



SCHOOL BOARD ACTION REPORT

DATE: October 12th, 2020
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Dr. Diane DeBacker, Chief Academic Officer,
dmdebacker@seattleschools.org, (206) 252-0180;
Dr. Caleb Perkins, Director of Career and College Readiness,
cbperkins@seattleschools.org, (206) 252-0062

For Introduction: November 18, 2020

For Action: December 2, 2020

1. TITLE

Annual approval of programs or schools using the alternative learning experience (ALE) model and review of Policy No. 2255, Alternative Learning Experience Schools or Programs

2. PURPOSE

This Board Action Report details the alternative learning experience programs at Cascade Parent Partnership Program, Interagency Academy School, Nova High School, and Middle College School. In accordance with Board Policy No. 2255 and to meet the requirements of Washington Administrative Code (WAC) Section 392-121-182, each school or program that is using the alternative learning experience model must be approved by the Board and must have their plan and annual report reviewed annually in order to receive state funding. School Boards must also review the district policy authorizing alternative learning experiences.

3. RECOMMENDED MOTION

I move that the Board approve the Alternative Learning Experience of the Cascade Parent Partnership Program, Interagency Academy School, Nova High School, and Middle College School in the form of the plans and annual reports for each school attached to the Board Action Report, with such minor additions, deletions and modifications as the Superintendent deems necessary, and directs the Superintendent to implement such plans; and pursuant to the School Board review conducted, agree to make no changes to Policy No. 2255, Alternative Learning Experience Schools or Programs.

4. BACKGROUND INFORMATION

- a. **Background:** As indicated in School Board Policy No. 2255, Alternative Learning Experience Schools or Programs, an annual School Board review and approval of the programs or schools using the alternative learning experience model is a regulatory requirement of WAC 392-121-182. WAC 392-121-182 also requires the School Board to annually review these schools' plans and the written policies authorizing alternative learning experiences.

The regulation contains several requirements that the programs or schools must meet, including:

- A written student learning plan for each student;
- Direct personal contact for each student with a certificated teacher each week;
- Evaluation of the progress of each student at least once a month, with a determination that the student is making satisfactory progress, or development of an intervention plan for the student;
- Documentation of the number of students enrolled;
- Identification of the overall ratio of certificated staff to students;
- A description of how the program supports the district's overall goals and objectives for student academic achievement;
- Programs that are accessible to all students;
- Providing students all curricula and course materials listed in the student learning plan;
- Curricula and course materials must be consistent in quality to those available for the district's overall student population;
- Providing parents with a description of the differences between home-based instruction and the program selected;
- Instituting reliable methods to verify the student is doing his or her own work;
- On-line programs that are accredited by the Northwest Accreditation Commission or other approved programs, if used;
- Satisfying the requirements of Office of Superintendent of Public Instruction's (OSPI) requirements for courses of student learning;
- Satisfying the requirements of the State Board of Education for any classes offering credit;
- Assessing each student at least annually using the state assessment; and
- Maintaining documentation of the policy, annual reports, the student learning plans, evidence of direct student contact and other requirements.

The attached plan for each ALE meets the requirements to satisfy these provisions.

Under WAC 392-121-107, an Alternative Learning Experience (ALE) may be counted as a course of study for the purpose of student enrollment counts. An ALE is an individualized course of study that is provided in accordance with a written ALE plan. All programs utilizing the ALE model must comply with procedures which are set forth in WAC 392-121-182. Any District school that is an ALE program or school provider must annually report their program to the School Board for review.

- b. **Alternatives:** Do not approve the ALE programs in these schools. This is not recommended because of the negative fiscal impact to the District of failing to get state funding for these programs.
- c. **Research:** Prior year approval of ALE programs was reviewed, as were the current plans and annual reports of each of the ALE programs.

5. FISCAL IMPACT/REVENUE SOURCE

The revenue source for this motion is state ALE enrollment funding. Fiscal impact to this action will be the receipt of \$7,846,404 in state funds based on 2020-21 Budget Preparation values.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Principals will continue to engage with their community regarding their programs and by providing the Alternative Learning Experience service described in their plans & reports. Upon approval of this motion, the District will report to OSPI the fact that the plans have been approved so that the district can continue to receive funding for these programs.

7. EQUITY ANALYSIS

The following is a summary of the analysis done in compiling this report using the four steps of the District’s Racial Equity Analysis Tool as part of School Board Policy No. 0030.

STEP 1: Set Outcomes, Identify and Engage Stakeholders

In consultation with the SPS Racial Equity Analysis Tool, we recognize that an explicit focus on racial equity is critical to the collective effort to improve education outcomes for students of color. Therefore, in each ALE Annual Report, we intentionally assess the efforts each school is making in addressing racial disparities in educational outcomes. Below are demographics for each ALE school from the Atlas Data Center for 2020-21 data and from the Washington State Report Card for the 19-20 data:

Table 1. Students of Color Furthest from Educational Justice (SOCFFEJ) and African American Males (AAM) by ALE SY 2020-21

Student Group	CPP* #	CPP %	IA** #	IA %	Nova #	Nova %	MCHS*** #	MCHS %
SOCFFEJ	31	16.3%	243	73.9%	51	22.6%	35	41.2%
AAM	11	5.8%	78	24.7%	10	4.4%	11	12.9%

*Cascade Parent Partnership

**Interagency Academy

***Middle College High School

Table 2. 2019-20 Enrollment Summary for SPS ALE Schools

Cascade Parent Partnership Program

Student Group	# of Students	% of Total
Female	74	41.3%
Gender X	<10	<1%
Male	104	58.1%
Asian	<10	<6%
American Indian/Alaskan Native	-	-
Black/African American	17	9.5%
Hispanic/Latino of any race(s)	21	11.7%
Native Hawaiian/Other Pacific Islander	-	-
Two or More Races	41	22.9%
White	91	50.8%

Nova High School

Student Group	# of Students	% of Total
Female	113	53.3%
Gender X	<10	<2%
Male	95	44.8%
American Indian/Alaskan Native	<10	<1%
Asian	<10	<4%
Black/African American	18	8.5%
Hispanic/Latino of any race(s)	25	11.8%
Native Hawaiian/Other Pacific Islander	-	-
Two or More Races	16	7.5%
White	145	68.4%

Interagency Programs

Student Group	# of Students	% of Total
Female	148	38.4%
Gender X	<10	<1%
Male	236	61.3%
American Indian/Alaskan Native	10	2.6%
Asian	17	4.4%
Black/African American	159	41.3%
Hispanic/Latino of any race(s)	106	27.5%
Native Hawaiian/Other Pacific Islander	<10	<2%
Two or More Races	42	10.9%
White	47	12.2%

Middle College High School

Student Group	# of Students	% of Total
Female	45	62.5%
Gender X	-	-
Male	27	37.5%
American Indian/Alaskan Native	-	-

Asian	<10	<13%
Black/African American	11	15.3%
Hispanic/Latino of any race(s)	<10	<10%
Native Hawaiian/Other Pacific Islander	<10	<2%
Two or More Races	<10	<7%
White	34	53.06%

STEP 2: Engage Stakeholders in Analyzing Data

Information and data from SPS students who participate in an ALE program is collected in PowerSchool at the school level and reported annually to CEDARS. This data is used to create annual reports that detail how the ALE program supports the district’s overall goals and the results of their annual school improvement plan. At the beginning of the school year, each annual report is compiled by the ALE principals and submitted to SPS leadership and the Board for review.

STEP 3: Ensuring Educational and Racial Equity/Determine Benefit or Burden

As a whole, MCHS is an opportunity gap closing program that supports students who are interested in attending college and need more support to reach their goals. MCHS provides enhanced dual enrollment opportunity for students who are resilient and typically underrepresented in college. MCHS focuses on core academic support, social justice education, social-emotional learning in a small, nurturing environment, and supporting transferrable college credits through Running Start with the support of MCHS staff. MCHS offers small class sizes, daily circles, rigorous instruction, and strong partnerships with colleges and universities in Seattle so students can be on campus and truly visualize themselves as scholars, if they hadn’t previously. Ethnic Studies is also embedded into the coursework. The staff at each of MCHS’s sites are part of ongoing anti-racist professional development and their Racial Equity Team guides that work in partnership with the district central office team. Each student has an individual advisor that supports their learning and also partners with other staff, such as the counselor and college and career specialist, to work with each student. MCHS relies on personalized instruction to ensure students have what they need to satisfy their social-emotional and academic needs.

Nova is rooted in a philosophy of social and racial justice that fully supports the District’s overall goals of success for all students. Additionally, according to the most recent Healthy Youth Survey, approximately 80% of Nova students identify as LGBTQIA+. Nova has confirmed these numbers with local surveys which also showed over 40% of Nova’s population identifying as transgender and/or nonbinary. A feature of Nova’s school population that often gets overlooked is that many of its students of color are also LGBTQIA+ and experience multiple intersectional impacts. Nova continues to work to create wrap-around supports for students who are intersectionally impacted by multiple systems of oppression and historically have experienced significant barriers to access and safety in their lives. System impacted students find access to support, resources and safety in our school that are robust, individualized, culturally competent and managed by our unique coordinating system.

Academically, students also cocreate their pathway through Nova’s curriculum, which decenters dominant narratives and incorporates the celebration of students’ complex intersectional

identities. Over the last year, Nova has continued to expand and deepen their curricular work, especially related to ethnic studies and racial justice. Staff continues to define, reflect and improve classes based on an abolitionist education lens. Nova has also implemented senior culminating social justice inquiry projects, which include research, action and education components that directly tie into both our curricular work and students' personal interests.

