

Wichita Falls Independent School District
Denver Alternative Center
2023-2024 Campus Improvement Plan

Mission Statement

The Denver Mission is to facilitate positive growth in academics, interpersonal skills, and self-esteem for all students through responsible decision-making.

Vision

The Denver vision is to help students become productive members of society and be able to make wise choices.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Most needs at Denver remain the same as last year with one exception. Due to staffing reductions, providing the needed support for students, especially with discipline issues, causes concern.

Demographics

Demographics Summary

The number of discretionary assignments in 2021-2022 increased by 11 students. Nineteen percent of the students assigned to Denver were for discretionary reasons.

We had 32 more Special Ed. students assigned to Denver this year compared to last year (from 31/14% to 63/21%).

Hispanic discretionary is approximately equal to the ALL discretionary category.

Teachers remain at Denver generally until they retire. Not everyone wants to work with students who are assigned to Denver because they have issues and can be difficult to motivate. However, we currently have a staff that has a special place in their heart for these struggling students. They feel that they are making a difference with the students.

Parents are required to enroll students and participate in an intake meeting explaining Denver rules.

Due to the fact that students are temporarily placed at Denver, parents are not interested in participating in the site based committee, but instead remain involved on the students' home campuses.

In order to get parent feedback, we request that parents complete the seven question survey that goes home the afternoon before their student's possible exit date.

Demographics Strengths

Discretionary assignments compared to last year are at a slightly lower percent but with an increase of 11 more students. It is approximately as it was pre-COVID..

Weekly instruction is done every Monday to provide information on possible careers.

Intake meeting with parents is held to go over the Denver handbook when the student is enrolled at Denver. They also meet with the transition counselor upon enrollment.

A parent survey is sent home to parents so they can offer suggestions

A point sheet goes home with each student every evening keeping parents informed about their child's progress.

Principal has an open door policy.

There is very little turn over with Denver teachers.

All teachers are certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some students struggle and feel disenfranchised when placed at Denver requiring more support by Denver staff while they are removed from their home campus. **Root Cause:** Students are removed from their comfort zone where their friends are and where they have more freedom.

Problem Statement 2: Many students have no goals for their future. **Root Cause:** Options for employment/careers haven't been shared with the students.

Student Learning

Student Learning Summary

The students assigned to Denver are missing instruction that is being provided on the home campus.

The staff supports students by providing multiple ways for students to receive assignments such as Google classroom, Odysseyware, and delivery via inter-school mail.

Home campus teachers who record instruction for specific students needing help with advanced classes like physics, calculus, etc. facilitates better progress for these students.

Students are supported through visits from home campus staff like counselors, assistant principals, at risk personnel, etc, but since a transition counselor is based at Denver now, the visits are optional

Denver staff collaborates with home campuses to arrange for STAAR, MAP, etc. testing on students' home campuses.

Student Learning Strengths

Experienced teachers

Daily self management lessons and weekly career opportunities

Assignments provided by teacher of record

Low student:teacher ratio (15:1 or less)

Discipline management (choice room/time out, point system, and earned rewards)

Excellent management of Sp. Ed. students at Denver

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Home campus teachers state that they do not regularly receive an assignment for every day their student is at Denver throughout their stay at Denver. **Root Cause:** Some home campus teachers fail to assign work for their Denver students, and some students refuse to complete their assignments.

Problem Statement 2: Some students fail to exhibit good attendance, behavior, and quality work which delays their exit from Denver. **Root Cause:** Some students lack self control which causes them to make poor choices.

School Processes & Programs

School Processes & Programs Summary

Curriculum is determined by home campuses and the district. Assignments are created by home campus teachers, and Denver teachers supervise and tutor.

Teachers on the home campuses give students credit/grades for work completed at Denver.

When disruptions arise, we remove disruptive students from classrooms quickly with as little disruption as possible.

Since a counselor is based at Denver, students may request to see the counselor. Upon enrolling at Denver, parents have the opportunity to give permission for their child to receive one-on-one counseling via teletherapy..

Since Denver receives no per student budget allocation, we use SCE funds for our daily supplies and equipment for students.

Teachers continue to use websites and purchased videos for self management lessons.

Students access Google classroom or Odysseyware to complete assignments from their home campus teachers.

Students work in Odysseyware when they are in CAPS classes, and when assignments from home campuses don't arrive/aren't posted in a timely manner, students are assigned Odysseyware enrichment courses until assignments are received.

