site Developed or PLC Common Assessment(s)

**Closing the Gap SMART Goal:**
* By 07/21/2017, 60% of TRACE Students will participate in leadership, advocacy, and/or self-determination activities in Site Developed or PLC Common Assessment(s)

### WHAT DATA DID YOU USE TO FORM THESE GOALS?

- [ ] API
- [ ] AYP
- [ ] CAHSEE
- [ ] CELDT
- [x] Other
- [ ] Interim Assessments
- [ ] End-Of-Course Exams
- [ ] SBAC
- [ ] DRA2

**Other Assessments (Please Specify):**
Site based assessment based on observation and student data collection

### Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

### Title 1 Arts Grant (Award Sites ONLY):
Area 2: Mathematics

Mathematics SMART Goal:
* By 07/21/2017, 68 % of TRACE Students will maintain a job or other community work experience for 90 days or greater in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:
* By 07/21/2017, 68 % of TRACE Students will perform at 90 days of employment or other community work experience level in Site Developed or PLC Common Assessment(s)

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☒ Other ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2

Other Assessments (Please Specify):
Site based assessment based observation and student data collection.

Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Title 1 Arts Grant (Award Sites ONLY):
**TRACE SINGLE PLAN FOR STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>Area 3: English Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Learner SMART Goal:</strong></td>
</tr>
<tr>
<td>* By 07/21/2017, 50% of TRACE English Learner will perform at commiserate levels of growth as their peers in English Language Arts and Mathematics goals level in Site Developed or PLC Common Assessment(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing the Gap SMART Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* By 07/21/2017, 50% of TRACE English Learner will perform at commiserate levels of growth as their peers in English Language Arts and Mathematics goals level in Site Developed or PLC Common Assessment(s)</td>
</tr>
</tbody>
</table>

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- API
- AYP
- CAHSEE
- CELDT
- Other
- Interim Assessments
- End-Of-Course Exams
- SBAC
- DRA2

**Other Assessments (Please Specify):**
Site based assessment based observation and student data collection.

**Progress and Growth Monitoring:**
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD’s learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Title 1 Arts Grant (Award Sites ONLY):**
### Area 4: Graduation/Promotion Rate

**Graduation Rate SMART Goal:**
* By 07/21/2017, 65% of TRACE Students will perform at the number of students who attend adult education classes including training classes enhancing the level in Graduation/Promotion Rate.

**Closing the Gap SMART Goal:**
* By 07/21/2017, 65% of TRACE Students will perform at the number of students who attend adult education classes including training classes enhancing the level in Graduation/Promotion Rate.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- [ ] API
- [ ] AYP
- [ ] CAHSEE
- [ ] CELDT
- [x] Other
- [ ] Interim Assessments
- [ ] End-Of-Course Exams
- [ ] SBAC
- [ ] DRA2

**Other Assessments (Please Specify):**
Graduation and continuing education needs identified in Filemaker Pro data base.

**Progress and Growth Monitoring:**
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken into four learning cycles, each cycle building student capacity around this goal. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Title 1 Arts Grant (Award Sites ONLY):**
**TRACE SINGLE PLAN FOR STUDENT ACHIEVEMENT**

### Area 5: Parent Involvement and Community Engagement

**Parent Involvement and Community Engagement SMART Goal:**

* By 07/21/2017, 50 % of TRACE Parents/Guardians, Students will achieve a attend parent conferences and trainings or other community outreach for individuals with disabilities in Parent and Community Engagement

**Targeted Population:**

All young adult TRACE students, parents and community members

**What data did you use to form these goals?:**

Will monitor participation in the identified activities including open house events, high school presentations, parenting classes, and other outreach efforts identified by students parents and teachers.

