



Local Control Accountability Plan Executive Summary 2015-18

I. Overview

The Salinas Union High School District (SUHSD) is located on the Central California Coast – approximately 15 miles from the Monterey Bay. Salinas has over 155,000 residents. The SUHSD serves 14,100 students in grades 7-12. The District includes four middle schools, four high schools, an independent study school, a continuation high school, an adult school and Regional Occupational Program facilities. Seven elementary school districts serve as feeder districts for the SUHSD. Demographics of the SUHSD show 85% of students identified as Hispanic/Latino, 74% Socioeconomically Disadvantaged students, 27.5% English Learners, 41 students identified as Foster Youth. For determining funding, the SUHSD has 71% unduplicated student counts.

The SUHSD Board of Education has established four goals to meet their mission:

1. Increase the achievement of all students through effective instruction, an engaging curriculum, and aligned assessments.
2. Recruit, hire, retain and develop faculty, staff and leaders that are qualified, high performing, and diverse.
3. Ensure that the District resources are aligned, integrated, and evaluated.
4. Ensure that teaching and learning environments are safe, caring, and healthy.

The SUHSD has committed to utilizing the essential components of Professional Learning Communities (PLC) as the vehicle for continuous improvement to meet the Board of Education goals. Within this structure are three areas of focus:

1. Collaboratively developed and widely shared mission, vision, values and goals.
2. Collaborative teams that work interdependently to achieve common goals.
3. Focus on results as evidenced by a commitment to continuous improvement.

The same collaborative processes have been utilized to solicit stakeholder feedback in developing the goals that are the foundation of the Local Control Accountability Plan (LCAP). This included in person meetings, surveys on campus and online, and community conversations with parents, employee organizations, students and the community to establish areas of priority in meeting our goals. To address ongoing improvement initiatives, stakeholders were asked to respond to the following questions:

- How can we help more students attend school regularly?
- How can we help more students do well in their classes?
- How can we help more students graduate from high school?
- How can we help more students prepare for college and careers?
- How can we help more parents become involved in our school?

Local Control Accountability Plan Executive Summary 2015-18

II. LCAP Goals

All students will graduate college and/or career ready.

All staff will be highly qualified, trained, and retained.

All students will be educated in learning environments that are safe, caring and healthy.

III. Key Data References

In order to align services and actions to the goals of the LCAP, the SUHSD has focused on improving outcomes in the following areas:

- Conditions of Learning
- Pupil Outcomes
- Student Engagement

Conditions of Learning

Basic Services (teacher hired, retained, professional development, course access)

- ◆ Teachers hired 82
- ◆ Current Vacancies 7
- ◆ Teacher Retention 17 (Resigned, Non-elects)
- ◆ Teacher professional development
 - 92% Teachers trained in Construction Meaning strategies for building Academic Language
 - All ELD teachers trained in Systematic ELD strategies
 - All Math teachers trained in the instructional shifts of the Common Core Standards
 - WRITE – Spanish training for all ELD teachers
 - Instructional Coaching Training for site/district coaches (Jim Knight)
 - Administrative training in Next Generation Standards
 - 1800 participation in hours for teachers using Educational Technology
- ◆ Induction Participants
 - Year 1 36
 - Year 2 40
 - Tier II Admin 9

Clean and Safe Environments

- ◆ Facilities Review – Williams Act
 - “Exemplary” rating ALL sites

Local Control Accountability Plan
Executive Summary 2015-18

- Year two implementation of Positive Behavior Intervention & Support (PBIS)

Positive budget certification with 4% Reserve

- ◆ Reserves -
 - ◆ Statute 3%
 - ◆ Board Goal – additional 1%
 - ◆ Unassigned – 18.37%

Pupil Outcomes:

Graduation Rate	80.8% (Cohort)
	9% Still Enrolled
Dropout Rate	7.9% (below county average)
CAHSEE Passing %	ELA 76.25% First attempt
	Math 79.25% First attempt
AMAO 1	57.5% (Making annual growth on CELDT)
AMAO 2	21.4% Proficient (In schools less than 5 years)
	47% Proficient (In schools more than 5 years)
A-G Completion Rate	34.6% (2.4% higher than the county average)
EAP Readiness	ELA 15% Ready for College - 12% Conditionally Ready
	Math 3% Ready for College – 39% Conditionally Ready

Student Engagement:

Attendance Data	96% Average Daily Attendance
M.S Promotion Rate	83.5% Met promotion ceremony criteria
Discipline Data	200 less students had incidents (from previous year)
	1000 less total offenses (from previous year)
	18 Mandatory Expulsions (down from previous year-46)
Climate Survey	22% Middle school students strongly agree that school is a
(CHKS-2013)	safe place for all students.
	11% High school students strongly agree that school is a
	safe place for all students.
	81% Middle School staff agree that school is a safe place
	for all students.
	83% High School staff agree that school is a safe place for
	all students.

Local Control Accountability Plan Executive Summary 2015-18

60% Middle school students strongly agree that the school has safe, well maintained facilities
22% High school students strongly agree that the school has safe, well maintained facilities
98% Middle school staff agree that the school has safe, well maintained facilities
90% High school staff agree that the school has safe, well maintained facilities

IV. Focus – 3-year Priorities 2015-2018

Based on the results of stakeholder feedback, data analysis and implementation evidence, SUHSD has determined the areas of focus for targeted funds – Supplemental / Concentration grants – will be in the following areas of need:

- mental /behavioral health
- academic interventions
- attendance and truancy support
- campus safety, cleanliness and maintenance of exemplary conditions of learning
- customer service and / or systematic response to and within the community
- professional development to include sensitivity training related to current societal pressures and the transition to Common Core. This included aligning District initiatives to have a focused approach for professional development which also includes staff development in the effective use of educational technology. Also, the addition of Next Generation Standards in ELD and Science as well as new teacher “Induction” programs.
- Professional development for support staff
- Co-teaching in ELD classes
- Increase technology towards 1 to 1 ratio in ELD and reading intervention classes
- Consistent support for Foster Youth transitions

V. Monitoring / Evaluation

Ongoing monitoring of services and actions will be done through multiple modalities including analyzing data, walking school sites, visiting classrooms, analyzing student work, evaluating participation logs, and utilizing the LCAP evaluation templates from the State. This monitoring and evaluation will be aligned with support from the Monterey County Office of Education.

VI. Summary

The SUHSD is committed to ensuring the central goal of every student being college and/or career ready upon completion of high school. The goals, actions, and services outlined in the LCAP will provide the necessary tools and people for accomplishing this goal.

Local Control Accountability Plan
Executive Summary 2015-18

VII. Targeted Budget 2015-16

Targeted Supplemental / Concentration Grant Allocations for Student Services/Actions

Service / Action	Amount	Detail
CTE Coordinator	\$132,994.00	College / Career Pathway Alignment
Extended Learning	\$1,279,386.00	Extended Learning and Intersession opportunities to support student achievement. This includes summer school, spring and winter.
Director of Ed Services - Support and integrate all district instructional services with alignment towards EL student achievement.	\$245,506.00	Director of Ed Services, Secretary, Materials & Supplies.
Comprehensive EL Support Program	\$1,751,097.00	EL Specialists, EL support staff, Translator, EL Typist Clerk II, CELDT Testers
Comprehensive Parent Involvement Program	\$827,917.00	(Community Liaisons, CABE, Title I Conference, District Parent Conference, Materials and Supplies, Parent Coordinator
District AVID Program	\$236,402.00	Licenses, Tutors, training, coordinators, Write-Off
EL Proficiency	\$29,281.00	Rosetta Stone Licenses
EL Proficiency - Technology Support	\$408,000.00	Chromebook Cart in every ELD class to support ELA proficiency and alignment with NGELD standards
Reading Intervention & Support	\$354,000.00	Chromebook Cart for each class and E-Reader for each student to promote closing the reading grade level gap.
Accelerated Reader program to promote reading at all levels	\$132,113.00	Licenses, books, exams
Accelerated Ed. Online Credit Recovery	\$75,000.00	Licenses for courses online to recover credits to get on the graduation track.
Site LCFF funds to initiative programs to close achievement gaps for EL, FY, LI.	\$680,000.00	100,000 per high school, 60,000 per middle, 20,000 per MTHS and EPS
Upgrade District-wide technology infrastructure to meet CCSS expectations	\$750,000.00	Servers, WiFi, Computers, wiring
Goal 1 Unassigned	\$547,924.00	

