

2024-2025 Program Plan for Student Achievement

Alternative Education Program

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



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Purpose and Description

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

Overall Program

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

The purpose of the Program Plan for Student Achievement (PPSA) is to provide a comprehensive document, including details of site-planned actions and expenditures related to the goals of the Panama-Buena Vista Union School District's Local Control and Accountability Plan. This PPSA

- aligns to district LCAP goals
- identifies site-specific achievement goals based on a variety of student performance data and the comprehensive needs assessment
- describes specific instructional strategies to increase/improve student learning
- describes how student progress will be monitored regularly
- identifies interventions for students not making adequate progress toward growth goals
- determines the professional development needs of teachers, support staff, and administration
- delineates strategies for parent communication and engagement to improve student achievement and assist parents in becoming knowledgeable stakeholders in the school community
- reflects estimated costs and funding sources

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

Program Vision and Mission

The staff at Alternative Education has established the following goals to help students reach their greatest potential:

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

The Alternative Education Program includes an Administrator, a Program Specialist, three Teachers, a Behavior Intervention Specialist, three School Aides, a School Secretary, and a School Clerk. In addition, a School Social Worker provides support three days a week, and a Substance Abuse Counselor provides support one day a week to our students. The program structure is designed to support students' social-emotional-behavioral needs as well as their academic and attendance needs. As the goal of the program is to return students to a

comprehensive campus, the Alternative Education Program enrollment varies throughout the school year.

Strengths

The Alternative Education Program has a high recidivism rate demonstrating that wrap-around supports have been successful and students are finding success when returning to a comprehensive campus. For the 2022-2023 school year, the recidivism rate was 93%. In addition, due to the inclusive and caring climate along with small classroom size, students often demonstrate accelerated academic growth while attending Alternative Education. Additionally, during the 2022-2023 school year, Tier 1 and Tier 2 SEL curriculum were implemented, as well as the addition of 95% Group, a Tier 2 reading intervention program.

Growth Areas

While all positions were filled at the end of the 2022-2023 school year, none of the three teaching staff hold a preliminary credential. In addition, teachers are required to plan for two to three grade levels at a time. During the 2023-2024 school year, a Program Specialist was brought on board to provide academic coaching support and expand on both the academic and behavioral MTSS structures in place. While significant progress was made on establishing and aligning Tier 1 systems, Tiers 2 and 3 still have significant needs.

Other Resource Inequities

- Students receive academic instruction and grades for Reading, Math, Science, and History only.
- The current physical space contains multiple safety vulnerabilities.
- The current physical space limits the types of physical activities in which students may participate.
- As the campus is removed from any other school campus, students do not have access to a school library. However, the Alternative Education Program, with the support of the PBV Foundation, has been able to make substantial progress towards a collection of books students may check out.
- As the campus is removed from any other school campus, students do not have access to musical instruments or a music program. However, the Alternative Education Program, with the support of the P-BVUSD Administrator of Visual and Performing Arts, has been able to provide a music teacher that provides music instruction approximately 30 minutes per week.

Program and Student Performance Data

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level				
Grade	Number of Students			
	19-20	20-21	21-22	22-23

Grade 3				1
Grade 4				1
Grade 5	3			1
Grade 6	14	3	4	6
Grade 7	15	4	9	16
Grade 8	40	15	24	22
Total Enrollment	71	22	37	47

Conclusions based on this data:

1. Due to the behavioral needs of students returning from COVID, there has been a significant increase in overall enrollment.
2. Students in younger age groups are showing greater need for social-emotional-behavioral supports.

**Student Enrollment
English Learner (EL) Enrollment**

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	1	3	4	4.55%	8.11%	8.5%
Fluent English Proficient (FEP)	0	0	0	0	0	0
Reclassified Fluent English Proficient (RFEP)	0	1	0	0	2.70%	0

Conclusions based on this data:

The program primarily serves students in the 7th and 8th grades who have not found success at a school site with the support of all three tiers of intervention.

Program and Student Performance Data

Student Population

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

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

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

2021-2022 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
37	-	-	-

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

Student Group	2021-2022 Enrollment for All Students/Student Groups		2022-2023 Enrollment for All Students/Student Groups	
	Total	Percentage	Total	Percentage
English Learners	-	-	4	8.5%
Foster Youth	-	-	4	8.5%
Homeless	-	-	1	2%

Socioeconomically Disadvantaged	-	-	2	4.25%
Students with Disabilities	-	-	0	0

Student Group	2021-2022 Enrollment by Race/Ethnicity		2022-2023 Enrollment by Race/Ethnicity	
	Total	Percentage	Total	Percentage
African American	11	50%	11	23%
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic	17	77%	28	59%
Two or More Races	1	4.5%	0	0
Native Hawaiian or Pacific Islander	1	4.5%	0	0
White	4	18%	6	12%

Conclusions based on this data:

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

Program and Student Performance Data

Overall Performance

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

Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

District LCAP Goal # 1 “Increase student achievement in all content areas.”

The SPSA Goal, and the strategies in this section, will focus on improving academic achievement in ELA/Reading and Literacy for all students. The primary goal of the Designated ELD strategies is to increase the English proficiency of identified ELs by focusing on learning the language skills needed to understand and respond to content taught in English.

Goal 1A English Language Arts/Literacy/ELD

ALL students will demonstrate accelerated growth in Reading, as demonstrated by an increased STAR Scaled Score and Instructional Reading Level, determined by grade, time of year, percentile ranking, and length of time at Alternative Education.

On enrollment in Alternative Education, students will take STAR to determine a scaled score in the classroom. Students will be given a growth goal as determined by their grade level, time of the school year, percentile rank, skill-based intervention needed, and the amount of time the student is predicted to spend in the program. The Instructional Leadership Team will monitor student progress and work with students to maintain or improve their scaled scores during their time at Alternative Education. Teachers will work with students in small groups for both English-Language Arts and Differentiated Instructional Groups based on Reading Skills.

Comprehensive Needs Assessment

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

The site leadership team conducted our Comprehensive Needs Assessment in April of 2024. The team reviewed district goals, Alternative Education values, and upcoming initiatives during this assessment. They noted gaps that data revealed and determined strategies to strengthen current systems. One unique caveat for this team to consider is the transient nature of students enrolled in the Alternative Education Program. In addition, the 2022-2023 school year produced the first Program Plan for Student Achievement. Additionally, the 2023-2024 school year brought several staffing changes at Alternative Education, including the addition of two full time teachers and a program specialist. We reviewed several data items for this goal including SWiFT-FIA, PBIS TFI, Student Connectedness Survey Results, STAR Assessment Data for Reading and Math, and the Leader In Me Measurable Results Assessment.

SWiFT-FIA RESULTS:

Based on the Spring 2024 administration of SWiFT-FIA, the majority scores are as follows:

- 1) Administrative Leadership: Alternative Education scored "Installing" rather than "Implementing" this year as site leadership has shifted with the addition of a program specialist and in the capacity of staff to share in decision making responsibilities. Strengths were identified in Educator Coaching & Learning as well as Personnel Evaluation.
- 2) Multi-tiered System of Support: With the addition of PBIS Tier 1 structures, the team agrees that Alternative Education is continuing in an "Installing" level.
- 3) Integrated Educational Framework: Alternative Education has grown significantly in this area the past year, scoring mostly in the "Implementing" stages.
- 4) Family & Community Engagement: Alternative Education scored "Laying the Foundation" in 4/4 SWiFT-FIA Items.

STUDENT CONNECTEDNESS SURVEY RESULTS:

Overall, the results of the student connectedness survey indicate a consistency in positive sentiment that staff notice student absences. At the same time, there has been a negative shift in students feeling like they can talk with staff or have a sense of belonging at Alternative Education (which unlike a comprehensive school site, we desire a more neutral outcome for this indicator). One conclusion is that while the consistency in noting absences may indicate a maintained

level of care or attendant at a basic level, it is not translating to broader feelings of care and belonging.

ATTENDANCE DATA:

Alternative Education's attendance rate for the 22-23 school year was 84.65%.

LEADER IN ME - MEASURABLE RESULTS ASSESSMENT (MRA)

The MRA survey assesses the effectiveness of educational practices across various domains, employing the Leader in Me framework, which emphasizes leadership, culture, and academics. The MRA highlighted the strengths of the Alternative Education Program were Supportive Staff Environment, Staff Voice (engagement/satisfaction), Empowered Learners (academic self-efficacy), and achieving school goals. Areas for growth include Family Engagement, Social Support and School Belonging, as well as Life-Readiness.

Identified Need

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

STAR READING (Grades 4-8):

Upon analyzing STAR scores for students at the point they enter the Alternative Education program over the 22-23 and 23-24 school years, including those taken at the home school site, there was a noticeable gap in students taking the assessment during the district windows. For the 22-23 school year, the data also indicated that of the students enrolled in Alternative Education in March of 2023, the average of 13 students' instructional reading level was 2.5 years behind grade level, with a third of the population being approximately 4 grade levels behind. For the 2023-2024 school year, of the students enrolled in Alternative Education in April of 2024, the average of 22 students' instructional reading level was 4.07 years behind grade level at the time of enrollment, with a third of the population being approximately 5 or more grade levels behind. At this time, students in the Alternative Education program are demonstrating an average growth of 1.44 Instructional Reading Levels during their time in the program. The average length of time in the program is 55 attendance days. STAR Reading data is only analyzed for students with entry and exit assessments and have received instruction through the program for at least one quarter.

SWiFT-FIA:

SWiFT FIA data indicated that Alternative Education is generally in the installing stage of Inclusive Academic Instruction as indicated by rubrics 3.1-3.3. While several areas outlined in inclusive academic instruction are strong, consistent and intentional use of data to guide instructional decision-making more frequently due to students moving in and out of the program is needed. This systematic use of collecting and using data will allow staff to provide timely and targeted academic instruction across the tiers.

OVERALL READING DATA:

Overall, students complete the majority of their learning in a small group learning environment, as the class size for the 2023-24 school year has been seven students on average. These students, however, have several barriers to learning across student groups. Currently, 81% of students are social-economically-disadvantaged. All students in the Alternative Educational Program have emotional and/or behavioral challenges which have adversely affected their educational progress. Regardless of which came first, struggles with reading or behavioral issues, what is clear is that by the time students are placed at Alternative Education the two are intertwined.

TIER 2 READING INSTRUCTION:

Utilizing STAR and Running Records assessment data in conjunction with data cycles, teachers will identify students in need of Tier 2 reading instruction for both 95% group and Guided Reading Groups. This instruction will be provided during our Reading period. Continued Professional Development is needed for staff on STAR data, Running Records, and 95% group along with best practices for Guided Reading Groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading and Early Literacy, 3-8 overall	BOY of the year STAR Score will be used to determine grade-level CUT scores and growth targets. Currently, all students are reading below grade level.	Students will grow twenty scaled score points during each assessment window.
STAR Reading and Early Literacy, 3-8 African American	BOY of the year STAR Score will be used to determine grade-level CUT scores and growth targets. Currently, all students are reading below grade level. 83% are reading 4 or more grade levels below.	Students will grow twenty scaled score points during each assessment window.
STAR Reading and Early Literacy, 3-8 Hispanic, not EL	STAR Reading will be given upon entry to Alternative Education. The Instructional Planning report will be used to determine focus skills and English/Spanish transferable skills. Currently, 100% of Hispanic, not ELL, students are reading below grade level.	Students will demonstrate mastery of at least one identified skill over three weeks.
Running Records	All students determined to be reading below grade level will be given a running record upon entry into Alternative Education. Goals will be set with students. The RunningRecord will be administered monthly to determine each student's progress.	Students will demonstrate mastery of reading behaviors determined by their reading level.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

Strategy/Activity: Tier I – Core Instructional Program

DESCRIPTION OF THE PROGRAM:

The Alternative Education program is designed to provide outstanding, standards-aligned English Language Arts instruction across all classrooms from grades 3 to 8, focusing on Common Core State Standards (CCSS) and English Language Development. The program employs a unified literacy curriculum that incorporates district adopted curriculum such as Benchmark Advance and StudySync to deliver "Best First Instruction" and ensure grade-level access for all learners, including students with special needs and English learners. Supplemental materials such as Reading Plus, Scholastic magazines, and leveled readers supplement the core instructional program.

