

North Salinas High School **Community Schools Implementation Plan**

February 2024

Year One Revision June 2025



**NORTH SALINAS
VIKINGS**

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**North Salinas High School
Salinas Union High School District
California Community School Partnership Program
Implementation Grant Application**

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School Site Contact Information

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Dr. Mary White was born and raised in the community she serves and has been a site Principal for 27 years. After receiving her Doctorate in School Leadership and Administration from the University of San Francisco, she came home to continue her career and raise her family. Throughout her time in educational leadership with her teams, she has achieved great amounts of success working with her communities in creating collaborative systems that are focused systematically at removing barriers to student success, while restoring positive and energetic school climates where everyone feels a sense of welcome and belonging. Dr. White's core belief is in the power of visibility, and she dedicates a great majority of her leadership time to being present in classrooms, throughout the campus, and at the many student and community events that are part of high school life. Her primary focus is supporting teachers and staff to be passionate, and committed to the success of their students, which guarantees the school community is a safe, welcoming, and supportive environment where students feel valued, respected, and encouraged to take risks in their learning.

Strategies, Priorities and Goals

Why a Community School at North Salinas High School?

North Salinas High School (NSHS) has been, and continues to be, a school site rooted and inspired by the students and families that call our campus and neighborhoods home. Serving 2,246 students, we recognize each of them for who they are, where they came from, where they want to go, and invite their entire families to support them along the way with the community at our side. While we are part of the largest school district in Monterey County of nearly 18,000 students, we recognize and value the unique stories, backgrounds, languages, and families of each of our students, and design our instruction, care, and wrap-around supports in direct alignment with their needs.

During our 2022-2023 school year we saw an increase in our unduplicated count, and currently support a student body that is 93.6% socioeconomically disadvantaged. On campus 19.8% of our students are English Learners, 10.5% are students with disabilities, and our McKinney Vento homeless and foster youth are 3.4% of our population. Our dropout rate of 12 students reflects a steady decline, and with a small rise in our suspensions at 46 following the pandemic, our expulsion rate remains low at a single student.

Our current scope of supports for each of these students is in direct alignment with the California

Community Schools Overarching Values, and our NSHS team is committed to collaboratively building systems to match our priorities of building racially-just, relationship-centered spaces, sharing power in decision making, building our connections with the community in our classroom, with a foundation built on continuous improvement in all aspects of student success.

One key direct support that is foundational and in line with all the California Community Schools Overarching values is our NSHS Wellness Center and its team. In our last school year, we provided unduplicated wrap-around care to 606 students: 175 9th graders, 188 students in 10th, 137 in 11th, and 103 in 12th. With 3,369 total interventions in 2022-2023, we are grateful our students used the space, our calming room, and accessed our groups and programs to stay grounded, healthy, and valued.

This year our Wellness Center has already more than tripled last year's attendance and had a total of 1,890 student visits from August 2023 to January 2024, with an average of 19 students per day. Within our Wellness Center, we have identified 457 students as our unduplicated student population representing a diverse array of backgrounds and needs. Among this population, 13% are designated as YIT/FY students, while 16% fall under the SPED/504 category, highlighting the importance of support structures. The Wellness Center team facilitated 129 referrals under the R4A (request for assistance) program, ensuring that students targeted assistance and interventions based on the circumstances.

The Wellness Center team is composed of two social workers, an intervention specialist, a Foster Youth/Youth in Transition academic counselor, PBIS staff, and two community partners that focus on drug prevention and addiction education and anti-bullying. Our developmental plan is tied to financially sustaining and expanding on our social-emotional, communal, and academic supports not only this Wellness Center, but the entire Multi-Tiered System of Supports (MTSS) that NSHS has created.

The three NSHS CCSSPP Goals in alignment with the California Community Schools Framework and overarching values have been identified as:

- Authentic Family & Community Engagement
- Integrated Student Support
- Student & Family Wellness

Strategy 1: Shared Understanding and Commitment

Racially-Just and Relationship- Centered Spaces

NSHS is deliberate in creating racially-just relationship-centered spaces not only in the Wellness

Center, but in our classrooms and across campus. Multiple members of our staff have been trained by the National Compadres Network (NCN) in Girasol, Joven Noble, Transformational Learning, and Cara y Corazon. Girasol is designed to support educational institutions and community-based organizations with the goal to develop and implement a culturally based, trauma informed, healing based program for adolescent young women and all those who identify with this peer group. This promising practice curriculum incorporates a healing informed, culturally responsive philosophy to embrace, engage and assist female identified youth to face life's challenges in a healthy, pro-social way. It also focuses on reducing school suspensions and expulsions, increasing academic achievement and school completion and improving health outcomes for youth in general. Joven Noble is a comprehensive healing-centered, indigenous based, youth leadership development program that supports and guides male youth through their "rites of passage" process while focusing on the prevention of substance abuse, teen pregnancy, relationship violence, gang violence, and school failure. Cara y Corazon is a culturally based family strengthening program focused on healing inter-generational wounds and building parents' networks. Transformational Learning is based on "La Cultura Cura" (LCC) (Transformational Health & Healing) philosophy. TL invites administrators and educators into a healing-centered, culturally rooted, justice-oriented teaching and learning experience. TL examines a school district's approach, ideology, and pedagogy to teaching and instruction and identifies areas for improvement while developing strategic steps toward a more equitable and supportive school system through ongoing technical assistance.

In addition to the NCN framework SUHSD uses LCAP Funding for a Restorative Justice Counselor (RJC) who works in the NSHS Restore Educate Strengthen Empower Transform (R.E.S.E.T) Center. In this safe space, staff facilitate restorative circles to prevent conflict on site for the entire campus community, including staff and students. Our RJC supports site wide student engagement at the Tier 1 level providing restorative education in classroom spaces and leads our anti-racist and equity efforts facilitated by our district Justice, Equity, Diversity, and Inclusion (JEDI) Program Managers. Our center is open every day of the week before, during, and after school from 7:30 am to 5:00 pm.

Expansion with the CCSPP efforts will allow us to grow our efforts to support Indigenous students with a proposed collaborative with Centro Binacional para el Desarrollo Indígena Oaxaqueño (CBDIO) whose mission is to foster and strengthen the civic participation, economic, social, cultural development of the indigenous communities, as well as the resistance of the indigenous communities. NSHS is committed to providing tailored academic support, parent education, and culturally responsive care that is responsive to the needs of our growing Indigenous student body and families which will additionally continue to build relationships between community, classroom, and campus.

