THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT TRACE SCHOOL

2018-19

37-68338-3731056
CDS Code

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

Principal: Perez, Amy
Contact Person: Perez, Amy
Position: Principal
Telephone Number: 619 574-1073
Address: 2555 Camino del Rio S #150, TRACE, San Diego, CA, 92108,
E-mail Address: aperez@sandi.net

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

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: TRACE

SITE CONTACT PERSON: Amy Perez

PHONE: 619574-1073 FAX: 619 574-1075 E-MAIL ADDRESS: aperez@sandi.net

| DUE: April 6, 2018 (Traditional) |
| May 2, 2018 (Year Round) |

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

☒ Title 1 Schoolwide Programs (SWP)

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

☐ English Learner Advisory Committee (ELAC)	Date of presentation: _____
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _____
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _____
☒ Site Governance Team (SGT)	Date of presentation: 3-14-18
☐ Other (list): _____	Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

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

6. The site plan or revisions to the site plan were adopted by the SSC on: CM 6/9/18

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

Amy Perez	*Amy Perez*	4/5/18
Type/Print Name of School Principal	Signature of School Principal	Date
Craig Meader	*signature*	4/5/18
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Lorelei Olsen	*signature*	5-17-18
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3209**

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
Both 2017-18 and 2018-19 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.
The contents of this SPSA include the 2018-19 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the spring of 2018 in preparation for the 2018-19 school year. This document is contained in the appendix and has been updated to address the 2018-19 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY
It is the mission of Transition Resources for Adult Community Education (TRACE) to prepare students (with support from staff, friends, colleagues, and family) to make informed decisions regarding present and future plans about vocational placement, living arrangements, and recreation and functional life skills. Instructional focus areas include personal growth, self-advocacy, and community access and continuing education. Support is provided to facilitate healthy, safe, and meaningful experiences within age-appropriate, natural community settings. Our Single Plan for Student Achievement fulfills these goals by providing a community based, culturally-relevant environment that emphasizes learning and high expectations for all students in their neighborhood. TRACE's vision is to maximize life-long independence via a community based curriculum on adult learning, employment, self-advocacy, community access and recreation. The School Site Council at TRACE, with input from all of our stakeholders, based the 2018-2019 SPSA of a projected enrollment of 500 students. Based on previous years' populations, TRACE has identified adult education and vocation as two particular areas in which our Single Plan for Student Achievement focuses resources to produce results. Our SPSA also places special emphasis on providing increased professional development for teachers and para-educators in the areas of transition, vocation and education.

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions.   Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.
With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in

their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Trainings will include community updates, best practices and curriculum resources that promote naximizing student advocacy and post secondary goals. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents, students and staff and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

Our school site stakeholder group was comprised of the site administrator, teachers, parents, students and community members of the SSC. We held a meeting in March 2018, to gather input from parents and others in our school community about what should be included in the SPSA. Using student achievement data, feedback from parents and community members, and lessons from last year, we developed a draft of our SPSA based on solid scientifically-proven strategies to improve student achievement.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Met with TRACE's SSC to discuss coordinated use of LCFF and Title One. Reviewed proposed budget at TRACE Student Governance (Stakeholder) meeting. Discussed priorities for 2018-2019 discretionary dollars at the March SGT meeting. Reviewed feedback. Reviewed proposed budget developed based on SGT recommendations at the TRACE February 2018 certificated staff meeting.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Amy Perez	Principal
Sierra Ayles	Student
Angel Thiel	Student
Craig Meader	Classroom Teacher
Judith Chambliss	Classroom Teacher
Heather Jahn	Classroom Teacher
Francia Pinillos	Classroom Teacher
Carol Lee	Other School Representative
Alyssa Larson	Community Member
Phyllis Trombi	Community Member
Matthew Nye	Community Member
Yvette Castro	Student

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

TRACE is a community based school for adults age 18-22. The goal for English/Language Arts is advocacy. TRACE will increase the number of students who demonstrate independence in leadership and self-advocacy. TRACE will use a variety of media resources to engage in community participation, adult learning and employment toward post-secondary goals enhancing independent student mobility.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

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

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

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

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents, staff, students and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:
TRACE is a community based school for adults age 18-22. The goal for Math is: TRACE students will maintain a job or other community work experience for 90 days or greater. Students will learn budgeting skills and personal time management.

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

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

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

Area 3: English Learner

English Learner SMART Goal:

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services. TRACE will provide supports and additional/alternative materials to achieve ELA and math goal commensurate with non-English Learners.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Site based assessment based observation and student data collection.

