

**Attachment A:**

**2018-19 DISTRICTWIDE ACTIONS AND SERVICES for all students and PRINCIPALLY DIRECTED to unduplicated students**

LCAP Goal	Action / Service / Cost	Description of how action/service is principally directed to and most effective use of funds to meet the goals for Unduplicated Pupils.	Description of basis of “most effective determination”, including alternative services considered, and supporting research, experience or educational theory.
1	<p><b>3.1 &amp; 3.2: New Teacher support and training for principals (\$10,000)</b></p>	<p><b>Principally directed:</b> The identified means of support and training for principals will be principally directed to support the unduplicated pupils across the district.</p> <p><b>Effectiveness:</b> Human Resources will work with the Professional Development department to identify means by which to support new teachers to the district in efforts to ensure they acclimate well and succeed. In addition, training our principals on how to support struggling teachers will assist them in recognizing early if and when a teacher might need support to ensure they do well and are asked to return for a second year and ultimately become part of the staff. It will help retain teachers, especially teachers whose demographics mirror those of our school district</p>	<p>Research shows that beginning teachers need all the support they can get in order to “make sure beginning teachers don't just survive but also become competent and effective—and stay in the profession”. (Linda Darling Hammond, Educational Leadership, May 2012, Volume 69, Number 8, pp. 18-23). For that reason, we ensure our new teachers, especially those new to the profession, consider and participate in our teacher induction program. Keep this in mind, our intent is to provide similar trainings and/or workshops to our administrators in efforts to increase the support to our new teachers from simply providing coaches/mentors at the district level, but by also demonstrating to them that their own administrators know how to support them. Furthermore, the Project on the Next Generation Teachers has performed many studies in which they have identified factors that affect teacher morale which then leads to retention. They also found that a principal can address some of these factors and thus empower new teachers to succeed. After all, new teachers “lack the expertise that can only come with experience” (National Association of Elementary School Principals, Principal- November/December 2006, pp. 34-39) of which a principal has plenty.</p> <p>The idea to provide principals with training/tools to support new teachers came from the realization that with a shortage of teachers in California, we have a need to ensure the teachers we hire are not only highly effective but that they have a great experience in our district and choose to stay upon clearing their credential.</p>
2	<p><b>2.1: Focused PD on rigor, engagement and language support</b></p>	<p><b>Principally directed:</b> Continue to increase rigor in instruction and assessment; increase student engagement by providing focused PD on rigor, engagement and language support and assign instructional coaches to perform lesson studies in the PD focus areas.</p> <p><b>Effectiveness:</b> The professional development will assist teachers in enhancing their understanding and sharpening their skills in explicitly teaching language acquisition in their core classes. The instructional coaches assigned to perform and facilitate lesson studies with cohorts of teachers will ensure the learning from the</p>	<p>In the new era of Common Core State Standards, English Learners have a daunting task. They must learn critical thinking skills and content while also learning English. How quickly an EL student progresses in attaining the English language depending on many factors, one of them being the quality of instruction. As per Susana Dutro, co-founder of E.L. Achieve, “Because many LTELs have a strong command of social and informal English, educators may not recognize their continued need for explicit English language instruction”. (Secondary Constructing Meaning: Explicit Language for Content Instruction, Third Edition 2016, pp. ii). For that matter, it is imperative that teachers be supported through professional</p>

		focus sessions are properly implemented, and thus students are supported, succeeding and achieving English proficiency while learning core content.	development that enhances their understanding of language acquisition and their skills for explicitly teaching and supporting it.