Shared Power and Decision Making

NSHS is rooted in collaborative thought, critical thinking, and the deliberate design of supports and programs with all voices at the decision-making table. We recognize our site exists to support students and include them in all aspects of their campus experience, including discipline. NSHS funds two supplemental intervention specialists who lead our Port V center that is focused on discipline, offering holistic alternatives to suspension to support student growth, and who lead our in-house suspension program. Research is clear that harsh disciplinary and punitive practices do not address the root cause of behavioral issues as they arise. The National Education Association (2021) “finds more severe suspensions have greater negative effects on learning outcomes, attendance, and future behavior,” and NSHS has created multiple alternatives to suspension programs on site that allows students to take agency in how to restoratively resolve conflict, heal, recenter, and simultaneously be held accountable to school and community expectations.

Student voices persist as a consistent presence on campus through culturally relevant and mental health-supported clubs led by students and supported by staff, all of which form part of the Associated Student Body (ASB) endeavors. The various clubs listed below empower our students to advocate for themselves and contribute to enhancing our school culture. With our school evolving into a community-oriented institution, this initiative aims to bolster all clubs, fostering the growth of students' leadership abilities and extending their impact into the broader community.

- Baile Folklorico
- Filipino Club
- Japan Club
- Mariachi Club
- Speech and Debate
- Young Life Club
- Environmental Club
- Girls Health in Girls' Hands
- Japanese National Honor
- Movimiento Estudiantil
- Travel and Culture Club
- [Mixteco Club](#)
- Fitness Club
- Health Academy
- Love Club
- PBIS Club
- Young Mentors Club
- [NAMI Club](#)

Parent Voice and Power

NSHS has been focused over the last five years in the development of parent voice through the English Learner Advisory Committee, School Site Council and Parents as Partners. The NSHS Learner Advisory Committee (ELAC) meets monthly and provides a forum for parents or guardians of English Learners (ELs) to participate in the decision-making process regarding programs and services that affect their children's education. Our ELAC meetings focus on issues related to English language acquisition, academic support for ELs, and cultural understanding. Parents join together with school administrators and staff on matters such as curriculum development, language instruction programs, and resources for English language learners.

Additionally, Monthly ELAC meetings serve as a support network for parents of ELs, providing information and resources to help them better support their children's educational journey. The goal of ELACs is to ensure that the needs of English Learners and their families are addressed effectively within the school community.

The NSHS School Site Council (SSC) meets monthly and serves as a governing body under the Title I program of the Elementary and Secondary Education Act. The purpose of the School Site Council is to provide a forum for parents, community members, and school staff to work together in shared decision-making regarding the school's academic programs, budget, and other matters affecting the school's operation. Our SSC team has the key purpose of budgetary oversight, school improvement planning, policy development: program evaluation, parent and community engagement. The NSHS School Site Council serves as a mechanism for promoting accountability, transparency, and collaboration in decision-making, ultimately working towards the common goal of improving student outcomes.

North Salinas High School has a strong Parent/Guardian Advocacy group called Parents as Partners. This school-based parent/guardian support group meets three times a month in the morning and evening (alternating) and plays a vital role in fostering a positive school culture, strengthening the home-school connection, and enriching the educational experiences of students. Parents as Partners serves as a powerful force for ongoing positive change, empowering parents, strengthening the school community, and improving educational outcomes for all students. Parents as Partners is very proud of being culturally responsive, recognizing and respecting the diverse backgrounds and experiences of our families, incorporating culturally relevant practices, languages, and traditions into its activities and communications. There is a collective effort to actively reach out to our families, including those who may face barriers to participation due to language, work schedules, or other factors. Parents as Partners provide opportunities for our parents to develop leadership skills, advocate for their children's education, and actively participate in decision-making processes within the school community. This includes, but is not limited to parent/guardian training sessions, mentorship programs, and leadership roles within the group.

Care of Services (COST) Meetings

One of the most powerful shared spaces of decision making takes place in our NSHS Wellness Center. Our Wellness Center team reviews referrals every week to determine the best support services based on the social-emotional, behavioral and academic needs of our students, while considering acuity level and language preferences of the student and family.

Through the process we are able to plan and determine the appropriate tiered level of support. These resources and conversations help determine counseling groups, push in SEL classroom interventions (lessons, circles), and the soliciting of outside agencies to provide specialized

services such as vape education and anger management.

We learned as we provided care, we are also able to identify trends in social-emotional and behavioral needs across the student population which has not only allowed us to adjust funding and staff to accommodate student need but create meaningful professional development opportunities for our staff to address trends and support interventions both in the classroom and across the entire campus.

Developmental CCSPP Plan and Community Schools Advisory Council

The Community School Coordinator Lead has identified key stakeholders to establish an advisory council. The intent was to recruit members who are interested in the transformational change, but in addition, members that can represent different student populations. It was important to create a council that gives the opportunity for all voices to be heard. Members consist of school and district administrators, certificated staff, including social workers, counselors, English learner specialist, district nurses, intervention specialist and teachers. Also, our site Restorative Justice Facilitator, the Justice, Equity, Diversity and Inclusion the Homeless and Foster Youth Transition Coordinator team and our district nurses are key to our NSHS council. Our community members are essential to our council such as parents from Padres Unidos, Building Healthy Communities, parents of English Language Learners and Migrant students. As we begin to implement, the NSHS Community Schools Advisory Council plans on integrating with different committees onsite to be able to collaborate and together expand within.

Classroom and Community Connections

NSHS has been part of the Salinas community since 1959 and has been the heart and center of the community for decades. As one of the only facilities in the 93906-zip code with multiple athletic fields and portable classroom access, whether during school or on the weekends and vacation blocks, the campus upholds an open-door policy for our neighbors. NSHS currently partners with a variety of community-based organizations, business, and professional partners to support our students and their families in all that they need.

Wellness Center Collaborations

Door to Hope is an organization that provides compassionate, expert care for individuals and families facing mental health challenges, substance abuse, trauma, and unstable home environments. They offer specialized support for adolescents with behavioral health and addiction issues, as well as services for families in need of mentoring, parenting education, therapy, and other resources. Their licensed and professional staff combine clinical expertise with a warm, supportive approach to help clients heal and thrive.

Mobile Health Clinic Services

To support the preventative health care access area, NSHS and SUHSD are working with the Monterey County Health Department, Clinic Services, to host a mobile health clinic on site. This vehicle falls under the Federally Qualified Health Clinic (FQHC) status, and therefore cannot only bill Medi-Cal for sustainability but serve as a site for Residents and Medical Students who are attending the University of California San Francisco and placed in Salinas on their pediatric and family medicine rotations. The site will eliminate barriers in access to requirements to attend our public schools in California such as vaccination standards, but also allow for sports physicals to take place for students to engage in campus athletics and will even offer support and care to the family members and community members that surround the NSHS campus.