By combining wrap-around individualized supports with liberatory curriculum and democratic engagement, Nova is working to apply the learning they are constantly engaged in as staff and students to dismantle racist ideas and policies and work toward the goal of abolitionist education. As teachers, students, families, community partners and administrators they are engaged in this inquiry project together and continue to freedom dream, innovate and reflect cyclically.

Many students and their families of color have chosen to enroll at Cascade Parent Partnership, seeking stronger parent involvement and an authentic ability to foster positive, individualized and supported learning opportunities within parent partnership. Cascade also reaches non-traditional students, preparing them academically before their integration into the school system, typically at 9th grade. Seventy percent of Cascade families report that they would not return to the Seattle School District if the Cascade ALE model was not available.

Interagency Academy primarily exists to serve students who have not found success in other high schools, including many students who face complex trauma and daunting barriers to success – poverty, domestic violence, homelessness, early parenthood, substance abuse, mental health issues and other challenges. All Interagency students (who are not incarcerated) have the opportunity to participate in five job readiness training programs (Culinary, BikeWorks, Garden, Sawhorse Construction, and Screen Printing) which serves as tools for engagement and credit earning.

Interagency continues to implement the Kingmakers program to support African American male students which includes a course that takes a deep dive into African American history and culture and is led by African American facilitators. Kingmakers is modeled after the Oakland Unified School District's Office of African American Male Achievement (AAMA) program and is specifically designed for Black male students (called Kings) taught by Black male educators.

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

As SPS works toward closing the educational opportunity gap between students of color and white students, we're focused on improving communication and interactions with students requiring or interested in pursuing an ALE in an effort to ensure every student has an education plan that fits their individual needs. Currently, the College and Career Ready (CCR) department is to proactively identify students who are credit deficient and at-risk of dropping out and introduce them to our ALE programs as an additional pathway.

CCR staff is seeking input from program administrators, school leadership, SPS staff, and organizations like Reconnect to Opportunity and Learning Center Seattle in hopes of building a comprehensive process to connect students to healthy, supportive, and socio-emotionally responsive alternative learning environments with a specific focus on African-American male students. This year, District CCR staff, Interagency administrators, and Learning Center Seattle staff have met regularly to collaborate on strengthening the Open Doors youth reengagement

programs within the District especially as the District moved to provide resources for students during remote learning.

8. STUDENT BENEFIT

Students in Seattle Public Schools benefit from having access to programs that enable them to earn their high school diploma in a setting that differs from that of a comprehensive high school. These Alternative Learning Experiences in Seattle Public Schools provide a personalized approach to learning for participating students and enable these students to make progress towards graduation through a variety of credit-earning opportunities.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. 2255, Alternative Learning Experience Schools or Programs, provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

This action is being proposed pursuant to School Board Policy No. 2255, Alternative Learning Experience Schools or Programs, which reflects the requirements of WAC 392-121-182. Staff is not recommending changes to the current Policy No. 2255, as no new alternative programs or schools are being proposed.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on November 10th, 2020. The Committee reviewed the motion and Director Rivera Smith made a motion to move this item forward to the full Board with a recommendation for **approval**. Director Hersey seconded. This motion passed unanimously.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the District will report to OSPI the fact that the plans have been approved so that we can continue to receive funding for these programs.

13. ATTACHMENTS

- Alternative Learning Experience Requirements Reports (for reference)
 - Cascade Parent Partnership Program
 - Interagency Academy School
 - Nova High School
 - Middle College School
- Alternative Learning Experience Annual Reports to the School Board (for reference)
 - Cascade Parent Partnership Program
 - Interagency Academy School
 - Nova High School
 - Middle College School
- Policy No. 2255, Alternative Learning Experience Schools or Programs (for reference)

Alternative Learning Experience Requirements
WAC 392-121-182/School Board Policy No. 2255
Essential Questions
School Year 2020-21

Cascade Parent Partnership

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	Yes. Non-resident student enrollment paperwork is forwarded to and processed by the Enrollment Office. Our data registrar completes the enrollment and adjusts FTE as needed.
	Are students' courses included in the Student Information System with the appropriate ALE Course Types?	Yes, CEDARS course codes are used within our Student Information System
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	Some of our Math students access ALEKS online and/or ixl.com curriculum with Cascade oversight as a supplement to onsite classes, used for computational fluency.
Stakeholder Participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	Parents and students meet weekly with a certificated teacher and monthly with a certificated counselor. While the State has removed the HQT oversight requirement, we believe this provides our students and their families the support that is needed. Each month, the HQT completes progress with each family and oversees monthly outcomes, academic goals and review progress towards grade level proficiency. Cascade finds value in

		pairing highly qualified teachers with parent educators when reviewing off-site progress.
2. Compliance with Board Policy C04.00		
Written Policies	Has the program adopted written policies in accordance with Board Policy C04.00?	Yes. All parents read and sign the “Statement of Understanding.” This document is kept on file and updated yearly.
Setting	Is the ALE provided in whole or part, outside the regular classroom setting?	Each student has a unique Written Student Learning Plan (WSLP). The majority of students, 80%, complete the majority of learning hours on campus through the participation in onsite classes. Some individual classes are overseen by the HQT in conjunction with family and community facilitators.
Staffing Ratio	Is the overall ratio of certificated instructional staff to full-time equivalent students enrolled in ALE courses and programs, including those that rely primarily on digital curriculum, identified and approved by the school district board of directors in a public meeting?	Yes. Our staffing ratio is 50+ students to each Highly Qualified Teacher.
Student Learning Plans	<ul style="list-style-type: none"> • Does each student have a written student learning plan that meets the following requirements? <ul style="list-style-type: none"> ○ Meets the student’s individual educational needs? ○ Is developed in partnership with the student, the student’s parents, and other interested parties? ○ Recognizes that school staff has the primary responsibility and accountability for the plan? 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>

	<ul style="list-style-type: none"> ○ Is supervised and monitored, with evaluation and assessment of student progress? 	
	<ul style="list-style-type: none"> • Does the individual student plan include at minimum the following information: <ul style="list-style-type: none"> ○ A beginning and ending date for the learning experience? ○ An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student-learning plan? ○ A description of how weekly contact time will be fulfilled? ○ A description of specific learning goals and performance objectives of the ALE? ○ A description of instructional materials essential to successful completion of the learning plan? ○ A description of timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan 	<p>Yes</p> <p>Yes</p> <p>Yes, full time is 27.75 hrs of learning/week, part-time is any hrs less than 27.75</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>

	<ul style="list-style-type: none"> • Does the student’s individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements? 	Yes
	<ul style="list-style-type: none"> ○ If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements? ○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and (VI) Learning through hands-on experiences. ○ A description of learning environments that are developmentally appropriate and promote creativity. 	<p>Yes</p> <p>Yes</p> <p>Yes</p>
	<ul style="list-style-type: none"> • Does the ALE plan specify whether the experience meets state and district graduation requirements? The student learning plan requirement may be met through the use of <i>course syllabi</i>, so long as all elements required by Board Policy C04.00 are listed including <i>course type</i> and CEDARS code for each course. 	Yes

Student Progress Reporting	<ul style="list-style-type: none"> • Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff? 	Yes
	<ul style="list-style-type: none"> • Does each course on the student's WSLP name the certificated teacher and include the ALE Course Type? 	Yes
	<ul style="list-style-type: none"> • Is each student's educational progress reviewed at least monthly, with the results being communicated to parents for grades K-8 or to the student for grades 9-12? 	Yes
Direct Personal Contact with Instructor	<p>Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?</p> <p>Purposes:</p> <ul style="list-style-type: none"> • Instruction • Review of assignments • Testing • Reporting of student progress • Other learning activities <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent cannot be substituted for contact with the student.</p>	<p>Yes</p> <p>Yes, bi-synchronous, two way communication during monthly face to face meetings, even during distance learning</p>
Monthly Review of Student Progress	<ul style="list-style-type: none"> • Is each student's educational progress REVIEWED at least once per month? 	Yes
	<ul style="list-style-type: none"> • Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? 	Yes

	<ul style="list-style-type: none"> • Is the progress review conducted by school staff and does it include direct personal contact with the student? 	Yes
	<ul style="list-style-type: none"> • Are the results of the review communicated to the student and, where possible, to the student's parent(s) or guardian? 	Yes
Determination of Satisfactory Progress	<ul style="list-style-type: none"> • Is the progress review's determination of whether the student is making satisfactory progress based on completing the learning activities and reaching the learning goals and objectives defined in the written plan? 	Yes
Intervention Plan	<ul style="list-style-type: none"> • If the student fails to make satisfactory progress, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented within 5 days of the first determination of unsatisfactory progress? 	Yes
	<ul style="list-style-type: none"> • Is the plan developed by school staff in conjunction with the student? 	Yes
Continued Lack of Progress	<p>If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a NEW plan designed to more appropriately meet the student's educational needs developed and implemented by school staff in conjunction with the student? Or, has the student been guided toward another educational program?</p>	After three months of unsatisfactory overall progress, our instructional team and the family meet to discuss options, including a new WSLP and/or possibilities at a new Seattle Public Schools setting.