3	<b>3.1 Parent Project (\$45,000)</b>	<p><b>Principally directed:</b> Continue to support parents, especially parents of unduplicated students (low income) with parenting classes through the Parent Project.</p> <p><b>Effectiveness:</b> The parent project has been well received and proved to be successful last year. For those reasons, the plan is to offer a total of 8 parent project series during the school year. Four will take place in the fall semester and the other four in the spring semester. This will double the number of sessions offered, thus increasing the number of parents of unduplicated students that will be supported.</p>	<p>The Parent Project was first identified as a possible training for our families in 2014-15. While we knew of it, we were unfamiliar with the impact it would have on our families. This project has been in existence for over 28 years and has worked with over ½ million parents. The program is based on the experiences of the families that have struggled with out-of-control children. They pride themselves in being able to work with and help families through any situation regardless of its difficulty level. They offer two programs: Loving Solutions and Changing Destructive Adolescent Behavior, both of which we will use in our series.</p> <p>Parent Project website:  <a href="https://www.parentproject.com/index.php/about-us/programs-offered/changing-destructive-adolescent-behavior">https://www.parentproject.com/index.php/about-us/programs-offered/changing-destructive-adolescent-behavior</a></p>
5	<b>1.2 Support Classes (\$1,568,000)</b>	<p><b>Principally directed:</b> Continue to provide support classes in Math and English Language Arts for students in need of additional support in meeting graduation and A-G requirements, with services principally directed to unduplicated students.</p> <p><b>Effectiveness:</b> By providing support classes in the areas of English Language Arts and mathematics, all students have an opportunity to receive additional support in areas where they might have gaps and/or the need to improve their skills in those two areas. Of the percent of students that need such support classes, the majority are among one of the subgroups that count for unduplicated. Thus, such services while available for all students, will principally affect our unduplicated group.</p>	<p>Studies show that, with additional supports, students who have previously struggled to keep up with their peers in college prep courses can experience success. In the Department of Education’s 2010 National Evaluation of Student Support Services, prepared by Bradford W. Chaney, one finds a national example of the difference that academic support can make for under-achieving students. The study found that, “The single most consistent finding is that the receipt of supplemental services was correlated with improved student academic outcomes. This finding was consistent across all measures of academic outcomes and all types of statistical models... the continuous measures of SSS participation showed positive and statistically significant effects for each of the outcome measures.” While the federal program Student Support Services (SSS) serves college students, the premise of giving students additional academic support for their courses is the same. The District has found that, with the implementation of support classes, there has been a substantial rise in the number of struggling students able to complete the high school program.</p> <p>In addition, one of the guiding principles of the support classes is that they are smaller in size than our regular, mainstream courses. As Baker, B. D., Farrie, D. and Sciarra, D. G. found in their 2016 ETS Research study <a href="#">Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps</a>, “...ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps. Although it is certainly plausible that other uses of the</p>

		same money might be equally or even more effective, there is little evidence to support this... Smaller class sizes and reduced total student loads are a relevant working condition simultaneously influencing teacher recruitment and retention; that is, providing smaller classes may partly offset the need for higher wages for recruiting or retaining teachers.”
<b>1.5: Increase the number and variety of CTE dual enrollment courses (\$500,000)</b>	<p><b>Principally directed:</b> All CTE dual enrollment courses are part of CTE pathways. Increasing CTE dual enrollment will increase the college and career preparedness opportunities for our unduplicated students, whose numbers compile most of the students in the dual enrollment expansion offerings.</p> <p><b>Effectiveness:</b> By increasing our number of dual enrollment, course offerings in our general education classes, we are providing CTE pathway completion opportunities in courses composed primarily of our unduplicated student groups. Not only will the dual enrollment expansion enable students to earn college credit while still in high school, but it will also mean that they graduate with a CTE pathway completion.</p>	<p>The Public Policy Institute of California estimates that by 2030, 38% of all jobs in California will require a bachelor’s degree—and only 33% of workers will hold one. According to The Public Policy Institute of California, this leaves an estimated shortfall of about 1.1 million jobs requiring a bachelor’s degree (Will California Run Out of College Graduates, 2013). Access to these opportunities within the job market will be contingent on completing college. The UC and CSU systems grant approximately 75% of the bachelor’s degrees awarded in California. The UC system has the highest rates of success in undergraduate student outcomes: 62% of 2010’s freshmen finished in four years, and 84% finished within six years (University of California Accountability Report, 2015).