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

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

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents, staff, students and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate
Graduation Rate SMART Goal:
TRACE is a community based school for adults age 18-22. The goal for Graduation rate is: 50% of TRACE students will attend adult lifelong learning education classes including training classes, Adult Learning Centers, HSDP, Continuing Ed, SDUSD Adult Ed, YMCA, etc.

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):
Graduation and continuing education needs identified in filemaker pro data base.

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

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: By June 2019, 90% of students and/or families will receive information regarding academic and citizenship progress of their children through the IEP process.   By June 2019, at least 50% (approx. 200 families or adult students) will be invited to attend offered trainings on life after schools, SSI and agency linkages, parent conferences, community outreach or trainings, etc. to increase the milestones necessary for meaningful graduation.
Targeted Population: All young adult TRACE students, parents and community members   **What data did you use to form these goals?**   Will monitor participation in the identified activities including open house events, high school presentations, parenting classes, and other outreach efforts identified by students' parents and teachers.
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?   Teachers and counselors will meet at least 1 time per year to analyze student progress using site developed criteria. Families are contacted and invited to IEP meetings based on progress.   Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Recreation Therapist to support students in independent, leisure and recreation activities as outlined in their Individualized Education Plan

Consultants: Art Therapist to support students with mental health and would benefit from therapeutic services via art instruction

Supplies: for the Adult Learning Centers and High School Diploma Program to assist learning opportunities. Resume paper for students seeking employment. ID cards for students in advocacy. Bus passes in order to mobility train students in their community and to assist students in getting to work on time and to learn to navigate their neighborhood community.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$30,000.00	$30,000.00	0479-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Instructional and supplemental materials to increase access to curriculum.
Supplies		$11,349.80	$11,349.80	0479-30100-00-4301-1110-5770-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Bus passes and MTS tickets so that students can attend weekend activities, work experiences and other events.
Equipment Non Capitalized		$17,000.00	$17,000.00	0479-30100-00-4491-2140-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Computers for TRACE stations at SSC identified community locations and in the Adult Learning Centers. Assist students in online learning, DMV prep, adult classes, employment prep, job applications, resume development, etc.

How will you monitor these strategies/activities?

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

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Implement school wide intervention systems by expanding additional learning center in the Mira Mesa area to better serve North area of SDUSD. Increased access to curriculum

Supplies to support TRACE community based program including computers for work stations, resume paper for employment, bus passes to assist students to getting to work on time and to learn to navigate their neighborhood community for weekend activities

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		$3,000.00	$3,611.70	0479-30100-00-1157-1110-5750-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Teachers will be offered hourly pay for trainings to take place outside of their work hours. Trainings to include best practices and curriculum resources that promote maximizing student inclusion and post-secondary goals. Teachers may also be paid hourly for curriculum development and to supervise student activities after hours and on weekends.
Consultants <=$25K		$22,000.00	$22,000.00	0479-30100-00-5801-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Art Therapist to support students with mental health barriers that would benefit from therapeutic services via art instruction. Rec Therapist to support students in independent, leisure and recreation activities as outlined in the IEP.

How will you monitor these strategies/activities?

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

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Professional teacher trainings to take place to discuss curriculum, data, interventions, professional development and strategies for situations arising in the community based school. Goals to include closing the achievement gap for academically disadvantaged students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Special Ed Tech Clsrm Hrly		$5,000.00	$6,420.50	0479-30100-00-2154-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Para educators will be offered 4 trainings to take place outside of their work hours. Trainings to include instruction and employment best practices, Active Shooter response, TRACE Policy and Procedures and Behavioral and Medical response in the community.

How will you monitor these strategies/activities?

Sign in sheets from trainings, site based observations and student data collection

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Supplies for the Adult Learning Centers and High School Diploma Program to assist in learning opportunities.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

Graduation and Continuing Education student data collection identified in Filemaker Pro database

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Families will be invited to attend parent conferences and trainings or other community outreach for individuals with disabilities.

Supplies to include materials and bus passes to access community transportation

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$2,193.00	$2,193.00	0479-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Bus passes and MTS tickets to allow all parents access to attend trainings and ceremonies. Materials for trainings and light refreshments where applicable.

How will you monitor these strategies/activities?

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

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

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

Intervention Support Goal::

Via targeted inventions in the areas of adult learning and vocational training, TRACE will reduce the number of dropouts and increase the number of students enrolling in adult education programs that prepare them for success in obtaining their high school diploma and provide vocational opportunities that improve students finding gainful employment above the poverty level.