<p>Annual Student Assessment</p>	<ul style="list-style-type: none"> • Is the educational progress of <u>full-time</u> ALE students assessed at least annually, using the state’s assessment for the student’s grade level and using any other assessments required by the district? <ul style="list-style-type: none"> ○ For schools offering full-day kindergarten, is the WaKIDS administered to each student at the beginning of the school year? ○ Is the WaKIDS assessment administered by a Washington State certificated teacher who has successfully completed the WaKIDS 101 training? 	<p>Yes</p> <p>Yes</p> <p>Yes</p>
	<ul style="list-style-type: none"> • Is the educational progress of <u>part-time</u> ALE students assessed at least annually, as above? (except for private school or home-schooled students enrolled less than 0.8 FTE as per appropriate WACs) 	<p>Yes</p>
	<ul style="list-style-type: none"> • Is the educational progress of <u>out-of-district</u> ALE students assessed at the district of residence, subject to that district’s assessment schedule and has the nonresident enrolling district established a written agreement for conducting the state assessment? <p>If so,</p> <ul style="list-style-type: none"> ○ Does the ALE of the enrolling district assume the responsibility for all necessary coordination with the district of residence and with the student to fulfill this requirement? ○ Does the ALE receive completed test booklets from the residency district, in order to be able to include them in the enrolling district’s accountability measurements and not in the 	<p>Yes</p> <p>Yes</p> <p>Yes</p>

	<p>district of residence’s accountability measurements?</p>	
<p>Annual School Board Review</p>	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> ○ Documentation of ALE student headcount and FTE enrollment claimed for basic education funding 	<p>Yes</p>
	<ul style="list-style-type: none"> ○ Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students 	<p>Yes</p>
	<ul style="list-style-type: none"> ○ Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff 	<p>Yes</p>
	<ul style="list-style-type: none"> ○ Description of how the ALE program supports the district’s overall goals and objectives for student academic achievement 	<p>Yes. In addition, we complete the mandated Continuous School Improvement Plan (CSIP), aligning to district initiatives.</p>
	<ul style="list-style-type: none"> ○ Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, 	<p>Yes</p>

	including the impact of the experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model.	
3. ALE Implementation Standards		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	Yes, as a K-8 Option School with Continuous Enrollment, we process new enrollment year round and offer Resource Model support to students with IEP, serve 504s, provide Speech, OT and EL services, as appropriate.
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District? 	Yes and we are the Superintendent Designee to Home- Based Instruction (HBI) so Declarations are maintained annually on-site for the district.
	<ul style="list-style-type: none"> Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program? 	
	<ul style="list-style-type: none"> Do parents sign and attest to the difference between home-based instruction and ALE each year? 	Yes
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	Yes, the certificated teachers and learning plan counselors work closely with these students to ensure the work is original.
On-Line Learning	Is the primary purpose of the program to provide learning experiences using digital or on-line means?	No, Cascade only uses online course as a supplement to the comprehensive academic package.

	<ul style="list-style-type: none"> ○ If so, is this program accredited through the state or regional accreditation program? ○ Is the program an OSPI-approved learning provider? <p><u>Note:</u> If any students have more than 1/2 of their course online, then the program will need OSPI approval as an online school or online affiliate.</p>	
Substantially Similar	<ul style="list-style-type: none"> • If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar? 	Yes
	<ul style="list-style-type: none"> • Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements? 	Yes
	<ul style="list-style-type: none"> • The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum. 	Yes, we do not issue stipends to families.
Full-Day Kindergarten	<ul style="list-style-type: none"> • If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> ○ Multiple, weekly, in-person and on-site observations of students by a certificated teacher each week during the eight-week WaKIDS assessment window? ○ At least a one thousand annual hour instructional program? 	<p>Yes</p> <p>Yes</p>

	<ul style="list-style-type: none"> • Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> ○ The number of students enrolled in full-day kindergarten at any time during the school year? ○ The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline? 	<p>Yes</p> <p>Yes</p> <p>Yes</p>
4. Enrollment Reporting		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the written student learning plan, the program is to note the estimated average weekly hours of learning activity in the written student learning plan. Is this being done?	Yes
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and <i>have their courses been listed by course type</i> in the CEDARS-linked student information system?	Yes
Subsequent Monthly Count Dates	<ul style="list-style-type: none"> • If the student’s progress review indicates <u>satisfactory</u> progress, the student’s full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done? 	Yes
	<ul style="list-style-type: none"> • If the student’s progress review indicates <u>a lack of satisfactory</u> progress, <i>and an intervention plan has been completed</i>, the student’s full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student's written student learning plan. Is this being done? 	Yes, if a student is not making satisfactory progress, we implement a probationary period as described above.

Documented Hours	Do the documented hours of ALE students include: • Classroom instruction provided by school staff?	Yes, at a minimum of one class taught by a certificated teacher per week.
	• The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated by the written plan?	Yes
	• Other learning activities? On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and signed, the student's full-time equivalent is the student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan?	Yes, we require students to keep hourly logs when not making satisfactory progress. This progress is overseen through the intervention plan and related team meetings.
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	Part-time students taking one class generate a .2 FTE; those taking two classes generate a .4 FTE; those taking 3 classes generate a .6 FTE; etc.
Students Absent for 20 Consecutive School Days	Does the program's enrollment count exclude students who have formally dropped out, transferred to another school, been expelled or students who have not had direct personal contact with school staff for 20 consecutive school days?	Yes, Cascade drops students after 20 consecutive days of no contact. The family is consulted and a new plan with new school placement is created.
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	Yes
5. ALE Audit Documentation		
Required Documentation	Districts which receive state funding for alternative learning experiences shall maintain the following written documentation available for audit: 1. School board policy for alternative learning experiences 2. Annual ALE reports to the school district board of directors	Yes, as of October 17, 2007 Yes

	<p>3. Annual reports to the superintendent of public instruction</p> <p>4. Written student learning plans, including documentation of required weekly direct personal contact</p> <p>5. Student progress reviews, evaluations, and assessments</p> <p>6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress</p> <p>7. Signed parent enrollment disclosure documents.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
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*Update for SY 2020-21

Alternative Learning Experience Requirements
WAC 392-121-182/ School Board Policy No. 2255
Essential Questions
School Year 2020-21

Interagency Academy

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	Yes, all students have been properly enrolled.
	Are students' courses included in the Student Information System with the appropriate ALE Course Types?	Yes.
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	We make use of it as part of our program, but our teachers are the teachers of record. Digital curricula gives us flexibility in helping students retrieve credit.
Stakeholder Participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	Yes, we engage families in the development of the Student Learning Plan during the intake week. We continue to engage them every time we revise.
2. Compliance with Board Policy C04.00		
Written Policies	Has the program adopted written policies in accordance with Board Policy C04.00?	Yes.
Setting	Is the ALE provided in whole or part, outside the regular classroom setting?	Inside the classroom, or remotely, as we are currently remote because of COVID.
Staffing Ratio	Is the overall ratio of certificated instructional staff to full-time equivalent students enrolled in ALE courses and programs, including those that rely primarily on digital curriculum, identified and approved	Yes.

	by the school district board of directors in a public meeting?	
Student Learning Plans	<ul style="list-style-type: none"> • Does each student have a written student learning plan that meets the following requirements? <ul style="list-style-type: none"> ○ Meets the student’s individual educational needs? ○ Is developed in partnership with the student, the student’s parents, and other interested parties? ○ Recognizes that school staff has the primary responsibility and accountability for the plan? ○ Is supervised and monitored, with evaluation and assessment of student progress? 	Yes.
	<ul style="list-style-type: none"> • Does the individual student plan include at minimum the following information: <ul style="list-style-type: none"> ○ A beginning and ending date for the learning experience? ○ An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student-learning plan? ○ A description of how weekly contact time will be fulfilled? ○ A description of specific learning goals and performance objectives of the ALE? ○ A description of instructional materials essential to successful completion of the learning plan? ○ A description of timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan 	Yes.

	<ul style="list-style-type: none"> • Does the student’s individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements? 	Yes.
	<ul style="list-style-type: none"> ○ If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements? ○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and (VI) Learning through hands-on experiences. ○ A description of learning environments that are developmentally appropriate and promote creativity. 	No kindergarten students are enrolled.
	<ul style="list-style-type: none"> • Does the ALE plan specify whether the experience meets state and district graduation requirements? The student learning plan requirement may be met through the use of <i>course syllabi</i>, so long as all elements required by Board Policy C04.00 are listed including <i>course type</i> and CEDARS code for each course. 	Yes.

Student Progress Reporting	<ul style="list-style-type: none"> • Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff? 	Yes.
	<ul style="list-style-type: none"> • Does each course on the student's WSLP name the certificated teacher and include the ALE Course Type? 	Yes.
	<ul style="list-style-type: none"> • Is each student's educational progress reviewed at least monthly, with the results being communicated to parents for grades K-8 or to the student for grades 9-12? 	Yes.
Direct Personal Contact with Instructor	<p>Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?</p> <p>Purposes:</p> <ul style="list-style-type: none"> • Instruction • Review of assignments • Testing • Reporting of student progress • Other learning activities <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent cannot be substituted for contact with the student.</p>	Yes.
Monthly Review of Student Progress	<ul style="list-style-type: none"> • Is each student's educational progress REVIEWED at least once per month? 	Yes.
	<ul style="list-style-type: none"> • Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? 	Yes.

	<ul style="list-style-type: none"> • Is the progress review conducted by school staff and does it include direct personal contact with the student? 	Yes.
	<ul style="list-style-type: none"> • Are the results of the review communicated to the student and, where possible, to the student's parent(s) or guardian? 	Yes.
Determination of Satisfactory Progress	<ul style="list-style-type: none"> • Is the progress review's determination of whether the student is making satisfactory progress based on completing the learning activities and reaching the learning goals and objectives defined in the written plan? 	Yes.
Intervention Plan	<ul style="list-style-type: none"> • If the student fails to make satisfactory progress, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented within 5 days of the first determination of unsatisfactory progress? 	Yes.
	<ul style="list-style-type: none"> • Is the plan developed by school staff in conjunction with the student? 	Yes, as much as possible.
Continued Lack of Progress	<p>If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a NEW plan designed to more appropriately meet the student's educational needs developed and implemented by school staff in conjunction with the student? Or, has the student been guided toward another educational program?</p>	Yes.