</p> <p>In CSU’s 2016 Undergraduate Outcomes Report, of CSU’s 2009 freshman class, 17.8% graduated in four years and 57% graduated in six years. According to a recent <i>Edsource</i> article, however, only 48% of community college students in 2016 left with a degree, certificate, or transfer after six years (Mikhail Zinshteyn, California’s Community Colleges’ New Push to Improve Graduation and Transfer Rates, July, 2017). These data, which indicate that many Californians experience significant delays in completing college, motivate the question at the heart of TIDE’s instructional design: “How do we prepare students to graduate with a bachelor’s degree in the shortest reasonable time?”</p> <p>Our solution is to have students start college CTE dual enrollment courses while they are still in high school. There is no graduation rate data available for students entering either the UC or CSU system with college credit other than as transfers from community college. The data indicate that students who transfer from community college graduate at rates equal to or slightly higher than students who enter a four-year college directly from high school. (University of California Accountability Report, 2015). This is significant. One very viable path for CTE dual enrollment pathway graduates will be to enter directly into community college and later transfer to a four-year university.</p>
<b>1.6: AVID Sections (\$600,000)</b>	<p><b>Principally directed:</b> Supporting an AVID program at each of the comprehensive sites will provide services principally directed to unduplicated students.</p>	<p>The AVID program has been in existence for over a decade in our district, and it has grown throughout the years. On average we offer a total of 32 sections, eight at each of our comprehensive schools. While the overall enrollment has maintained steady for the past three years, approximately 9% of our total population, we continue to see an increase in the percent of</p>

		<p><b>Effectiveness:</b> By continuing to support the AVID program at each of the comprehensive sites, we are supporting underrepresented students. In our district, the majority of underrepresented students are low income students, English Learners, and/or reclassified English Proficient students. The AVID programs for over a decade continue to prove to be effective for the graduate. 100% of the AVID students, with over 95% of them meeting A-G requirements, apply and are accepted to four-year universities. Thus, it behooves us to continue with this program and work on increasing not only our annual enrollment rates, but our retention rates as well.</p>	<p>students who graduate, meet the A-G requirements, and go on to college after high school. Some of the statistics of the 2016 Graduating Class are as follows:</p> <ol style="list-style-type: none"> <li>1. Graduated on time (99%)</li> <li>2. Completed A-G requirements (98%)</li> <li>3. Took SAT and/or ACT (99%)</li> <li>4. Took at least one AP/IB exam (73%)</li> </ol> <p>Furthermore, with respect to social economic and ethnicity data, 53% of AVID students are Hispanic/Latino compared to 31% district-wide, and 47% of AVID students qualify for the Free/Reduced Meal Plan compared to 20% district-wide. This demonstrates that in our district, the AVID program is servicing low income and underrepresented students. Thus, we agree to continue funding and supporting it.</p> <p><b>Research:</b>  “The Advancement Via Individual Determination (AVID) Program: Providing Cultural Capital and College Access to Low-Income Students”, The School Community Journal, 23(1), 203-222.</p> <p>“The Link Between High School Reform and College Access and Success for Low-Income and Minority Youth”, Washington, DC: American Youth Policy Forum and Pathways to College Network. Martinez, M. &amp; Klopott, S. (2005).</p>
	<p><b>1.7 Appropriate technology tool (\$315,000)</b></p>	<p><b>Principally directed:</b> The \$315,000 will be used to provide one-on-one devices for students in the District’s Academy Programs which serves a high number of unduplicated students. .</p> <p><b>Effectiveness:</b> By supporting the Academy Program in this manner, the district will be taking a major step in providing students with the technology to which they will need to have access for achievement in higher levels of learning.</p>	<p>For years, the District has attempted to address the digital divide by providing computer labs to sites. However, there have never been enough labs to cover most classrooms and kids could not check computers out to use at home.</p> <p>In December of 2017, the National Center for Education Statistics published its findings on the percent of college students enrolled in online classes. The study found that 30.9% of community college students, 29% of four-year public institution students and 25.6% of four-year private college students were enrolled in at least one online class (<a href="https://nces.ed.gov/pubs2018/2018002.pdf">https://nces.ed.gov/pubs2018/2018002.pdf</a>). According to a report by the Educause Center for Analysis and Research, “99% of higher education institutions have an LMS in place, and the LMS is used by 85% of faculty and 83% of students” (<a href="https://files.eric.ed.gov/fulltext/EJ1154161.pdf">https://files.eric.ed.gov/fulltext/EJ1154161.pdf</a>). As we work to prepare our students for success in post-secondary education, both at school and home, more and more is required of students through our District’s LMS, Canvas. Therefore, both for students to be prepared to successfully transition to college, and to achieve at high levels in our own</p>

			schools, it has become important for them to have devices they can use as their own both in and out of the school setting.