Local Business Support

Many local companies have shown their great support and have built motivation for NSHS. Taylor Farms, [Fresh Express](#) and Neponset AG, which are big parts of the agriculture community, have helped build a positive relationship with students and faculty. Taylor Farms donated a sweater to each student and faculty member at NSHS. Neponset AG donated sweaters in support to the ADAPT Club.

They have helped the school's development and have shown that they are invested in improving their community.

Continuous Improvement

A foundational piece of the NSHS Viking Way is a commitment to use data and reflection to commit to continuous improvement. The administrative team PLC uses "Data Dive" emails to all staff and stakeholders on campus to reflect on everything from trends in student discipline issues to results from testing cycles. These communications sent every Monday have built a campus culture that is curious with open lines of dialogue around issues that impact their students.

This same sentiment is shared in the learning collaboratives that take place by both department and grade level. Every Wednesday is a late start for students, and the district has built in PLC time for school sites to focus on issues specific to their student needs. The community school's emphasis on continuous improvement and the four-pillar framework will enhance the depth of reflection that takes place, and allow opportunities to correlate broader data frameworks, such as the impact of housing instability on the testing outcomes of EL students. The makeup of the Community School Committee to include both classified, certificated, and our licensed clinical staff will improve the efficacy and breadth of our work with cycles of continuous improvement and PDSA cycles.

While the traditional PDSA cycles focus solely on academic outcomes, the NSHS model has been deliberate in weaving in social emotional interventions in tandem with academic and behavioral interventions. Table 1 reflects the MTSS map of interventions on campus.

Table 1: NSHS MTSS Map

**North Salinas High School
Multi Tiered Systems of Student Support
2023-24**



I Wellness Center	II Port V	III Viking R.E.S.E.T. (Restore - Educate - Strengthen -Empower - Transform)	IV Viking Grad Ready	V Academic Counseling
Intervention and support for students' mental and socio-emotional wellness	Intervention for students receiving Office Discipline Referrals (ODR's) and teacher issued class suspensions.	Intervention and support for students who would be traditionally suspended or expelled from school (alternatives to suspension and expulsion)	Intervention to support students to be on track for graduation Credit Recovery Intercession Summer School Summer Bridge	Academic planning and monitoring, financial aid and post-secondary planning, referrals (academic, other), student/parent/teacher communication and meetings, 504/IEPs, pre-registration, and general mental health check-ins

Strategy 2: Collective Priorities: Setting Goals and Taking Action

Part A: Engaging historically marginalized groups

NSHS is a strong campus community where the level of interest and engagement in the Community School Initiative is well supported by stakeholder groups across the site. Our Administrators, Certificated and Classified Staff, Parents, Students and Community Members and Partners have been active and motivated voices in building on the scope of care NSHS has begun. As we begin to wrap up our initial planning process, we have created a Community Schools Advisory Council representative of not only students, but the entire community around us. Our council consists of representation from Administrators, Certificated and Classified Staff, Parents, Students and Community Members and Partners. We are focusing on increasing participation of potential parents of underrepresented students of color who qualify as English Learners, Migrant, LGBTQIA+, and Indigenous.

Once our North Salinas High School Community School's Advisory Council is solidified we intend to connect with all school's parent meeting groups; Parents as Partners, ELAC, School Site Council, Vikings In Partnership, Migrant Parent Advisory Council. Through the planning and engagement process we have come to realize that our school is doing an amazing job in organizing parent and student events to increase engagement, but the Community School Initiative will afford us the opportunity to better collaborate and eliminate silos in our stakeholder groups. As we build awareness within our parent groups on site, we intend on weaving in district initiatives and departments as well. Needs assessment and LCAP survey reflected a need for better integration of district resources available to students and families.

In order to meet this increased communication demand, we will utilize our district website and Viking Weekly announcement, Blackboard, Talkingpoints, and Simpletext. To improve accessibility and build relationships which was a direct request in the 2023-2024 LCAP Parent Survey, the Community School Advisory Committee has recommended establishing a Parent Center. The Parent Center proposal includes open hours and supports being available both before and after school in addition to on the weekends. Our Parent Center purpose would be to provide direct assistance in navigating not only the NSHS and SUHSD system, but access community services in collaboration with the Department of Social Services and the Monterey County Housing Authority to support the application process for accessing social, economic, familial, and communal resources. The Parent Center clients will represent a new and ongoing stakeholder group to help identify trends in need, monitor new available services, and help to promote and share the resources throughout the neighborhood in true grassroots fashion.

During the second year of our planning phase, the SUHSD Community School Coordinator led teams to focus deeper on engagement with sites, community, and partners to dissect the needs and asset data. Recognizing our growing English Learning (EL) demographic at NSHS the EL Specialist and

ELD Teachers invited district staff to visit classrooms, share the CCSPP model, data, and gather feedback and additional visions in small classroom and focus group settings. As students had the opportunity to learn about what a community school is, they felt comfortable sharing what types of support they need to be able to succeed in school. Students' primary advocacy came in voicing the need for support for their parents and families. Through class visits we were able to uncover needs that we were unaware of.

There were students who had little to no schooling in their home countries and felt unprepared and unmotivated to begin school here. Students expressed they didn't feel as if they belonged on campus, and it was more than a language barrier, but acclimating to navigating an entire new social structure, community, and cultural norms. The entire group felt that a preliminary preparation class would have been helpful to them and their families to introduce them to the education system and the community for a better transition. Teachers expressed that CCSPP is the potential missing piece at NSHS to make it a more resourceful community for our EL students and families and would like to have ongoing focus group meetings to continue to be effective in instruction, but also address new needs as they arise.

It was agreed by the planning committee to establish a Community School Leadership ASB Club at North Salinas High School. Our first project will be in direct alignment with the needs assessment for Indigenous student support. Initial conversations and MOU drafts have begun to establish a partnership with the community non-profit organization, Centro Binacional para el Desarrollo Indígena Oaxaqueño (CBDIO) as mentioned in our racially-just, relationship-centered spaces development plan. As stated, our NSHS campus is in solidarity with their mission to foster and strengthen the civic participation, economic, social, cultural development of the indigenous communities, as well as the resistance of the indigenous communities.