<p>Annual Student Assessment</p>	<ul style="list-style-type: none"> • Is the educational progress of <u>full-time</u> ALE students assessed at least annually, using the state’s assessment for the student’s grade level and using any other assessments required by the district? <ul style="list-style-type: none"> ○ For schools offering full-day kindergarten, is the WaKIDS administered to each student at the beginning of the school year? ○ Is the WaKIDS assessment administered by a Washington State certificated teacher who has successfully completed the WaKIDS 101 training? 	<p>Yes.</p> <p>We do not offer kindergarten.</p>
	<ul style="list-style-type: none"> • Is the educational progress of <u>part-time</u> ALE students assessed at least annually, as above? (except for private school or home-schooled students enrolled less than 0.8 FTE as per appropriate WACs) 	<p>All our students are full time ALE students.</p>
	<ul style="list-style-type: none"> • Is the educational progress of <u>out-of-district</u> ALE students assessed at the district of residence, subject to that district’s assessment schedule and has the nonresident enrolling district established a written agreement for conducting the state assessment? <p>If so,</p> <ul style="list-style-type: none"> ○ Does the ALE of the enrolling district assume the responsibility for all necessary coordination with the district of residence and with the student to fulfill this requirement? ○ Does the ALE receive completed test booklets from the residency district, in order to be able to include them in the enrolling district’s accountability measurements and not in the 	<p>Yes.</p>

	<p>district of residence’s accountability measurements?</p>	
<p>Annual School Board Review</p>	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> ○ Documentation of ALE student headcount and FTE enrollment claimed for basic education funding 	<p>Yes.</p>
	<ul style="list-style-type: none"> ○ Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students 	<p>We assign certificated staff based on the needs of our students.</p>
	<ul style="list-style-type: none"> ○ Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff 	<p>New students create Student Learning Plans during our week-long intake process. Returning students create Student Learning Plans in advisory. All Student Learning Plans are supervised and evaluated by their advisors</p>
	<ul style="list-style-type: none"> ○ Description of how the ALE program supports the district’s overall goals and objectives for student academic achievement 	<p>Our ALE program aims to provide high-quality instruction and learning experiences for students of color who are furthest from educational justice by creating safe and</p>

		welcoming environments, supporting credit retrieval to move students closer to on-time graduation, and preparing them for college and careers. Our CSIP includes dedicated time for our diverse staff and leadership to improve their culturally responsive professional practice through professional development, collaboration, and data analysis. Our CSIP also includes multiple strategies for increasing inclusive and authentic engagement.
	<ul style="list-style-type: none"> ○ Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, including the impact of the experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model. 	The CSIP focuses on supporting students who have been impacted by trauma reach their academic, social and personal goals. we self-evaluate by reviewing our attendance, credit attainment, and graduation data.
3. ALE Implementation Standards		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	Yes, our program is accessible to most students with learning and/or physical disabilities through our individualized student learning plans.
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> • If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District? 	No home school students, full or part-time only.

	<ul style="list-style-type: none"> • Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program? * 	
	<ul style="list-style-type: none"> • Do parents sign and attest to the difference between home-based instruction and ALE each year? 	
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	Yes.
On-Line Learning	<p>Is the primary purpose of the program to provide learning experiences using digital or on-line means?</p> <ul style="list-style-type: none"> ○ If so, is this program accredited through the state or regional accreditation program? ○ Is the program an OSPI-approved learning provider? <p><u>Note:</u> If any students have more than 1/2 of their course online, then the program will need OSPI approval as an online school or online affiliate.</p>	No.
Substantially Similar	<ul style="list-style-type: none"> • If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar? 	Yes.
	<ul style="list-style-type: none"> • Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements? 	Yes.
	<ul style="list-style-type: none"> • The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum. 	We do not issue stipends to families.

Full-Day Kindergarten	<ul style="list-style-type: none"> • If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> ○ Multiple, weekly, in-person and on-site observations of students by a certificated teacher each week during the eight-week WaKIDS assessment window? ○ At least a one thousand annual hour instructional program? 	No Kindergarten students are enrolled.
	<ul style="list-style-type: none"> • Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> ○ The number of students enrolled in full-day kindergarten at any time during the school year? ○ The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline? 	No Kindergarten students are enrolled.
4. Enrollment Reporting		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the written student learning plan, the program is to note the estimated average weekly hours of learning activity in the written student learning plan. Is this being done?	Yes.
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and <i>have their courses been listed by course type</i> in the CEDARS-linked student information system?	Yes.

Subsequent Monthly Count Dates	<ul style="list-style-type: none"> • If the student’s progress review indicates <u>satisfactory</u> progress, the student’s full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done? 	Yes.
	<ul style="list-style-type: none"> • If the student’s progress review indicates <u>a lack of satisfactory</u> progress, and an intervention plan has been completed, the student’s full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student's written student learning plan. Is this being done? 	Yes.
Documented Hours	<p>Do the documented hours of ALE students include:</p> <ul style="list-style-type: none"> • Classroom instruction provided by school staff? 	Yes.
	<ul style="list-style-type: none"> • The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated by the written plan? 	Not applicable.
	<ul style="list-style-type: none"> • Other learning activities? <p>On subsequent monthly count dates, if a student’s progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and signed, the student’s full-time equivalent is the student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan?</p>	Yes.
Part-Time Students	Does part-time ALE students’ enrollment generate the pro-rata share of full-time funding?	Yes.
Students Absent for 20 Consecutive School Days	Does the program’s enrollment count exclude students who have formally dropped out, transferred to another school, been expelled or students who have not had direct personal	Yes.

	contact with school staff for 20 consecutive school days?	
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	Yes.
5. ALE Audit Documentation		
Required Documentation	<p>Districts which receive state funding for alternative learning experiences shall maintain the following written documentation available for audit:</p> <ol style="list-style-type: none"> 1. School board policy for alternative learning experiences 2. Annual ALE reports to the school district board of directors 3. Annual reports to the superintendent of public instruction 4. Written student learning plans, including documentation of required weekly direct personal contact 5. Student progress reviews, evaluations, and assessments 6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress 7. Signed parent enrollment disclosure documents. 	Interagency complies with all the required documentation standards.

*Update for SY 2020-21

Alternative Learning Experience Requirements
WAC 392-121-182/ School Board Policy No. 2255
Essential Questions
School Year 2020-21

Middle College High School

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	We have no ALE e-learning site students this year. All are enrolled to the 3 main sites at MCHS through PowerSchool.
	Are students' courses included in the Student Information System with the appropriate ALE Course Types?	We are providing SPS courses from the main course catalog.
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	We use Apex as a credit retrieval program or for courses we cannot offer due to our small size. We use Aleks as an intervention for math courses for students with IEPs or those that are behind grade level.
Stakeholder Participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	We do not have ALE e-learning students this year. In general, all students have an advisor that does family connection meetings and create an individual intervention plan as needed.
2. Compliance with Board Policy C04.00		
Written Policies	Has the program adopted written policies in accordance with Board Policy C04.00?	Yes. All parents of students in e-learning read and sign the "Statement of Understanding." This document is kept on file and updated yearly.

Setting	Is the ALE provided in whole or part, outside the regular classroom setting?	All students will be remote learning this year until further notice due to Covid 19.
Staffing Ratio	Is the overall ratio of certificated instructional staff to full-time equivalent students enrolled in ALE courses and programs, including those that rely primarily on digital curriculum, identified and approved by the school district board of directors in a public meeting?	Yes
Student Learning Plans	<ul style="list-style-type: none"> • Does each student have a written student learning plan that meets the following requirements? <ul style="list-style-type: none"> ○ Meets the student’s individual educational needs? ○ Is developed in partnership with the student, the student’s parents, and other interested parties? ○ Recognizes that school staff has the primary responsibility and accountability for the plan? ○ Is supervised and monitored, with evaluation and assessment of student progress? 	Yes, when students are in e-learning they do have a learning plan. We have no students enrolled in e-learning site.
	<ul style="list-style-type: none"> • Does the individual student plan include at minimum the following information: <ul style="list-style-type: none"> ○ A beginning and ending date for the learning experience? ○ An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student-learning plan? ○ A description of how weekly contact time will be fulfilled? ○ A description of specific learning goals and performance objectives of the ALE? 	Yes, we have an e-learning contract and plan for each student but we do not have any students enrolled in e-learning this year.

	<ul style="list-style-type: none"> ○ A description of instructional materials essential to successful completion of the learning plan? ○ A description of timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan 	
	<ul style="list-style-type: none"> • Does the student’s individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements? 	<p>Yes. E-Learning Academy students will have a graduation checklist that lists state and district graduation requirements. The checklist will be updated each semester.</p>
	<ul style="list-style-type: none"> ○ If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements? ○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; 	

	<p>and (VI) Learning through hands-on experiences.</p> <ul style="list-style-type: none"> o A description of learning environments that are developmentally appropriate and promote creativity. 	
	<ul style="list-style-type: none"> • Does the ALE plan specify whether the experience meets state and district graduation requirements? The student learning plan requirement may be met through the use of <i>course syllabi</i>, so long as all elements required by Board Policy C04.00 are listed including <i>course type</i> and CEDARS code for each course. 	Yes, we meet all requirements of state and district.
Student Progress Reporting	<ul style="list-style-type: none"> • Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff? 	All Students all have individual advisors and meet with them weekly 1:1 to track progress and address any concerns.
	<ul style="list-style-type: none"> • Does each course on the student’s WSLP name the certificated teacher and include the ALE Course Type? 	Yes
	<ul style="list-style-type: none"> • Is each student’s educational progress reviewed at least monthly, with the results being communicated to parents for grades K-8 or to the student for grades 9-12? 	Yes
Direct Personal Contact with Instructor	Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?	Yes

