

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Salinas Union High School District

CDS Code:

27 66159 0000000

Link to the LCAP:

(optional)

https://www.salinasuhd.org/site/handlers/filedownload.ashx?moduleinstanceid=363&dataid=2223&FileName=2018_Local_Control_and_Accountability_Plan_and_Annual_Update_SUHSD_20180912.pdf

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title 1 Part A, Title II Part A, Title III Part A and Title IV Part A

In the following pages, ONLY complete the sections for the corresponding programs.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our Human Resource Department and school site principals make every effort to only hire highly qualified teachers (HQT); approximately 95% of our teachers are HQT; however, teachers that are under preliminary permits are considered and are provided with support to ensure they make progress to complete credential requirements. Since we are a high school district, our goal is to only hire single-subject credential teachers or teachers with authorizations to teach the specified subject. All newly hired teachers are required to complete BTSA, the Induction program, with the support of two teachers on special assignment and an assigned mentor teacher at their site. To further support all teachers, SUHSD is committed to providing ongoing professional development to all teachers; professional development is focused on district-wide initiatives and core content areas. All teachers are trained in Constructing Meaning and Gradual Release of Responsibility, both of these drive teachers' planning, interventions, and student evaluation. LCAP Goal 2.

At SUHSD, we ensure that our low-income and minority students are taught by highly effective teachers. Our Human Resources department provides hiring priority to those teachers that are fully credential; however, there are occasions when we are in the need to hire new teachers or teachers that are in the process of obtaining their credential. The following data was collected from DataQuest and our School Accountability Report Card. In 2018-19 we had 0 misassigned teachers both at the middle school and high school level. Also, we had 0 out-of-the-field teachers both at the middle school and high school level. Furthermore, at the middle school level, we had 29% of inexperienced teachers and 17.9% at the high school level. SUSHD has 70.1% low-income students and 91.4% are minority students. In SUHSD, there is no difference in rates of low-income or minority students being taught by inexperienced or misassigned teachers. SUHSD did not have any misassigned or out-of-the-field teachers; therefore, there are no disparities among all our low-income and minority students compared to other students.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Parents are an essential stakeholder group involved in developing our School Plan for Student Achievement (SPSA). Our SPSA's are developed and monitored throughout the school year with input from various stakeholders, including parents. The SPSA meets the requirements for our CSI and ATSI schools. In addition, our school sites offer a variety of opportunities for parents to provide feedback to school sites: LCAP parent engagement meetings, offered both in the morning, afternoon, and evening, parent groups meetings, ELAC, and SSC.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The parent and family engagement policy is distributed to our families during the registration process. Furthermore, policies are reviewed and shared at our annual Title 1 meetings, SSC, weekly parent meetings, and back-to-school nights. In the SUSD all teachers are required to provide parents with a syllabus that includes an explanation of their content course, including our California state academic standards. In addition, families are provided with a course handbook that provides a short description of each course offered in our district. Furthermore, at back-to-school night teachers provide families with information about their semester/year long course. This includes standards, grading policy, district, and state assessments.

In order to provide materials and training to support parents in their student's academic achievement, parents are provided with a variety of opportunities to participate in different workshops. Monthly workshops are offered at a district for ALL of our parents, topics include but are not limited to: academics, understanding your child's IEP, monitoring student grades and attendance, social trends such as drug prevention and human trafficking. Also, twice a year we offer the Strengthening Families Program, a seven-week session program that supports parents in learning nurturing skills to support their children, effective discipline for youth, and teach skills for dealing with stress and peer pressure. Finally, each site has a community liaison holds weekly parent meeting with a variety of topics throughout the school year.

Our district educates all of our staff to be able to assist our parents in various ways:

Teachers are expected to have two-way communication with parents regarding the academic progress of students. At the beginning of the school year, teachers are expected to provide parents with the class syllabus that explains the course, grading, and student expectations. It also includes ways the parents can communicate with the teacher. Teachers are also expected to keep an up to date guidebooks, expected to meet with parents as requested to review both student's academic progress and behavior as needed.

Specialized Instructional Support- Our Specialized instructional staff includes but is not limited to counselors, intervention specialists, instructional coaches, English Learner Specialists, and paraprofessionals. All play a key role in the education of our children and communication with parents. All of our support staff collaborates with counselors, administration, or teachers to provide parents with resources, current academic standing, and school programs.