6	<b>2.1 Social Emotional Learning (SEL) (\$40,000)</b>	<p><b>Principally directed:</b> Develop a two-week Social Emotional Learning (SEL) mental health curriculum to be delivered to all 9th grade students through Life Skills and principally directed to unduplicated students.</p> <p><b>Effective:</b> SEL lessons will enhance the current Life Skills curriculum and empower students to establish and maintain positive relationships, make responsible decisions, as well as recognize and manage emotions effectively. As a result, students will feel connected to school, will have a desire to learn and succeed in school. Thus, 9th grade attendance rates will improve and suspensions/expulsion rates will decrease.</p>	<p>Acknowledge Alliance in San Francisco, formerly known as the Cleo Eulau Center, provides services to K-12 schools in the areas of lifelong resilience, social emotional wellness and academic success. It’s foundation stems from their belief that a child is bound to succeed despite any adversities when he/she has an adult in his/her life that cares for and most importantly believes in him/her. As an organization, they work with schools by providing services in the form of one to one as well as group therapy for students, classroom lessons and presentations, as well as professional development for educators.</p> <p>Understanding what social emotional learning is, having the ability to recognize and manage emotions, control behaviors, and understand how behaviors impact others is key in the development of and success of adolescence. Thus, the district will work with Acknowledge Alliance in the development of a two week SEL curriculum consisting of lessons that will foster resiliency, empathy, friendship, communication, problem solving, teamwork, decision making, and more.</p> <p><a href="http://www.acknowledgealliance.org/services/">http://www.acknowledgealliance.org/services/</a></p>
	<b>2.2 Kognito Training (\$13,000)</b>	<p><b>Principally directed:</b> The Kognito’s Friend2Friend training will be principally directed to unduplicated students.</p> <p><b>Effectiveness:</b> By introducing Kognito’s Friend2Friend training to all 9th grade students through Life Skills, students will build skills through role-playing conversations online. And through those conversations they will:</p> <ul style="list-style-type: none"> <li>● increase their awareness of mental wellness</li> <li>● be able to identify a peer who might be suffering and/or considering suicide</li> <li>● learn ways as to how to approach friends in need</li> <li>● learn how to refer students for support</li> <li>● be able to decrease stigma and correct misconceptions about mental health disorders</li> <li>● be aware of support and resources available to students</li> </ul>	<p>Kognito is a New York City-based simulation company focused on social, emotional, and physical health. Friend2Friend is one of several simulations/programs they offer. They create digital learning experiences for many audiences including educators, students, and parents. Their work is rooted in the science of learning, social cognition, and behavior change with a strong integration of interactive technologies. Its current impact and outreach include over 500 clients in education, government, healthcare, and nonprofit organizations, and over 200,000 users in K-12 education system. Its mission is to empower all individuals to lead real-life conversations that will measurably improve social, emotional, and physical health. Its approach combines the science of learning, the art of conversation, and the power of gaming technology, which is a main reason for which the districts believes it is well received by students. <a href="https://kognito.com/">https://kognito.com/</a></p>
	<b>2.3 Neuroscience of Addiction (NOA) (\$15,000)</b>	<p><b>Principally directed:</b> Continue to further develop curriculum on “Neuroscience of Addiction” prevention for use with ninth grade courses and provide support principally directed to unduplicated students.</p>	<p>The SUHSD California Healthy Kids Survey data from 2014-15 shows that current alcohol or drug use is 20% in grade 9, 39% in grade 11, and 56% with non-traditional students (which includes some of our unduplicated students). Given this data, in combination with the Student Needs Assessment Survey data from Sequoia High School, our district wants to ensure that students are</p>