Community resources like speakers from Helen Farabee, Serenity, etc. are utilized. After school sessions with community speakers are scheduled for students and parents.

School Processes & Programs Strengths

Chromebooks access the internet.

Chromebooks are available for students who fail to bring theirs.

Projectors connected to teacher computers allow proper viewing for self management lessons.

Google Meet is available in each teacher's room and allows contact to be made with home campus teachers when approved by both teachers so students can consult with the home campus teachers if necessary.

Students get as much one-on-one assistance as needed so most students' grades improve while at Denver.

Denver is a small campus so issues are addressed as they arise in a timely manner.

Principal has open door policy for students, staff, and parents.

Staff works well together.

Qualified paraprofessionals and teachers

Individual and group counseling with an LPC.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some students don't receive adequate and appropriate assignments from the home campus. **Root Cause:** Some home campus teachers are not putting assignments into Google Classroom or sending work.

Problem Statement 2: Suspending students when removed from class multiple times can lead to excessive suspensions. **Root Cause:** Some students refuse to comply with Denver rules.

Problem Statement 3: Reduction in staff will make it more difficult to provide needed support for students at Denver. **Root Cause:** Reduction of 3 staff members (19-3=16 current staff members). We went from 2 special ed. teachers to 1.

Perceptions

Perceptions Summary

When students at Denver need to visit with a counselor, the transition counselor based at Denver is notified.

Transition counselor meets with student and parent/guardian during enrollment.

Since Denver receives no per student budget allocation, SCE funds are used for our daily supplies and equipment for students.

Due to the fact that students are temporarily placed at Denver, parents are not interested in participating in the site based committee, but they remain involved on the students' home campuses.

Approximately one-third of the parents completed the seven question survey.

Since 26% of students assigned to Denver this year were sent for assault, and all of them sent to Denver are non-compliant, we need to be able to observe the students' behavior. This is done by multiple people face-to-face and using the cameras. Additional cameras were added in 3 classrooms so hopefully those viewing classrooms will be able to see all students.

An additional camera is still needed in some classrooms, but especially rooms so those viewing classrooms will be able to see all students, but purchasing additional Chromebooks may more pressing.

Perceptions Strengths

Required parent involvement in intake meeting when student is enrolled at Denver

Daily contact with absent student's parent by attendance clerk if possible

Denver teacher's contact with home campus teachers

Thorough records are kept of assignments received and completed by students.

Students know what the expectations are for their work and behavior at Denver, and they understand the consequences for non-compliance.

Point sheets track attendance, behavior, and assignment completion.

Parent survey to offer suggestions

A point sheet goes home with each student every evening keeping parents informed about their child's progress.

Open door policy

Positive reinforcement of attendance, behavior and academics by rewarding students for earning 100 points in 5 consecutive days.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: An ample number of parents are needed to complete the parent survey to help us know what they think about our program. **Root Cause:** Parents know that their child is placed at Denver temporarily, and therefore don't identify with Denver as their child's school.

Problem Statement 2: Some parents still express concern that Denver is not a safe environment for their child. **Root Cause:** Parents' perception of Denver reflects their fear for their child in a DAEP.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Alternative Education Accountability (AEA) data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Study of best practices
- Action research results

Goals

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Create a staff development plan based on best practices, areas of weakness, and required employee training that provides staff development 3 times per year by May of 2024.





Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Denver staff is trained at the beginning of each year on drills that provide safety for the students and staff.</p> <p>Strategy's Expected Result/Impact: Students perform the drills appropriately. Students will seldom escalate behavior to a physical level. Staff will demonstrate physical control and restraint positions only as a last resort to dangerous student behavior.</p> <p>Staff Responsible for Monitoring: Lahoma Vaughn and Jamie Faust Linda Nichols</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: *Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, Restorative Justice, and the support of English Learners.</p> <p>Strategy's Expected Result/Impact: Use of the Flippen Group strategies will help build character in students as evidenced by appropriate behavior and work allowing students to exit from Denver in the number of days assigned.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 2: Reward the Denver team who works well with at risk students by maintaining the number of PIE partners at least 3 by May, 2024.

