



SCHOOL BOARD ACTION REPORT

DATE: September 26, 2017
FROM: Dr. Larry Nyland, Superintendent
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For Introduction: November 1, 2017
For Action: November 15, 2017

1. TITLE

Annual approval of the written plans of programs or schools using the alternative learning experience model

2. PURPOSE

This Board Action Report details the alternative learning experience plans and annual reports for the Cascade Parent Partnership Program, Interagency Academy School, Nova High School, and Middle College High School. In accordance with Board Policy No. 2255, Alternative Learning Experience Schools or Programs, and to meet the requirements of WAC 392-121-182, each school or program that is using the alternative learning experience model must have their plan and annual report reviewed annually. The School Board 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 High 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; direct the Superintendent to implement such plans; and, pursuant to the School Board review conducted, agree to make no changes at this time to Policy No. 2255, Alternative Learning Experience Schools or Programs.

4. **BACKGROUND INFORMATION**

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 and their plans is a regulatory requirement of Washington Administrative Code Section 392-121-182. WAC 392-121-182 also requires the School Board to annually review written policies authorizing alternative learning experiences.

The regulation contains a number of 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 the 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
- Maintaining documentation of the policy, annual reports, the student learning plans, evidence of direct student contact and other requirements

The attached plans 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 present their written plans to the School Board for review and approval.

Alternatives: Do not approve the plans of these ALE schools. This is not recommended because of the negative fiscal impact to the District of failing to get state funding for these programs.

Research: Prior year approval of ALE program documents were reviewed, as were the current plans and annual reports of each of the ALE programs.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be the receipt of \$7,247,195 in state funds based on an enrollment projection of 1,103 students * \$6,570.44 (based on 2017-18 Budget Preparation values).

The revenue source for this motion is N/A .

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

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

6. COMMUNITY ENGAGEMENT

The District’s Community Engagement tool was not used and Community Engagement deemed not applicable since this is an Annual Report required by the Board Policy No. 2255, Alternative Learning Experience Schools or Programs.

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 we can continue to receive funding for these programs.

7. EQUITY ANALYSIS

The formal Race & Equity Tool was not used for the approval of the Alternative Learning Experience since this is an Annual Report. However, these programs do address equity by assuring their student population have access to an Alternative Learning Experience in accordance with School Board Policy No. 2200, Equitable Access to Programs & Services.

8. STUDENT BENEFIT

High school 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 October 10th, 2017. The Committee reviewed the motion and moved it forward to the full Board with a recommendation for approval.

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 Reports & plans for:
 - Cascade Parent Partnership Program

- Interagency Academy School
 - Middle College High School
 - Nova High School
- Policy No. 2255, Alternative Learning Experience Schools or Programs (for reference)



Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2017-2018

School Name: Cascade Parent Partnership

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 headcount:

The student headcount for the Cascade Parent Partnership on September 18, 2017 is 172.

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

The full-time equivalent enrollment claimed for basic education funding for the Cascade Parent Partnership was 168.67 on September 18, 2016.

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).

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. 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.

5. The results of the annual school improvement plan:

Academic Outcomes:

1. Increased Outcomes in Student Reading. 33% of 4th grade students

participating in SBA testing met standard, however of the 7 who took the actual test, 86% received scores of 3 and 4.

2. Improved Outcomes in Student Math. 39% of 4th grade students participating in the SBA met standard, however of the 8 who took the actual test, 88% received scores of 3 and 4.

3. Improved SBA Participation- While not meeting the district's goal of 100% participation, we continue to show positive gains in test participation, moving from 42% to 49% participation in Grades 3-8.

4. 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 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.

School Climate:

1. Twice a month "Coffee and Conversations" meetings between school principal and school community to increase access and provide better transparency in school decision making.

2. Three Race and Equity Workshops led by Dr. Tanisha Felder, Highline Schools Director of Equity and Family Engagement. These spring workshops were attended by staff, faculty, students and parents.