		<p><b>Effectiveness:</b> The NOA curriculum was successfully piloted with ~420 students across the district in the fall of 2016. Both pre- and post-surveys were administered, the results of which are compiled in a Qualtrix data analysis program. At each school site, classroom observations and student focus groups were conducted and teacher feedback was elicited. Based on both teacher and student feedback, the curriculum will be further developed and will be offered to between 800-900 students in the 2017-18 school year, both in 9th grade Life Skills classes and to targeted groups of unduplicated students. Teachers and staff will receive professional development training in the fall.</p>	<p>receiving impactful Alcohol, Tobacco, and Other Drug (ATOD) prevention education, and in particular that we are focused on reaching our unduplicated students. The Neuroscience of Addiction (NOA) prevention curriculum is based on Dr. Alex Stalcup's original curriculum, which has been approved by the California Healthy Kids Resource Library. The prevention program is an in-classroom curriculum, five days, 50 minutes per day. Based on teacher feedback, plans for 2017-18 include expanding the program to six days. Data collection and evaluation has been critical for the pilot (e.g. student pre/post-surveys, classroom observations, teacher surveys, and student focus groups), and will require continued funding in 2017-18. Allocation of funding for video and program enhancements will be required, as well as for ongoing teacher PD and the annual distribution of teacher and student binders. Additional plans for 2017-18 include a parent education component, including a version for Spanish-speaking parents/guardians, and a middle school outreach program for at-risk students that will be led by high school peer educators.</p>
<p><b>2.4 Parent Outreach (\$10,000)</b></p>		<p><b>Principally directed:</b> Parent outreach efforts will be principally directed to unduplicated students.</p> <p><b>Effectiveness:</b> Establishing a plan of action for parent outreach that is focused on and strategically targeting parents of “at-risk” and/or unduplicated students will enable the SAAP and District Parent Coordinators to align their efforts and reach more parents. It will also result in an increase of parents of such groups participating in school/district events such as Back to School Night, Parent Project, and/or other informational family events. In addition, it will increase participation of unduplicated students in afterschool programs, tutoring services, and/or clubs.</p>	<p>In the National Education Association’s 2002 Research Spotlight on Parental Involvement in Education they found that “regardless of family income or background, students with involved parents are more likely to:</p> <ol style="list-style-type: none"> <li>1. Earn higher grades and test scores, and enroll in higher-level programs</li> <li>2. Be promoted, pass their classes, and earn credits</li> <li>3. Attend school regularly</li> <li>4. Have better social skills, show improved behavior, and adapt well to school</li> <li>5. Graduate and go on to postsecondary education”</li> </ol> <p>The District’s Parent Outreach work is a response to these findings, empowering hundreds of parents each year to be involved in their student’s school.</p>
<p><b>3.1 Compass Summer Program (\$100,000)</b></p>		<p><b>Principally directed:</b> The services available through the district’s summer program, Compass, while designed for all incoming 9th graders who qualify, are principally directed to unduplicated students.</p> <p><b>Effectiveness:</b> The Compass program is designed to assist incoming 9th grade students with their transition into high school. It is a four week program that provides incoming 9th grade students with an opportunity to familiarize themselves with the high school campus, as well as take enrichment or intervention classes that will prepare them for the 9th grade. This will support the district’s goal to increase the percent of students earning 30+ credits at the end of the</p>	<p>William Whittaker writes in his 2016 Hechinger article Summer Learning Loss Widens the Achievement Gap: “Most students celebrate being out of school for the summer, but hitting pause on learning and structure for just a few months can have big consequences. Evidence shows that high-quality summer learning programs set students up for success in school, in college, and in life. This is especially true for low-income, minority students.” The District’s Compass program works to provide high-quality summer learning programs for our most at-risk incoming students.</p>

	first semester and 60+ credits by the end of the 9th grade school year.	
<b>3.3 Summer School (\$503,816)</b>	<p><b>Principally directed:</b> Summer school offerings are principally directed to unduplicated students.</p> <p><b>Effectiveness:</b> By continuing to provide summer school, students in need to recover credits, advance in content courses, and/or improve their grade in A-G courses have an opportunity to do so. This will increase the percent of students on track to graduation, meeting A-G requirements, and/or accelerating their path to postsecondary education.</p>	In their 2009 Summer Learning: Moving from the Periphery to the Core, B. McLaughlin and J. Smink find, “Summer learning loss is cumulative and it accounts for more than one-half of the achievement gap between lower and higher income students.” For both remediation and advancement, the District uses summer school to halt summer learning loss.