School leaders (administration) provide the leadership and training to all their staff to ensure our parents are engaged in the education of their children. Parents know that they may participate in our school and/or district workshop to learn how they can be more involved in our schools to support their children and they are always welcome to make an appointment with the various personnel to receive one on one attention.

Classified Staff is expected to support and direct parents to the appropriate personnel.

Our district provides opportunities for the informed participation of our families as follows:

All district mail-out or email communication must be both in English and Spanish. Spanish is our number one second language in our school district. Also, at parents events we provide translation services: we offer whole group meetings with translation devices or bilingual, or we welcome all our parents together with translation available and then divide them into separate groups where the workshop will be offered in English or Spanish. If needed, we also have deaf-of-hearing translations.

At parent meetings, conferences, or IEP's we provide parents with translators as needed. All information is always translated into the language at the request of the parent. This includes but is not limited to IEP's, counselors' information, grades, and attendance reports.

Furthermore, all of our school sites have an English learners specialist and migrant counselors. If students are new to the country they are referred to both the English learner specialist and migrant counselor to provide parents with more information about our school system, choices, and resources to benefit their students. We are in the Salinas Valley and we have a high percentage of our families work in agriculture, a small percentage of these students travel with their parents once the season is over. Therefore, it is the role of our migrant counselor to keep our parents informed of the services we offer to their students. Furthermore, both Migrant and the ELL program offer monthly meetings to our families to provide them with up-to-date resources, data, intervention, and enrichment programs for their students. Both migrant and ELL families are part of the stakeholder group that provides feedback to our SSC to ensure services are offered for our migrant and ELL students.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SUHSD has 5 comprehensive high schools, 4 comprehensive middle schools, two alternative education high schools, and a community day school. Rancho San Juan is our newest high school, opening in the fall of 2019, they will be a targeted assistance school for the 2019-2020 school year. All of the other comprehensive school sites, both middle school, and high schools are school-wide Title 1 schools and are compliant with all state and federal requirements such as the parent/school compact, parent involvement policy, and annual Title 1 meeting. Each Title 1 school conducts a needs assessment that describes the methods and instructional strategies that strengthen the academic program in their school. All expenditures are tied to student needs and outcomes, all supplemental intervention and/or enrichment opportunities increase the amount and quality of learning and address those at risk of not meeting the academic standards.

Our two alternative high schools and community day school are targeted assistance. Mount Toro high school serves 11th and 12th-grade students that were not successful in a comprehensive school site, a smaller school environment that allows teachers, counselors, and administration to work more closely and personally with students. El Puente High School in an Independent Studies School, the focus of El Puente is to provide students an alternative pathway to a high school diploma. Carr Lake Community Day School is our school setting for students who have been expelled from our school sites. Students are provided with opportunities to continue earning credits and complete their rehabilitation plan. These schools are also compliant with all Title 1 state and federal requirements.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We have three school sites identified as TAS schools, Carr Lake Community Day School, Mount Toro High School, and El Puente High School. These schools sites are alternative school settings, 100% of the students are at risk of not graduating from a comprehensive high school.

Furthermore, SUSHD uses the following criteria to identify students who are at risk in our TAS:

Students who are at risk of failing and/or not on track to graduate with their class

Students who are economically disadvantaged

Students who are identified as English Language Learners

Students who with an Individualized Education Plan

Students who are identified as homeless or foster youth

Carr Lake has 100% of their student population failing one more course toward graduation. in addition, 94.1 of the students are economically disadvantaged, 29.4% are English Language Learners, and 11.8 are students with disabilities.

Mount Toro High School is a 10th and 11th-grade alternative school, 100% of the students were in danger of not graduating at their comprehensive school sites. 86.5 % are economically disadvantaged, 41.5% are English Language Learners, and 8.8% are students with disabilities.

El Puente School is a 7th-12th grade alternative school. 100% of the students were in danger of not graduating or promoting from their comprehensive school sites. 76.6% are economically disadvantaged, 32.2% English Language Learners, and 8.3% are students with disabilities.