In addition, we will be beginning a parent project with Building Healthy Communities Monterey County, an amazing community partner that is parent led to supporting local efforts to engage and develop the leadership capacity of community residents and systems to achieve equitable outcomes in health, education and economic opportunity for all people. BHC has supported our LCAP engagement process and provided community education in alignment with our Monterey County SELPA department about the process, rights, and legalities in the 504, IEP, SST, and SPED arenas.

Part B: Draft Collective Priorities and Goals

Authentic Family, Staff & Community Engagement	● Growing Indigenous family support. ● Improving access to interpreters for multiple indigenous languages. ● Creating culturally responsive parent groups based on categorical needs. ● Building community partnerships to build parent power and voice. (BHC, CBDIO) ● Professional development for staff to build cultural competence. (NCN, CBDIO) ● Supporting grandparent guardians. ● Expand on parent workshops (FAFSA, College & Career Options, Funding and Scholarships, Trades and Apprenticeships). ● Building business apprenticeships and NSHS sponsorship opportunities. ● Classroom Community Connections ● Elevating teacher and staff voice in shared decision making.
Integrated Student Support	● Addressing chronic absenteeism. ● Building Child Welfare and Attendance Counseling Team. ● SART/SARB. ● Home based mental health care support (Daybreak). ● Increasing Home Hospital capacity and teaching staff. ● Supporting pregnant and parenting students on site. ● Building on-site childcare options. ● Partnership with Harmony at Home, Family First Program focused on parenting, education and resources for young parents. ● Providing access to food and nutrition resources and emergency supplies. ● Transitional assistance after graduation. ● 7th and 0 period enrichment for SPED students. ● Partnership with Door to Hope to provide specialized support for adolescents with behavioral health and addiction issues. ● Intervention Specialist to provide behavioral support. ● Intervention Specialist to provide direct support to homeless, foster youth, and newcomer students. ● Expand support with identification of Homeless/ Youth in Transition.

**Student & Family
Wellness**

- County mobile clinic collaboration.
- Youth in transition services expansion.
- Clothing closet creation.
- Parent rights and legal workshops.
- Coordinated Assessment Referral System (CARS) training, implementation and management.
- Department of Social Services (DSS) support (unemployment, family medical leave).
- Housing referral support (Housing Authority).
- Providing preventative healthcare screenings and community public health awareness.
- Staffing Agency, job fair, job training (mock interview), helping creating resumes/portfolio.
- Financial Education (Credit Improvement, Money Management Classes, Help families file their taxes).
- Food Bank, Food assistance, Education in Nutrition.
- Culturally Responsive Series Group.
- LGBTQIA+ Resources and Services.
- Gay-Straight Alliance Club.
- NSHS Inclusivity Team delivering staff development on supporting LGBTQIA+ students.
- Building partnerships through collaboration with outside partners delivering LGBTQIA+ affirmative care.
- Substance Abuse Support Group.
- Mental and Emotional Support.
- Learning Disability Services.
- Joven Noble.
- Girasol.
- Healthy Relationships.
- Grief Support Groups.
- Coping Skills.
- Coping with Anxiety.
- Building Self Esteem.
- Anti-Bullying Club.
- Academic Support.
- Social Emotional Empowerment.
- Coping with Depression.
- Check In and Check Out/Check and Connect.

Strategy 3: Collaborative Leadership

Site Level Goals and Measures of Progress

Goals	Action Steps
Active Community Schools Advisory Committee	• Educate and recruit parents for NSHS community school advisory committee. • Work with community partner, BHC and CBDIO to expand engagement and reach parents of students who are part of our indigenous community. • Create an on-campus Community School ASB club. • Bring together Community School Committees from across SUHSD to share best practices.
Department Chair Leadership	• Allocate time and arrange sub coverage for department chair collaboration. • Use data dives to guide department chair agenda with staff members to meet standards and improve instruction. • Build department chair voice into staff meeting and the agendas for both the wellness center and counseling teams to improve efficacy of wrap around care.
Professional Learning Community (PLC) Development	• Allocate time and arrange for protected calendar time. • Expand on PLC problems of practice to include the four community school pillars.

Active Community Schools Advisory Committee

Since committing to CCSPP the NSHS team has met weekly and intends to expand the current team that is primarily wellness, counseling, and academic staff to integrate additional parents and expand leadership opportunities for students to participate in the implementation and evaluation of community schools on campus. In addition to growing parent and student voices. NSHS is focused on including members of our indigenous community on the committee. The committee demographics currently speak both English and Spanish, but it is critical for the success of representation, inclusion, and shared power rooted in equity that we are also able to provide data, parent education, and resources in Mixteco and Triqui based on our needs assessment.

Department Chair Leadership

The Department chairs at NSHS play a crucial role in the overall leadership of the school. They play a pivotal role in fostering a collaborative and supportive environment within their department,

promoting excellence in teaching and learning and ensuring the overall success of the school's educational programs. Specifically, Department chairs lead content specific curriculum development to ensure that what is being taught meets educational standards, aligns with school goals, and reflects best practices in teaching and learning. Department chairs provide support and guidance to teachers within their department, offering resources, strategies, and professional development opportunities to enhance teaching effectiveness. Additionally, they oversee budget management for their specific department, including allocating funds for instructional materials, equipment, and professional development activities. Department chairs often work with students, providing academic guidance, support, and counseling within their subject area. They also assist in resolving student issues or concerns related to their department. They collaborate with school administrators on various matters, including curriculum planning, scheduling, and policy development. Most importantly, Department chairs facilitate communication and coordination among teachers within their department, as well as with other departments and stakeholders such as parents, administrators, and community members.

Professional Learning Community (PLC)

In addition to the shared leadership role of Department Chairs, NSHS has Professional Learning Community (PLC) Leaders for every content area and grade level. These teacher leaders meet monthly with site administration to systematically plan next steps for their content/grade specific PLC teams. PLC Course Leads serve as facilitators of weekly PLC meetings that are attended by all teachers with the outcomes of supporting continuous improvement through dialogue, data analysis, and planning instructional strategies to improve student learning outcomes

Both Department Chairs and PLC Course Leads are key to the overall success of NSHS. They harness the collective intelligence and capabilities of the entire staff and create energy and momentum around a shared vision for school wide success in the areas of academic achievement, student engagement, and a positive school culture.