3. Developed relationship with community partners; Aegis Senior Living

Alternative Learning Experience Requirements
WAC 392-121-182/School Board Policy C04.00
Essential Questions
2017/2018

CASCADE PARENT PARTNERSHIP

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	<ul style="list-style-type: none"> 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.
Curriculum	<ul style="list-style-type: none"> Does the ALE make use of digital and/or on-line curricula? Explain 	Some of our Math students access ALEKS online curriculum with Cascade oversight as a supplement to onsite classes.
Stakeholder participation	<ul style="list-style-type: none"> 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 Highly Qualified Teacher. Each month, the HQT completes progress with each family and oversees monthly outcomes. Students meet monthly with an HQT to review progress and academic goals.
2. Compliance with Board Policy C04.00		
Written Policies	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Is the ALE provided in whole or part, outside the regular classroom setting? 	Each student has a unique 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	<ul style="list-style-type: none"> 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 	

	long as all elements required by Board Policy C04.00 are included.	
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? ○ Is each student's educational progress reviewed at least monthly, with the results being communicated to the student? 	<p>Yes</p> <p>Yes</p>
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>Face-to-face meeting with the student, or, where appropriate with the student's parent or guardian.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Monthly face to face meeting with all families</p>
Monthly Review of Student Progress	<ul style="list-style-type: none"> ● Is each student's educational progress reviewed at least once per month? ● Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? ● Is the progress review conducted by school staff and does it include direct personal contact with the student? ● Are the results of the review communicated to the student and, where possible, to the student's parent(s) or guardian? 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
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? 	<p>Yes</p>
Intervention Plan	<ul style="list-style-type: none"> ● If the student fails to make satisfactory progress for no more than <u>two consecutive evaluation periods</u>, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented? 	<p>Yes</p>

	<ul style="list-style-type: none"> • Is the plan developed by school staff in conjunction with the student? 	Yes
Continued Lack of Progress	<ul style="list-style-type: none"> • If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a plan designed to more appropriately meet the student's educational need developed and implemented by school staff in conjunction with the student? 	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? • 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 as per appropriate WACs) • 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? <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? 	<p>Yes</p> <p>All students enrolled at 80% FTE or more are required to participate in the MSP/State testing. Students <80% FTE are required to be assessed in core areas overseen by Cascade through in class, state or alternate assessment</p> <p>Yes</p> <p>Yes we administer tests on-site.</p> <p>No. Cascade's out-of-district students are tested and the results appear within Seattle's data.</p>
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 ○ Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, 	<p>Yes, we complete the annual report online to OSPI.</p> <p>Yes</p> <p>Yes</p>

	<p>including the ratio of certificated staff to FTE students</p> <ul style="list-style-type: none"> ○ Description of how a written student learning plans are developed and student performance supervised and evaluated, by certificated staff ○ Description of how the ALE program supports the district's overall goals and objectives for student academic achievement ○ 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. 	<p>Yes</p> <p>Yes</p> <p>Yes</p>
3. ALE Implementation Standards		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	Cascade primarily serves K-8 students, but does enroll 11 th and 12 th grade students from the Home Based Instruction community to access Running Start at the local community colleges. All students, including those with IEPs have access to Cascade.
Equitable Learning Resources	Are the curricula, course content, instructional materials, and other learning resources, at minimum, consistent with those available to the district's overall student population?	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? ● 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? 	<p>Yes</p> <p>Yes, then they sign and receive a copy of this document.</p>
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	Yes, the certificated teachers and learning plan counselors work closely with these students to ensure the work is original.

	other technologies.	
On-Line Learning	Is the primary purpose of the program to provide learning experiences using digital or on-line means? If so, is this program accredited through the state or regional accreditation program?	No, Cascade only uses online course as a supplement to the comprehensive academic package.
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
Subsequent Monthly Count Dates	<ul style="list-style-type: none"> • If the student's progress review indicates <u>satisfactory progress</u>, 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? • If the student's progress review indicates <u>a lack of satisfactory progress</u>, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student learning plan and the actual number of hours the student engages in learning activity pursuant to the student learning plan shall be documented during the ensuing month. Is this being done? 	<p>Yes</p> <p>Yes If a student is not making satisfactory progress, we implement a probationary period as described above.</p>
Documented Hours	<p>Do the documented hours of ALE students include:</p> <ul style="list-style-type: none"> • Classroom instruction provided by school staff? • Work based learning? • The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated buy the written plan? • Other learning activities? • On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, is the student FTE based on the average weekly hours of learning activity documented during the prior month? 	<p>Yes, at a minimum of one class taught be certificated teacher per week.</p> <p>No</p> <p>Yes</p> <p>Yes</p> <p>We require students to keep hourly logs when not making satisfactory progress. This progress is overseen through the intervention plan and related team meetings.</p>