Curriculum and Instructional Design:

The program embraces a comprehensive approach to curriculum design, utilizing district-provided professional collaboration time for teachers to plan high-quality, standards-aligned literacy instruction. Instruction is delivered using a balanced literacy framework, integrating strategies such as guided reading, shared reading, and independent reading. Lessons are designed using the California ELA/ELD Framework and literacy standards to develop students' reading and writing skills and support them in meeting the demands of 21st-century literacy expectations.

Assessment and Data-Driven Instruction:

Frequent use of formative assessments such as STAR Reading, running records, and other literacy assessments enable real-time, data-driven instructional decisions. These tools help identify literacy gaps, monitor progress, and provide feedback for reteaching and enrichment, ensuring that all students progress toward mastery of the literacy standards.

Professional Learning and Collaboration:

The program highlights the importance of professional development and collaboration through regular PLC meetings where educators analyze literacy standards, identify learning targets, and develop lesson plans. These sessions also emphasize the selection of effective literacy strategies and the design of lessons that incorporate a gradual release of responsibility model to foster independent reading and writing.

Universal Access and Differentiation:

Dedicated time is allocated for differentiated literacy groups, allowing additional instruction tailored to student needs based on ongoing assessments. The program uses Universal Design for Learning to ensure accessibility and includes integrated language support to promote academic discourse among all students.

Community Integration and Engagement:

The program aims to connect literacy to the community and cultural backgrounds of the students, enhancing engagement and making learning more relevant. This approach is intended to not only improve literacy performance but also deepen the connection between students' education and their everyday lives.

Overall, the Alternative Education program is structured to deliver a comprehensive, engaging, and adaptable English Language Arts education experience that prepares students effectively for future academic and career success while respecting and incorporating their diverse backgrounds and needs.

ACTIONS:

In order to improve student outcomes for the Tier 1-Core Instructional Program, the Alternative Education administrative team will calendar and implement sustained cycles of observation, coaching, and feedback with a focus on small groups for all certificated staff, as well as provide professional development in lesson design with emphasis on clear and explicit teaching as well as student engagement, and on formative assessment practices for teachers and they should inform instruction.

METRIC FOR EFFECTIVENESS:

The effectiveness of Alternative Education’s core instructional programming for Tier 1 Literacy will be monitored through STAR Literacy Measures, Interim Assessment Benchmarks, Formative Assessments, etc. This data will be monitored throughout the 2024-2025 school year by Administration, Teachers, Staff, Students, and Families. Transparency will be provided through quarterly communication with Educational Partners, who will also have the opportunity to participate in the ongoing evaluation of the 2024-2025 SPSA, including overall implementation and effectiveness or deficiency of school strategies related to Reading Instruction revealed by data.

NEEDED RESOURCES:

Instructional supplies to support Good First Instruction in Tier 1 Literacy will include (but are not limited to) supplemental reading materials, including Literacy curricular resources, learning technology resources, equipment, leveled readers, high-interest core literature texts/newsletters, supplies to establish and/or enhance classroom libraries, library books, supplemental curricular materials and/or Professional Development opportunities (PD) focused on Literacy or Language, student materials, and student incentives/awards. Additionally, duplication/printing of student supplemental learning materials and/or customized learning materials to enhance learning objectives will be purchased as needed. Finally, consultants and/or travel and conferences will be utilized to continue building capacity around Literacy instruction based on school needs/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

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

500.00	P-BV Foundation	Order High-Interest, Low-Level Readers	May 2025
1421.00	LCFF: Publications/Software Lic	Licenses and Professional Development for Dreambox Reading Plus	May 2025
554.00	LCFF: Books Other Than Textbooks	Purchase Scholastic Magazines	May 2025

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

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

DESCRIPTION OF THE PROGRAM:

All English Learners in Grades TK-6 will be provided Designated English Language Development (d-ELD) instruction during a protected time block of at least 30 minutes. Teachers will anchor d-ELD instruction in English Language Development (ELD) Standards emphasizing opportunities for students to engage in all four ELPAC Domains (i.e. Listening, Speaking, Reading, and Writing) using a variety of instructional resources (i.e. Amplify Science, Pathway to Proficiency, etc.). There will be an emphasis on increasing writing opportunities for ELs as an area of need identified in 2021 ELPAC data. Additionally, all teachers will integrate language strategies throughout all content areas such as (but not limited to) the use of anchor charts, explicit instruction in academic and key vocabulary, collaborative tasks, opportunities for academic discourse, use of pre-planned open-ended question stems, use of linguistic sentence frames, focus walls, use of Thinking Maps, etc. Additionally, students and their families who meet District criteria for Reclassification will have an opportunity to attend a schoolwide celebration at least one time per year.

ACTIONS:

In order to improve student outcomes for the Tier 1-Designated English Language Development (D-ELD) and Integrated Language Development (I-ELD), the Alternative Education administrative team will promote the district D-ELD training of English 3D with the goal of all three certificated staff members being fully trained by the end of the 2024-2025 school year.

METRIC FOR EFFECTIVENESS:

The effectiveness of Alternative Education's core instructional programming for Tier 1 Designated and Integrated English Language Development will be monitored through ELPAC, ELlevation, and STAR Literacy measures (e.g. Early Literacy, Reading). In addition to student data, the effectiveness of Tier 1 core instruction in d-ELD and i-ELD for all grades will be monitored by regular classroom walkthroughs conducted by the Administrative team (i.e. Principal and Program Specialist).

NEEDED RESOURCES:

Instructional supplies to support Good First Instruction in Tier 1 d-ELD and i-ELD will include (but are not limited to) supplemental language materials such as learning technology and/or equipment, Pathway to Proficiency (Thinking Maps for ELD) training and/or PD, Amplify Science materials and/or PD, supplemental curricular materials and/or Professional Development opportunities (PD), student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental Language needs as determined by assessment data. Finally, consultants and/or travel and conferences will be utilized to continue building capacity around English Language Development instruction based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

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

500	LCFF: Materials & Supplies	Instructional Supplies to Support Tier 1 ELD Instruction	May 2025
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Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Tier II Interventions and Supports

DESCRIPTION OF THE PROGRAM:

At Alternative Education, a comprehensive Tier 2 intervention and support model for English Language Arts Instruction is implemented, guided by the principles of the Multi-Tiered System of Supports (MTSS). This framework is structured to provide differentiated and tiered literacy support tailored to the specific needs of students, which are identified through detailed analysis of student data.

Teachers conduct quarterly assessments of students' reading levels using tools like STAR, Running Records, and 95 PSI, grouping students accordingly to provide targeted reading instruction. Supplementary resources, including 95% group materials, Scholastic Guided Readers for Tier 2 instruction. For students who are not making progress from classroom based Tier II instruction, the assembly of a Student Success Team (SST), comprising a diverse group of educational partners including Academic Coaches, Intervention Teachers, Instructional Aides, Psychologists, Administrators, Teachers, Students, and Families will be the next step in the intervention process. This team convenes regularly throughout the academic year to identify specific academic and social-emotional needs of students and to develop customized action plans. These plans may include increased frequency of small group instruction, referrals for intensive literacy support, and other necessary interventions, complete with clearly defined entrance and exit criteria.

Specialized literacy support is provided by Intervention Aides and Teachers as determined by the needs identified by the SST Coordinator within this collaborative framework. Additionally, to address observed inequities among Students with Disabilities in ELA, targeted small group interventions are conducted outside the core instructional block by certificated staff who also monitor progress throughout the year. These interventions often utilize leveled readers to specifically address identified learning gaps.

Within the daily structure, a complete 40 minute reading block is designated for students identified as "At Risk" in reading. At the beginning of the school year, students undergo a universal diagnostic screening using tools like STAR Early Literacy for K-3 and STAR Reading for grades 4-8. Further phonics screeners refine the placement of students within small groups organized by literacy needs. Teachers and School Aides utilize a variety of instructional resources, including the 95% Group curriculum and the Read Naturally program, supplemented with leveled readers and sight words. These interventions are initially set for a four-week period, after which their effectiveness is evaluated through the use of fluency passages and phonics screeners. Based on this evaluation, necessary adjustments are made, and ongoing monitoring is conducted with STAR to ensure timely support for students requiring additional intervention.

This cohesive approach at Alternative Education ensures that all students, especially those facing significant academic challenges or identified as part of the Students with Disabilities subgroup, receive the focused support necessary for their literacy development, aligning effectively with both individual needs and the Common Core State Standards.

ACTIONS:

In order to improve student outcomes for the Tier 1-Core Instructional Program, the Alternative Education administrative team will calendar and implement sustained cycles of observation, coaching, and feedback with a focus on small groups for all certificated staff, as well as provide professional development in lesson design with emphasis on clear and explicit teaching as well as student engagement, and on formative assessment practices for teachers and they should inform instruction.

METRIC FOR EFFECTIVENESS:

The effectiveness of Tier 2/3 ELA/Literacy/ELD support will be monitored by Administration and the Instructional Leadership Team (i.e. Program Specialist, Classroom Teachers) using Literacy measures (i.e. tools, screeners, etc.) including, but not limited to STAR Early Literacy, STAR Reading, 95% Phonics, and Phonemic Awareness, etc. at an increased rate of frequency as compared to all students. In addition to student data, the effectiveness of Tier 2/3 instruction provided by Classroom Teachers and School Aides will be monitored through student Literacy data, regular classroom walkthroughs conducted by the administrative team as well as teacher observation and feedback.

NEEDED RESOURCES:

Instructional supplies to support Tier 2/3 ELA/Literacy/ELD Instruction will include (but are not limited to) supplemental Reading Intervention materials such as learning technology and/or equipment, supplemental curricular materials and/or Professional Development opportunities (PD), and student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental Tier 2/3 Literacy needs as determined by student need/data. Finally, substitutes will be utilized in order to provide coverage for teachers to attend Student Success Teams throughout the school year. Finally, consultants and/or travel and conferences will be utilized to continue building capacity around Response to Intervention in Literacy based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

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

300.00	LCFF: Other Classified Extra Duty	Classified Extra Duty Hours to Train for 95% Group and Prepare 95% Materials	May 2025
0	LCFF: Other Classified Extra Duty	Classified Extra Duty Hours to train Read Naturally	May 2025

Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

District LCAP Goal # 1 "Increase student achievement in all content areas."

The SPSA Goal, and the strategies in this section, will focus on improving academic achievement in Mathematics for all students. The primary goal of the Designated ELD strategies is to increase the English proficiency of identified ELs by focusing on learning the language skills needed to understand and respond to content taught in English.