All students identified as economically disadvantaged, students with disabilities, or English Language Learners are at risk of not meeting challenging State academic standards.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Supporting our homeless youth is a priority in the SUHSD. We work collaboratively with our team to ensure we identify all our students who are facing hardships. At the beginning of each year, all students are required to complete a residency questionnaire, questionnaires are reviewed by our Community Liaisons (CL) at each site. Students who meet the criteria are automatically tagged and contacted by our CL. Questionnaires that are incomplete or require additional information are a priority for our CLs, between the first two weeks families are contacted or a home visit is conducted in order to ensure families are being identified and tagged properly in our student information systems. Each year we allocate a minimum of \$30,000 of our Title 1 funds to support our McKinney-Vento (MV) students at the district level, sites also allocate funds at their discretion for additional support. Students who are identified under the MV receive a variety of supports: breakfast, lunch, school supplies, priority enrollment for interventions or enrichment, transportation to the school of origin, and immediate clothing needs. In addition, each site has a designated counselor for our MV students, counselors receive appropriate professional development and resources for our MV student population. Counselors work collaboratively with attendance technicians and community liaisons to monitor the academic success of our MV students. In addition, our Community Liaisons, counselors, registrars, and administrators have an opportunity to attend the Annual Foster and Homeless Youth Summit provided by our tri-counties office of education and our annual PD with the Monterey County Office of Education. Furthermore, the Special Projects office will be monitoring all MV students and collaborating with counselors, community liaisons, and families to provide them with all the tools and supports needed in order for our MV students to graduate with their class and pursue higher education and/or career.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

n/a

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SUHSD provides summer bridge programs both in the transition from elementary to middle school and middle to high school. At the middle school level, school sites have implemented WEB (Where Everybody Belongs), WEB is a program where successful 8th-grade students welcome the new 7th-grade student, starting with a summer day where pairs of 8th graders work with a small group of 7th graders to acclimate them to middle school. At the high school level, we have implemented Link Crew, similar to WEB, Link Crew leaders are successful 11th and 12th grade student leaders, they welcome freshmen and make them feel comfortable throughout the first year of their high school experience. Both WEB and Link Crew leaders provide support year-round to our 7th and 9th-grade students. Activities vary by school site but are not limited to small group support with leaders to review the importance of grades, citizenship, curricular activities, sports, 4 and 6-year academic plans, and college and/or career information. (LCAP Goal 3 Action 5)

Furthermore, students and parents are provided with opportunities for school orientations for both middle school and high school transitions. At the middle school level, families are invited to the open house nights in the spring prior to their student entering 7th grade, families are provided with orientation regarding middle school and they have an opportunity to visit classrooms to meet and greet the teachers and ask any questions pertaining to the curriculum and/or activities. At the high school level, each high school provides an incoming freshman orientation for families in late January or early February, families are invited to hear about the different pathways and or programs offered that the high school level. High school programs set up booths and are ready to answer any questions for parents regarding their program, an example of programs present are FFA, AVID, AP courses, GATE, core content courses, English Learners, SSC, and parent engagement.

In addition, each high school has a Career Center (CC), the CC provides a variety of college and career presentations throughout the school year. The CC provides all incoming freshmen with a career assessment, results are shared with students, and the counselor completes the student's 4 year-academic plan. Furthermore, all seniors are expected to complete all the requirements to be enrolled in our local community college. Hartnell College collaborates with our district to ensure all seniors have completed the appropriate requirements to enroll in the community college the following fall, this includes the completion of the FAFSA application. To continue facilitating college awareness and transitions, the highest schools offer a variety of university field-trips thought the four years of high school, by the time our students graduate they had the opportunity to attend at least three colleges or universities. In addition, our AVID and PUENTE programs offer both northern and southern California college and university field trips. Finally, this will be the second year we will offer the Jump Start to College Camp, the camp provides incoming seniors with an overview of the requirements for college applications and deadlines. Seniors start their year with a clear overview of the items they need to be completed by the specified deadlines and the ongoing support with college and financial aid applications. Each school site also offers a variety of workshops in the evening and/or Saturday to support students with college and financial applications.

Finally, this upcoming school year will be the second year students will have an opportunity to take advantage of the dual enrollment opportunities with our local community college. Currently, all high schools have two dual enrollment courses, counseling 101 and English 1A. Students are taught by a college professor or one of our own teachers at our campus and students receive both high school and college credits. We plan to continue expanding more course offerings in the future. (LCAP Goal 1 Actions 3).