	<p>Purposes:</p> <ul style="list-style-type: none"> • Instruction • Review of assignments • Testing • Reporting of student progress • Other learning activities <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent cannot be substituted for contact with the student.</p>	
Monthly Review of Student Progress	<ul style="list-style-type: none"> • Is each student’s educational progress REVIEWED at least once per month? 	It is reviewed weekly by MTSS team.
	<ul style="list-style-type: none"> • Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? 	Yes, for e-learning students.
	<ul style="list-style-type: none"> • Is the progress review conducted by school staff and does it include direct personal contact with the student? 	Yes
	<ul style="list-style-type: none"> • Are the results of the review communicated to the student and, where possible, to the student’s parent(s) or guardian? 	Yes
Determination of Satisfactory Progress	<ul style="list-style-type: none"> • Is the progress review’s determination of whether the student is making satisfactory progress based on completing the learning activities and reaching the learning goals and objectives defined in the written plan? 	Yes
Intervention Plan	<ul style="list-style-type: none"> • If the student fails to make satisfactory progress, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented within 5 days of the first determination of unsatisfactory progress? 	Yes

	<ul style="list-style-type: none"> • Is the plan developed by school staff in conjunction with the student? 	Yes
Continued Lack of Progress	<p>If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a NEW plan designed to more appropriately meet the student’s educational needs developed and implemented by school staff in conjunction with the student? Or, has the student been guided toward another educational program?</p>	Yes
Annual Student Assessment	<ul style="list-style-type: none"> • Is the educational progress of <u>full-time</u> ALE students assessed at least annually, using the state’s assessment for the student’s grade level and using any other assessments required by the district? <ul style="list-style-type: none"> ○ For schools offering full-day kindergarten, is the WaKIDS administered to each student at the beginning of the school year? ○ Is the WaKIDS assessment administered by a Washington State certificated teacher who has successfully completed the WaKIDS 101 training? 	We do not have any full time e-learning students.
	<ul style="list-style-type: none"> • Is the educational progress of <u>part-time</u> ALE students assessed at least annually, as above? (except for private school or home-schooled students enrolled less than 0.8 FTE as per appropriate WACs) 	We do not have any part time e-learning students.

	<ul style="list-style-type: none"> • Is the educational progress of <u>out-of-district</u> ALE students assessed at the district of residence, subject to that district’s assessment schedule and has the nonresident enrolling district established a written agreement for conducting the state assessment? <p>If so,</p> <ul style="list-style-type: none"> ○ Does the ALE of the enrolling district assume the responsibility for all necessary coordination with the district of residence and with the student to fulfill this requirement? ○ Does the ALE receive completed test booklets from the residency district, in order to be able to include them in the enrolling district’s accountability measurements and not in the district of residence’s accountability measurements? 	
Annual School Board Review	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> ○ Documentation of ALE student headcount and FTE enrollment claimed for basic education funding 	Yes
	<ul style="list-style-type: none"> ○ Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students 	yes
	<ul style="list-style-type: none"> ○ Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff 	yes

	<ul style="list-style-type: none"> ○ Description of how the ALE program supports the district’s overall goals and objectives for student academic achievement 	yes
	<ul style="list-style-type: none"> ○ Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, including the impact of the experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model. 	yes
3. ALE Implementation Standards		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	yes
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> • If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District? 	Yes
	<ul style="list-style-type: none"> • Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program? * 	
	<ul style="list-style-type: none"> • Do parents sign and attest to the difference between home-based instruction and ALE each year? 	yes
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	
On-Line Learning	<p>Is the primary purpose of the program to provide learning experiences using digital or on-line means?</p> <ul style="list-style-type: none"> ○ If so, is this program accredited through the state or regional accreditation program? 	Yes our e-learning is our only ALE program.

	<ul style="list-style-type: none"> ○ Is the program an OSPI-approved learning provider? <p><u>Note:</u> If any students have more than 1/2 of their course online, then the program will need OSPI approval as an online school or online affiliate.</p>	
Substantially Similar	<ul style="list-style-type: none"> • If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar? 	Yes, we use Apex for all students.
	<ul style="list-style-type: none"> • Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements? 	yes
	<ul style="list-style-type: none"> • The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum. 	No
Full-Day Kindergarten	<ul style="list-style-type: none"> • If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> ○ Multiple, weekly, in-person and on-site observations of students by a certificated teacher each week during the eight-week WaKIDS assessment window? ○ At least a one thousand annual hour instructional program? 	N/A

	<ul style="list-style-type: none"> • Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> ○ The number of students enrolled in full-day kindergarten at any time during the school year? ○ The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline? 	N/A
4. Enrollment Reporting		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the written student learning plan, the program is to note the estimated average weekly hours of learning activity in the written student learning plan. Is this being done?	Yes
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and <i>have their courses been listed by course type</i> in the CEDARS-linked student information system?	We have no students enrolled in e-learning this year.
Subsequent Monthly Count Dates	<ul style="list-style-type: none"> • If the student's progress review indicates <u>satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done? 	Yes
	<ul style="list-style-type: none"> • If the student's progress review indicates <u>a lack of satisfactory</u> progress, <i>and an intervention plan has been completed</i>, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student's written student learning plan. Is this being done? 	yes

Documented Hours	Do the documented hours of ALE students include: • Classroom instruction provided by school staff?	yes
	• The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated by the written plan?	yes
	• Other learning activities? On subsequent monthly count dates, if a student’s progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and signed, the student’s full-time equivalent is the student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan?	yes
Part-Time Students	Does part-time ALE students’ enrollment generate the pro-rata share of full-time funding?	Yes, but we have no part time e-learning students.
Students Absent for 20 Consecutive School Days	Does the program’s enrollment count exclude students who have formally dropped out, transferred to another school, been expelled or students who have not had direct personal contact with school staff for 20 consecutive school days?	yes
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	yes
5. ALE Audit Documentation		
Required Documentation	Districts which receive state funding for alternative learning experiences shall maintain the following written documentation available for audit: 1. School board policy for alternative learning experiences 2. Annual ALE reports to the school district board of directors 3. Annual reports to the superintendent of public instruction	Yes to all

	<p>4. Written student learning plans, including documentation of required weekly direct personal contact</p> <p>5. Student progress reviews, evaluations, and assessments</p> <p>6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress</p> <p>7. Signed parent enrollment disclosure documents.</p>	

*Update for SY 2020-21

Alternative Learning Experience Requirements
WAC 392-121-182/ School Board Policy No. 2255
Essential Questions
School Year 2020-21

Nova High School

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	Yes. All students are enrolled at the District level prior to being assigned.
	Are students' courses included in the Student Information System with the appropriate ALE Course Types?	Yes.
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	No digital or on-line curricula are utilized.
Stakeholder Participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	Yes. Students work with their teacher/advisor to develop their Written Student Learning Plan (WSLP). The WSLP is shared and reviewed at a meeting with the student, family, and advisor. The WSLP is updated monthly.
2. Compliance with Board Policy C04.00		
Written Policies	Has the program adopted written policies in accordance with Board Policy C04.00?	Yes.
Setting	Is the ALE provided in whole or part, outside the regular classroom setting?	No.
Staffing Ratio	Is the overall ratio of certificated instructional staff to full-time equivalent students enrolled in ALE courses and programs, including those that rely primarily on digital curriculum, identified and approved by the school district board of directors in a public meeting?	Yes.

<p>Student Learning Plans</p>	<ul style="list-style-type: none"> • Does each student have a written student learning plan that meets the following requirements? <ul style="list-style-type: none"> ○ Meets the student’s individual educational needs? ○ Is developed in partnership with the student, the student’s parents, and other interested parties? ○ Recognizes that school staff has the primary responsibility and accountability for the plan? ○ Is supervised and monitored, with evaluation and assessment of student progress? 	<p>Yes. All 4 criteria are met with the Written Student Learning Plan (WSLP).</p>
	<ul style="list-style-type: none"> • Does the individual student plan include at minimum the following information: <ul style="list-style-type: none"> ○ A beginning and ending date for the learning experience? ○ An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student-learning plan? ○ A description of how weekly contact time will be fulfilled? ○ A description of specific learning goals and performance objectives of the ALE? ○ A description of instructional materials essential to successful completion of the learning plan? ○ A description of timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan 	<p>Yes. Our internal ALE database includes all of the required information for all student learning activities.</p>

	<ul style="list-style-type: none"> • Does the student’s individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements? 	<p>Yes. All information related to state/national standards as well as course objectives, and learning requirements are listed in the ALE database.</p>
	<ul style="list-style-type: none"> ○ If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements? ○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and (VI) Learning through hands-on experiences. ○ A description of learning environments that are developmentally appropriate and promote creativity. 	<p>N/A</p>
	<ul style="list-style-type: none"> • Does the ALE plan specify whether the experience meets state and district graduation requirements? The student learning plan requirement may be met through the use of <i>course syllabi</i>, so long as all elements required by Board Policy C04.00 are listed including <i>course type</i> and CEDARS code for each course. 	<p>Yes.</p>

Student Progress Reporting	<ul style="list-style-type: none"> • Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff? 	Yes.
	<ul style="list-style-type: none"> • Does each course on the student's WSLP name the certificated teacher and include the ALE Course Type? 	Yes.
	<ul style="list-style-type: none"> • Is each student's educational progress reviewed at least monthly, with the results being communicated to parents for grades K-8 or to the student for grades 9-12? 	Yes. The WSLP is updated monthly. All students meet monthly with their teacher/advisor to review progress and update the WSLP if and as needed.
Direct Personal Contact with Instructor	<p>Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?</p> <p>Purposes:</p> <ul style="list-style-type: none"> • Instruction • Review of assignments • Testing • Reporting of student progress • Other learning activities <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent cannot be substituted for contact with the student.</p>	Yes. Weekly contact is achieved in advisory groups, courses, one-on-one meetings, student/staff committees, as well as the monthly teacher/advisor meetings.
Monthly Review of Student Progress	<ul style="list-style-type: none"> • Is each student's educational progress REVIEWED at least once per month? 	Yes.
	<ul style="list-style-type: none"> • Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? 	Yes.