**Progress and Growth Monitoring:**

Professional development time is provided monthly and in Professional Learning Communities. Analysis of student data through the lens of SDUSD's learning cycle focus, are directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Title 1 Arts Grant (Award Sites ONLY):**

TRACE SINGLE PLAN FOR STUDENT ACHIEVEMENT

BUDGET: Resources Aligned to Area Goals

Core Program: Edit the core program for your site

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):
Recreation Therapist to support students in independent, leisure and recreation activities as outlined in their Individualized Education Plan
Consultants: Art Therapist to support students with mental health and would benefit from therapeutic services via art instruction
Supplies: for the Adult Learning Centers and High School Diploma Program to assist learning opportunities. Resume paper for students seeking employment. ID cards for students in advocacy. Bus passes in order to mobility train students in their community and to assist students in getting to work on time and to learn to navigate their neighborhood community.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retired NonClsrm Tchr Hrly</td>
<td>-</td>
<td>$10,000.00</td>
<td>0479-30100-00-1986-2490-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03</td>
<td>Recreation Therapist to support students in independent, leisure and recreation activities as outlined in their Individualized Education Plan</td>
</tr>
<tr>
<td>Supplies</td>
<td>-</td>
<td>$21,143.00</td>
<td>0479-30100-00-4301-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 03, LCFF 1</td>
<td>Supplies to support TRACE community based program including computers for work stations, resume paper for employment, bus passes to assist students to getting to work on time and to learn to navigate their neighborhood community for weekend activities</td>
</tr>
</tbody>
</table>

How will you monitor these strategies/activities?:
Measure outcomes using Filemaker. School-wide data from teacher-maintained records will be collected, reviewed, and monitored on a regular basis by the TRACE administrator and Resource staff including: (1) Number of at risk students enrolled in adult education through San Diego Community College District (SDCCD) (2) Number of students enrolled in the TRACE Adult Learning Center (3) Number of Students enrolled in the Joint High School Diploma Program (SDUSD & SDCCD) (4) Number of students who obtain a high school diploma (5) Number of students in “other” accredited adult education programs. Will also monitor advocacy outcomes and competitive employment.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):
Implement school wide intervention systems by opening additional learning center in the Mira Mesa area to better serve North area of SDUSD: Increased access to curriculum
Supplies to support TRACE community based program including computers for work stations, resume paper for employment, bus passes to assist students to getting to work on time and to learn to navigate their neighborhood community for weekend activities

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>-</td>
<td>$5,000.00</td>
<td>0479-30100-00-4301-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04, LCFF 1, LCFF 2</td>
<td>Instructional and supplemental materials to increase access to curriculum:</td>
</tr>
</tbody>
</table>

How will you monitor these strategies/activities?:
Measure outcomes using Filemaker. School-wide data from teacher-maintained records will be collected, reviewed, and monitored on a regular basis by
the TRACE administrator and Resource staff including: (1) Number of at risk students enrolled in adult education through San Diego Community College District (SDCCD) (2) Number of students enrolled in the TRACE Adult Learning Center (3) Number of Students enrolled in the Joint High School Diploma Program (SDUSD & SDCCD) (4) Number of students who obtain a high school diploma (5) Number of students in “other” accredited adult education programs. Will also monitor advocacy outcomes and competitive employment.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2016 - 6/30/2017):
Professional teacher trainings to take place to discuss curriculum, data, interventions, professional development and strategies for situations arising in the community based school. Goals to include closing the achievement gap for academically disadvantaged students.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>-</td>
<td>$10,000.00</td>
<td>0479-30100-00-4301-2140-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04, LCFF 1, LCFF 2</td>
<td>Professional Development materials to support teachers with strategies for students in the community. Including behavior, ProACT, and other various trainings</td>
</tr>
</tbody>
</table>

How will you monitor these strategies/activities?:
Sign in sheets from trainings, site based observations and student data collection

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017):
Supplies for the Adult Learning Centers and High School Diploma Program to assist in learning opportunities.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants &lt;=$25K</td>
<td>-</td>
<td>$16,000.00</td>
<td>0479-30100-00-5801-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 03, 04, LCFF 1</td>
<td>Art Therapist to provide social/emotional support to students with mental health barriers and would benefit from therapeutic services via art instruction.</td>
</tr>
<tr>
<td>Supplies</td>
<td>-</td>
<td>$7,000.00</td>
<td>0479-30100-00-4301-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 03, 04, LCFF 1, LCFF 2</td>
<td>Supplies for the Adult Learning Centers and High School Diploma Program to assist in learning opportunities.</td>
</tr>
</tbody>
</table>