Students who have been expelled from our district have the opportunity to attend Carr Lake Community Day School, Carr Lake serves 7th-12th grade students who have been expelled. Our staff provides the support and services needed in order for students to continue earning credits towards graduation and support to complete their rehabilitation plan. Upon completion, students are re-enrolled in one of the comprehensive school sites or they may choose to attend one of the alternative schools.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SUHSD students in 7th to 10th grade who are screened and identified GATE have the opportunity to be enrolled in GATE English courses and/or advanced mathematics and/or honors science. Once students are in the 11th grade they have the option to self enroll in a variety of advance placement (AP) courses offered in our district. In order to support our students in AP courses, our supplemental concentration funds pay for all AP exams, school sites may use other categorical funds to provide study sessions prior to the test.

SUHSD also has implemented a 1:1 Chromebook per student, our district has provided a variety of professional developments to our teachers in order to use the integrated technology to the maximum, this includes Google classroom, a variety of checking for understanding applications, Google Drive, and online textbooks and other resources. Supplemental concentration fund a part-time education technology coach and sites are able to use categorical funds to provide additional professional development or other online resources for students to use.

Finally, SUHSD uses a variety of funding from multiple sources to ensure that our libraries at each comprehensive school site have appropriate reading and reference materials for all students. This includes resources in English and Spanish. Also, all sites use a variety of funding resources to ensure students have computers available for research and printing. In addition, they have purchased a variety of online subscriptions to supplement the content standards, support for testing, and other research engines.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please provide a more detailed description of the LEA's systems of professional growth and improvement for principals and other school leaders.

Principals:

Principals have many opportunities to participate in professional development and we believe there is great value in principals and co-administrators to participate in training alongside their teachers. When administrators participate in professional development with teachers, their teachers are much better equipped to support, coach, and implement a school-wide approach and the delivery and implementation are more effective.

Principal participation in professional development is tied to our key district initiatives, which include but are not limited to: Professional Learning Communities, Response to Intervention, Positive Behavioral Intervention and Supports, Restorative Justice, and all other course subjects. Nonetheless, principals also are encouraged and able to participate in professional development that responds to current trends and issues in education and based on their site needs, professional developments include but are not limited to leadership summits and equity conferences.

Furthermore, our school administration teams act as a PLC, principals collaborate with their site administrators to review and analyze district, school, and student group data. Data is used as the driver to set goals and implement actions and services for students and plan further professional development for both the administrative team, teacher leaders, and teachers.

Another form of professional development our principals participate in PD offered by our Educational Services department. Ed Services offers a variety of professional development for our teachers and site administrators are encouraged to attend. Furthermore, principals have monthly PLC meetings with other principals to collaborate and generate ideas among them. Once a month principals have an instructional council meeting, they meet with our Associate Superintendent of Instructional Services where they discuss current data and ongoing district practices, and once a month they have Leadership Council, they meet with the cabinet to discuss a variety of topics based on the needs of our district.

Finally, for the past three years, our district has provided professional development with the New Teacher Center for principals, assistant principals, and directors.

Explicit and intentional support in developing the instructional leaders for our principals
New principals are given coach consultant to support them the first 2 years
All principal consult (Peter DeWitt) to support them in leading their site in a systematic way

Professional Development for Directors:

We have a variety of directors in our district, each one focuses on a different branch from our instructional services department. Professional development varies from director to director. We have directors for Special Projects, Educational Services, Pupil Personnel Services, CTE/ROP, Student Services (Special Education), Research and Accountability, and Adult School. Each director participates in both district initiative professional developments and professional development related to their role in the district. Directors also work as a PLC and we meet on a monthly basis to ensure we are working collaboratively in the best interest of all our students, especially those students that are orange and red on our California Dashboard.

Directors PLC

Leading for equity unified us in vision and supporting our school sites

PPS- counseling, safety, social and emotional learning

ED Services- curriculum and instruction

SPED- special education and operated on child find an IEP compliance

Adult School- English as a second language, GED/HS diploma

Please describe how the systems support principals and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.

Principals new to principalship receive coaching through an administrator support program. The coach supports the principal in setting both school and professional growth goals, they meet on a regular basis for a minimum of two years. In addition, directors meet with principals as necessary to provide support in the development of their SPSA, IEP, or instructional leadership.