	<ul style="list-style-type: none"> • Is the progress review conducted by school staff and does it include direct personal contact with the student? 	Yes.
	<ul style="list-style-type: none"> • Are the results of the review communicated to the student and, where possible, to the student's parent(s) or guardian? 	Yes. Every student has a teacher/advisor who is responsible for this communication.
Determination of Satisfactory Progress	<ul style="list-style-type: none"> • Is the progress review's determination of whether the student is making satisfactory progress based on completing the learning activities and reaching the learning goals and objectives defined in the written plan? 	Yes.
Intervention Plan	<ul style="list-style-type: none"> • If the student fails to make satisfactory progress, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented within 5 days of the first determination of unsatisfactory progress? 	Yes.
	<ul style="list-style-type: none"> • Is the plan developed by school staff in conjunction with the student? 	Yes. Implementation begins with a meeting between the student and advisor who jointly develop the plan according to WA State ALE guidelines. It is a progressive support process set up for students that includes additional weekly meetings, the formation of a support committee for the student, the creation of interventions and accountabilities, parent/family meetings, and support for transfer to another program if all the interventions are unsuccessful.
Continued Lack of Progress	If the student, after no more than <u>three subsequent evaluation periods</u> , is still not making	Yes.

	satisfactory progress, is a <i>NEW</i> plan designed to more appropriately meet the student’s educational needs developed and implemented by school staff in conjunction with the student? Or, has the student been guided toward another educational program?	
Annual Student Assessment	<ul style="list-style-type: none"> • Is the educational progress of <u>full-time</u> ALE students assessed at least annually, using the state’s assessment for the student’s grade level and using any other assessments required by the district? <ul style="list-style-type: none"> ○ For schools offering full-day kindergarten, is the WaKIDS administered to each student at the beginning of the school year? ○ Is the WaKIDS assessment administered by a Washington State certificated teacher who has successfully completed the WaKIDS 101 training? 	Yes.
	<ul style="list-style-type: none"> • Is the educational progress of <u>part-time</u> ALE students assessed at least annually, as above? (except for private school or home-schooled students enrolled less than 0.8 FTE as per appropriate WACs) 	N/A.
	<ul style="list-style-type: none"> • Is the educational progress of <u>out-of-district</u> ALE students assessed at the district of residence, subject to that district’s assessment schedule and has the nonresident enrolling district established a written agreement for conducting the state assessment? <p>If so,</p> <ul style="list-style-type: none"> ○ Does the ALE of the enrolling district assume the responsibility for all necessary coordination with the district of residence and 	N/A.

	<p>with the student to fulfill this requirement?</p> <ul style="list-style-type: none"> ○ Does the ALE receive completed test booklets from the residency district, in order to be able to include them in the enrolling district's accountability measurements and not in the district of residence's accountability measurements? 	
Annual School Board Review	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> ○ Documentation of ALE student headcount and FTE enrollment claimed for basic education funding 	Yes.
	<ul style="list-style-type: none"> ○ Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students 	Yes.
	<ul style="list-style-type: none"> ○ Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff 	Yes.
	<ul style="list-style-type: none"> ○ Description of how the ALE program supports the district's overall goals and objectives for student academic achievement 	Yes.
	<ul style="list-style-type: none"> ○ Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, including the impact of the 	Yes.

	experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model.	
3. ALE Implementation Standards		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	Yes. Any/All students enrolled in SPS may choose to attend Nova. There are no extra eligibility requirements to enroll. Nova is located in the, fully accessible, Horace Mann building.
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> • If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District? 	N/A
	<ul style="list-style-type: none"> • Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program? * 	
	<ul style="list-style-type: none"> • Do parents sign and attest to the difference between home-based instruction and ALE each year? 	Yes.
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	Yes.
On-Line Learning	<p>Is the primary purpose of the program to provide learning experiences using digital or on-line means?</p> <ul style="list-style-type: none"> ○ If so, is this program accredited through the state or regional accreditation program? ○ Is the program an OSPI-approved learning provider? <p><u>Note:</u> If any students have more than 1/2 of their course online, then the program will need OSPI approval as an online school or online affiliate.</p>	No.

Substantially Similar	<ul style="list-style-type: none"> • If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar? 	N/A
	<ul style="list-style-type: none"> • Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements? 	N/A
	<ul style="list-style-type: none"> • The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum. 	N/A
Full-Day Kindergarten	<ul style="list-style-type: none"> • If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> ○ Multiple, weekly, in-person and on-site observations of students by a certificated teacher each week during the eight-week WaKIDS assessment window? ○ At least a one thousand annual hour instructional program? 	N/A
	<ul style="list-style-type: none"> • Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> ○ The number of students enrolled in full-day kindergarten at any time during the school year? ○ The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline? 	N/A
4. Enrollment Reporting		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the	Yes.

	written student learning plan, the program is to note the estimated average weekly hours of learning activity in the written student learning plan. Is this being done?	
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and <i>have their courses been listed by course type</i> in the CEDARS-linked student information system?	Yes.
Subsequent Monthly Count Dates	<ul style="list-style-type: none"> • If the student's progress review indicates <u>satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done? 	Yes.
	<ul style="list-style-type: none"> • If the student's progress review indicates <u>a lack of satisfactory</u> progress, <i>and an intervention plan has been completed</i>, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student's written student learning plan. Is this being done? 	Yes.
Documented Hours	Do the documented hours of ALE students include: <ul style="list-style-type: none"> • Classroom instruction provided by school staff? 	Yes.
	<ul style="list-style-type: none"> • The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated by the written plan? 	Yes.
	<ul style="list-style-type: none"> • Other learning activities? On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and signed, the student's full-time equivalent is the	Yes.

	student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan?	
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	N/A
Students Absent for 20 Consecutive School Days	Does the program's enrollment count exclude students who have formally dropped out, transferred to another school, been expelled or students who have not had direct personal contact with school staff for 20 consecutive school days?	Yes.
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	Yes.
5. ALE Audit Documentation		
Required Documentation	<p>Districts which receive state funding for alternative learning experiences shall maintain the following written documentation available for audit:</p> <ol style="list-style-type: none"> 1. School board policy for alternative learning experiences 2. Annual ALE reports to the school district board of directors 3. Annual reports to the superintendent of public instruction 4. Written student learning plans, including documentation of required weekly direct personal contact 5. Student progress reviews, evaluations, and assessments 6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress 	<p>Yes. All listed documentation is maintained and available.</p>

	7. Signed parent enrollment disclosure documents.	

*Update for SY 2020-21



Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2020-2021 **School Name: Cascade Parent Partnership**

The Chief Academic Officer shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

1. The alternative learning experience student head count:

The projected student headcount for Cascade Parent Partnership on October 1, 2020 is 190.

2. Full-time equivalent enrollment claimed for basic education funding:

The projected full-time equivalent enrollment claimed for basic education funding for Cascade Parent Partnership will be 188.08 on October 1, 2020.

3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:

The overall ratio of certificated instructional staff to full-time equivalent students enrolled at Cascade Parent Partnership is 1 teacher to 50 students (Teacher FTE 3.8).

*Please also note that Cascade chooses to buy up 0.4 FTE to accompany the 1.4FTE in directed Counselor FTE to fulfill Written Student Learning Plan (WSLP) requirements, remaining compliant with OSPI.

4. A description of how the program supports the District's overall goals and objectives for student academic achievement:

Cascade Parent Partnership works to close the achievement gap daily and serves many students with needs that the traditional model has difficulty addressing. Cascade students represent a very high proportion of students with learning differences that include: Anxiety related issues; autism; sensory integration issues; and other health differences that make learning in a traditional model challenging. Many students and their families of color have chosen to enroll at Cascade, seeking stronger parent involvement and an authentic ability to foster positive, individualized and supported learning opportunities within parent partnership. Cascade also reaches non-traditional students, preparing them academically before their integration into the school system, typically at 9th grade. Seventy percent of Cascade families report that they would not return to the Seattle School District if the Cascade ALE model was not available. Also due to COVID-19, we have seen an influx of students and families that have openly shared that they want to keep their students enrolled in SPS however the current plan for remote learning in the traditional, comprehensive elementary and/or middle school is not working for their children.

5. The results of the annual school improvement plan:

- **Student Reading and Math:**
2019-20 assessment data is incomplete. SBA, Spring F&P and STAR 360 testing were cancelled, due to COVID-19. Without final spring 2020 data, I offer instead school CSIP goal statements and mid-year data.
- 2019-20 Goal statements: By May 2020, 14 of 17 (82%) of 3rd grade students enrolled in certificated English Language Arts or Integrated Science/ELA classes will demonstrate a year's growth in reading, as measured by STAR 360 Reading and Fountas and Pinnell scores.
- Baseline data: STAR 11 of 13 (84%) at/above standard (Sept 2019), F&P 9 of 16 (56%) at/above standard (Oct 2019)
- Mid Year data: Winter 2019-20 formative check-in (Of the 17 3rd grade students, 14 are taking ELA on-site. Of the 17 3rd grade students, 15 are trending towards grade level proficiency, as demonstrated by completion of F&P, STAR 360 Reading and/or teacher-generated classroom-based assessments.
 - STAR 360 Reading used as a screener, administered at the start and end of each semester
 - LAP Reading support in the form of 1on1 tutoring (1hr/week) and Homework Central (morning study hall)
 - 3rd grade reading: F&P @ Level N, O, P

Student	IEP Reading	ELL	ELA On-site	STAR Reading Fall	F&P Fall	Avg. Form. Assess	STAR Reading Winter	STAR Reading Spring	F&P Spring	Levels growth
A	N	N	Y	6.4	U	4	6.8			+0.4
B	N	N	Y	n/a	M	3	4.6			n/a
C	N	N	Y	4.4	Q	3	4.6			+0.2
D	N	Y	N	4.4	R	3	4.9			+0.5
E	N	N	Y	3.8	R	4	4.7			+0.9
F	N	N	Y	3.0	n/a	2	3.6			+0.6
G	N	N	Y	3.8	O	3	4.7			+0.9
H	N	N	Y	3.9	M	2	4.9			+1.0
I	N	N	Y	n/a	K	2	3.8			n/a
J	N	N	Y	4.8	M	3	n/a			n/a
K	N	N	N	4.5	T	4	n/a			n/a
L	N	N	Y	n/a	P	3	n/a			n/a
M	Y	N	N	2.7	K	1*	1.5			-1.2
N	N	N	Y	PP	K	2	2.1			+2.1
O	N	N	Y	3.9	N	4	6.1			+2.2
P	N	N	Y	5.4	R	3	5.9			+0.5
Q	N	N	Y	n/a	M	3	4.7			n/a

- School Climate: Most students feel that they have an awareness of their social emotional well-being, however, healthy community and classroom environment are 75% or lower, as evidenced through the Spring 2020 Student Climate Surveys.