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 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 days (except students receiving home hospital instruction or where there is a written agreement between the principal/program manager and the parent/guardian that the student's temporary absence will not cause a serious adverse effect upon the student's progress)?	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	<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. 	<p>Yes As of October 17, 2007</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>



Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2017-2018

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 headcount:

The student headcount for the Interagency Academy program on October 1, 2016 was 394 in non-1418 programs and 52 in 1418/Open Doors (see below for information). Total Oct 1 enrollment was 446 students.

2. Full-time equivalent enrollment claimed for basic education

funding: The full-time equivalent enrollment claimed for basic education funding for the Interagency Academy program was 392.4 in P223 and 56 on P223-1418 on October 1, 2016.

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 11 students (Teacher FTE 37) on Oct 1, 2016, however, the ratio changes quickly as we add new students every week. Over the course of the 2016-17 school year, Interagency served 787 students (444 boys and 343 girls).

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

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 twelve small, personal learning environments 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 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 2015-16 school year, Interagency made progress on CSIP by:

- Weekly PLC time for 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 sites for students achieving significantly below grade level.

Student supports we have in place:

- Truancy reduction and planning
- REACH course for all students – Focus of class is building self-regulation skills; understanding brain development and how the brain works; understanding the impact of Adverse Childhood Experiences (ACEs), toxic stress, and trauma on health and wellness; and learning to build resilience skills.
- Drug/Alcohol intervention, education, and 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 Tilt,
- Case Management for basic needs barriers – homelessness, food, child care, etc.,
- A 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 non-cognitive skills necessary for success (Chain of 8 – William Sedlacek).

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

6. Other report as designated by the Board:

See attached.

Alternative Learning Experience Requirements
WAC 392-121-182/School Board Policy C04.00
Essential Questions
2017/2018

Interagency Academy

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	<ul style="list-style-type: none"> 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.
Curriculum	<ul style="list-style-type: none"> 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 credits.
Stakeholder participation	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Has the program adopted written policies in accordance with Board Policy C04.00? 	No, we use the district policy.
Setting	<ul style="list-style-type: none"> Is the ALE provided in whole or part, outside the regular classroom setting? 	Inside the classroom
Staffing Ratio	<ul style="list-style-type: none"> 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 	Yes

	<p>the primary responsibility and accountability for the plan?</p> <ul style="list-style-type: none"> ○ Is supervised and monitored, with evaluation and assessment of student progress? ● 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 ● 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? ● Does the ALE plan specify whether the experience meets state and district graduation requirements? <p>The student learning plan requirement may be met through the use of course syllabi, so long as all elements required by Board Policy C04.00 are included.</p>	
Student Progress Reporting	<ul style="list-style-type: none"> ○ Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and 	

	<p>recorded by school staff?</p> <ul style="list-style-type: none"> ○ Is each student's educational progress reviewed at least monthly, with the results being communicated to the student? 	
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>Face-to-face meeting with the student, or, where appropriate with the student's parent or guardian.</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? ● Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? ● Is the progress review conducted by school staff and does it include direct personal contact with the student? ● 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 for no more than <u>two consecutive evaluation periods</u>, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented? 	Yes

	<ul style="list-style-type: none"> • Is the plan developed by school staff in conjunction with the student? 	
Continued Lack of Progress	<ul style="list-style-type: none"> • If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a plan designed to more appropriately meet the student's educational need developed and implemented by school staff in conjunction with the student? 	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? • 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 as per appropriate WACs) • 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? <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? 	Yes
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 ○ Description of how certificated and classified staff are assigned program management and instructional responsibilities that 	Yes