Local Control Accountability Plan
Executive Summary 2015-18

Service / Action	Amount	Detail
To provide professional development aligned to district initiatives to all stakeholders.	\$454,028.00	Services include MCOE consultants, EL Achieve, Systematic ELD, Scholastic Read 180 Coaching, Cognitive coaching, ELD/ELA Framework, etc. For classified staff - customer service, technology, Instructional Aide training, PBIS (\$75,000)
BCLAD Certification	\$20,000.00	Stipend for teachers to become certified to teach content in students' native language.
Professional Learning Communities - Facilitation and Collaboration	\$223,299.00	Course Lead stipends
Support teachers with the implementation of CCSS, NG ELD Standards, NG Science Standards and the integration of technology in the classroom. (TSAs)	\$1,508,756.00	Provide Teacher / Coaches in content areas New - TSA Science, Ed Tech
Classified Employee In-services	\$12,184.00	Hourly, travel, Conference
Decrease the number of teachers roaming during the day to increase retention rates.	\$600,000.00	Add re-locatable classrooms where possible
New Teacher Support	\$250,000.00	Provide new teacher support through coaching, mentoring and professional development (BTSA)

Local Control Accountability Plan
Executive Summary 2015-18

Service / Action	Amount	Detail
Hire 20 substitutes that are GRR/CM trained to offset professional development during the year. 10 subs will be used only for teachers teaching ELD, CR, LAD and Math with 1/3 of ELs in classes	\$1,288,530.00	Contracted Substitutes
Enhance educational services office to accommodate additional professional development staff.	\$100,000.00	This will include cubicles, computer and phone equipment.
Set-aside due to negotiations, salaries may be affected.	\$1,501,696.00	
Increase security at every high school. (1 additional Campus Security Officer at each high school)	\$178,017.00	
Reduce Chronic Truancy	\$546,680.00	Increase attendance personnel to help reduce chronic absenteeism. (additional attendance staff) 6 hour position at each middle and comprehensive high school
Additional staff to help maintain a safe learning environment.	\$318,955.00	Additional custodial staff at each high school and the Salinas Ed Center. Add for flexible learning time, evening and weekend classes.

Local Control Accountability Plan
Executive Summary 2015-18

Service / Action	Amount	Detail
Create a sense of belonging through transition programs moving to middle school and high school.	\$122,835.00	WEB and LINK Crew programs
Provide crisis counseling and mental/behavioral health intervention.	\$227,410.00	(Harmony at Home, Behavior Specialists)
Support student achievement through creating a positive learning environment and focused mental health counseling services for students.	\$2,954,941.00	Additional Counselors at each school site plus one additional for the Alternative Ed programs. One counselor per site will focus working with Foster Youth as part of their caseload. Director of PPS, PPS Secretary, 8 Intervention Specialists, 1 HS Administrator, 4 HS Support Staff, 4 MS Administrators, 4 MS Support Staff, 9 Counselors. New: Increase to full-time Counselor and Intervention Specialist at middle school. Full-time Intervention Specialists at high schools. Additional counselor Alt Ed.
To support student engagement, every classroom will be outfitted with an LCD an document camera.	\$600,000.00	Unassigned budget from 2014-15 used to complete the classroom technology upgrades.
Total 2015-16 Supplemental / Concentration	\$17,756,951.00	
Total Supplemental/ Concentration Grants w/ addition of 2014-15 unassigned	\$18,356,951.00	