Goal 1B Mathematics

ALL students will grow in math, as demonstrated by an increased STAR Scaled Score determined by grade, time of year, percentile ranking, and length of time at Alternative Education.

On enrollment in Alternative Education, students will take STAR to determine a scaled score in the classroom. Students will be given a growth goal as determined by their grade level, time of the school year, percentile rank, skill-based intervention needed, and the amount of time the student is predicted to spend in the program. The instructional leadership team will monitor student progress and work with students to maintain or improve their scaled scores during their time at Alternative Education. Teachers will work with students in small groups for both tier-one California Common Core Standards for mathematical instruction and Differentiated Instructional Groups based on skill gaps.

Comprehensive Needs Assessment

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

The site leadership team conducted our Comprehensive Needs Assessment in April of 2024. The team reviewed district goals, Alternative Education values, and upcoming initiatives during this assessment. They noted gaps that data revealed and determined strategies to strengthen current systems. One unique caveat for this team to consider is the transient nature of students enrolled in the Alternative Education Program. In addition, the 2022-2023 school year produced the first Program Plan for Student Achievement. Additionally, the 2023-2024 school year brought several staffing changes at Alternative Education, including the addition of two full time teachers and a program specialist. We reviewed several data items for this goal including SWIFT-FIA, PBIS TFI, Student Connectedness Survey Results, STAR Assessment Data for Reading and Math, and the Leader In Me Measurable Results Assessment.

SWIFT-FIA RESULTS:

Based on the Spring 2024 administration of SWIFT-FIA, the majority scores are as follows:

- 1) Administrative Leadership: Alternative Education scored "Installing" rather than "Implementing" this year as site leadership has shifted with the addition of a program specialist and in the capacity of staff to share in decision making responsibilities. Strengths were identified in Educator Coaching & Learning as well as Personnel Evaluation.
- 2) Multi-tiered System of Support: With the addition of PBIS Tier 1 structures, the team agrees that Alternative Education is continuing in an "Installing" level.
- 3) Integrated Educational Framework: Alternative Education has grown significantly in this area the past year, scoring mostly in the "Implementing" stages.
- 4) Family & Community Engagement: Alternative Education scored "Laying the Foundation" in 4/4 SWIFT-FIA Items.

STUDENT CONNECTEDNESS SURVEY RESULTS:

Overall, the results of the student connectedness survey indicate a consistency in positive sentiment that staff notice student absences. At the same time, there has been a negative shift in students feeling like they can talk with staff or have a sense of belonging at Alternative Education (which unlike a comprehensive school site, we desire a more neutral outcome for this indicator). One conclusion is that while the consistency in noting absences may indicate a maintained level of care or attendant at a basic level, it is not translating to broader feelings of care and belonging.

ATTENDANCE DATA:

Alternative Education's attendance rate for the 22-23 school year was 84.65%.

LEADER IN ME - MEASURABLE RESULTS ASSESSMENT (MRA)

The MRA survey assesses the effectiveness of educational practices across various domains, employing the Leader in Me framework, which emphasizes leadership, culture, and academics. The MRA highlighted the strengths of the Alternative Education Program were Supportive Staff Environment, Staff Voice (engagement/satisfaction), Empowered Learners (academic self-efficacy), and achieving school goals. Areas for growth include Family Engagement, Instructional Efficacy, and School Belonging.

Identified Need

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

STAR Math (Grades 3-8):

Upon analyzing STAR scores for students at the point they enter the Alternative Education program over the 22-23 and 23-24 school years, including those taken at the home school site, there was a noticeable gap in students taking the assessment during the district windows. For the 22-23 school year, the data also indicated that of the students enrolled in Alternative Education in March of 2023, the average of 13 students' instructional reading level was 2 years behind grade level utilizing STAR Grade Equivalency Scores, with a third of the population being approximately 3 or more grade levels behind. For the 2023-2024 school year, of the students enrolled in Alternative Education in April of 2024, the average of 22 students' Grade Equivalency Scores for STAR Math was 3.13 years behind grade level at the time of enrollment, with a third of the population being approximately 4 or more grade levels behind. At this time, students in the Alternative Education program are demonstrating an average growth of 0.72 Grade Equivalency levels during their time in the program. The average length of time in the program is 55 attendance days. STAR Math data is only analyzed for students with entry and exit assessments and have received instruction through the program for at least one quarter.

SWiFT-FIA:

SWiFT FIA data indicated that Alternative Education is generally in the implementing stage of Inclusive Academic Instruction as indicated by rubrics 3.1-3.3. While several areas outlined in inclusive academic instruction are strong, consistent and intentional use of data to guide instructional decision-making more frequently due to students moving in and out of the program is needed. This systematic use of collecting and using data will allow staff to provide timely and targeted academic instruction across the tiers. To align with District Assessment Policies, Alternative Education will also incorporate the use of Next Generation Math for formative assessment and differentiated instruction.

OVERALL MATHEMATICS DATA:

Overall, students complete most of their learning in a small group learning environment, as the average class size for the 2023-2024 school year has been seven students. These students, however, have several barriers to learning across student groups. Currently, 81% of students are social-economically-disadvantaged. All students in the Alternative Educational Program have emotional and/or behavioral challenges which have adversely affected their educational progress. Further complicating improved student outcomes in mathematics are the far below grade level reading levels of almost all Alternative Education Students.

TIER II

While teachers work with students in differentiated instructional groups for many components of mathematics, there is still a need to strengthen Tier II skill-specific instruction in all classrooms, including the incorporation of representing numbers and mathematical problem-solving through concrete, representational, and abstract methods. Additionally, there is a need for improved student accountability for their learning through the Gradual Release of Responsibility. More professional development is needed to build the capacity of staff to bridge the mathematical gap by using the CRA model and the coherence map with our students. Implementing an academic coach to support instruction would directly benefit student outcomes in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math and Early Literacy, 3-8 overall	BOY of the year STAR Score will be used to determine grade-level CUT scores and growth	Students will grow 20 scaled score points during each assessment window.

	targets. Currently, 90% of students are performing below grade level.	
STAR Reading and Early Literacy, 3-8 African American	BOY of the year STAR Score will be used to determine grade-level CUT scores and growth targets. Currently, all students are reading below grade level. 55% are reading 4 or more grade levels below.	Students will grow 20 scaled score points during each assessment window.
STAR Math and Early Literacy, 3-8 Hispanic, not EL	STAR Math will be given upon entry to Alternative Education. The Instructional Planning report will be used to determine focus skills and English/Spanish transferable skills. Currently, 100% of Hispanic, not ELL, students are performing below grade level.	Students will demonstrate mastery of at least one identified skill over three weeks.
Next Gen Math		A specific standard or learning objective will be set for each student. Teachers will utilize the Progression Playlist in Next Generation Math to reteach concepts in the learning order progression that would help students obtain mastery of the grade level standard.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Tier I – Core Instructional Program

DESCRIPTION OF THE PROGRAM:

The Alternative Education program is designed to provide exceptional, standards-aligned math instruction across all classrooms from grades 3 to 8, focusing on Common Core State Standards and English Language Development. The program leverages a unified curriculum featuring GoMath, NextGen Math, Eureka Math, and various manipulatives to deliver best first instruction and ensure grade-level access for all learners, including students with special needs and English learners. As a supplement to core instruction, students also practice math skills in Dreambox Math.

Curriculum and Instructional Design:

The program adopts a rigorous approach to curriculum design, utilizing district-provided professional collaboration time for teachers to plan high-quality, standards-aligned instruction. The instruction is delivered using a combination of the Concrete-Representational-Abstract (CRA) model, differentiated instruction, and culturally responsive teaching strategies. Lessons are designed using the California Mathematics Framework and mathematical practices to develop students' reasoning skills and support them in meeting 21st-century expectations.

Assessment and Data-Driven Instruction:

Regular use of formative assessments such as STAR Math, District Interims, and Common Formative Assessments enable real-time, data-driven instructional decisions. These assessments help identify learning gaps, monitor progress, and provide feedback for reteaching and enrichment, ensuring that all students are moving toward mastery of the standards.

Professional Learning and Collaboration:

The program emphasizes professional growth and collaboration through regular PLC meetings where educators deconstruct standards, identify learning targets, and develop lesson plans. These sessions also focus on selecting the most effective instructional strategies and designing lessons that incorporate a gradual release of responsibility model to foster independent learning.

Universal Access and Differentiation:

Dedicated time is protected for differentiated math groups, allowing additional instruction tailored to student needs based on ongoing assessments. The program employs Universal Design for Learning to ensure accessibility and incorporates integrated language support to enhance academic discourse among all students.

Community Integration and Engagement:

The program seeks to connect mathematics to the community and cultural backgrounds of the students, enhancing engagement and making learning more relevant. This approach is expected to not only improve academic performance but also foster a deeper connection between students' education and their everyday lives.

Overall, the Alternative Education program is structured to deliver a comprehensive, engaging, and adaptable math education experience that prepares students effectively for future academic and career success while respecting and incorporating their diverse backgrounds and needs.

ACTIONS:

In order to improve student outcomes for the Tier 1-Core Instructional Program, the Alternative Education administrative team will calendar and implement sustained cycles of observation, coaching, and feedback with a focus on small groups for all certificated staff, as well as provide professional development in lesson design with emphasis on clear and explicit teaching as well as student engagement, and on formative assessment practices for teachers and they should inform instruction.

METRIC FOR EFFECTIVENESS:

The effectiveness of Alternative Education's core instructional programming for Tier 1 Literacy will be monitored through STAR Math measures as well as Interim Assessment Benchmarks and Formative Assessments through NextGen Math. This data will be monitored throughout the 2024-2025 school year by Administration and the Instructional Leadership Team (i.e. Program Specialist, Classroom Teachers). In addition to student data, the effectiveness of Tier 2/3

instruction provided by Classroom Teachers and School Aides will be monitored through student assessment and program data, regular classroom walkthroughs conducted by the administrative team, as well as teacher observation and feedback.

NEEDED RESOURCES:

Instructional supplies to support Tier 1 instruction in Mathematics will include (but are not limited to) supplemental Mathematics materials such as learning technology resources (i.e. Reflex Math, Dreambox Math, Pear Deck, NextGen, Eureka Math, etc.) and/or equipment, supplemental curricular materials and/or Professional Development opportunities (PD), materials and/or resources (e.g. manipulatives) as well as student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, AVID Materials, etc.) and student incentives/awards. Additionally, duplication/printing of student supplemental learning materials and/or customized learning materials to enhance learning objectives. Extra time for both Certificated and Classified staff will be made available to support supplemental Math needs as determined by student need/data. Finally, consultants and/or travel and conferences will be utilized to continue building capacity around Mathematics instruction based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

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

865.00	LCFF: Publications/Software Lic	Licenses and Professional Development for DreamBox Math Learning	May 2025
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

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

DESCRIPTION OF THE PROGRAM:

The goal of the Alternative Education mathematics program is to integrate English Language Development (ELD) strategies within the Mathematics instructional block, ensuring that all students, particularly English learners, achieve proficiency in both language and mathematics. By systematically incorporating ELD standards into mathematics instruction, the program fosters a learning environment where language skills are developed through the context of mathematical concepts.