	<p>maximize student learning, including the ratio of certificated staff to FTE students</p> <ul style="list-style-type: none"> ○ Description of how a written student learning plans are developed and student performance supervised and evaluated, by certificated staff ○ Description of how the ALE program supports the district's overall goals and objectives for student academic achievement ○ 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. 	
3. ALE Implementation Standards		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	Yes
Equitable Learning Resources	Are the curricula, course content, instructional materials, and other learning resources, at minimum, consistent with those available to the district's overall student population?	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? • 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? 	No home school students, full or part time.
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	Is the primary purpose of the program to provide learning experiences using digital or on-line means? If so, is this program accredited through the state or regional	No

	accreditation program?	
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
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? • If the student's progress review indicates <u>a lack of satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student learning plan and the actual number of hours the student engages in learning activity pursuant to the student learning plan shall be documented during the ensuing month. 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? • Work based learning? • The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated buy the written plan? • Other learning activities? • On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, is the student FTE based on the average weekly hours of learning activity documented during the prior month? 	
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	Yes
Students Absent for 20 Consecutive	Does the program's enrollment count exclude students who have formally dropped out, transferred to another school,	Yes

Days	been expelled or students who have not had direct personal contact with school staff for 20 consecutive days (except students receiving home hospital instruction or where there is a written agreement between the principal/program manager and the parent/guardian that the student's temporary absence will not cause a serious adverse effect upon the student's progress)?	
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. 	X



Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2017-2018

School Name: Middle College High School of Social Justice

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 headcount:

The student headcount for Middle College High School program on October 1, 2017 is projected to be 80 students. On October 1, 2016, headcount was 130.

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 was 130 on October 1, 2016.

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 (general education, LAP support, CTE and special education teacher FTE). Our staffing allocation was reduced this year from 11.1 FTE to 8.2 FTE. Our overall ratio from Oct 1, 2016 is projected to be the same on October 1, 2017. The ratio will increase up to 15:1 as enrollment grows through our service model.

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

Middle College High School of Social Justice 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.

5. The results of the annual school improvement plan:

As identified in our CSIP, our student learning problem: "If we create systems and collaboration among Middle College sites to identify and progress monitor our student learning plans, then teachers will be able to focus on implementing quality instruction and timely intervention strategies for students not meeting outcomes then students will be informed and supported in their Learning Plans which will lead to higher on time graduation rates (4th and 5th year) as evidenced by our 2016 graduation tracker."

- We graduated 35 students last year. This represented 87% of our prospective graduates who were identified at the beginning of the school year.
- We developed systems that included, Written Student Learning Plans for each student, 1:1 teacher mentorship weekly, monthly progress reports and intervention plans for students who were not making adequate monthly progress.
- We were given permission to have early release Wednesdays to increase teacher collaboration, improve staff climate and to create the time to have monthly MTSS meetings to discuss data and plan student interventions at each MCHS site.
- 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 of Social Justice to align with the National Model of Middle and Early Colleges.
 - 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 of Social Justice will create equitable opportunities for a successful post-secondary education by empowering students through social justice practices and transforming educational systems.

6. Other report as designated by the Board:

See attached "Essential Questions" document.

Alternative Learning Experience Requirements
WAC 392-121-182/School Board Policy C04.00
Essential Questions
2017-2018

MIDDLE COLLEGE HIGH SCHOOL FOR SOCIAL JUSTICE

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	<ul style="list-style-type: none"> 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 in PowerSchool and will be enrolled in our internal ALE database.
Curriculum	<ul style="list-style-type: none"> Does the ALE make use of digital and/or on-line curricula? Explain 	Yes, we use ALEKS digital math Curriculum for math intervention and Edgenuity digital curriculum for other subjects, in addition to blended and direct instruction classes, for a few students, focused on credit retrieval. Middle College teachers are the teachers of record for the digital courses and they provide instruction and support to students. In addition, a small number of students do on-line classes via Running Start.
Stakeholder participation	<ul style="list-style-type: none"> 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. The WSLP is housed in our WINGS software and has the functionality to share with parents and students.
2. Compliance with Board Policy C04.00		
Written Policies	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Is the ALE provided in whole or part, outside the regular classroom setting? 	Most of our ALE program will be provided in classroom settings at school. A few students will take some of their classes in the regular classroom setting and complete some digital classes, mostly at home, with weekly