New assistant principals receive direct support from their site principal, administrative induction coach, and our human resource department. Site principals meet once a week with the new assistant principal to provide coaching and support,

if the assistant principal is clearing their credential, they most likely have an induction coach. The induction coach meets with AP's on a regular basis (once a week) to support them through the clearing credential course work, but most important the quick learning of the daily schedules of assistant principal roles and responsibilities. Furthermore, Assistant Principals also participated in professional development in a variety of district initiatives.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our professional development is focused on closing the achievement gap, so schools with the highest percentage low income students and students at risk of not meeting the challenging academic standards receive the most benefit from Title II funded professional development. However, since all of our schools range from 50% to 79% of low-income students; professional development is a priority for all teachers and administrators. Professional development planning is planned and delivered in collaboration with our Educational Services and Research and Accountability Department. Educational Services has core content teachers on special assignments and each of them plans and delivers professional development based on the needs shown in the data.

Furthermore, SUHSD also provides Title II funding to our two private schools, funds are distributed based on their enrollment and the number of socioeconomically disadvantaged students. During the consultation, both schools only choose to receive Title II funds, funding is used for a variety of professional development such as Advanced Placement, interventions and supports, and educational course works to support their class content.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the SUSHD all professional development planning begins with data analysis in our student performance and needs, teacher's needs, and the progress and data of professional development offered by our district. Our focus is to ensure all students are making progress in all subject areas; therefore, we use CA Dashboard data and other disaggregated data to identify individual student group's needs in English language arts and mathematics. Furthermore, we also disaggregated data for the other Dashboard indicators, such as college and career and chronic absenteeism. Also, all student performance data continues to be tracked from prior years to ensure we are making positive progress in both district and state assessments. Moreover, we identify the needs of professional development for principals and other leaders as we analyze district data and identify focus areas for improvement.

Our Education Services department provides a variety of professional development opportunities based on the feedback from teachers and site principals, after each professional development teachers are provided with an evaluation which is tracked and monitored by the Director of Educational Services to evaluate the professional development opportunities and adopt changes as necessary. All professional development for our teachers is focused to build common capacity on knowledge of the curriculum standards. And, to assist in ensuring teachers are teaching the adopted standards and to facilitate the structured analysis of student results.

Furthermore, professional development data is shared with certificated and classified staff at their sites, site LCAP advisory meetings, and for parents at SSC, parent group meetings, as well as the Parent LCAP advisory meeting. Both staff and parents provide recommendations and they are considered for the planning of future professional development. This is a work in progress, because, some of the recommendations from classified staff and parents, tend to not be the focus on student academic achievement, but rather in everyday minor issues. Therefore, we need to ensure that both stakeholder groups understand how the Dashboard indicators are established and how the professional development is correlated to make progress.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The majority of the professional development opportunities provided by the District listed below are supported with LCFF or Title I funds.

Training and teacher support provided via the supplemental Title III funds are:

- Classified, bilingual paraprofessionals are funded by school sites with Title III funds to provide support to teachers of English Learners. The para-educators are assigned to Designated ELD classes, Sheltered content classes, and Mainstream content classes where Newcomer English Learners may be enrolled. (Teacher/Administrator evaluation of paraprofessional's performance in working with English Learners; English Learner student assessment of support provided)
- Specialized training in the English Language Proficiency Assessments for California (ELPAC) These training are provided during staff meetings, usually by the English Learner Specialists, as mini-lessons on how mainstream teachers might incorporate ELPAC-like items into their instruction to strengthen EL performance for the exam. (Evaluation method: Instructional Coach and English Learner Specialist classroom visits to observe instruction.)
- Title III funds allow for the purchase of supplemental materials for the Designated English Language Development (ELD) courses (ELD 1, 2, 3; ALL – Academic Language and Literacy for grades 9 through 12; ALD – Academic Language Development for grades 7 and 8) to enhance the established curriculum in each class, plus Title III funds support access to supplementary online programs, e.g. Rosetta Stone, RazKids, etc., for these classes– (Evaluation method: Approved Title III expenditures)
- Informational, and administration instruction in the VCCALPS is coordinated by both the Special Projects Office and Student Support Services Office to inform SPED educators as to the purpose and administration of this assessment for the Moderate-Severe SWD students. In the school year 2020-21, the State will come out with (Evaluation method: Teacher understanding of the construct of the VCCALPS and how it applies to Moderate to Severe SWD students; administration of the exam; documentation of training at SPO and SSS offices).