The program features inclusive teaching strategies that embed ELD standards into all mathematics lesson plans, facilitating a language-rich instruction where students actively engage in reading, writing, listening, and speaking activities. These activities are carefully structured to include language structures that promote collaboration and comprehension within math lessons. Furthermore, the program offers structured language practice by providing continuous

opportunities for students to practice all language domains—listening, speaking, reading, and writing. This is achieved through explicit instruction in academic vocabulary, the use of anchor charts, collaborative tasks, and linguistic sentence frames that are tailored to the students' varying levels of language proficiency.

In addition to fostering a collaborative learning environment, the program incorporates interactive learning methods such as Number Talks, math brief writes, and math tasks. These methods are designed to encourage academic conversations using appropriate academic language, thereby enhancing students' understanding of mathematical concepts. The use of visuals, realia, and manipulatives further stimulates verbal interactions and aids in conceptual understanding, making content more accessible and engaging for all students.

To monitor progress and adjust instructional strategies accordingly, teachers regularly assess the learning achievements of English learners through Common Formative Assessments (CFAs) and STAR assessments. This data helps in determining the necessary adjustments in support levels to meet individual student needs. Additionally, the program provides targeted support for Reclassified Fluent English Proficient (RFEP) students, who are monitored throughout the year and given additional assistance as needed to ensure their continued academic success.

To support the effective implementation of these strategies, the program includes ongoing professional development for teachers. Regular data meetings are held to discuss student progress and share effective practices, thereby continuously enhancing the quality of instruction.

ACTIONS:

In order to improve student outcomes for the English Language Learners during core mathematics instruction, the Alternative Education administrative team will provide professional development in Integrated Language Development (I-ELD) and embedding ELD standards into mathematics lessons.

METRIC FOR EFFECTIVENESS:

The effectiveness of Alternative Education's core instructional programming for Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD) will be monitored through STAR Math measures as well as Interim Assessment Benchmarks and Formative Assessments through NextGen Math. This data will be monitored throughout the 2024-2025 school year by Administration and the Instructional Leadership Team (i.e. Program Specialist, Classroom Teachers).

NEEDED RESOURCES:

Provide manipulatives to support the CRA (Concrete, Representational, Abstract) model in Math, student materials (notebooks, whiteboards, dry-erase markers, Post-It notes, highlighters, etc.). Extra time for both Certificated and Classified staff will be made available to provide professional development in I-ELD strategies for mathematics.

Proposed Expenditures for this Strategy/Activity

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

1020.00	LCFF: Teachers Extra Duty	Extra Duty Hours Pay for 5 Professional Development Hours for 3 certificated staff.	May 2025
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Tier II

DESCRIPTION OF THE PROGRAM:

The program employs a Multi-Tiered System of Support (MTSS) framework to deliver tailored and differentiated mathematics support, based on systematic assessments identifying students' needs. This comprehensive approach offers intensive intervention through additional periods of small-group instruction parallel to the core curriculum for students identified as at-risk across various grade levels.

Key elements of the intervention strategy include thorough assessment and monitoring using tools like STAR Math and Next Gen assessments, which help in pinpointing learning gaps and tracking progress. Instructional support is provided via a blend of small-group sessions and one-on-one interactions, focusing on foundational skills, fluency, conceptual understanding, and problem-solving. The program also incorporates specific resources such as NextGen Math and CRA to offer targeted, differentiated support, alongside engaging manipulatives to enhance student engagement and comprehension.. Moreover, the program offers extended learning opportunities, including additional tutoring during non-instructional times like lunch recesses and after school, subject to funding availability.

Collaboration and regular reviews are pivotal to the program's success. During PLC and regular data cycles, staff discuss student data as well as refine teaching strategies, and align intervention efforts. A Student Study Team (SST), comprising a diverse group of stakeholders, regularly develops action plans and oversees the intervention process for students not making progress in classroom based Tier II support, ensuring that the program effectively meets the diverse needs of each student. This holistic approach aims to nurture mathematical competence and confidence among students, providing a robust foundation for their educational advancement.

ACTIONS:

In order to improve student outcomes in mathematics, the Alternative Education administrative team will provide professional development on the Concrete-Representational-Abstract model for both certificated and classified staff. Additionally, certificated staff at Alternative Education will teach mathematics in small group format and utilize Dreambox Math during student independent work time as the last "Must Do" activity of the mathematics period.

METRIC FOR EFFECTIVENESS:

The effectiveness of Tier 2 Mathematics support will be monitored by Classroom teachers using Mathematics measures (e.g. STAR Math, NextGen, FAs, Exit Tickets, etc.) at an increased rate of frequency as compared to all students. In addition to student data, the effectiveness of Tier 2 instruction provided by Teachers and/or Aides will be monitored through regular classroom walkthroughs conducted by the administrative team (i.e. Principal and Program Specialist) providing teacher feedback.

NEEDED RESOURCES:

Instructional supplies to support Tier 2 Mathematics Instruction will include (but are not limited to) supplemental Math Intervention materials such as learning technology and/or equipment, supplemental curricular materials and/or Professional Development opportunities (PD), and student resources (e.g. manipulatives), materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental Tier 2 Math needs as determined by student need/data. Finally, consultants and/or travel and conferences will be utilized to continue building capacity around Response to Intervention in Mathematics based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

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

0	LCFF: Materials & Supplies	Extra Duty pay for Certificated and Classified Staff as funds allow	May 2025
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Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

District LCAP Goal # 1 “Increase student achievement in all content areas.”

The SPSA Goal, and the strategies in this section, will focus on improving academic achievement in ELA/Reading and Literacy for all students. The primary goal of the Designated ELD strategies is to increase the English proficiency of identified ELs by focusing on learning the language skills needed to understand and respond to content taught in English.

Goal 2 Comprehensive Educational Experience

A guiding value for Alternative Education is connecting students to passion and purpose. Staff and teachers integrate and emphasize STEAM and Career and Technical Education pathways that align with student interest and future-focused instructional strategies for all students to support 21st-century learning and connect students with purpose.

Comprehensive Needs Assessment

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

The site leadership team conducted our Comprehensive Needs Assessment in April of 2024. The team reviewed district goals, Alternative Education values, and upcoming initiatives during this assessment. They noted gaps that data revealed and determined strategies to strengthen current systems. One unique caveat for this team to consider is the transient nature of students enrolled in the Alternative Education Program. In addition, the 2022-2023 school year produced the first Program Plan for Student Achievement. Additionally, the 2023-2024 school year brought several staffing changes at Alternative Education, including the addition of two full time teachers and a program specialist. We reviewed several data items for this goal including SWiFT-FIA, PBIS TFI, Student Connectedness Survey Results, STAR Assessment Data for Reading and Math, and the Leader In Me Measurable Results Assessment.

SWiFT-FIA RESULTS:

Based on the Spring 2024 administration of SWiFT-FIA, the majority scores are as follows:

- 1) Administrative Leadership: Alternative Education scored "Installing" rather than "Implementing" this year as site leadership has shifted with the addition of a program specialist and in the capacity of staff to share in decision making responsibilities. Strengths were identified in Educator Coaching & Learning as well as Personnel Evaluation.
- 2) Multi-tiered System of Support: With the addition of PBIS Tier 1 structures, the team agrees that Alternative Education is continuing in an "Installing" level.
- 3) Integrated Educational Framework: Alternative Education has grown significantly in this area the past year, scoring mostly in the "Implementing" stages.
- 4) Family & Community Engagement: Alternative Education scored "Laying the Foundation" in 4/4 SWiFT-FIA Items.

STUDENT CONNECTEDNESS SURVEY RESULTS:

Overall, the results of the student connectedness survey indicate a consistency in positive sentiment that staff notice student absences. At the same time, there

has been a negative shift in students feeling like they can talk with staff or have a sense of belonging at Alternative Education (which unlike a comprehensive school site, we desire a more neutral outcome for this indicator). One conclusion is that while the consistency in noting absences may indicate a maintained level of care or attendant at a basic level, it is not translating to broader feelings of care and belonging.

LOCAL SWIS DATA: SWIS data is a web-based application that collects local data related to negative behaviors based on submissions by teachers and staff members. School administrators and school teams composed of Educational Partners (i.e. Teachers, Staff, Administration, Students, Families, and Community Members) utilize SWIS data in order to develop school-based action plans to meet specific social-emotional and behavior needs. Examples of information collected include 1) average referrals per day per month 2) referrals by location 3) referrals by day of week 4) referrals by grade 5) referrals by problem behavior and 6) referrals by student (confidential).

According to SWIS data as of Spring 2024, approximately 37 SWIS referrals occur per month, with the vast majority of incidents occurring outside and in the classroom. During the 2023-2024 school year, the majority of SWIS referrals originated in Eighth Grade. The top negative behaviors exhibited as of Spring 2024, included minor language, minor physical contact, and minor defiance.

ATTENDANCE DATA:

Alternative Education’s attendance rate for the 22-23 school year was 84.65%.

LEADER IN ME - MEASURABLE RESULTS ASSESSMENT (MRA)

The MRA survey assesses the effectiveness of educational practices across various domains, employing the Leader in Me framework, which emphasizes leadership, culture, and academics. The MRA highlighted the strengths of the Alternative Education Program were Supportive Staff Environment, Staff Voice (engagement/satisfaction), Empowered Learners (academic self-efficacy), and achieving school goals. Areas for growth include Family Engagement, Instructional Efficacy, and School Belonging.

Identified Need

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

SWiFT-FIA:

Based on the 2022 SWiFT-FIA data and discussion, there is a need to continue to refine systems and structures to support the Social-Emotional Learning (SEL) needs of students across all Tiers, but specifically at Tier 3 as all students who participate in the Alternative Education program have been removed from a school site for behavior violations.

Academic Instruction as indicated by rubrics 4.1-4.3. During the 2022-2023 school year, we began a system for promoting positive behavior and also started teaching daily SEL lessons. The fidelity of implementation and consistency is a growth goal for the 2023-2024 school year. Our strength in this area lies in attending to individual student needs through rehabilitation plans, behavior contracts, our Behavior Intervention Aide, and contracted substance abuse counselors. We have several data points in Thrively and in the data collected through email and using our Google Form to document behaviors. We must create and constantly utilize a system for collecting and monitoring student behavior data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Connectedness Survey	No baseline data	Establish a baseline data point for Alternative Education. 50% of parents will participate in the survey.

Student Connectedness Survey	81% of students participated in the 2023-2024 Student Connectedness Survey.	95% of students will participate in the survey during the 2024-2025 school year, either during the district window or when exiting the program.
Student Attendance Rate	84.65% Attendance Rate for the 2022-2023 school year. The Attendance Rate for the 2023-2024 school year is currently 83.71% for 8 months of school.	Attendance at Alternative Education will improve by 5% for the 2024-2025 school year.
CTEC/ROC FieldTrip	2022-2023 1 Field Trip taken	Provide 1 field trip a semester to the CTEC and ROC Campuses.
Student Engagement Walkthrough Data	No baseline data	The Student Engagement section of the Walkthrough form will be expanded to include connections to Career and Technical Education along with STEAM and personal passions and purpose. The goal is 40% of student engagement data will incorporate at least one of these elements.
Technology Walkthrough Data	No baseline data	An additional section will be added to the walkthrough form for technology use that includes how both teachers and students are utilizing technology.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Technology

DESCRIPTION OF PROGRAM:

Various forms of technology are utilized at Alternative Education by both staff and students. Students are provided with one-to-one Chromebook devices and headphones. Teachers are provided with several school-issued devices, including Laptops, iPads, and printers. All staff members have 1-2 interactive

Promethean Boards in their classrooms. The program also utilizes iPads and Apple Pens for a digital arts CTE pathway.