How will you monitor these strategies/activities?:
Graduation and Continuing Education student data collection identified in Filemaker Pro database

5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):
Families will be invited to attend parent conferences and trainings or other community outreach for individuals with disabilities.
Supplies to include materials and bus passes to access community transportation

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>-</td>
<td>$1,746.00</td>
<td>0479-30103-00-4301-</td>
<td>Title I Parent</td>
<td>01, 05</td>
<td>bus passes and access tickets to allow parents and students to attend conferences</td>
</tr>
</tbody>
</table>
**TRACE SINGLE PLAN FOR STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th></th>
<th>2495-0000-01000-0000</th>
<th>Involvement</th>
<th>LCFF 1</th>
<th>and trainings related to students with disabilities. Supplies and materials for trainings.</th>
</tr>
</thead>
</table>

**How will you monitor these strategies/activities?:**

Will monitor participation in the identified activities including open house events, high school presentations, parenting classes, and other outreach efforts identified by students, parents and teachers.
Local Control Funding Formula Goals

**Goal 1: Intervention Supports**
Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

**Intervention Support Goal:**
Via targeted inventions in the areas of adult learning and vocational training, 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.

**Identified Need:**
Students will perform at commensurate levels of growth as their peers in both Language Arts and Mathematics goals (Advocacy and Employment) by providing access to appropriate curriculum. 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 educational experience as outlined in the Individualized Education Plan. Given the dismal employment outcome for adults with disabilities transition language was added to IDEA legislation calling for increased outcomes in competitive employment for students with disabilities.

**Target Group:**
At risk including students eligible for free and reduced lunch, ESL, homeless, Foster Youth and/or have other risk factors.

**Monitoring:**
Measure outcomes using Filemaker. School-wide data from teacher-maintained records will be collected, reviewed, and monitored on a regular basis by the TRACE administrator and Resource staff including: (1) Number of at risk students enrolled in adult education through San Diego Community College District (SDCCD) (2) Number of students enrolled in the TRACE Adult Learning Center (3) Number of Students enrolled in the Joint High School Diploma Program (SDUSD & SDCCD) (4) Number of students who obtain a high school diploma (5) Number of students in “other” accredited adult education programs. Will also monitor advocacy outcomes and competitive employment.

**Personnel Responsible:**
Teachers, Resource staff, Administrator and para-professionals

**Goal 2: Classroom Supports**
A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

**Classroom Support Goal:**

**Identified Need:**

**Target Group:**

**Monitoring:**

**Personnel Responsible:**

**Goal 3: Professional Development**
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site
and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**

**Identified Need:**

**Target Group:**

**Monitoring:**

**Personnel Responsible:**

90% Unduplicated Count Schools Only (1.0 FTE): Write a brief description on the SGT decision for the additional 1.0 FTE. Include the date of the meeting and the decision vote.

**LCFF Intervention Supports**

Please provide a DETAILED description of the activity or strategy and the targeted students.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>-</td>
<td>$50,575.00</td>
<td>0479-09800-00-4301-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>[no data]</td>
<td>target group at risk. Supplies for the Adult Learning Centers and High School Diploma Program to assist in learning opportunities. Resume paper and other supplies for students seeking employment. ID cards for students to utilize in advocacy activities</td>
</tr>
</tbody>
</table>
APPENDICES

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

A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
B. Home/School Compact
C. Categorical Budget Allocations Summary Grid
D. 2016-17 SPSA Assessment and Evaluation
E. Professional Development Expenditures for Program Improvement and Watch List Schools Only
APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
TRACE will maintain an environment that supports parent participation while recognizing that the majority of our students are adults without conservatorship. Knowing that families will be our students’ life-long advocates, TRACE will supports parents in this role by:

- Provide trainings to parents who have sons/daughters who receive special education services on the critical issues and milestones related to turning 18 and related to aging out or receiving a diploma. The training will be held at a centrally located district site.