<b>3.4 SAAP Coordinators (\$525,600)</b>	<p><b>Principally directed:</b> The Student Aspirations Advocate Program Coordinator will work with and provide support to principally directed 9th and 10th grade unduplicated students identified for the program.</p> <p><b>Effectiveness:</b> By continuing to fund and support the SAAP program at each of the comprehensive sites, the percent of students meeting and achieving a minimum of a 2.0 GPA, obtaining 60+ and 120+ credits at the end of their 9th or 10th grade will increase. In addition, the attendance rates will increase while suspension/expulsion rates will decrease.</p>	In their 2000 article The Potential Role of an Adult Mentor in Influencing High-Risk Behaviors in Adolescents, researchers <a href="#">Sharon R. Beier, MD</a> ; <a href="#">Walter D. Rosenfeld, MD</a> ; <a href="#">Kenneth C. Spitalny, MD</a> concluded that “Adolescents with mentors were significantly less likely to participate in 4 of the 5 measured risk behaviors: ever carrying a weapon (odds ratio, 0.41; P≤.01), illicit drug use in the past 30 days (odds ratio, 0.44;P≤.01), smoking more than 5 cigarettes per day (odds ratio, 0.54; P≤.05), and sex with more than 1 partner in the past 6 months (odds ratio, 0.56;P≤.05).” SAAP Coordinators work to produce similar results (as well as academic guidance) for our most at-risk students.
<b>3.5 Independent Studies (\$250,000)</b>	<p><b>Principally directed:</b> The independent studies teachers will provide support to principally directed students for whom the traditional high school setting has not meet their needs.</p> <p><b>Effectiveness:</b> By providing the option of Independent Studies, students who struggle in a large comprehensive high school setting and/or need one-to-one sessions with a highly qualified teacher will have the opportunity to apply and enroll in such a program, thus increasing their chances at meeting graduation requirements. This will increase the graduation rates as well as the A-G completion rates. For some students, it will accelerate their path to a post-secondary education.</p>	<p>For some students who cannot attend traditional school, independent study is viable option. The District’s independent study program has provided a home for many students. Their high school graduation and college going rates are high, and the District believes that is because we have adhered to the California Education Department’s guidelines, listed on their website as Elements of Exemplary Independent Study:</p> <ol style="list-style-type: none"> <li>1. “Local education agency (LEA) support Teacher quality.</li> <li>2. Independent study teachers meet at least the same professional requirements as classroom-based teachers.</li> <li>3. Student admission to, and support in, independent study: Schools appropriately assess each student’s potential to be successful in independent study.</li> <li>4. Standards-aligned curriculum and materials- Courses and materials are aligned to state content standards, and textbooks are those most recently adopted by the State Board of Education or, in the case of high school, by the LEA.</li> <li>5. Assessment of student academic achievement: Teachers and administrators understand that assessment is an integral, vital element in</li> </ol>

		<p>educational delivery. As part of the ongoing assessment of student achievement by highly qualified and committed teachers, a student-level data system is utilized, and student academic progress and achievement are frequently assessed.</p> <ol style="list-style-type: none"> <li>6. School leadership: The school principal is knowledgeable about independent study and is effective in maintaining support for independent study as a valued and high quality option within the LEA.</li> <li>7. The school culture is positive and supportive and contributes to student achievement.</li> <li>8. The school is accredited through WASC.</li> <li>9. The school's courses have been approved to meet the University of California and California State University's A-G subject requirements.</li> <li>10. If not all courses can be offered through independent study, provision is made for students to take needed classes through other means, including in the classroom at the comprehensive schools, at community colleges, or through online learning.</li> <li>11. It is a legally compliant program“</li> </ol>