ACTIONS:

In order to improve students' comprehensive educational experience, the administrative team will replace technology elements as needed for staff and students as well as seek to expand the number of iPads available for digital arts for students.

METRIC FOR EFFECTIVENESS:

The administrative team will analyze walkthrough data for the integration of technology use that enhances and accelerates learning or is utilized for Career and Technical Education or STEAM activities.

NEEDED RESOURCES:

Technology resources include (but are not limited to) materials such as learning technology resources and/or equipment (e.g. Chromebooks, iPads, Apple Pens).

Proposed Expenditures for this Strategy/Activity

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

2000.00	LCFF: Equip Expenditures <\$500 LCFF: Non Capitalized Equipment >\$500	As needed, purchase computers, iPad tablets, monitors, printers, document cameras, and other connected devices	May 2025
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

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

DESCRIPTION OF PROGRAM:

Educational software will be used to accelerate learning and student engagement, provide meaningful independent practice and differentiate learning. It is also utilized to enhance student learning and student engagement.

Dreambox Reading Plus: DreamBox Reading Plus is an evidence-based adaptive reading intervention and improvement program with a large research portfolio that demonstrates statistically significant effects on improving student outcomes. It offers students the ability to understand the world around them through texts that reflect their own lives and experiences, and texts through which they can view the lives and experiences of others. (Funding allocated in Goal 1A)

Dreambox Math: DreamBox Learning Math is an interactive, adaptive, self-paced program that provides engaging activities for students to learn and practice skills in mathematics. It focuses on number and operations, place value, and number sense. The program aims to individualize instruction for each student using unique paths through the curriculum that match each student's level of comprehension and learning style. (Funding allocated in Goal 1B)

Procreate: Procreate is an award-winning illustration, sketching, and painting app made exclusively for the iPad and iPhone. It is utilized to teach basic digital arts skills.

Leader in Me online platform: *Leader in Me* is a comprehensive PK–12 framework that nurtures student leadership, fosters a culture of trust, and boosts academic success. This proven approach empowers students, educators, and families with essential leadership and life skills, preparing them to excel. The online platform provides access to this Tier 1 social-emotional curriculum for staff and students.

Thrively: Thrively is a strengths based learning platform to develop the whole child. It is currently utilized as a Tier II social-emotional curriculum on the junior high campuses and as such, is also utilized in a similar manner at Alternative Education to address individualized student needs.

ACTIONS:

In order to improve students' comprehensive educational experience, certificated staff at Alternative Education will regularly utilize all educational software available for students in the appropriate manner and monitor student use and student outcomes of these programs.

METRIC FOR EFFECTIVENESS:

Each online program will be monitored for effectiveness by quarterly monitoring of the usage and progress of students in each program.

NEEDED RESOURCES:

Educational Software & Licensing resources include (but are not limited to) materials such as learning technology resources and/or equipment related to Dreambox Reading Plus, Dreambox Math, Procreate, Leader in Me, Procreate, and Thrively as well as related Professional Development opportunities (PD) as the budget allows.

Proposed Expenditures for this Strategy/Activity

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

130.00	LCFF: Publications/Software Lic	Procreate (10 Licenses)	May 2025
4000.00	LCFF: Publications/Software Lic	Thrively	May 2025

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

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

DESCRIPTION OF PROGRAM:

The Alternative Education Program does not currently have a dedicated library space. However, during the 2022-2023 school year, a significant amount of books were purchased and placed in the conference room for check out. The PBV-Foundation provided funding to purchase books listed as required reading for Battle of the Books and additional funding to purchase hi-interest/low-level readers. Classroom teachers may check out these books, which include novel sets, for use in the classroom.

ACTIONS:

In order to improve students' comprehensive educational experience, the administrative team will continue to seek the support of the PBV-Foundation in expanding the program library. Additionally, a more effective system for checkout will be established.

METRIC FOR EFFECTIVENESS:

The administrative team, including office staff, will monitor the number of books checked out by staff and students.

NEEDED RESOURCES:

School Library resources include (but are not limited to) materials such as novel sets, independent readers, high interest readers, and magazines to be utilized in reading groups and for independent reading. Additionally, a barcode reader and software system for check out are needed.

Proposed Expenditures for this Strategy/Activity

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

500.00	PBV-Foundation	Purchase Books from the 2024-2025 Battle of the Books list.	May 2025
500.00	PBV-Foundation	Purchase Books additional hi/lo readers	May 2025

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

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

DESCRIPTION OF PROGRAM:

Alternative Education works enhance exposure to Science Education across all levels, using a variety of curricular resources and instructional strategies. The Amplify curriculum will serve as a primary resource for Science instruction, supplemented by Scholastic and other materials to enrich learning. Additionally, Science instruction will be centered around the Next Generation Science Standards (NGSS).

Other integrated activities will further enrich the student experience, including STEAM activities, small group enrichment, and family engagement opportunities as resources permit. The program will also create engaging learning experiences for all students through increased access to hands-on activities, including music education provided through a district music teacher one day a week, weekly digital arts instruction utilizing iPads and Procreate, and the addition of STEAM kits or a mobile makerspace.

This comprehensive approach integrates science into literacy and math instruction, promoting overall academic growth and skill development in creativity, problem solving, and collaboration.

ACTIONS:

In order to improve students' comprehensive educational experience, the administrative team will explore student interest, cost, and methods of creating STEAM kits or Makerspace opportunities. In addition, the administrative team will explore low-cost CTE exploration options.

METRIC FOR EFFECTIVENESS:

The instructional leadership team will utilize student connectedness survey data along with student participation rates to analyze the effectiveness of the program.

NEEDED RESOURCES:

STEAM/NGSS related technology, equipment, resources, opportunities for PD, and/or materials for use during out-of-school time. Finally, consultants and/or travel and conferences will be utilized to continue building capacity around STEAM based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

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

1000.00	LCFF: Materials & Supplies	CTE exploration curriculum, materials, supplies	May 2025
2000.00	LCFF: Materials & Supplies	Materials, supplies, printing, and other resources for STEAM kits and/or Mobile Makerspace.	May 2025
500.00	LCFF: Materials & Supplies	Buckets and sticks for bucket drumming	May 2025

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

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

DESCRIPTION OF PROGRAM:

English Learners will be monitored through all data platforms. ELlevation and STAR will be used to monitor and support the progress of ELLs, LTELs, and reclassified students. Teachers will be trained on how to filter data in STAR and Kern Integrated Data Systems (KIDS) to review data by subgroups to ensure ELLs are mastering grade level concepts and developing English Language skills. The data will be used to guide instructional plans and instructional groupings.

ACTIONS:

In order to improve students' comprehensive educational experience, the Instructional Leadership Team will monitor student success toward domain proficiency.

METRIC FOR EFFECTIVENESS:

Certificated staff will review English Learner Data monthly during PLC meetings.

NEEDED RESOURCES:

Funding for supplies, materials, classified and certificated extra time to support bridging activities will be available, as needed.

Proposed Expenditures for this Strategy/Activity

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

0	LCFF: Teachers Extra Duty	Certificated Extra Duty as funds allow	
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Supplemental Resources

DESCRIPTION OF PROGRAM:

Purchase and maintain materials, equipment, furniture, technology, and software to extend learning across the curriculum for all students.

General funds provide basic operational supplies and equipment for use by students and teachers. Additional support materials may be provided for students and for teachers to use in their instruction.

To supplement core instruction, including but not limited to: printers, paper, copiers, computers, computer monitors, keyboards, and mice will be available for instructional enhancement (teachers) and student needs as applicable. Costs may include ongoing maintenance costs, ink, repair, and replacement for damaged/non-working equipment.

To increase engagement during lessons in the classroom, additional student supplies will be available including but not limited to wet/dry erasable markers, whiteboards, interactive technology, composition books, binders, dividers, folders, student planners, the computer software licensing, and other educationally related supplies.

Academic incentives and awards of nominal value will be purchased to recognize outstanding achievement/growth in areas such as core subjects, citizenship, physical education, PBIS, and school/community involvement. (LCFF & Title I as appropriate)

Duplication/printing of student supplemental learning materials/customized learning materials for subjects across the curriculum to enhance learning objectives.

ACTION:

In order to improve students' comprehensive educational experience, the administrative team will monitor resource needs and use and make purchases accordingly.

METRIC FOR EFFECTIVENESS:

Supplemental resource actions will be monitored by reviewing lesson plans, specially funded supply requests, and classroom visits/observation of the supplies in use.

NEEDED RESOURCES:

Funding for supplies, materials, classified and certificated extra time to support core instruction, student engagement, behavior and attendance incentives, and basic operations will be available, as needed.

Proposed Expenditures for this Strategy/Activity

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

1500.00	LCFF: Materials & Supplies	Provide awards and recognition for student achievement in academics, arts, sciences, citizenship, and other areas to motivate and encourage students, including our monthly PBIS program.	May 2025
1750.00	LCFF: Materials & Supplies	Printing supplemental instruction materials (as funds become available)	May 2025
8400.00	LCFF: Materials & Supplies	Including but not limited to wet/dry erasable markers, whiteboards, interactive technology, composition	May 2025

		books, binders, dividers, folders, student planners, and other educationally related supplies. (as funds become available)	
250.00	LCFF: Direct Cost for Trans of Serv	Bussing for Field Trips	May 2025

Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

District LCAP Goal # 3 “Provide and maintain a safe, positive school climate that engages all educational partners.”

The SPSA Goal, and the strategies in this section, will focus on improving school attendance, maintaining positive behavioral interventions, providing supplemental behavioral support services and staff, decreasing suspension rates, developing a school of cultural competence, ensuring safe schools, and other site-based programs to promote SEL - mental health/social-emotional well-being as it relates to pupil participation and progress in their education.

Goal 3 Integrated Educational Supports

Alternative Education teachers, staff, students, and families will work collaboratively to ensure a safe and nurturing educational experience for all.

Comprehensive Needs Assessment

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

The site leadership team conducted our Comprehensive Needs Assessment in April of 2024. The team reviewed district goals, Alternative Education values, and upcoming initiatives during this assessment. They noted gaps that data revealed and determined strategies to strengthen current systems. One unique caveat for this team to consider is the transient nature of students enrolled in the Alternative Education Program. In addition, the 2022-2023 school year produced the first Program Plan for Student Achievement. Additionally, the 2023-2024 school year brought several staffing changes at Alternative Education, including the addition of two full time teachers and a program specialist. We reviewed several data items for this goal including SWiFT-FIA, PBIS TFI, Student Connectedness Survey Results, STAR Assessment Data for Reading and Math, and the Leader In Me Measurable Results Assessment.

SWiFT-FIA RESULTS:

Based on the Spring 2024 administration of SWiFT-FIA, the majority scores are as follows:

- 1) Administrative Leadership: Alternative Education scored "Installing" rather than "Implementing" this year as site leadership has shifted with the addition of a program specialist and in the capacity of staff to share in decision making responsibilities. Strengths were identified in Educator Coaching & Learning as well as Personnel Evaluation.
- 2) Multi-tiered System of Support: With the addition of PBIS Tier 1 structures, the team agrees that Alternative Education is continuing in an "Installing" level.
- 3) Integrated Educational Framework: Alternative Education has grown significantly in this area the past year, scoring mostly in the "Implementing" stages.
- 4) Family & Community Engagement: Alternative Education scored "Laying the Foundation" in 4/4 SWiFT-FIA Items.