Identified Need::

Students will perform at commensurate levels of growth as their peers in both Language Arts and Mathematics goals (Advocacy and Employment) by providing access to appropriate curriculum. As outlined in the LEA plan for special education in the area of transition services, it calls for a reduction in dropouts and an increase in the number of students who will be employed at the end of their educational experience as outlined in the Individualized Education Plan. Given the dismal employment outcome for adults with disabilities transition language was added to IDEA legislation calling for increased outcomes in competitive employment for students with disabilities.

Target Group::

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

Monitoring::

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

Personnel Responsible::

Teachers, Resource staff, Administrator and para-professionals

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::
Identified Need::
Target Group::
Monitoring::
Personnel Responsible::

Goal 3: Professional Development

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

Professional Development Goal:

TRACE will offer on going updates on community, best practices and curriculum resources that promote maximizing student independence and post-secondary goals.

Identified Need::

Target Group::

Monitoring::

Personnel Responsible::

Principal and Resource Staff

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$29,169.80	$29,169.80	0479-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	target group at risk. Supplies for the Adult Learning Centers and HSDP to assist in learning opportunities. Resume paper and other supplies for students seeking employment. ID cards for students to utilize in advocacy activities.
Classroom Teacher Hrly		$8,000.00	$9,631.20	0479-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Release teachers to attend professional development to better support at risk students. Increased learning in advocacy, behavior management, employment development, community resources and adult learning are topics.
Special Ed Tech Clsrm Hrly		$10,000.00	$12,841.00	0479-09800-00-2154-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	release paras to attend professional development classes to enhance their learning to better support at risk students in behavior management, advocacy and employment
Equipment Non Capitalized		$10,000.00	$10,000.00	0479-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	purchase iPads and computers for at risk students to use in the community for behavior management and to increase advocacy. Students can apply for jobs, schedule mobility routes, etc. as they move through their community.

APPENDICES

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

A. Title I Parent Involvement Policy

B. Home/School Compact

C. Title I/MPP Budget Allocations Summary Grid

D. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY

SAN DIEGO UNIFIED SCHOOL DISTRICT

2018-2019 TRACE

TITLE I PARENT/STUDENT INVOLVEMENT POLICY

TRACE will maintain an environment that supports parent/family participation while recognizing that the majority of our students are adults without conservatorship. Knowing that families will be our students' life-long advocates, TRACE will supports parents in this role by:

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

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

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

APPENDIX B

HOME/SCHOOL COMPACT

SAN DIEGO UNIFIED SCHOOL DISTRICT
HOME/SCHOOL COMPACT

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

This Home/School Compact is in effect during school year 2018-2019.

School Responsibilities

TRACE will:
- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California's student academic achievement standards as follows: ELA, Math, Social, Transition Skills, Science**
- **Provide progress on student goals.**
- **Provide access to staff.**
- **Provide opportunities for involvement in TRACE which may include: participation in meetings, open house, outreach for students coming to TRACE and parent trainings.**

Family Responsibilities

We, as parent/family, will support our child's learning by:

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

Student Responsibilities

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

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

APPENDIX C

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
TRACE	**09800**	1157		$ 8,000.00
		2154		$ 10,000.00
		3000		$ 4,472.20
		4301		$ 29,169.80
		4491		$ 10,000.00
	09800 Total			**$ 61,642.00**
	30100	1157		$ 3,000.00
		2154		$ 5,000.00
		3000		$ 2,032.20
		4301		$ 41,349.80
		4491		$ 17,000.00
		5801		$ 22,000.00
	30100 Total			**$ 90,382.00**
	30103	4301		$ 2,193.00
	30103 Total			**$ 2,193.00**

San Diego Unified
SCHOOL DISTRICT

APPENDIX D
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: TRACE

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	All student learning in TRACE takes place in the community. At this time the surveys show that TRACE students have maximized their potential in Community Based Instruction.
CLOSING THE ACHIEVEMENT GAP	The surveys indicate that having the Adult Learning Centers remain open and increasing the variety and access of SAI services to students seeking alternative diploma equivalency pathways.
PROFESSIONAL DEVELOPMENT	TRACE offered additional professional development geared toward improving services to students based on their unique interests and needs including Mental Health, First Aid, SEAS, ProACT, Get Safe, Active Shooter and Behavior trainings.
GRADUATION/PROMOTION	TRACE does not issue diplomas but does offer HSDP, TABE, HiSET, CHSPE, and Brigance. Students also have access to community college and EL classes.
PARENT ENGAGEMENT	TRACE offered 2 Resource fairs to explain TRACE, share community agency services and offer post-secondary resource support.