		support from teachers at school as needed (minimum of weekly check-ins at school.) A few students will do most of their digital work at home and attend school to consult with teachers at least once per week.
Staffing Ratio	<ul style="list-style-type: none"> • 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? • 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 	<p>Yes. All students will have Written Student Learning Plan that meet all 4 of the criteria.</p> <p>Yes. Our internal ALE database will include all of the required information for all student learning activities.</p> <p>Yes. All information related to EALRs and state standards as well as course syllabi, objectives, and learning requirements will be listed in the ALE database.</p> <p>Yes. All students will have a</p>

	<p>methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan</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? • Does the ALE plan specify whether the experience meets state and district graduation requirements? <p>The student learning plan requirement may be met through the use of course syllabi, so long as all elements required by Board Policy C04.00 are included.</p>	<p>graduation checklist that lists state and district graduation requirements. The checklist will be updated each semester.</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? ○ Is each student's educational progress reviewed at least monthly, with the results being communicated to the student? 	<p>Yes. The Written Students Learning Plan will be updated monthly. All students will meet monthly with their teacher/advisors to review and adjust, when necessary, their Written Student Learning Plans via a progress report.</p>
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? Purposes:</p> <ul style="list-style-type: none"> ○ Instruction ○ Review of assignments ○ Testing ○ Reporting of student progress ○ Other learning activities <p>Face-to-face meeting with the student, or, where appropriate with the student's parent or guardian.</p>	<p>Yes. All students will have face-to face contact with instructional staff, at least weekly, to support them in completion of the learning plan.</p>
Monthly Review of Student Progress	<ul style="list-style-type: none"> • Is each student's educational progress reviewed at least once per month? • Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? • Is the progress review conducted by 	<p>Yes. Yes. Yes. Yes. Every student will have a teacher/advisor who is responsible for reviewing student progress with all of the students' instructors and</p>

	<p>school staff and does it include direct personal contact with the student?</p> <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? 	communicating this to students and guardians.
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 for no more than <u>two consecutive evaluation periods</u>, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented? • Is the plan developed by school staff in conjunction with the student? 	Yes. A written ALE intervention plan will be developed by the student and advisor. The plan will include a written contract with the student, weekly monitoring of the plan by school staff, parent contact, tracking learning hours, interventions, parent/family meetings, and support for transfer to another program if all the interventions are unsuccessful.
Continued Lack of Progress	<ul style="list-style-type: none"> • If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a plan designed to more appropriately meet the student's educational need developed and implemented by school staff in conjunction with the student? 	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? • 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 as per appropriate WACs) • 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? 	<p>Yes.</p> <p>Yes.</p> <p>Middle College does not enroll out-of-district students, unless the SPS enrollment office accepts an out-of-district waiver. At that point they</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? 	<p>become full-time SPS students.</p> <p>N/A</p>
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 ○ 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 ○ Description of how a written student learning plans are developed and student performance supervised and evaluated, by certificated staff ○ Description of how the ALE program supports the district's overall goals and objectives for student academic achievement ○ 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. 	<p>Yes. Reports will be filed annually with the SPS School Board and with OSPI.</p>
3. ALE Implementation Standards		
Open to All	<p>Is the program accessible to all students, including those with disabilities? Explain.</p>	<p>Yes. All students enrolled at Middle College will participate in ALE.</p>