STUDENT CONNECTEDNESS SURVEY RESULTS:

Overall, the results of the student connectedness survey indicate a consistency in positive sentiment that staff notice student absences. At the same time, there has been a negative shift in students feeling like they can talk with staff or have a sense of belonging at Alternative Education (which unlike a comprehensive school site, we desire a more neutral outcome for this indicator). One conclusion is that while the consistency in noting absences may indicate a maintained level of care or attendant at a basic level, it is not translating to broader feelings of care and belonging.

ATTENDANCE DATA:

Alternative Education's attendance rate for the 22-23 school year was 84.65%.

LOCAL SWIS DATA: SWIS data is a web-based application that collects local data related to negative behaviors based on submissions by teachers and staff members. School administrators and school teams composed of Educational Partners (i.e. Teachers, Staff, Administration, Students, Families, and Community Members) utilize SWIS data in order to develop school-based action plans to meet specific social-emotional and behavior needs. Examples of information collected include 1) average referrals per day per month 2) referrals by location 3) referrals by day of week 4) referrals by grade 5) referrals by problem behavior and 6) referrals by student (confidential).

According to SWIS data as of Spring 2024, approximately 37 SWIS referrals occur per month, with the vast majority of incidents occurring outside and in the classroom. During the 2023-2024 school year, the majority of SWIS referrals originated in Eighth Grade. The top negative behaviors exhibited as of Spring 2024, included minor language, minor physical contact, and minor defiance.

LEADER IN ME - MEASURABLE RESULTS ASSESSMENT (MRA)

The MRA survey assesses the effectiveness of educational practices across various domains, employing the Leader in Me framework, which emphasizes leadership, culture, and academics. The MRA highlighted the strengths of the Alternative Education Program were Supportive Staff Environment, Staff Voice (engagement/satisfaction), Empowered Learners (academic self-efficacy), and achieving school goals. Areas for growth include Family Engagement, Instructional Efficacy, and School Belonging.

Identified Need

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

SWIFT-FIA:

Based on the 2024 SWiFT-FIA data and discussion, the Alternative Education campus has fully implemented Tier I PBIS systems and structures and adequately trained all staff. There is a need to refine entrance and exit criteria for Tier II and Tier III interventions and support, as well as identify additional resources to be utilized for individualized needs of students participating in Tier III supports.

Multi-Tiered Systems of Support as indicated by rubrics 4.1-4.3. During the 2023-2024 school year, we refined and developed systems for promoting positive behavior. We adopted Leader in Me as our Tier I Social-Emotional Learning Curriculum. Most of the staff at Alternative Education participated in a PBIS Tier I cohort through KCSOS, in which we collaborated on best practices for our students and their specific needs. We continued attending to individual student needs through rehabilitation plans, behavior contracts, our Behavior Intervention Aide, and contracted substance abuse counselors. We began using SWIS as our primary data collection tool for behaviors. As a team, we need to refine our systems and structures around interpreting the data for student's needs individually and as a site, and create a systematic and fluid method of moving students in and out of tiered supports.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

SWIS	An average of 37 referrals per month, most are minors	Reduce the behaviors creating the referrals by being proactive as data indicates a need with instruction, restoration, and reflection.
Thrively	8 students of the 17 enrolled in May completed the Strengths Assessment (22-23). During the 23-24 school year 19 of 24 students completed the Strengths Assessment.	Increase the number of students who complete the strengths assessment, hope score, and Interests Finder.
Connectedness Survey Data 2023-2024	41% of students agree or strongly agree that teachers and staff care about them. 47% of students agree or strongly agree that it is easy to talk with staff. 58% of students agree or strongly agree that at least one adult on campus would notice if they were absent.	While there was an increase from 38%-41% in the number of students who feel like staff care about them, our goal for the 24-25 school year is to have this number reach over 50%. The number of students who agreed or strongly agreed that it is easy to talk with staff remained unchanged. The goal for the 24-25 school year is for this to reach over 50%. The number of students who agree or strongly agree that at least one adult on campus would notice if they were absent increased from 53%-58%. The goal for the 24-25 school year is for this to reach over 60%.
Student Attendance Rate	84.65% Attendance Rate for the 2022-2023 school year.	Attendance at Alternative Education will improve by 5% for the 2023-2024 school year.
Leader in Me - Measurable Results Assessment	The MRA highlighted the strengths of the Alternative Education Program were Supportive Staff Environment, Staff Voice (engagement/satisfaction), Empowered Learners (academic self-efficacy), and achieving school goals.	Increase scores for Family Engagement, Instructional Efficacy, and School Belonging to above a 70.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Tier I Behavior and Attendance

DESCRIPTION OF PROGRAM:

Social-Emotional Leadership Development:

This facet emphasizes the cultivation of leadership skills among students by teaching social-emotional leadership competencies. Staff receive professional development to effectively guide and model these skills, increasing student engagement and academic achievement.

Positive Behavioral Interventions and Supports (PBIS):

The program implements a tiered system of behavioral supports. At the outset of the school year, all students are taught explicit behavior expectations. Staff across various roles reinforce, correct, and incentivize behaviors to proactively develop appropriate social skills and address the needs of all students, especially those identified as "At Risk."

Structured SEL Instruction:

SEL is integrated into daily routines and across all content areas. The curriculum is anchored in five core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. This structured approach includes designated instruction times, such as during morning sessions and physical education blocks. Alternative Education utilizes the Leader in Me Curriculum along with Thrively.

Comprehensive Attendance Systems:

The program includes proactive strategies to enhance school attendance, such as school attendance review teams, attendance incentives, and targeted support for students who enter the program trending towards chronic absenteeism. These efforts are supported by regular communication and engagement with families to emphasize the importance of regular attendance.

Acknowledgment and Feedback Systems:

Both school-wide and classroom-level systems are in place to acknowledge and reinforce positive behavior and SEL skills. These include incentives like RISE points, RISE awards, "Tiffin Time," and earned field trips.

Alignment with School Values and Integration of Credibility Cores:

This program perfectly complements and aligns with the core values of Alternative Education and Special Services as we work to help students realize their potential. We have added the module on Empowering Instruction to our contract as it integrates the 4 Cores of Credibility, which perfectly align with our values: Suns R.I.S.E. with Resilience (Intent), Integrity (Integrity), Skills (Capabilities), and Empowerment (Results). It also incorporates the thirteen behaviors of high trust. Utilizing these in the academic setting will help to establish a "we learn" culture. Students in Alternative Education often have gaps in finding value in themselves and trusting adult relationships. As a result, they survive by looking out for only themselves. We must bridge these gaps before significant learning occurs. This additional integration also gives relevance and application to the SEB skills we incorporate.

ACTIONS:

In order to strengthen integrated educational support, the MTSS Tier I team will continue regular monthly meetings to review data and provide proactive strategies to staff. Also, the certificated staff and administrative team will participate in Core 2 certification and implementation of the Leader in Me Curriculum. As part of this implementation, the administrative team will identify student leadership roles in which Alternative Education students may participate. For the 2024-2025 school year, certificated staff will be also responsible for teaching daily lessons from the Leader in Me Curriculum. All staff on the Alternative Education campus will continue to provide recognition and incentives for students demonstrating our values. Additionally, the administrative team continues to make incentives for positive behavior and attendance a priority.

METRIC FOR EFFECTIVENESS:

The effectiveness of Alternative Education's Tier I Behavior and Attendance program will be monitored through SWIS and KIDS. Schoolwide actions will be

adjusted as needed to increase academic achievement among all diverse student groups. The MTSS Tier I team is composed of the administrative team (i.e. Principal, Program Specialist, and teachers representing all grades, as well as classified support staff (i.e. Instructional Aides, BIAs, Office staff, etc.), meets on at least a monthly basis to review school culture and climate data and develop action plans to address behavior and/or social-emotional needs. Additionally, classroom walkthroughs (i.e. informal observations) will be regularly conducted by the administrative team. Specific feedback including references to best practices observed as well as considerations for adjustment will be provided to teachers.

NEEDED RESOURCES:

Instructional supplies to support Tier 1 Positive Behavior and SEL will include (but is not limited to) supplemental Positive Behavior/SEL materials such as learning technology and/or equipment, furniture to support calming corners in all classrooms, Positive Behavior/SEL curricular resources, Positive Behavior/SEL materials and/or resources as well as Positive Behavior/SEL student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards to reinforce individual student behavior. Additionally, games/activities and/or sports equipment which reinforce Positive Behavior/SEL will be purchased. Extra time for both Certificated and Classified staff will be made available to support supplemental Positive Behavior/SEL needs as determined by student needs including professional development on topics that impact integrated educational supports (i.e. positive behavior, Social-Emotional Learning, Equity/Culturally Responsive practices, Restorative Practices, Trauma-Informed practices, Relationship Building, Classroom Management/Student Engagement, Kagan strategies, parent communication, etc.).

Proposed Expenditures for this Strategy/Activity

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

3463.00	LCFF: Publications/Software Lic	Leader in Me	May 2025
0	LCFF: Materials & Supplies	Resources/Materials/Supplies to support SEL implementation as budget allows	May 2025

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Tier II Behavior and Attendance

DESCRIPTION OF PROGRAM:

Structured SEL Instruction:

Students who enter the Alternative Education program often have Social-Emotional-Behavioral (SEB) skill deficits. Through the use of Thrively, student strengths

and areas for growth can be identified. This particular program is also utilized in Tier 2 behavior intervention across the district and follows a student to the Alternative Education campus. Additionally, our Behavior Intervention Aide provides a daily 30-minute lesson/activity that builds SEB skills and aligns with our PBIS Behavior Expectations.

Social-Emotional Leadership Development:

With the addition of a Social Worker to the Alternative Education team, students are also able to participate in Tier II social skills groups and Aggression Replacement Training as needed.

Comprehensive Attendance Systems:

Classified staff monitor student attendance and make daily calls home when students are absent. When barriers to attendance are identified, Alternative Education staff offer available resources.

ACTIONS:

In order to strengthen integrated educational support, the MTSS Tier II team will work to clearly define Tier II systems and strategies to address behavior and attendance issues. Additionally, SART or SST/504/IEP meetings will be scheduled and held when applicable for students.

METRIC FOR EFFECTIVENESS:

The effectiveness of Alternative Education's Tier II Behavior and Attendance program will be monitored through SWIS and KIDS. The MTSS Tier II team is composed of the administrative team (i.e. Principal, Program Specialist, and teachers representing all grades, as well as classified support staff (i.e. Instructional Aides, BIAs, Office staff, etc.), meets on at least a monthly basis to review individual student behavior and attendance data and develop action plans to address behavior and/or social-emotional needs. Additionally, as students complete targeted interventions, observational data will be utilized to determine if students are employing the skills learned through the intervention.

NEEDED RESOURCES:

Instructional supplies to support school attendance will include (but are not limited to) supplemental materials such as learning technology and/or equipment, attendance resources, student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and/or student incentives/awards to reinforce school attendance. Additionally, games/activities and/or sports equipment which reinforce school attendance will be purchased. Extra time for both Certificated and Classified staff will be made available to support attendance as determined by student need/data.