Evaluation Data Sources: Staff members feel valued and are retained at Denver as measured by the teacher survey.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PIE partner funds and donated products help support the reward systems for students and staff.</p> <p>Strategy's Expected Result/Impact: Students will exit in the number of days assigned or fewer due to encouragement and rewards for appropriate behavior, completed assignments, and good attendance.</p> <p>Staff will receive snacks and drinks to help acknowledge their value to the students and appreciation by the principal.</p> <p>Staff Responsible for Monitoring: Jamie Faust Linda Nichols</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Since our budget is quite limited we will continue to contact prospective partners in education.</p> <p>Strategy's Expected Result/Impact: More businesses will agree to provide needed financial assistance.</p> <p>Staff Responsible for Monitoring: Linda Nichols</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: *The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>*The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Only highly qualified staff will be hired.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Provide 8 additional Chromebooks so students will have the needed technology to complete assignments.

High Priority





Evaluation Data Sources: Feedback from teachers via the teacher survey will determine whether or not students have adequate access to Google classroom to complete assignments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Since more assignments are requiring the use of computers, and many students don't have access to an assigned Chromebook due to loss, fines, etc., SCE funds will be used to purchase 8 more Chromebooks.</p> <p>Strategy's Expected Result/Impact: Students will have adequate technology to complete assignments placed in Google Classroom and in Odysseyware.</p> <p>Staff Responsible for Monitoring: Principal Secretary Teachers</p> <p>Funding Sources: - SCE - \$3,856</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: In order to help students continue to improve behaviorally and academically, 100% of students will take a student progress report to parents every day a student is at Denver continuing through May, 2024.

Evaluation Data Sources: Parent surveys and comments and parent signatures on point sheets





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use a point system to determine the academic and behavioral success of the students. The point sheet will be sent home nightly, and students will receive a point for getting it signed by a parent and another for returning the folder the following morning. This will help to keep parents informed about their child's progress.</p> <p>Strategy's Expected Result/Impact: Parents will be well informed about their child's behavior, academic progress, and expected date of exit as well as the reason for delayed exit.</p> <p>Parents will know if their child had to be removed from the class due to disruptive behavior and will be able to counsel the child that evening.</p> <p>Staff Responsible for Monitoring: Teachers Principal</p> <p>Funding Sources: paper and folders - SCE - \$100</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: *Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p>Strategy's Expected Result/Impact: Home campus assignments in accelerated instruction classes will be completed at Denver, and assistance will be provided by Denver staff.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: Supply the students with an adequate amount of appropriate lessons and assignments so the students can successfully transition back into classes on the home campus. We will provide 100% of students with assignments in the core subjects.

High Priority





Evaluation Data Sources: Teacher check lists will indicate that assignments have been received for students or students were placed on Odysseyware. Also, transition forms have a question concerning whether or not each student received adequate work from the home campus.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Odyssey Ware will be used supplementally to support student academics while at Denver. Strategy's Expected Result/Impact: All students will have appropriate assignments while at Denver. Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SCE funds will be used to fund the instructional program including staff salaries and supplies so that all students can successfully complete their assignments at Denver. Strategy's Expected Result/Impact: Students will have needed equipment and supplies to complete their assignments.. Staff Responsible for Monitoring: Principal Funding Sources: for staff - SCE, for supplies - SCE - \$5,480</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: Reduce the percent of students requiring extra days at Denver from 50% to 35% by May, 2024.





Evaluation Data Sources: Data is maintained by the secretary showing if students exited Denver in fewer days than assigned, exactly the number of days assigned, and more days than assigned.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Point sheets will be maintained by teachers and submitted to the secretary weekly so exit date predictions can be made for parents and schools. Teachers document on the transition form whether the exit was or was NOT in the number of assigned days.</p> <p>Strategy's Expected Result/Impact: Fewer students will have to be at Denver longer than their minimum assignment.</p> <p>Staff Responsible for Monitoring: Secretary Teachers</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Using a point reward system that encourages good behavior, academic performance, and attendance, students will be able to earn a cold sports drink and a bag of chips at lunch. The criteria for receiving the reward is earning 100 points in 5 consecutive days.</p> <p>Also, students exiting from Denver in the number of assigned days or fewer will receive a 4 color gel pen of their choice upon exit.</p> <p>Strategy's Expected Result/Impact: Students will exit in fewer days and return to their home campuses.</p> <p>This is funded by PIE.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: Maintain the percent of students being suspended at less than or equal to 20% by May, 2024.