Student Climate Surveys:

Social Emotional Learning: Grades 3-5: 77% (+7%), 6-8: 75% (-5%)

Healthy Community: 75% (+9%), 6-8: 62% (-4%)

Belonging: Grades 3-5: 73% (-8%), Grades 6-8: 88% **(+13%)**
Classroom environment: Grades 3-5: 72% **(+15%)**, 6-8: 50% (-8%)

School Community Highlights:

- Virtual, monthly Families of Students served through Special Education meetings, which continued through the summer and resulted in Parent-created PPT for staff review on Virtual Learning Recommendations
 - Virtual twice a month “Coffee and Conversations” meetings between school principal and school community to increase access and provide better transparency in school decision making.
 - Virtual Schedule Creation Team comprised of school admin., teachers, counselors and parents created the Fall 2020 class schedule
 - On-going collection of student and parent feedback on virtual learning, including an upcoming Fall Student Town Hall
 - Sustained relationship with community partners; Aegis Senior Living
- Additional positive outcomes as result of school’s CSIP:
- Weekly PLC time for planning and preparation in Math, English Language Arts and Universal design in lesson and unit planning.
 - Monthly student progress meetings to discuss and review the authenticity and accurateness of monthly progress provided by teachers to students and their families.
 - Targeted intervention using Tier 2 strategies in Reading and Mathematics demonstrating below grade level performance.



Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2020-21

School Name: Interagency Academy

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

1. The alternative learning experience student head count:

As of September 28, 2020:

Alder – 21
Beacon – 27
Casa – 2
Columbia School – 0
Intake – 27
Interagency Queen Anne - 24
King County Jail – 10
Opportunity Skyway - 49
Southeast – 45
Southwest – 38
University District Youth Center – 37
Youth Education Project - 49
Open Doors – 64

2. Full-time equivalent enrollment claimed for basic education funding:

393

3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:

The overall ratio of certificated instructional staff to full time equivalent students enrolled in the Interagency Academy program is 1 teacher to 9.33 students (Teacher FTE 42.1) on September 28, 2020, however, the ratio changes quickly as we add new students each week. Over the course of the 2018-2019 school year, Interagency served 801 students.

4. A description of how the program supports the District's overall goals and objectives for student academic achievement:

Note: Please specify how your program supports the district's goals of ensuring racial equity in our educational system by addressing the needs of students of color who are furthest from educational justice.

Interagency Academy serves students who have not found success in other high schools, including many students who face complex trauma and daunting barriers to success – poverty, domestic violence, homelessness, early parenthood, substance abuse, mental health issues and other challenges.

Our 13 programs focus on:

- targeted instruction in math, reading and writing,
- a variety of online credit retrieval options (supported by certificated teachers on site) that enable students to make up pieces of much needed courses,
- ALE courses to meet individual needs and interests, and,
- job readiness training programs that meet students where they are.

By creating these unique campuses with intensive social emotional supports, we are able to empower students to accelerate progress toward graduation and preparation for college, career, and life.

5. The results of the annual school improvement plan:

During the 2019-2020 school year, Interagency made progress on CSIP by:

- Weekly PLC planning and professional development in math, literacy, online learning, student support and intervention, truancy and health/wellness.
- Targeted intervention classes in reading and math at all campuses for students achieving significantly below grade level.

Student supports we have in place targeted the unique needs of our students:

- Truancy reduction and planning
- Drug/Alcohol intervention, education, recovery
- Counseling and mental health support
- Health care through our Teen Health Center
- Probation transition support
- Career readiness and specific training programs through partnerships with FareStart, YouthCare, Sawhorse Revolution, UPower, BikeWorks, and Sanctuary Arts.
- Case Management for basic needs barriers – homelessness, childcare, food, etc.
- Daily advisory program for all students, with separate advisories for students with fewer than 5 credits (9th graders), students within range of graduation this year, and students in 10th and 11th grade. Advisory focuses on supporting students in monitoring progress toward goals and developing skills necessary for success.

We continue to focus on providing excellent instruction, providing behavior supports so all students can attend and participate, and developing and maintaining small, safe, personal learning communities.



Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2020-21 **School Name: Middle College High School**

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

1. The alternative learning experience student head count:

The student headcount for Middle College High School overall program (meaning all 4 sites) on October 1, 2020 is projected to be 88 students. Now, 0 students are currently enrolled in the E-Learning academy within Middle College and with this year being entirely remote, we do not foresee any students in our e-learning program, which is the only ALE supported program as our other sites are funded under basic education funding.

2. Full-time equivalent enrollment claimed for basic education funding:

The full-time equivalent enrollment claimed for basic education funding for Middle College High School's program is 88 students this school year (so far). No students this year or last were funded through ALE.

3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:

The overall ratio of certificated instructional staff to full-time equivalent students enrolled Middle College High School is 1 teacher to 10 students (includes general education, LAP support, CTE and special education teacher FTE). Our staffing allocation is at 11.3 FTE general education and .8 FTE Sped. for all 4 sites. The goal is to maintain 4 teachers at UW, SU, and Northgate to support content specific classes for deeper learning. The ratio will increase up to 20:1 as enrollment grows through our service model at two of our sites. At the Northgate site/John Marshall site, ratio is 10:1. For the past few years, the e-learning Academy only has up to 5 students at a time and is assigned to 1 certificated teacher to monitor progress (and is housed within Northgate site, meaning students check in with those teachers and do intervention plans at that site). This year we will support students in the Northgate site for grade 10-12 and no students will be assigned to the e-learning site.

4. A description of how the program supports the District's overall goals and objectives for student academic achievement:

Middle College High School directly aligns with the Elimination of the Opportunity Gap and our commitment to racial equity. We provide dual enrollment opportunity for students, who come from our large comprehensive schools, are resilient and typically underrepresented in college. We focus on core academic support, social justice education, social emotional learning in a small nurturing environment and supporting transferrable college credits through running start. We create pathways for students to successfully transition into 2-year, four-year, Technical Schools and/or Certification programs. We focus on SPS performance indicators, 4 (we honor 5 year) graduation rates, college courses and exams, and post-secondary enrollment.

We are recruiting students furthest from educational justice to join the small, cohort model and be supported while gaining skills to do well in Running Start classes in 11th and 12th grades. At all three sites the goal is that ALL students will be successful in at least one Running Start course and leave high school some college credit, if not their completed AA.

5. The results of the annual school improvement plan:

- We graduated 16 students last year. We also increased our enrollment of 9th and 10th graders and recruited for a new 9th grade cohort for 2020-21 school year. Our recruitment was cut short due to the Covid 19 pandemic closure, but we still have a cohort of students for 9th grade of 25 students.
- We refined/continued systems that included, 1:1 teacher mentorship weekly, monthly progress reports and intervention plans for students who were not making adequate monthly progress and following MTSS system. We created and refined a PBIS structure with staff and student expectations.
- We built and strengthened partnerships with our college and university partners. We created an advisory board of Deans/Presidents of UW/SU/Seattle Colleges so we can continue to work together to grow our enrollment and opportunities with these partners. We recruited and successfully enrolled 40 9th grade students to enter our (non-ALE) program at UW/SU sites for 2019-2020 school year and retained 36 for their 10th grade year for 2020-21 year and added new 9th cohort of 25 students.
- Building Leadership Team spent time creating systems to support professional development, decision making matrix, budgeting and monitoring the CSIP. This work included revising our Mission and Vision to support the re-envisioning of Middle College High School to align with the National Model of Middle and Early Colleges. We had a team of teachers attend several dual enrollment/ Middle College Consortium conferences and Middle College visits to gain insight and training around developing successful Middle College systems.
 - Mission
 - We are a diverse community whose mission is to empower resilient and promising learners to reach their highest potential and become critically

conscious leaders of change through a transformative and liberatory education.

- Vision

- Middle College High School will create equitable opportunities for a successful post-secondary education by empowering students through social justice practices and transforming educational systems.



Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2020-2021

School Name: Nova High School

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

1. The alternative learning experience student head count:

The student headcount for Nova High School program on Sept 24th, 2020 is 224.

2. Full-time equivalent enrollment claimed for basic education funding:

The full-time equivalent enrollment claimed for basic education funding for Nova High School's program was 224.

3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:

The overall ratio of certificated instructional staff to full-time equivalent students enrolled Nova High School was 1 teacher to 24 for general education certified staff and 1 to 16 student ratio for student to general and special education certified staff. 27.9% of our students have IEPs.