Proposed Expenditures for this Strategy/Activity

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

0	LCFF: Materials & Supplies	Resources/Materials/Supplies to support SEL implementation as budget allows	May 2025
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Tier III Behavior and Attendance

DESCRIPTION OF PROGRAM:

Structured SEL Instruction:

In the event that a student requires individualized skill based SEL instruction, a plan with those targeted skills will be developed drawing from all research based applicable strategies and resources.

Social-Emotional Leadership Development:

If needed, students will be referred for specialized services such as but not limited to substance abuse counseling, school based counseling services, and/or referrals for further assessments by integrated support teams.

Comprehensive Attendance Systems:

For students with continued and chronic attendance issues, a SART meeting will be held to partner with parents in reducing barriers, communicating expectations, and creating contracts. In addition, minimum attendance requirements will be added to a student's rehabilitation plan and considered as part of the student's overall readiness to return to a comprehensive campus. Should this prove ineffective, the MTSS Tier III team will refer the student to the district SARB.

ACTIONS:

In order to strengthen integrated educational support, the MTSS Tier III team will work to clearly define Tier III systems and strategies to address behavior and attendance issues. Additionally, SART, SARB, or SST/504/IEP meetings will be scheduled and held when applicable for students.

METRIC FOR EFFECTIVENESS:

The effectiveness of Alternative Education's Tier III Behavior and Attendance program will be monitored through SWIS and KIDS. The MTSS Tier III team is composed of the administrative team (i.e. Principal, Program Specialist, and teachers representing all grades, as well as classified support staff (i.e. Instructional Aides, BIAs, Office staff, etc.)), meets on at least a monthly basis to review individual student behavior and attendance data and develop action plans to address behavior and/or social-emotional needs. Additionally, as students complete targeted interventions, observational data will be utilized to determine if students are employing the skills learned through the intervention.

NEEDED RESOURCES:

Instructional supplies to support school attendance will include (but are not limited to) supplemental materials such as learning technology and/or equipment, attendance resources, student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and/or student incentives/awards to reinforce school attendance. Additionally, games/activities and/or sports equipment which reinforce school attendance will be purchased. Extra time for both Certificated and Classified staff will be made available to support attendance as determined by student need/data.

Proposed Expenditures for this Strategy/Activity

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

0	LCFF: Materials & Supplies	Resources/Materials/Supplies to support SEL implementation as budget allows	May 2025
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Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

District LCAP Goal # 3 “Provide and maintain a safe, positive school climate that engages all educational partners.”

The SPSA Goal, and the strategies in this section, will focus on improving school attendance, maintaining positive behavioral interventions, providing supplemental behavioral support services and staff, decreasing suspension rates, developing a school of cultural competence, ensuring safe schools, and other site-based programs to promote SEL - mental health/social-emotional well-being as it relates to pupil participation and progress in their education.

Goal 4 Family & Community Engagement

Alternative Education teachers, staff, students, and families will collaborate to ensure all families and community members work together to support the student by improving communication with parents and providing more parent and family engagement opportunities.

Comprehensive Needs Assessment

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

The site leadership team conducted our Comprehensive Needs Assessment in April of 2023. The team reviewed district goals, Alternative Education values, and upcoming initiatives during this assessment. They noted gaps that data revealed and determined strategies to strengthen current systems. One unique caveat for this team to consider is the transient nature of students enrolled in the Alternative Education Program. In addition, the 2022-2023 school year produced the first Program Plan for Student Achievement. Additionally, the 2023-2024 school year brought several staffing changes at Alternative Education, including the addition of two full time teachers and a program specialist. We reviewed several data items for this goal including SWiFT-FIA, PBIS TFI, Student Connectedness Survey Results, STAR Assessment Data for Reading and Math, and the Leader In Me Measurable Results Assessment.

SWiFT-FIA RESULTS:

Based on the Spring 2024 administration of SWiFT-FIA, the majority scores are as follows:

- 1) Administrative Leadership: Alternative Education scored "Installing" rather than "Implementing" this year as site leadership has shifted with the addition of a program specialist and in the capacity of staff to share in decision making responsibilities. Strengths were identified in Educator Coaching & Learning as well as Personnel Evaluation.
- 2) Multi-tiered System of Support: With the addition of PBIS Tier 1 structures, the team agrees that Alternative Education is continuing in an "Installing" level.
- 3) Integrated Educational Framework: Alternative Education has grown significantly in this area the past year, scoring mostly in the "Implementing" stages.
- 4) Family & Community Engagement: Alternative Education scored "Laying the Foundation" in 4/4 SWiFT-FIA Items.

STUDENT CONNECTEDNESS SURVEY RESULTS:

Overall, the results of the student connectedness survey indicate a consistency in positive sentiment that staff notice student absences. At the same time, there has been a negative shift in students feeling like they can talk with staff or have a sense of belonging at Alternative Education (which unlike a comprehensive school site, we desire a more neutral outcome for this indicator). One conclusion is that while the consistency in noting absences may indicate a maintained level of care or attendant at a basic level, it is not translating to broader feelings of care and belonging.

ATTENDANCE DATA:

Alternative Education's attendance rate for the 22-23 school year was 84.65%.

LOCAL SWIS DATA: SWIS data is a web-based application that collects local data related to negative behaviors based on submissions by teachers and staff

members. School administrators and school teams composed of Educational Partners (i.e. Teachers, Staff, Administration, Students, Families, and Community Members) utilize SWIS data in order to develop school-based action plans to meet specific social-emotional and behavior needs. Examples of information collected include 1) average referrals per day per month 2) referrals by location 3) referrals by day of week 4) referrals by grade 5) referrals by problem behavior and 6) referrals by student (confidential).

According to SWIS data as of Spring 2024, approximately 37 SWIS referrals occur per month, with the vast majority of incidents occurring outside and in the classroom. During the 2023-2024 school year, the majority of SWIS referrals originated in Eighth Grade. The top negative behaviors exhibited as of Spring 2024, included minor language, minor physical contact, and minor defiance.

LEADER IN ME - MEASURABLE RESULTS ASSESSMENT (MRA)

The MRA survey assesses the effectiveness of educational practices across various domains, employing the Leader in Me framework, which emphasizes leadership, culture, and academics. The MRA highlighted the strengths of the Alternative Education Program were Supportive Staff Environment, Staff Voice (engagement/satisfaction), Empowered Learners (academic self-efficacy), and achieving school goals. Areas for growth include Family Engagement, Instructional Efficacy, and School Belonging.

Identified Need

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

SWiFT-FIA:

Based on the 2023-2024 SWiFT-FIA data and discussion, there is a continued need to build systems of parent engagement that meet the needs of the Alternative Education student and family. Other than enrollment, progress reporting, and phone calls for positive and negative behaviors, families are not offered an opportunity to participate in the Alternative Education program. District elements are in place but none specifically for Alternative Education. The transient nature of student enrollment paired with the low socio-economic barriers of most of our families create additional challenges for Alternative Education students.

Family and Community Engagement is indicated by rubrics 7.1-8.2. All rubrics indicate that district foundations exist, but we are laying the foundations for family and community engagement as a program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement Survey	No baseline data	Create an exit survey for all students returning to a comprehensive campus as well as a parent survey for those who remain at the Alternative Education Program during the 2024-2025 school year.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Parent Engagement Activities

DESCRIPTION OF PROGRAM:

As a student enters the Alternative Education program, parents meet with administrative staff to review the events that led to enrollment as well as identify student strengths and needs. Appropriate interventions may also be identified for parental permission. While enrolled at Alternative Education, parents receive a printed weekly progress report containing student grades, goals, and reflections. An acknowledgement of receipt form is signed and returned with a space for parents to ask questions or provide teachers with feedback. Staff make positive phone calls home as well as provide tangible awards and certificates for parents to easily see. When a student is not finding success academically or behaviorally, parent meetings are scheduled to review goals, rehabilitation plans, and to strengthen our partnership with parents. Progress Monitoring meetings, SSTs, and/or Behavior Contracts are other meetings in which parents are invited to participate.

ACTIONS:

For the 2024-2025 school year, Certificated staff will continue providing weekly progress reports home. In addition, the Alternative Education staff will produce and send home a monthly newsletter highlighting academics, ways parents can support their students, SEL resources, community resources, and more. Additionally, the Alternative Education program will hold one parent engagement event each semester to celebrate student successes and foster family engagement.

METRIC FOR EFFECTIVENESS:

Parent Engagement Activities will be monitored through the review of survey data, sign in sheets for events, feedback provided on signed and returned progress reports as well as newsletter engagement.

NEEDED RESOURCES:

Technology-based resources such as Canva, Parent Square, and GoogleWorkspace are needed to create and plan communication that will occur on a regular basis. Translation will also be needed for such communication.

Proposed Expenditures for this Strategy/Activity

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

400.00	LCFF: Materials & Supplies	Light refreshments for parent and family engagement activities	May 2025
0	LCFF: Educational Services; Prof/Consult/Other Operating	Interpreter Services to support Educational sessions	May 2025
0	LCFF: Books Other Than Textbooks LCFF: Materials & Supplies	Resources/Materials to support Family Engagement	May 2025

Strategy/Activity 2

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

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Parent Engagement Activities Specific to English Learners

DESCRIPTION OF PROGRAM:
 Due to the transient and small nature of the Alternative Education Program, there are often no English Learners enrolled. For the 2023-2024 school year, no English Learners enrolled until March of 2024. In April of 2024, we currently have three students who are English Learners.

ACTIONS:
 The administrative team will host an academic resource meeting with parents of ELLs as needed based on student enrollment. Additionally, a feedback survey will be created, translated, and provided to parents regarding the effectiveness of the meeting.

METRIC FOR EFFECTIVENESS:
 The administrative team will monitor survey data for effectiveness and feedback.

NEEDED RESOURCES:
 Translation services may be needed during these meetings.

Proposed Expenditures for this Strategy/Activity

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

0	LCFF: Educational Services; Prof/Consult/Other Operating	Interpreter Services to support Educational sessions	May 2025
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Goals, Strategies, & Proposed Expenditures

LEA/LCAP Goal

District LCAP Goal # 3. By 2023, 80% of our staff who have engaged in district and site professional learning will say they are more equipped to meet the needs of all students. The district will measure progress toward this goal with qualitative and quantitative data from questionnaires given to staff regarding implementation, which will also name which professional learning sessions staff have attended outside of pbvU.

The purpose of this goal is to provide Professional Learning/Professional Development opportunities for teachers, support staff, and administrators through the

use of in-house training, travel/conference attendance, online training, and consultants.

The scope of this goal and its strategies may include improving/increasing knowledge and expertise in areas identified in the school's comprehensive needs assessment (CNA) such as:

- ~ Academic content areas (ELA, Literacy, ELD, Math, Science/STEM, History)
- ~ curriculum development opportunities for staff to improve teaching and learning,
- ~ behavioral, curricular, co-curricular, social-emotional learning
- ~ leadership development
- ~ technology - training on how to utilize technology/software in the classroom.

Goal 5 Professional Development Plan

Monthly site-based professional development will be provided for all Alternative Education teachers that include learning opportunities to meet the diverse needs of our population as well as the individual needs of our students. Teachers will also have consistent opportunities for collaboration, data analysis, backward mapping, action planning, and coaching cycles (modeling and reflection). Teachers will also have access to and the opportunity to participate in district-provided professional development such as the Educator Learning Summit.