Evaluation Data Sources: Discipline records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: When removed from class for misbehavior, the students are encouraged to calm, regroup, and return to class so they can continue to earn points. The transition counselor will meet with each student when returning to class after the second removal from class.</p> <p>Strategy's Expected Result/Impact: Fewer students (percent) will be suspended.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: *The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school by the home campus in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p>Strategy's Expected Result/Impact: Improved attendance rate</p> <p>Staff Responsible for Monitoring: Principal Home campus</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 6: Provide an environment that is safe and conducive to learning as indicated on parent survey results by an average of at least 80% or 4 out of 5 where 1 represents "strongly disagree" and 5 represents "strongly agree."





Evaluation Data Sources: Returned parent surveys.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A parent survey is attached to the exit letter sent home with each student the afternoon before a student is expected to exit. One of the questions concerns safety at Denver.</p> <p>Strategy's Expected Result/Impact: Students and parents feel that Denver is a safe campus.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Connect high school to career and college.

Performance Objective 1: In order to help students think about goals and what their career might be, we will use self management time weekly to explore careers at least 30 sessions per year by May, 2024. This is designed to help keep students in school and set long term goals for their future employment.

Evaluation Data Sources: Lesson plans





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Transition documentation forms, including topics covered in self management, will be sent with exiting students to be used in the required conference when they return to the home campus.</p> <p>This will include career exploration data and will help with the student's transition back into the home campus.</p> <p>Strategy's Expected Result/Impact: Students will smoothly integrate into the regular school setting.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will explore potential careers on each Monday during self management time.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to several careers so they can begin to see a reason for education. This will be evidenced in teachers' lesson plans.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Improve low performing schools.

Performance Objective 1: Support all schools by helping students improve achievement through quality work done while at Denver. One hundred percent of students will receive appropriate assignments from home campuses or be placed on Odysseyware supplementary courses or covering specific topics found in Odysseyware requested by the home campus teachers.

Evaluation Data Sources: Data collected from Denver teachers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Denver teachers will contact campus teachers via e-mail requesting their Google class code for each of the students' classes. Strategy's Expected Result/Impact: Assignments will be provided by the home campus teachers so students continue to make progress while at Denver. Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Denver maintains a TBSI team and is trained yearly using Handle with Care. Strategy's Expected Result/Impact: All 4 members of the TBSI team will receive appropriate training and certification Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Self management lessons on a variety of topics determined by student needs are taught every day to every student at Denver. Strategy's Expected Result/Impact: Students will be better equipped to control their anger and make better decisions about behavior. Staff Responsible for Monitoring: Principal Teachers</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services. *Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student. Strategy's Expected Result/Impact: By using self management time, students will be better equipped to make appropriate decisions when confronted by these select issues. Staff Responsible for Monitoring: Principal Funding Sources: - SCE</p>	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at the DAEP and County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent on the home campus.</p> <p>Strategy's Expected Result/Impact: A smoother transition for the students when they return to their home campuses will be made possible due to their completion of appropriate assignments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: *The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Since all students placed in the DAEP become at-risk, all students will be monitored for assignment completion and work quality.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p>Strategy's Expected Result/Impact: Progress will continue while LEP students are assigned to Denver DAEP.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: *Funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p> <p>Strategy's Expected Result/Impact: Homeless students and their families are provided information about services that may help them better provide for their families. This includes clothing and supplies when needed.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Denver Alternative Center

Total SCE Funds: \$6,850.00

Total FTEs Funded by SCE: 10.75

Brief Description of SCE Services and/or Programs

Additional Chromebooks and software are needed so every student will have access to one. Also, general supplies for students are paid with SCE funds due to lack of per pupil allocation.

Personnel for Denver Alternative Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cruzalegui, Angela	Teacher	1
Edmondson, Clint	Teacher	0.25
Faust, James	Teacher	1
Kimberlin, Jennifer	Teacher	1
Lockwood, William	Teacher	1
McAden, Christine	Teacher	1
Nolan, Michael	Aide	0.5
Perez-Martin, Mary	Teacher	1
Ravelo, Darlene	Aide	0.5
Reed, Sinclair	Aide	1
Salas, Robert	Teacher	1
Slack, Janet	Teacher	0.5
Walker, Robert	Aide	1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Linda Nichols	Principal
Classroom Teacher	Angie Cruzalegui	Classroom teacher
Classroom Teacher	Jamie Faust	Teacher
Non-classroom Professional	Gina Strong	Counselor
Classroom Teacher	Clint Edmondson	Teacher