<p><b>3.6 Acknowledge Alliance (\$57,000)</b></p>	<p><b>Principally directed:</b> Acknowledge Alliance will provide counseling services principally directed to unduplicated students facing adversity, transitioning back to public education from Court and Community Schools.</p> <p><b>Effectiveness:</b> By partnering with Acknowledge Alliance, all students transitioning from Court and Community Schools back into one of SUHSD's comprehensive or continuation high school will receive counseling services. The teens will then gain insight on how their experiences affect their feelings, thoughts, and hence their behavior. They will also learn how to manage and respond to their emotions, become empowered to advocate for themselves, and how to do it properly. The counseling and support systems will also allow teens to learn coping skills, to overcome adversity, and to work around obstacles that might keep them from achieving graduation. The teens will feel connected to school, will have developed compassion, and will have hope for a new and brighter future.</p>	<p>Acknowledge Alliance has been providing services to schools and districts in the San Francisco area since 1994. Its purpose is to build school connectedness and positive relationships between students and educators, and its mission is to “promote the lifelong resilience in children and youth by strengthening the caring capacity of the adults who influence their lives”. <a href="http://www.acknowledgealliance.org/about">http://www.acknowledgealliance.org/about</a></p> <p>Acknowledge Alliance helps at-risk teens who are expelled from their public school and are attending Court and Community Schools. They help the students by providing counseling service while in such school, as well as when they transition back to their public school. In addition, they provide resources on campus.</p> <p>In 2016, Acknowledge Alliance worked with over 300 students in 20 schools and eight districts, one of which was the Sequoia Union High School District. It recorded over 2900 hours in individual counseling sessions and another 1000 in group sessions.</p> <p>For all the above reasons, SUHSD continues to partner with Acknowledge Alliance.</p>
<p><b>3.7 Adult School (\$20,000)</b></p>	<p><b>Principally directed:</b> Adult School offerings will provide principally directed support to unduplicated students concurrently enrolled in one of our comprehensive high schools in need of</p>	<p>With many adult immigrants in our community, continued education in the form of Adult School is an especially important offering for our District to provide. The caliber of Adult School that we offer is outlined in Carolyn</p>



		<p>recovering credits in specific content courses or looking for different means to obtain a high school diploma.</p> <p><b>Effectiveness:</b> Providing different means of receiving a high school diploma as well as recovering credits for meeting graduation requirements is essential for success for whom the traditional educational system is not proving to be 100% successful. Concurrent enrollment in Adult School will increase the number of students recovering content course credits and meeting graduation requirements. In addition, providing Adult School as an option will ensure students, whose needs are not being met through a comprehensive high school, continue their education and succeed at obtaining a high school diploma.</p>	<p>Young’s 2013 article Five Critical Elements of Any Adult Education Program:</p> <ol style="list-style-type: none"> <li>1. “Institutional Commitment</li> <li>2. Program Relevance and Diversity</li> <li>3. Excellence in Educational Experience</li> <li>4. Partnerships</li> <li>5. Accessibility”</li> </ol> <p>These fundamental components are embraced by our District.</p>
7	<p><b>1.1 Attendance / Welfare Coordinator (\$120,000)</b></p>	<p><b>Principally directed:</b> Hire an Attendance and Welfare Coordinator serve as the district’s FY Liaison and provide services principally directed to FY..</p> <p><b>Effective:</b> This is a strategic move as such individual will also oversee all matters related to enrollment, attendance, discipline, progress monitoring, etc: This individual also works closely with the site administrative principals who are also the site contact’s for FY and homeless students.</p>	<p>Per Education Code (EC § 48853.5(b), (d)(7)(C) ), each school district and county office of education must designate an educational liaison for foster youth, whose duties are:</p> <ul style="list-style-type: none"> <li>• To ensure proper educational placement, school enrollment, and checkout from school</li> <li>• To assist with the transfer of grades, credits, and records when there is a school change.</li> </ul> <p>SUHSD has identified staff to serve as the district’s contact for FY and homeless children in the past. Such action has enabled the district to implement certain practices in place</p> <p>SUHSD has always been in compliance by identifying a staff members to be the district’s FY Liaison and provide supplemental support services. The responsibilities were often shared between the Educational Services and Student Services departments. With the revision of the Attendance and Welfare Coordinator’s job description, the support services for FY will be provided solely by the Student Support Services.</p>