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All immigrant students are available instruction in developing their English language ability through well planned out, research-based curriculum from the Educational Services Office. Beginning-level ELD classes have the added support of the Rosetta Stone language program in English. Additionally, there are content courses with the assignments of TR (Transitional) and SH (Sheltered) to indicate the courses for students who are in the early stages of developing their English language ability. One of our District's initiatives is the use of Constructing Meaning strategies in both ELD and content area classes to facilitate language acquisition and comprehension. Administrators make classroom visits to ensure these are being employed, and the site Instructional Coaching support avails teachers an opportunity to observe these strategies being utilized at their respective sites. Title III funds are also used by the sites to provide after-school tutorials and support.

At each site, there is a teacher on special assignment, the EL Specialist, who ensures that immigrant and English Learners are provided with the appropriate classes and supports, and compliance items. Most of the sites have a designated ELD counselor for immigrant students for added support, and, an administrator who oversees the English Learner and Migrant programs. Parents are supported by the site Community Liaison, as well as their site English Learner Advisory Committee (ELAC). Parents are encouraged to attend the weekly site meetings with the Community Liaison, ELAC meetings, and if they qualify, the Migrant program meetings. Our district also hosts an annual parent conference for all parents, and workshops are provided both in English and Spanish

The Special Projects Office is currently working jointly with the office of Pupil Personnel Services to create a program for older, under-schooled, immigrant students. Many of these students are here primarily to work, yet due to their limited schooling and English language ability, are not able to enter positions that could lead to full-time, permanent employment. The design for the program at this point is to provide intensive instruction in English Language Development, basic level/remediation courses in mathematics, Spanish Basic Skills to address primary literacy needs, enrollment in the high school equivalency program, HiSET, and/or enrollment in a Regional Occupation Program course. Apart from enabling these students to enter the workforce better prepared, the course might also spur on some students to earn a high school diploma in order to pursue post-secondary education.

Immigrant students are also provided support by the SUHSD Migrant Program, which is in Region XVI of the statewide program, and funded under Title I – Part C. The services provided by the Migrant program are explained in the following section, Title III Programs and Activities, ESSA SECTIONS 3116(b)(1).

Not only are the high school and middle school students serviced by the Migrant program, but there is also a component for Out of School Youth (OSY). This program is designed to support the educational and health needs of students 16-21 who have come to the U.S. to work, and desire some schooling. During the school year and during the summer, classes are held in the evening in ELD and Computer Literacy. The classes are held at a school site where most of this population resides. Apart from developing communication skills in English, and enhancing their computer knowledge, students are attended to by OSY Advocates who provide them access to health services, mental health services, and legal services.

For the 2019-20 school year, the OSY program will pilot having a mobile teacher who will support students residing at one of the labor camps. These students will be provided the same area of instruction as the school site students, as well as access to the same services.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our district is in the discussion phase of providing a program to help support the older, under-schooled immigrant students arriving in our district from Mexico and Central America. The primary reason many of them come up here is to work, yet their lack of formal education puts them at a disadvantage in accessing many jobs. At the end of last year, after an inquiry was sent to the English Learner Specialists at each of the then four high schools in our district, it was found that at least 16 students would be recommended for this program. Further research will again be undertaken this year to support this plan.

The construct of the program would be to provide a very intensive ELD program, basic mathematics, Spanish Literacy, an acculturation course, and access to our Regional Occupation Program in order to develop a marketable skill. The long-term goal of this program is to bring the students up to a level where they could pursue more education should they choose to do so, or enter the job market with solid marketable skills.

Our goal is to finalize the preparation for this program by the spring of 2020 and commence instruction in the fall semester of 2020. Beginning with the 2020-21 school year, the program would be funded by all Title III Immigrant funds our district would receive, and supplemented by District LCFF, Title I, and any other funds that we can have allocated to this program. A rough estimation of the amount of Title III Immigrant funds to be used, based on previous Title III Immigrant funds, would be about \$75,000. This would forego the allocation of Title III Immigrant funds to the high school sites, yet, the students coming to this program would be from the five high schools, plus the alternative education high school, in the district.

Items to evaluate the success of the program would be based on:

1. The number of students acquiring an Overall ELPAC level of 2 after one year in the program.
2. The number of students successfully securing a job in the skill area of their training.
3. The number of students electing to move into a comprehensive high school (those that are age eligible) to further their formal education.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Salinas Union High School District has been dedicated for over 40 years to the development and refinement of its English Language acquisition program. Concerted efforts have been made by the educational leaders of our district to keep us at the forefront of all innovative research and instructional strategies to help the English Learners acquire and utilize the English language as quickly and efficiently as possible.