Strategy 4: Coherence: Policy and Initiative Alignment

Site Level Goals and Measures of Progress

Goals	Action Steps
SUHSD's LCAP Goal 3 “All students will be engaged in learning environments that are safe, inclusive, caring, and healthy”	The SUHSD LCAP has contributed significantly to the comprehensive system of care for students that is in direct alignment with community schools' priorities and pillars. The primary point of alignment is the building and staffing of a Wellness Center on the NSHS campus. Two social workers, an academic counselor, and an intervention specialist provide academic and social emotional support, and CCSPP will expand on the existing services by opening hours of service to meet need before and after school, with a proposed partnership with an online telehealth therapy service that will be available in the evenings and weekends to provide not only routine therapeutic options, but crisis response as well. The LCAP goal additionally includes school safety measures that CCSPP will improve with deliberate inclusion of parent and student voice in campus decisions regarding safety. SUHSD has trained both classified and certificated staff in crisis response, Critical Incident Stress Management (CISM) and will share the model with parents and students for transparency and for all stakeholders to be aware and knowledgeable regarding emergency protocols.
NSHS SPSA	The NSHS SPSA supports CCSPP in all areas of the identified pillars, particularly around academic support and interventions for historically marginalized student groups. The funding of additional academic supports and interventions for English Learners was a particular area of focus, and area of expansion with the community schools grant. In addition to additional allocated staff from SPSA dollars, the community school grant dollars will help support in building relationships and using a cohort model will provide orientations and “bootcamps” for newcomers, EL, migrant, and indigenous students to help build equity of access in using on campus support.

Comprehensive Coordinated Early Intervening Services (CCEIS)	The collaborative began in 2021 and continues today in response to address performance and compliance problems relating to disproportionality and significant disproportionality, it has allowed SUHSD to reflect on the cohesion of our systems of support. While the overall purpose of the project is to provide a system of technical assistance for local educational agencies (LEAs) working on addressing disproportionality, and specifically in the SUHSD has overly identified white males to qualify for special education services, the contract with Collaborative Learning Solutions (CLS) is assisting with an assessment of our tiers resources to help identify a means to improve equity in student identification. The report sent in 2024 includes recommendations to improve MTSS clarity at the district level, working on clearly defining roles to avoid work duplication, and building a district level team to support the integration of SPED and General Education supports to be more fluid.
Community Engagement Initiative (CEI)	In 2022-23, SUHSD began exploring shared power and relationship building with parents and the community with our Community Engagement Initiative (CEI), and while the grant has expired, the structures remain a model for building site-based parent advisory councils to include community organizations and student representation. CEI has informed SUHSD leadership of the value of integrating shared decision-making practices, from parent voice in site fund allocation, to exploring MOU options with community partners for specialized support such as English language courses for parents during the evenings on campuses to include free childcare. All three community school site applicants have robust options for parent engagement and CCSP will allow for new and old voices to share best practices to ensure the expansion of services and support to sites with each community school committee.

Strategy 5: Staffing and Sustainability

Site Level Goals and Measures

Goals	Action Steps
Community School Site Coordinator	To support individualized site level delivery of services and to monitor the NSHS implementation efficacy, staffing a site-based coordinator is critical. This classified leadership position will work year-round, and support site staff in routine progress monitoring, reflection, and data dives to maintain compliance and make appropriate team adjustments as needed.
Indigenous Language Team	• Hire an Indigenous Language Interpreter (Mixteco, Triqui) • Finalize job description for board approval, post, recruit, and hire. • Provide staff trainings and professional development opportunities with CBDIO to better support our Indigenous families.
NSHS LVN and RN (funded by LCAP starting 25-26)	LVN will support on site health guidance, particularly supporting the management of medication for students that has increased dramatically since the pandemic. A RN will supervise each LVN placed at a community school site and provide guidance to the health student interns from the community college.
Intervention Specialists (2)	1. One full-time Intervention Specialist who will focus on providing targeted support to some of our most vulnerable student populations, including homeless and foster youth, youth in transition, and newcomer students to identify student needs and help remove barriers to academic and social-emotional success. 2. Second Intervention Specialist position with a dual funding structure: .5 funded by the school site to address behavioral interventions and support campus-wide positive behavior systems, and .5 funded through the CCSPP to help implement the Community Schools strategy. This includes supporting coordination of integrated student supports, facilitating services aligned with school needs assessments, and contributing to the development of a safe, inclusive, and engaging

	school climate for all students.
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Key Staff/ Personnel

NSHS Principal and CCSPP Leader	Mary White
Intervention Specialist Team	Laura Hinton, NSHS Wellness Center Diane Tucker, NSHS Port V Ben Ceralde, NSHS Port V
Assistant Principals	Maria Leyva, Jason Reich, Tessa Mauro
SUHSD Community Schools Team	Yvette Ramos, Community School Coordinator Lead, Dr. Carissa Purnell, Director of Student Health & Wellness
Clerical Team	Jamie Rios, Administrative Secretary Jessica Barboza, PBIS Clerk
School Social Workers	Marisol Contreras-Rico, Sarah Jane Bryan
Community School Site Coordinator	Estrella Cruz
Community Liaison	Bret Giron
ELD	Carrie Cisneros
SVFT Leadership	Katharine Bassler
Activities Director	Amy Cornelsen

Plans for Sustainability

LEA Medi-Cal Billing and EPSDT

A core source of funding sustainability will be tied to the expansion of our current LEA Medi-Cal billing process into general education. SUHSD currently utilized billing to sustain portions of the Special Education budget, and with the augmentation in services to General Education students, which includes a team of 22 licensed clinical social workers and their intern team, there is a tremendous opportunity to both sustain and grow access to mental health care and social emotional learning services.

In addition to billing for individual case management, the EPSDT expectations will allow us to utilize Medi-Cal reimbursement for all the vision and hearing screenings our current nursing team conducts. We currently partner with Hartnell College's Allied Health Pathway program to place LVN and RN student interns across our sites and CSUMB's Nursing Department to place BSN student interns, and the revenue generated from billing will allow us to create an employment pathway with the intention to offer hiring packages to our interns. Mobile clinics will have physical health screenings, including extension of hours to accommodate vaccine updates to eliminate attendance issues that arise from vaccine noncompliance.

Mental Health Student Services Act (MHSSA)

SUHSD has an established MOU with the Monterey County Office of Education (MCOE) and Monterey County Behavioral Health (MCBH) through MHSSA funding to improve and increase access to school based mental health services. This grant provides technical assistance and industry expertise to build systems in our sites across Tiers to address student wellness. Priorities identified for support building universal screeners, using consistent assessments rooted in best practice and research, examples include the Patient Health Questionnaire PHQ9, Generalized Anxiety Disorder screener GAD7, and the Columbia Suicide Risk Assessment. Currently SUHSD is receiving support from the MHSSA team building behavior plans for General Education and Special Education students. All tools are components of the Local Educational Agency Medi-Cal Billing Option Program (LEA BOP). We currently use the State of California Health and Human Services Agency- Youth Screening Tool for Medi-Cal Mental Health Services to complete our MCBH referrals and will be able to transition our current practices into pursuing billing.