Comprehensive Needs Assessment

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

The site leadership team conducted our Comprehensive Needs Assessment in April of 2024. The team reviewed district goals, Alternative Education values, and upcoming initiatives during this assessment. They noted gaps that data revealed and determined strategies to strengthen current systems. One unique caveat for this team to consider is the transient nature of students enrolled in the Alternative Education Program. In addition, the 2022-2023 school year produced the first Program Plan for Student Achievement. Additionally, the 2023-2024 school year brought several staffing changes at Alternative Education, including the addition of two full time teachers and a program specialist. We reviewed several data items for this goal including SWiFT-FIA, PBIS TFI, Student Connectedness Survey Results, STAR Assessment Data for Reading and Math, and the Leader In Me Measurable Results Assessment.

SWIFT-FIA RESULTS:

Based on the Spring 2024 administration of SWIFT-FIA, the majority scores are as follows:

- 1) Administrative Leadership: Alternative Education scored "Installing" rather than "Implementing" this year as site leadership has shifted with the addition of a program specialist and in the capacity of staff to share in decision making responsibilities. Strengths were identified in Educator Coaching & Learning as well as Personnel Evaluation.
- 2) Multi-tiered System of Support: With the addition of PBIS Tier 1 structures, the team agrees that Alternative Education is continuing in an "Installing" level.
- 3) Integrated Educational Framework: Alternative Education has grown significantly in this area the past year, scoring mostly in the "Implementing" stages.
- 4) Family & Community Engagement: Alternative Education scored "Laying the Foundation" in 4/4 SWIFT-FIA Items.

STUDENT CONNECTEDNESS SURVEY RESULTS:

Overall, the results of the student connectedness survey indicate a consistency in positive sentiment that staff notice student absences. At the same time, there has been a negative shift in students feeling like they can talk with staff or have a sense of belonging at Alternative Education (which unlike a comprehensive school site, we desire a more neutral outcome for this indicator). One conclusion is that while the consistency in noting absences may indicate a maintained level of care or attendant at a basic level, it is not translating to broader feelings of care and belonging.

LOCAL SWIS DATA: SWIS data is a web-based application that collects local data related to negative behaviors based on submissions by teachers and staff members. School administrators and school teams composed of Educational Partners (i.e. Teachers, Staff, Administration, Students, Families, and Community

Members) utilize SWIS data in order to develop school-based action plans to meet specific social-emotional and behavior needs. Examples of information collected include 1) average referrals per day per month 2) referrals by location 3) referrals by day of week 4) referrals by grade 5) referrals by problem behavior and 6) referrals by student (confidential).

According to SWIS data as of Spring 2024, approximately 37 SWIS referrals occur per month, with the vast majority of incidents occurring outside and in the classroom. During the 2023-2024 school year, the majority of SWIS referrals originated in Eighth Grade. The top negative behaviors exhibited as of Spring 2024, included minor language, minor physical contact, and minor defiance.

ATTENDANCE DATA:

Alternative Education’s attendance rate for the 22-23 school year was 84.65%.

LEADER IN ME - MEASURABLE RESULTS ASSESSMENT (MRA)

The MRA survey assesses the effectiveness of educational practices across various domains, employing the Leader in Me framework, which emphasizes leadership, culture, and academics. The MRA highlighted the strengths of the Alternative Education Program were Supportive Staff Environment, Staff Voice (engagement/satisfaction), Empowered Learners (academic self-efficacy), and achieving school goals. Areas for growth include Family Engagement, Instructional Efficacy, and School Belonging.

Identified Need

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

Overall, student achievement and school climate data demonstrate a need to enhance Tier I Core instruction in English-Language Arts/Literacy, Mathematics, Positive Behavior, and Social Emotional Learning including regular opportunities for professional learning/development specifically in lesson design, increased opportunities for collaboration, data analysis, and action planning, backwards mapping, as evidenced by a 2023-2024 professional development/learning calendar.

Based on the 2024 SWiFT-FIA data and discussion, there is a need to further develop Tier II academic supports for both English-Language Arts/Literacy and Mathematics. While Tier II academic supports for Reading were established with 95% Group materials and a trained staff member, creating a more robust system for both Reading and Mathematics will accelerate student learning and better equip students to return to a school site. Professional development is needed for both Certificated and Classified Staff members.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-2025 Professional Learning Calendar	Certificated staff participated in all Professional Development outlined on the 2023-2024 Professional Learning Calendar for Alternative Education. Some staff participated in the district-provided professional development.	All Certificated staff will participate in all professional development activities outlined on the 2024-2025 Professional Learning Calendar for Alternative Education. Most staff will participate in some district-provided professional development.
Classroom Walkthroughs with Feedback	Required observations and evaluations were completed for all staff. Regular scheduled	Implement a regular cycle of observation, coaching, and feedback that is on the calendar. 100% of teachers will receive at least one weekly

	walkthroughs with feedback were intermittent for the 2023-2024 school year.	administrative and coaching walkthrough with feedback.
Site-Based Professional Learning Calendar	An Alternative Education Professional Learning Calendar was created and implemented for the 2023-2024 school year.	An Alternative Education Professional Learning Calendar will be created and implemented for the 2024-2025 school year that aligns with the 2024-2025 SPSA and District LCAP goals.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

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

DESCRIPTION OF PROGRAM:
Professional Learning Communities (PLCs):

- **Weekly Collaboration:** Staff members at each school participate in weekly PLCs where they deconstruct educational standards, define learning objectives, and develop assessments along with instructional materials. Teachers work collaboratively to answer the 4 PLC questions:
 - What do we want all students to know and be able to do?
 - How will we know if they have learned it?
 - How will we respond when some students do not learn?
 - How will we extend the learning for students who are already proficient?
- **Instructional Best Practices:** Focus on Tier I instructional practices, including defining success criteria and utilizing checks for understanding.
- **Data Meetings:** These meetings focus on analyzing student work, identifying misconceptions, and devising reteaching strategies. Data cycles are created around focus standards, with PLCs facilitating monthly and twice monthly data meetings, respectively.
- **Vertical Alignment:** At Alternative Education, once per quarter, teachers are released to refine, revise, and vertically align consensus maps as each certificated staff member teaches multiple grade levels.

Staff Development:

- **Professional Development:** Teachers receive ongoing professional development delivered by the administrative team and/or coaches/consultants. All dates and topics are outlined in the Professional Learning Calendar provided at the start of each school year. Topics are selected based on teacher feedback, comprehensive needs assessment, and walkthrough data and designed to align with Alternative Education SPSA and district LCAP goals.

ACTIONS:
The Instructional Leadership Team will create a monthly professional development calendar for the 24-25 school year that addresses SPSA actions, and if needed, will create PBV courses or provide release time and/or extra duty opportunities for additional professional development. Additionally, the administrative

team will purchase books for professional development to provide research based strategies to improve core instruction or small group instruction and at times, certificated staff may be released from duty to observe classrooms, participate in professional learning and development of consensus maps. Finally, the administrative team will provide extra duty rate compensation for the Instructional Leadership Team and PBIS teams to meet monthly to develop leadership capacity as well as to make school decisions based on data.

METRIC FOR EFFECTIVENESS

Continuous review of various data points such as benchmark assessments, SWIFTFIA, and surveys help in identifying gaps and developing action plans. Additionally, an annual comprehensive school plan is developed and reviewed, with smaller committees monitoring specific strategies and making adjustments as needed. Teacher Feedback surveys, SEL/SEB data, and student return-recidivism rates will also demonstrate the effectiveness of this professional development.

NEEDED RESOURCES:

Instructional supplies to support professional development/professional learning will include (but are not limited to) supplemental curricular resources, learning technology resources and/or subscriptions, equipment, and other supplies/materials (e.g., folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.), travel and conference expenses, and/or consultant services in learning priority areas related to academic achievement and/or integrated educational support (i.e., behavior, attendance, engagement, culture/climate). Additionally, duplication/printing of supplemental learning materials and/or customized learning materials to enhance learning objectives will be purchased as needed. Extra time for both Certificated and Classified staff will be made available to support supplemental PD/PL needs as determined by student needs/data.

Proposed Expenditures for this Strategy/Activity

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

500	LCFF: Books Other Than Textbooks LCFF: Materials & Supplies	Resources/Materials to support Professional Development	May 2025
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In-Person Learning

Strategy/Activity: Professional Development: Consultants, Conferences

DESCRIPTION OF PROGRAM:

There will be at least one monthly site-based professional development/professional learning opportunity based on needs as identified in achievement (i.e. English Language Arts, ELD, Mathematics, etc.) and integrated educational support data (i.e. behavior, attendance, engagement, culture/climate) as evidenced on a 2024-2025 Professional Learning Calendar. Professional Learning will be facilitated by the Instructional Learning Team and/or consultants depending on

PPSA Annual Review: for School Year 2022-23

1. For each Goal area, describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
2. Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
3. Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the PPSA.

Goal 1A, English Language Arts/Literacy/ELD

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • The Alternative Education Admin team will provide professional development in lesson planning, assessment administration, and data analyzation for certificated staff. • Implement and sustain cycles of observation, coaching, and feedback 	<p>This action was fully implemented.</p> <p>This action was partially implemented.</p>	2641.00	2645.00

Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Provide professional development in lesson planning, assessment administration, and data analyzation. • Implement and sustain cycles of observation, coaching, and feedback 	<p>This action was fully implemented.</p> <p>This action was partially implemented</p>	1500.00	900.00

Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Music Education • Art • CTE 	<p>A music teacher was provided without cost to provide weekly music instruction. As the teacher did not know guitar, students utilized ukuleles.</p> <p>Art instruction through Procreate was fully implemented during the 23-24 school year.</p> <p>CTE was minimally implemented through existing software. Due to the high cost of Paxton Patterson CTE materials, Alt. Ed. will be exploring other options for the 24-25 school year. Additionally, the CTEC field trip was full at the time of registering for the event.</p>	<p>Music: 15,000.00</p> <p>Art: 1000.00</p> <p>CTE:102721.50</p>	<p>Music: 0</p> <p>Art: 1810.00</p> <p>CTE:</p>

Goal 3, Integrated Educational Supports

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Leader in Me</p> <p>SEL Curriculum</p>	<p>Leader in Me was fully implemented. Thrively was fully implemented at Alternative Education and as Tier II district-wide.</p> <p>Why Try was not implemented as timing for implementation did not align with site priorities.</p>	<p>9935.00</p> <p>3500.00</p> <p>1200.00</p>	<p>9935.00</p> <p>4000.00</p> <p>0</p>

Goal 4, Family and Community Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Dynamic Communication</p> <p>Family Picnic</p>	<p>Fully implemented</p> <p>One of the two planned events is scheduled to take place in May of 2024, making this goal partially implemented.</p>	<p>0</p> <p>0</p>	<p>0</p> <p>0</p>

Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
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PD All Staff	Fully implemented	500.00	400.00
Leader in Me Training/PBIS Tier 1 Cohort	More than fully implemented as we were offered the ability to also participate in the PBIS Tier I cohort at KCSOS. We incurred the cost of subs.	1000.00	2880.00
PLCs	Fully Implemented	1000.00	Funding reallocated to cover the cost of PBIS subs.

Program Site Council Adoption