A few of our most current supports outside of the classroom for our English Learners to achieve English proficiency as soon as possible are:

- The provision of ELPAC “boot camps” held at most sites, especially the middle schools. All EL students are welcome to attend. ELD teachers are also provided with copies of the ELPAC Practice Tests to administer to their students in preparation for the test.

o The middle schools, by number, reclassified more students than did the high schools. They were the sites primarily holding ELPAC Academies.

o Evaluation of these programs would be based on the number of students attending the academies, and the number meeting ELPAC reclassification criteria. This would be compared to the amount of money expended to support the program and the number of after-school hours.

- As part of the ELPAC testing process, the EL Specialists, together with the Designated ELD teachers, review the reclassification criteria with the students throughout the year. Special emphasis is placed on the criteria in the middle of the first semester.

o Evaluation: EL Specialist logs

- Students are assessed with the STAR Reading assessment at the beginning and throughout the school year. This past October the students in grades 7-12 who met RFEP Criterion #4 (a pre-determined Grade Level Equivalent, based on standard deviation process, on the STAR assessment) for our district were notified via a letter from the Director of Special Projects as to their Grade Level Equivalent reading score. In the letter, the Director praised the students for having met RFEP Criterion #4 for our district and encouraged them to try and earn a “C” or better in their required ELA class or their Designated ELD class (Criterion #2). At the end of the semester, those students who had already met Criterion #4 will again be notified via letter in January if they met Criterion #2; all that would remain would be to meet Criterion #1, an Overall score of 4 on the ELPAC, to meet all the required reclassification criteria based on assessment, for our district. If the students do not meet either criteria they will be reminded of these goals at the start of the second semester prior to the start of the ELPAC. They will be reminded that both Criterion goals are still attainable in the second semester and that they have to score a 4 on the ELPAC to be eligible for reclassification.

o Evaluation: Copies of student letters at Special Projects Office

- Posters displaying the SUHSD Reclassification criteria were provided by the Special Projects Office to all site English Learner Specialists, and these posters are placed in the Designated ELD classrooms and other areas of the school campus.

o Evaluation: Posters around the school sites in ELD and ELA classrooms

- Collaboration with feeder districts took place in 2018-19. It was requested that these districts reclassify any departing students who met their reclassification criteria for the 2018-19 school year prior to their arrival in our district. We had complete participation on the part of all feeder districts, and students were placed in the appropriate classes for the school year.

o Notes/emails by Director of Special Projects to feeder districts

- A reclassification protocol has been developed for the reclassification of students with IEPs to ensure consistency of practice throughout the District. It has been presented to all stakeholders and is now awaiting approval by the Board.

o Documents presented at the October 2019 EL Job Alike, and on file with the Assistant Director of Student Support Services, Mild to Moderate.

- All RFEP students are monitored for four years. District forms have been adjusted to accommodate the new requirement, with the years of reclassification being posted at the top of each form to make it easier for the EL Specialists to do their monitoring. The Office of Research, Assessment, and Accountability runs a report on the required data, and it is sent to the EL Specialists who are responsible for this. They in turn do a mail merge of the information onto the documents, which are then reviewed and placed in each student's EL Cum file, located in their respective academic sum file. The Specialists then meet with students where there is a concern about their academic performance.

o Student cum files; Office of Special Projects

- All sites hold a Reclassification ceremony in the fall to celebrate those students who were reclassified following the arrival of ELPAC scores.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All site administrators were informed of the funding and expressed an interest in pursuing the funding. The intervention Specialist reviewed the requirements and provided suggestions for action items. In addition, LCAP student and Parent surveys were reviewed for input regarding college and career readiness and safe and healthy school environments. Finally, discipline data, Suicide Risk Assessments, and bullying and harassment data, along with A-G requirement data were reviewed by the PPS Director.

Please describe how the LEA will use a portion of the funds to improve the use of technology to improve academic achievement, academic growth, and digital literacy of all students. LEAs may not spend more than 15 percent of funding in this section on purchasing devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time IT purchases.

The following is a description of how the Salinas Union High School District will use part of the funding in technology:

- * Online software to address social-emotional learning
- * Basic coping skills
- * Conflict resolution
- * Empathy development
- * Social-emotional software will be used as an alternative to suspension to reduce the disproportional of student IEP being removed from school