University Collaboratives

Both the San Jose State School of Social Work and the California State University Monterey Bay (CSUMB) Social Work and Psychology Departments place graduate students at each school site across SUHSD to support with direct student services, and NSHS continues to mentor cohorts that grow each year. These collaboratives allow for an increase in student access to mental health care support which improves staff efficacy and time management in their care, but also builds capacity of the incoming workforce to develop relationships with our students and better integrate into the school setting.

CSUMB additionally supports an incentive program at SUHSD and across Monterey County for these graduate students to reduce attrition in the field called Project REACH funded by the U.S. Department of Education. The five years six-million-dollar grant will fund annual scholarships of \$21,000 for 10 school psychologists and 10 school social workers and provides mentor incentives for licensed staff that supervise students. The program will provide training for K-12 teachers in recognizing and interacting with students with mental health issues, reaching students in need, particularly those living in traditionally underserved communities.

NSHS SPSA and Title Funding Allocation Support

The entirety of the NSHS Single Plan for Student Achievement (SPSA) is tied to the CCSPP framework and supports our LCAP goals as well.

SPSA Goal 1: The performance and opportunity gap will be eliminated, and all students will graduate college and/or career ready (PLCs, professional development, intervention, additional counseling, summer school and bridge.

SPSA Goal 2: Recruit, hire, retain and develop faculty, staff and leaders that are qualified, high performing, and diverse. Ensure resources are aligned, integrated, and evaluated (effective instruction, new teacher professional development.

SPSA Goal 3: All students will be engaged in teaching and learning environments that are safe, caring, and healthy (PBIS, medical, SEL, McKinney Vento, Youth in Transition, high school transition.

SPSA Goal 4: All English Learners will increase their English language acquisition towards English proficiency (instructional support, professional development, enrichment)

NSHS SPSA Allocations to engagement in the 4 listed goals above are as follows:

- SPSA Certificated Personnel and Salaries & Benefits \$516k
- Classified Personnel Salaries & Benefits \$92k
- Books and Supplies \$226k
- Services and Operating Expenditures \$178k
- Professional Consulting \$14k
- Communications \$10k

NSHS receives federal title dollars to support students who are experiencing housing instability, who are foster youth, English Learners, and those who are socioeconomically disadvantaged. We received \$568,000 in Title I, \$100,000 in Title III, and an additional \$316,000 in LCFF site funds to support these students.

Strategy 6: Strategic Community Partnerships

Site Level Goals and Measures of Progress

Goals	Action Steps
Meeting cultural and social emotional student needs	• Expanding Wellness Center hours and services. • Continued staff training and certification in the National Compadres Network curriculums and models (Joven Noble, Girasol, Cara y Corazón, Transformational Learning) • Creating an Indigenous Student Club and social opportunities.
Keeping students safe and healthy	• Continued staff training and certification in Critical Incident Stress Management (CISM). CISM is the selection and implementation of the most appropriate crisis intervention tactics to best respond to the needs of the situation at hand. CISM has multiple components that can be used before, during, and after a crisis. The purpose of CISM is to mitigate the impact of an event, accelerate the recovery process, and assess the need for additional or alternative services. • Training from CSUMB's Department of Social Work and Psychology in PREPaRE. The PREPaRE curriculum has been developed by the National Association of School Psychologists (NASP) as part of NASP's decade-long leadership in providing evidence-based resources and consultation related to school crisis prevention and response. PREPaRE training is ideal for schools committed to improving and strengthening their school safety and crisis management plans and emergency response. • Building Health Services on Campus with the additional staffing of a Registered School Nurse, Licensed Vocational Nurse (LVN) and placement of a LVN Student from the Hartnell Allied Health Pathway Program to support the Community Schools Initiative.

The goals of meeting cultural and social emotional student needs, while working to ensure they are safe and healthy requires a comprehensive system of care on campus that NSHS is proud to have, but to truly provide the depth of healing needing for the transformational well-being of our students we have to rely on experts and community stakeholders to maintain authenticity, relevance, and sustainability in our relationships and work with students and their families.

NSHS currently partners with a variety of partners to provide support to students and families on campus, with our primary relationships being Community Human Services, Monterey County Behavioral Health, and Charlie Health.

Charlie Health

Charlie Health is an evidence-based and insurance-recognized number of treatment hours that provides an Intensive Outpatient Program (IOP). The IOP program includes nine hours in facilitated groups per week. Nine hours of groups per week allows students to form connections with peers, learn skills, and talk about hard things with an experienced and compassionate mental health professional. This type of treatment leads to improved mental health outcomes and sustainable healing. A typical week of groups at Charlie Health is structured into three main sets for a total of 9-11 hours of group sessions each week. This online option has been a stable resource for our students experiencing school-based anxiety, particularly with an increase in referrals for anxiety following the pandemic.

Daybreak

Daybreak partners with schools to provide personalized mental health support that helps every student reach their full potential. Daybreak treats a broad range of student mental health needs including anxiety, depression, grief, stress, trauma, and more. Teens who are at the highest risk of experiencing mental health challenges include youth who identify as BIPOC, LGBTQ+, low income, and are living in rural areas, experiencing homelessness, and/or part of immigrant households.

Daybreak's clinicians specialize across 26 different mental health conditions and 13 modalities of care, speak 10 languages, 74% report as BIPOC, and 14% report as members of the LGBTQIA+ community. All services are provided remotely with the options of before, during, and after school as well as on the weekends.

National Compadres Network (NCN)

The National Compadres Network (NCN) has trained multiple members of the NSHS team in Girasol, Joven Noble and Cara y Corazon. Girasol is designed to support educational institutions and community-based organizations with the goal to develop and implement a culturally based, trauma informed, healing based program for adolescent young women and all those who identify with this peer group. This promising practice curriculum incorporates a healing informed, culturally responsive philosophy to embrace, engage and assist female identified youth to face life's challenges in a healthy, pro-social way. It also focuses on reducing school suspensions and expulsions, increasing academic achievement and school completion and improving health outcomes for youth in general. Joven Noble is a comprehensive healing-centered, indigenous based, youth leadership development program that supports and guides male youth through their "rites of passage" process while focusing on the prevention of substance abuse, teen pregnancy, relationship violence, gang violence, and school failure. Cara y Corazon is a culturally based family strengthening program focused on healing inter-generational wounds and building parents' networks.