		Middle College sites are located in accessible buildings.
Equitable Learning Resources	Are the curricula, course content, instructional materials, and other learning resources, at minimum, consistent with those available to the district's overall student population?	Yes. All curricula meets and/or exceeds state and district standards.
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? • 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? 	<p>N/A. No home-based instruction is provided.</p> <p>Yes. This will be provided to all students and families prior to the start of the school year.</p>
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	Is the primary purpose of the program to provide learning experiences using digital or on-line means? If so, is this program accredited through the state or regional accreditation program?	No
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. This will be recorded in the ALE Database (WINGS) and monthly in PowerSchool.
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? • If the student's progress review indicates <u>a lack of satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the 	<p>Yes</p> <p>Yes</p>

	student learning plan and the actual number of hours the student engages in learning activity pursuant to the student learning plan shall be documented during the ensuing month. Is this being done?	
Documented Hours	<p>Do the documented hours of ALE students include:</p> <ul style="list-style-type: none"> • Classroom instruction provided by school staff? • Work based learning? • The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated by the written plan? • Other learning activities? • On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, is the student FTE based on the average weekly hours of learning activity documented during the prior month? 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	Yes
Students Absent for 20 Consecutive 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 days (except students receiving home hospital instruction or where there is a written agreement between the principal/program manager and the parent/guardian that the student's temporary absence will not cause a serious adverse effect upon the student's progress)?	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 	<p>Yes</p> <p>Yes</p>

	<p>district board of directors</p> <ol style="list-style-type: none"> 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. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
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Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2017-2018

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 headcount:

The student headcount for Nova High School program on October 1, 2017 is projected to be 322 students. On October 1, 2016, Nova's headcount was 336.

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 333.5 on October 1, 2016.

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 is 1 teacher to 16 students (general education and special education teacher FTE) on Oct 1, 2016 and is projected to be the same on October 1, 2017.

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

Nova serves students who choose to come to Nova as 9th grade students and it serves 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, and other reasons. 9th grade students come for similar reasons as manifested in middle school and they want a different school experience. Our overall goal is that students are ready for life, career, and vocational choices when they graduate Nova. As an ALE school we are able to 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.

5. The results of the annual school improvement plan:

As identified in our CSIP, our “student learning problem” in 2016-17 was focused on building tenacity and resilience. Our last two years of student surveys rate Nova high in regards to safety, belonging and identity, healthy community, positive and supportive learning environment, creativity, and critical thinking compared to other high schools. Nova students reported responses in regards to grit, 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. Our "student learning problem" for 2017-18 is focused on continuing support on our 2016-17 year focus and deepening our work in inquiry with students with added professional development and collaboration among staff.

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

- An advisory system whereby every student is involved with an advisory group with a student/teacher ratio of 25:1. The group meets weekly and the student and their advisor meet one-on-one regularly and with their families at least once per year.
- PLC and staff professional development time is built into our schedule every Tuesday and Thursday afternoons. 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 is a trauma informed school with a growth mindset toward academics, discipline, social emotional development, democratic participation and community engagement.

Our universal model of supports includes the following:

- 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 is 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.

6. Other report as designated by the Board:
See attached "Essential Questions" document.

Alternative Learning Experience Requirements
WAC 392-121-182/School Board Policy C04.00
Essential Questions
2017-2018

Nova High School

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	<ul style="list-style-type: none"> 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 in PowerSchool and in our internal ALE database.
Curriculum	<ul style="list-style-type: none"> Does the ALE make use of digital and/or on-line curricula? Explain 	No digital or on-line curricula are utilized.
Stakeholder participation	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Has the program adopted written policies in accordance with Board Policy C04.00? 	Yes.
Setting	<ul style="list-style-type: none"> Is the ALE provided in whole or part, outside the regular classroom setting? 	All of our ALE program is provided in classroom settings. Students may also create independent contracts for additional and/or supplemental learning in conjunction with their advisor. Students are responsible for developing curricula, competencies, objectives, learning outcomes, timelines for completion, final products, and assessment in consultation with their teacher/advisor.
Staffing Ratio	<ul style="list-style-type: none"> 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 	Yes. All 4 criteria are met with the Written Student Learning Plan