4. A description of how the program supports the District's overall goals and objectives for student academic achievement:

Note: Please specify how your program supports the district's goals of ensuring racial equity in our educational system by addressing the needs of students of color who are furthest from educational justice.

Nova serves students who choose to come to Nova as 9th grade students, as well as transfer students. Approximately 70% of our new students transfer in from SPS comprehensive high schools. Their primary reasons for transferring are that the large comprehensive high schools did not work for them. Their reasons include safety, lack of flexibility in scheduling, curriculum and classes they view as not challenging or relevant, lack of individualization, anxiety, depression, and other mental and emotional health issues. 9th grade students come for similar reasons as

manifested in middle school and they want a different school experience based on their learning styles and interests. Our overall goal is that students are ready for life, career, and vocational choices when they graduate Nova. As an ALE school we create individual written student learning plans for every student which are updated monthly. Our teaching and learning system is competency, inquiry, project, and problem-based and works to engage all students. Nova is rooted in a philosophy of social and racial justice that fully supports our District's overall goals of success for all students. Additionally, according to the most recent Healthy Youth Survey approximately 80% of our students identify as LGBTQIA+ and we have confirmed these numbers with local surveys which also showed over 40% of our population identifying as transgender and/or nonbinary. Nova houses a higher vulnerable population of students, as the Healthy Youth Survey also notes that Nova students registered much higher percentages in the following categories compared to SPS overall. On average Nova students are 20% higher in having been victimized by sexual abuse, 38% higher in suffering from depression, and 30% higher in contemplation of suicide. Nova students compared to SPS overall reported that Nova "tries to stop bullying" 100% among 10th grade students and 97% among 12th grade as compared to 43% and 57% for SPS overall. A feature of our school population that often gets overlooked is that many of our students of color are also LGBTQIA+ and experience multiple intersectional impacts, and Nova continues to work to create wrap around supports for students who are intersectionally impacted by multiple systems of oppression. Our students historically have experienced significant barriers to access and safety in their lives. System-impacted students find access to support, resources and safety in our school that are robust, individualized, culturally competent and managed by our unique coordinating system.

4. The results of the annual school improvement plan:

As identified in our 2020-2021 CSIP, we continue focus on building tenacity and resilience. Our last three years of student climate surveys rate Nova high regarding safety, belonging and identity, healthy community, positive and supportive learning environment, creativity, and critical thinking compared to other high schools. Nova students reported responses regarding perseverance and completion of work that were at district average. Overall, students report they feel supported and challenged by teachers and staff and enjoy their classes, yet they also report they don't always finish their work.

We continue to also focus on a disparity among students in their experience of belonging and ownership. White students feel connected to the concept of Nova, but students of color feel connected to specific adults and peers and the deeper philosophy of our school, but don't express the same language of belonging and ownership that white students express. White students have greater representation on governing committees and are more likely to go to administration to advocate for their needs. White students had the "choice" to opt out of certain classes focusing on Ethnic Studies and issues of race and privilege, which is now a Nova requirement for all students.

Four years ago, the Nova student/staff people of color committee created a series of focus groups and surveys for students of color at Nova. At that time, students of color identified the following areas that needed improvement: lack of ethnic studies classes, microaggressions toward students of color, specific focus on trauma informed care for students of color, students of color

experiencing mental health issues not taken as seriously as white students, need for a quicker response to racial issues that arise, and education for white students so they can learn to sit with discomfort and understand racial equity impacts everyone. This feedback drives all our work for school improvement.

We worked with a community restorative justice facilitator who met with and surveyed our current students of color. In a more recent survey, we saw significant growth in many of these areas as a result of requiring all students to participate in ethnic studies, incorporating racial justice conference days of learning, Black Lives Matter in Schools week, and a staff focus on critical and dominate narrative across all content areas. Improvement was noted in areas such as: there are more ethnic studies classes, Nova “makes space for students of color” and students of color believe they have the ability to express their views without negative judgement, Nova provides a welcoming and inclusive environment for all students, the Nova culture makes it “easier to get an education,” and Nova is “accepting of all gender identities.” The primary challenge that was raised was our inability to make much progress in deepening our understanding and providing resources that target generational trauma impacting students of color and mental health supports for students of color.

The creation of the wellness center to focus specifically on supporting POC youth, LGBTQIA+ youth and specifically LGBTQIA+ POC youth is starting to address access to culturally competent behavioral and physical health needs, as is continued professional development around these issues as a full staff. We also found a recovery counselor whose intersectional identity and experiences make him much more approachable and able to provide culturally competent supports because of direct feedback from students of color.

Nova for nine continuous years, has shown there has been no disparity in credits earned by 9th grade students between white students and students of color. In our non-graded, competency-based system, students earn credit based on meeting and/or exceeding the course competencies through showing and applying their learning. The equivalent grade in a graded school would be a grade of B or above. The minimum grade point average for all students earning credit would be a 3.0 or higher. Nova is moving farther away from competency being directly tied to classes and credit and will be using a competency-based transcript to track student growth. Credits will be earned when specific benchmarks are demonstrated. We are building a method to continue to measure growth and credit earned to ensure there continues to be no disparity between white students, students of color and specifically students farthest from educational justice. This data is progress monitoring tool to ensure that this new system of competency tracking is not reproducing historic inequities.

Additionally, Nova has the following highly successful systems, which support our work with students and our focus on curriculum and instruction:

- A robust advisory system, whereby every student is involved with an advisory group with a student/teacher ratio of 23:1. The group meets weekly and the student and their advisor meet one-on-one regularly and with their families at least once per year. During Covid closures, these advisors had weekly phone calls and check in to support technology access, health and well-being and to get support directly to students in a time of crisis.


We connected with all our students and families during smart start and have equal or better attendance in our classes and committees currently. We think this is directly related to the relationship building that happens through our advisory.

- PLC and staff professional development time is built into our schedule. This includes SIT meetings and curricular group meetings, as well as teacher work groups on issues such as racial justice, curricular design, and academic supports.

Nova has a strong support system aligned with MTSS. Nova has been an established trauma informed school with a growth mindset toward academics, discipline, social emotional development, democratic participation and community engagement for the past decade.

Our universal model of supports includes the following supports as part of our ALE infrastructure:

- A teacher advisor who creates a learning plan with personal and academic goals and modifies the plan as needed throughout the year, a weekly meeting with that teacher in a group advisory, at least one monthly individual meeting with their teacher advisor, and at least one yearly family meeting with their teacher advisor and facilitated by the student.
- Teachers provide a monthly status report on all classes, teacher advisors share this information about class status and increase interventions and supports if needed, and students have a graduation worksheet that charts their progress toward graduation as they finish credits. Additionally, students with IEPs have at least two support adults, students have choice over their schedule, what committees to participate in, how they will meet their service requirements and how they will demonstrate competencies.
- The student's teacher advisor is their advocate and social emotional educator when conflicts with other students or staff members occur and if any school norms or district rules are broken. Our discipline policy is based on transformative and redemptive justice principles and embraces a needs assessment and growth mindset when enacted; mediation and restorative circles are always available to resolve conflict between any of our students and members our community and the greater community.
- Nova students have access to basic needs support like clothing, food, school supplies etc. in our building and we connect students to necessary resources in and out of the building for mental health supports, medical necessities, gender health, drug and alcohol evaluations and counseling.

	<p style="text-align: center;">ALTERNATIVE LEARNING EXPERIENCE SCHOOLS OR PROGRAMS</p>	<p style="text-align: center;">Policy No. 2255 August 24, 2016 Page 1 of 2</p>
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It is the policy of the Seattle School Board to allow schools or programs to operate as Alternative Learning Experience (ALE) programs, provided the schools or programs are annually approved by the School Board and that the school or program comply with all relevant ALE laws and regulations. Policy No. 2255 is distinct from C54.00, Alternative Education Program, because Policy No. 2255 is a unique funding governed by legal statutes. This policy is distinct from policies covering Alternative Education because ALEs have a unique funding model and are governed by a legal statute.

The district has established the following schools or programs as alternative learning experience programs as defined in Washington Administrative Code (WAC) 392-121-182:

1. Interagency Academy
2. Cascade Parent Partnership Program
3. Nova Alternative School
4. Middle College

District Supervision

The district designates the principal or program manager for each school or program to approve specific alternative learning experience programs or courses, monitor compliance with WAC 392-121-182, and report at the end of each school year to the school district Board of Directors.

Annual Report to the School Board

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program listed above:

1. The alternative learning experience student headcount;
2. Full-time equivalent enrollment claimed for basic education funding;
3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program;
4. A description of how the program supports the District's overall goals and objectives for student academic achievement;

5. The results of the annual school improvement plan; and
6. Other reports as designated by the Board.

This policy will be annually reviewed by the Board.

The Superintendent is granted the authority to develop procedures to implement this policy.

Adopted: December 2011

Revised: August 2016; August 2013; February 2013; June 2012

Cross Reference: Policy No. 2020; 2024

Related Superintendent Procedure: 2255SP

Previous Policies: C04.00; C54.00

Legal References: RCW 28A.320.230 Instructional Materials – Instructional Materials Committee; RCW 28A.150.262 Defining full-time equivalent student – Students receiving instruction through alternative learning experience online programs – Requirements – Rules; RCW 28A.150.305 Alternative educational service providers – Student eligibility; RCW 28A.150.325 Alternative learning experience programs – Generally – Rules; RCW 28A.250.050 Student access to online courses and online learning programs – Policies and procedures – Dissemination of information – Development of local or regional online learning programs; WAC 392-121-107 Definition-Course of study; WAC 392-121-182 Alternative learning experience requirements; WAC 392-121-188 Instruction provided under contract
Management Resources: *Policy News* February 2013; June 2012; October 2011