Centro Binacional para el Desarrollo Indígena Oaxaqueño (CBDIO)

Our newest partner proposed through the CCSPP following our Needs Assessment and LCAP data is the Centro Binacional para el Desarrollo Indígena Oaxaqueño (CBDIO) whose mission is to foster and strengthen the civic participation, economic, social, cultural development of the indigenous communities, as well as the resistance of the indigenous communities. It is our hope with the proposed MOU that NSHS families who speak Mixteco, Triqui, and the languages unique to their native roots will be confident, comfortable, and proud to communicate with staff and advocate for their students. With CBDIO guidance we would like to include Indigenous families in our Community Schools Advisory

Committee, but also offer tailored workshops to meet their requests, such as information about reclassification from our EL team, or accessing affordable housing vouchers and McKinney Vento support.

Rainbow Connections

Rainbow Connections is a grant program funded in the 2023-2024 school year spearheaded by the Monterey County Department of Behavioral Health to support districts in building capacity for staff and parents to support their LGBTQIA+ students. As all three sites implement community schools, they will be given support from The Family Acceptance Project (FAP) which is directed by Dr. Caitlin Ryan at the Marian Wright Edelman Institute at San Francisco State University. It includes the first comprehensive study of LGBTQIA+ youth and their families and the first evidence-informed family support model to help diverse families learn to support their LGBTQIA+ children. FAP collaborated with Child and Adolescent Services at San Francisco General Hospital/University of California, San Francisco (UCSF), and with community providers to develop a new family-oriented model of wellness, prevention and care for LGBTQIA+ children and adolescents, based on research. This new family-related approach helps ethnically, racially and religiously diverse families to decrease rejection and increase support to prevent risk and promote their LGBTQIA+ children's well-being. They will provide education and training too staff, bilingual parent education and help each of the three sites support their "Be Yourself Club," and students to build voice, comfort, and inclusion on their campuses.

Building Healthy Communities (BHC)

BHC Monterey County activates resident voice and power to build an inclusive, anti-racist democracy and safe, thriving communities. Building Healthy Community of Monterey County (BHC) is a catalyst for positive change, weaving together the dreams and aspirations of local youth with the power of community support. With an unwavering commitment to nurturing youth leadership, BHC cultivates a flourishing environment where young minds thrive, voices are amplified, and lasting transformations unfold. Through innovative programs, BHC supports the leadership of the next generation to break barriers, embrace diversity, and drive meaningful change, fostering a healthier, more equitable, and vibrant community for all.

BHC has been pivotal in the planning of CCSPP with SUHSD and introduced the "Spectrum of Community Engagement" metric, created by Rosa Gonzalez. The Spectrum of Community Engagement to Ownership charts a pathway to strengthen and transform our local democracies. Thriving, diverse, equitable communities are possible through deep participation, particularly by communities commonly excluded from democratic voice and power. The stronger our local democracies, the more capacity we can unleash to address our toughest challenges, and the more capable we are of surviving and thriving through economic, ecological, and social crises. It is going to take all of us to adequately address the complex challenges our cities and regions are facing. It is time for a new wave of community-driven civic leadership. This tool will ensure we move toward true collaborative power and voice not just at NSHS, but all SUHSD community school sites using common metric.

Along with BHC, is La Cosecha – Youth Harvesting Knowledge who is dedicated to uplifting student voice in school decision-making to influence both curriculum and campus culture through equitable and inclusive practices. This action team envisions dismantling the school-to-prison pipeline by empowering students, families, and community members as active participants in shaping educational policies and practices. Through meaningful civic engagement, La Cosecha aims to transform the current education

system into one rooted in justice, equity, and opportunity—where every student and family has the power to thrive.

GEAR UP

GEAR UP is a nationally recognized and impactful initiative designed to boost college and career readiness among low-income students. As one of the largest and most effective programs of its kind, GEAR UP supports students, families, and communities in building a strong foundation for postsecondary success.

This competitive grant program brings together local partnerships—including K-12 schools, colleges and universities, state agencies, and community organizations—to advance three core goals:

- Increase students' expectations and readiness for college and careers.
- Improve high school graduation rates and postsecondary enrollment.
- Enhance knowledge about college options, preparation, and financial aid among students and families.

Through collaboration and commitment, GEAR UP helps open pathways to higher education and brighter futures.

Edmentum

Edmentum partners with K–12 educators across the U.S. to provide innovative, research-backed learning solutions that support student success. Their programs offer a range of services—including K–12 curriculum, assessments, instructional support, and virtual learning—to accelerate academic growth, support credit recovery, expand course options, and improve graduation readiness. Focused on helping every student thrive wherever learning occurs, Edmentum empowers educators and schools through flexible tools and wraparound support aimed at improving outcomes and igniting student potential.

Bright Futures of Monterey County

Bright Futures is a community partnership in Monterey County focused on improving educational outcomes and economic mobility. They promote CalKIDS, a state program that provides college savings accounts for newborns and low-income children. Although only 7% of eligible families were enrolled as of early 2024, Bright Futures' outreach has increased that number by 2%, resulting in \$2.8 million in additional savings. Their goal is to continue partnering with schools and organizations to boost enrollment and support students' futures.

Monterey College of Law

Monterey College of Law is committed to delivering a high-quality legal education in a supportive, community-focused environment. Their mission is to prepare graduates who demonstrate professional excellence, uphold the highest ethical standards, and are deeply committed to public service. They will provide various Law Clinics throughout the district providing legal advise to our families and community.