	<p>following requirements</p> <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? <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 ● 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? ● Does the ALE plan specify whether the experience meets state and district graduation requirements? 	<p>(WSLP).</p> <p>Yes. Our internal ALE database includes all of the required information for all student learning activities.</p> <p>Yes. All information related to state and national standards as well as course syllabi, objectives, and learning requirements are listed in the ALE database.</p> <p>Yes.</p>
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	The student learning plan requirement may be met through the use of course syllabi, so long as all elements required by Board Policy C04.00 are included.	
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? ○ Is each student's educational progress reviewed at least monthly, with the results being communicated to the student? 	<p>Yes.</p> <p>The Written Student Learning Plan is updated monthly. All students meet monthly with their teacher/advisors to review and adjust, when necessary, their WSLPs.</p>
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>Face-to-face meeting with the student, or, where appropriate with the student's parent or guardian.</p>	<p>Yes. Weekly contact is provided in advisory groups, courses, one-on-one meetings, student/staff committees, as well as the monthly meetings.</p>
Monthly Review of Student Progress	<ul style="list-style-type: none"> ● Is each student's educational progress reviewed at least once per month? ● Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? ● Is the progress review conducted by school staff and does it include direct personal contact with the student? ● Are the results of the review communicated to the student and, where possible, to the student's parent(s) or guardian? 	<p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes. Every student has a teacher/advisor who is responsible for this communication. The average student/advisor ratio is 24:1.</p>
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? 	<p>Yes.</p>
Intervention Plan	<ul style="list-style-type: none"> ● If the student fails to make satisfactory progress for no more than <u>two consecutive evaluation periods</u>, or if 	<p>Yes. A written three step ALE intervention support process was developed with student and staff input.</p>

	<p>the student fails to follow the written student learning plan, is an intervention plan developed and implemented?</p> <ul style="list-style-type: none"> • Is the plan developed by school staff in conjunction with the student? 	<p>It is a progressive support process set up for students that begins with weekly meetings and parent contact, tracking of learning hours, 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.</p> <p>The implementation of the intervention starts with a meeting between the student and the advisor who jointly develop and implement the plan according to the guidelines.</p>
Continued Lack of Progress	<ul style="list-style-type: none"> • If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a plan designed to more appropriately meet the student's educational need developed and implemented by school staff in conjunction with the student? 	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? • 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 as per appropriate WACs) • 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? <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 	<p>Yes.</p> <p>N/A. All of our students are full-time.</p> <p>N/A</p>

	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 ○ 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 ○ Description of how a written student learning plans are developed and student performance supervised and evaluated, by certificated staff ○ Description of how the ALE program supports the district's overall goals and objectives for student academic achievement ○ 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. Reports are filed annually with the SPS School Board and with OSPI.
3. ALE Implementation Standards		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	Yes. All students enrolled at Nova participate in ALE. Nova is also located in a fully accessible building.
Equitable Learning Resources	Are the curricula, course content, instructional materials, and other learning resources, at minimum, consistent with those available to the district's overall student population?	Yes. All curricula meet and/or exceed state and district standards.
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? ● Prior to enrolling a student, has the 	N/A. Yes.

	program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program?	
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	Is the primary purpose of the program to provide learning experiences using digital or on-line means? If so, is this program accredited through the state or regional accreditation program?	No.
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. This is recorded in the ALE database and monthly in PowerSchool.
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? • If the student's progress review indicates <u>a lack of satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student learning plan and the actual number of hours the student engages in learning activity pursuant to the student learning plan shall be documented during the ensuing month. Is this being done? 	<p>Yes.</p> <p>Yes.</p>
Documented Hours	<p>Do the documented hours of ALE students include:</p> <ul style="list-style-type: none"> • Classroom instruction provided by school staff? • Work based learning? • The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated buy the written plan? 	<p>Yes.</p> <p>N/A</p> <p>Yes.</p>

	<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, is the student FTE based on the average weekly hours of learning activity documented during the prior month? 	<p>Yes.</p> <p>Yes.</p>
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 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 days (except students receiving home hospital instruction or where there is a written agreement between the principal/program manager and the parent/guardian that the student's temporary absence will not cause a serious adverse effect upon the student's progress)?	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 	<p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p>

	actual documentation of hours of learning for those students failing to make satisfactory progress 7. Signed parent enrollment disclosure documents.	Yes.
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