- TRACE will solicit input from SSC as far as topics to be covered

- TRACE will solicit feedback from attendees to further refine the presentations to meet family needs.
APPENDIX B

HOME/SCHOOL COMPACT
TRACE and the parents of the students participating in activities, services, and programs funded by Title 1, part A of the Elementary and Secondary Education Act (ESEA) (participating students), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students become independent.

This Home/School Compact is in effect during school year 2015-2016.

School Responsibilities

TRACE will:
1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California’s student academic achievement standards as follows:
2. Provide parents of conserved students with reports on their child’s progress.
3. Provide parents access to staff.
4. Provide parents opportunities for involvement in TRACE which may include: participation in parent meetings, open house, outreach for students coming to TRACE and parent trainings.

Parent Responsibilities

We, as parents, will support our child’s learning by:

- Monitoring/encouraging attendance.
- Promoting independence at home.
- Encouraging my son/daughter’s interpersonal relationships through extracurricular activities.
- Promoting positive use of my son/daughter’s free time.
- Staying informed about my son/daughter’s education and communicating with TRACE staff by promptly reading all notices from the school or the school district either received by my son/daughter or by my mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other advisory groups.

Student Responsibilities

We, as students, will share the responsibility to improve our transition skills, and become as independent as possible.

- Bring all my personal items to TRACE everyday, including my lunch and/or money.
- Be a self-advocate and tell others what I want.
- Participate in a Person Centered Plan every year with my teacher.
- Develop my IEP goals with the help of my teacher.
- Develop a schedule based on my interests and goals as they relate to the six domains of TRACE.
- Participate with the development, monitoring and modification of IEP goals.
APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
## Extended Summary

### 30100 Title I Basic Program

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>TOTAL</th>
<th>FTE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>30100 Title I Basic Program</td>
<td>70,851.00</td>
<td>1,746.00</td>
<td>70,851.00</td>
<td>1,746.00</td>
</tr>
</tbody>
</table>

### 30103 Title I Parent Involvement

- Certificated Salaries: 10,000.00
- 1986 Retired NonCism Tchr Hrly: 10,000.00
- Employee Benefits: 1,708.00
- Books and Supplies: 43,143.00
- Services and Other Operating: 16,000.00
- 5801 Consultants <=$25K: 16,000.00
APPENDIX D

2016-17 SPSA ASSESSMENT AND EVALUATION
## APPENDIX D
### SINGLE PLAN FOR STUDENT ACHIEVEMENT

### EVALUATION AND ASSESSMENT SURVEY SUMMARY

**School Name:** TRACE

<table>
<thead>
<tr>
<th>Analysis of Scores - Focus Area</th>
<th>Notes/Action/Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximizing Instructional Time</strong></td>
<td>All student learning in TRACE takes place in the community. At this time the surveys show that TRACE students have maximized their potential in Community Based Instruction</td>
</tr>
<tr>
<td><strong>Closing the Achievement Gap</strong></td>
<td>The surveys indicate that having the Adult Learning Center remain open and revamping the SAI services to students in the High School Diploma Program should be priorities.</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>TRACE staff have attended professional development geared toward improving services to students based on their unique interests and needs.</td>
</tr>
<tr>
<td><strong>Graduation/Promotion</strong></td>
<td>TRACE does not have diploma courses</td>
</tr>
<tr>
<td><strong>Parent Engagement</strong></td>
<td>TRACE offered classes for parents on 4 evenings this year to explain TRACE, share community agency services and offer support.</td>
</tr>
</tbody>
</table>
APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY
## APPENDIX E

**School Name:** TRACE  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2016-17 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT SCHOOLS**

<table>
<thead>
<tr>
<th>Description of how funds reserved for PD will be used to remove the school from PI status</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development materials to support teachers with strategies for students in the community. Including behavior, ProACT, and other various trainings</td>
<td>$10,000.00</td>
</tr>
<tr>
<td></td>
<td>$0.00</td>
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<tr>
<td></td>
<td>$0.00</td>
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<td></td>
<td>$0.00</td>
</tr>
<tr>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Total Allocated - Must be at least 10% of the sum of 30100 and 30106**  
$10,000.00  
10% allocation has been met  
**YES**

**Note:** All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.