Strategy 7: Professional Learning
Site Level Goals and Measures of Progress

Goals	Action Steps
Building Certificated & Classified staff Community School Awareness	• Creation of Community School Leadership ASB Club. • Recruit in collaboration with labor groups to build certificated and classified participation in NSHS Community School Committee efforts. • Integrate Community Schools into site ongoing meeting agendas for consistent updates. Staff meetings, PLC, and Department Chair meetings.
Expanding sitewide school climate initiatives	• Training and certification for staff on all National Compadres Network curriculums in addition to an increase in on site Girasol, Joven Noble, Transformational Learning, and Restorative Justice. • Work SUHSD PBIS Coordinator for TFI trainings and the implementation of the Check In/Check Out system with our school information system Synergy. • Expand alternatives to suspension options with Restorative practices, utilizing new online modules from Vector Solutions through LCAP, and working with proposed online support with Daybreak mental health.
Supporting and growing PLC efforts and efficacy	• Preserving time, space, and funding for professional learning communities by job classification. • Sufficient funding and compensation allocation for staff extra hours to participate in collaborative peer learning communities. • Providing appropriate funding (LCAP/SPSA) for identified curriculum, materials, and research materials to support the ongoing learning of staff using data and best practices.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase culturally and community responsive Wellness Center groups	• National Compadres Network will train all social worker and Wellness Center staff and increase the number of available groups to students. • Restorative Practices and circle keeping professional development began in the 2023-2024 school year, and will continue to be part of routine staff meetings to commit the integration of restorative practices and circle keeping on campus. In particular restorative practices will be prioritized as alternatives to suspension and be written into the discipline matrix as the first step in all student plans.
Engage in staff and community education celebrating our Indigenous Students	• CBDIO Partnership. • Hire an Indigenous Language Interpreter (Mixteco, Triqui). • Finalize job description for board approval, post, recruit, and hire. • Provide staff trainings and professional development opportunities with CBDIO to better support our Indigenous families.
Create access to preventative healthcare	• Medical Clinic Partnership. • Bilingual parent nutrition workshops. • Work with Blue Zones to share best practices in diet, exercise, and community building through health. • LVN will support on site health guidance, particularly supporting the management of medication for students that has increased dramatically since the pandemic. A RN will supervise each LVN placed at a community school site and provide guidance to the health student interns from the community college.

Strategy 9: Progress Monitoring and Possibility Thinking Site
Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Integrated Student Support: Improved Student Mental Health, Happiness, and Engagement	1. Expanding support to pregnant and parenting students. 2. Increase culturally and community responsive Wellness Center groups. 3. Reducing Chronic absenteeism and truancy. 4. Fostering a safe, inclusive, and welcoming school campus for all students.	1. On campus child care, parenting support, and medical education with resources to build a healthy home, family, and upbringing while continuing education on campus. 2. Training and certification for staff on all National Compadres Network curriculums in addition to an increase in on site Girasol, Joven Noble, and ASB opportunities. 3. Building a team of childcare and attendance counselors to conduct outreach, utilize data, and case manage students in need of attendance and credit recovery. 4. California Healthy Kids Survey and the student LCAP will provide a quantitative capture of student sentiments on campus regarding school climate.

Authentic Family and Community Engagement: Relationship Building & Parent Belonging	1. ELPAC Bootcamp 2. Indigenous Language Translation 3. Summer EL Parent Workshops 4. ESL Community classes 5. RFEP Celebration	1. Bootcamp design, recruitment, and attendance for EL students. Provide focused ELPAC workshops to familiarize students with the test format, content, and strategies for success, offer targeted instruction to address specific language skills assessed in the ELPAC and monitor and track students' progress on the ELPAC assessments and use the results to inform further language support. 2. Hiring, training, and supporting a team of translators to provide Indigenous language support. 3. Collaborative design of an EL Parent Curriculum in alignment with ELPAC Bootcamp content and educational systems data regarding EL Education, attendance, Student/ParentVue, registration. 4. Establishing an ESL Course schedule based on parent availability with the SUHSD Salinas Adult School before, during, and after school. 5. RFEP banquet with catered food and student speeches at the forefront.
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Authentic Engagement: Growth in English Language Learner Academic Achievement, school experience, and community involvement.	1. Sheltered and ELD classes to support Newcomer language acquisition and scheduling to support the differing needs of our Students with Limited or Interrupted Formal Education (S.L.I.F.E) 2. After school tutoring to Improve understanding of academic content, enhanced language skills, and increased confidence. 3. Speaking practice to enhance oral communication skills, increased fluency, and improved confidence in using English in real-life situations. It also prepares for students in the administration of the ELPAC 4. Reading incentives to increase motivation to read, improve reading proficiency, and develop a positive attitude towards literacy. 5. EL Department collaboration and vertical alignment to create cohesive and coordinated support for English learners that aligns with classroom instruction.	1. Master schedule accommodations to meet ELD Course need. 2. Provide targeted support to address individual learning gaps, engage qualified tutors, and align tutoring with classroom curriculum. 3. Organize structured speaking sessions, encourage peer interaction, and incorporate practical language use through scenarios role-playing activities, and increase reclassification rates. 4. Establish a reward system, set achievable reading goals, provide diverse reading materials at different proficiency levels, and increase reclassification rates. 5. Foster collaboration between the EL Department and classroom teachers, share assessment data, ensure interventions complement classroom learning, and increase English Language Acquisition of EL students both Newcomers and Long-term EL's. 6. Successful reclassification of English learners to Fluent English Proficient (RFEP) status.
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	6. Reclassification Workshops presented to English Learners. Conduct targeted RFEP workshops to provide information and guidance on the reclassification process and to support students in meeting the criteria for reclassification, including language proficiency and academic achievement. 7. Supplemental curriculum adoptions. 8. English Learner Specialist class push-ins to Integrate ELS support into regular classroom instruction to provide in-context language development opportunities, collaborate with classroom teachers to align ELS strategies with the overall curriculum, and to create a supportive and inclusive learning environment for English learners within mainstream and language classes. 9. Domain exemptions for SPED/EL students who have struggled to improve in their specific domain that are impacted because of the student area of need.	7. Listenwise, Quill, IXL, BrainPop, and RazKids+ELL offer English Learners opportunities to demonstrate increased proficiency in listening, speaking, reading and writing. English learners will gain a deeper understanding of various content in various subjects and offer SLIFE learners opportunities to receive instruction tailored to their individual needs and proficiency levels. 8. Enhanced language development through integrated support within regular classroom settings to facilitate the reclassification of English learners to Fluent English Proficiency status, improve performance on the English Language Proficiency Assessment of California and utilize the support of the ELS as an instructional coach. 9. Provide an assessment that is tailored to the individual needs and abilities of SPED/EL students, ensure that the ELPAC results accurately reflect the language proficiency of SPED/EL students, and promote equitable participation for SPED/EL students in the assessment process. 10. Newcomers achieve academic success and progress in their learning.
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	10. Newcomer Academy - School within a school; Develop orientation programs, buddy systems, and mentoring initiatives to help newcomers acclimate to the school culture, language, and academic expectations. a. Offer intensive language courses, provide language support services, and incorporate language development strategies across all subjects, b. Organize workshops, create communication channels, and provide resources to help parents understand the education system and support learning.	a. Newcomers improve language proficiency, especially in the language of instructions. b. Support social and emotional well-being of Newcomers, increase parental involvement in the education of Newcomers
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