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September 13, 2016

Honorable Mark E. Hood  
Presiding Judge of the Superior Court  
240 Church Street  
Salinas, CA 93901

RE: Response to the Monterey County Civil Grand Jury Report

Dear Judge Hood:

Enclosed are the Findings and Recommendations response to the Monterey County Civil Grand Jury Report entitled "Overcoming Obstacles Together" from Salinas City Elementary School District's Board of Education.

Sincerely,

  
Martha L. Martinez  
Superintendent

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# RESPONSE PROCEDURE TO GRAND JURY REPORTS

The governance of responses to Grand Jury Final Report is contained in Penal Code § 933 and § 933.05. Responses must be submitted within 60 or 90 days. Elected officials must respond within sixty (60) days. Governing bodies (for example: the Board of Supervisors) must respond within ninety (90) days. Please submit all responses in writing and digital format to the Presiding Judge, the Grand jury Foreperson and the CEO's office.

**Report Title :** Overcoming Obstacles Together **Report Date :** September 13, 2016

**Response by :** Stephen Kim **Title :** Board President

## Findings

- I (we) agree with the findings numbered:  
F1, F4, & F8
- I (we) disagree wholly or partially with the Findings numbered:  
F2, F3, F5, F6 & F7

( attach a statement specifying any portions of the Findings that are disputed; include an explanation of the reasons therefore. )

## Recommendations

- Recommendations numbered: R2, R3, R4, R5, R6 have been implemented. ( attach a summary describing the implemented actions. )
- Recommendations numbered: \_\_\_\_\_ have not yet been implemented, but will be implemented in the future. ( attach a time frame for implementation )
- Recommendations numbered: \_\_\_\_\_ require further analysis. ( attach an explanation and the scope and parameters of an analysis or study, and a time frame for the matter to be prepared for discussion by the officer and/or director of the agency or department being investigated or reviewed; including the governing body of the public agency when applicable. This time frame shall not exceed six (6) months from the date of publication of the Grand Jury Report )
- Recommendations numbered: R1 will not be implemented because they are not warranted and/or are not reasonable. ( attach an explanation )

Date: 9/12/16 Signed: \_\_\_\_\_

Total number of pages attached: 10

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		<b>1. AGREE</b> <b>2. DISAGREE</b> <b>3. PARTIAL DISAGREE</b>	<b>District Responses</b>
<b>F1</b>		<b>Many children enter school with a limited vocabulary and lack of school readiness.</b>	
F1		Agree	Approximately 25% of our incoming TK and Kindergarten population attend our state preschool programs. This percentage does not include any students who may have attended federally funded Head Start programs, day care programs that embed a preschool component, and/or private preschool programs. Our district works to empower all Salinas families to improve literature and literacy in every home by providing a free early literacy application, Footsteps 2 Brilliance program.
<b>F2</b>		<b>There are no District preschool programs that provide aftercare.</b>	
F2		Disagree	SCESD has a Smart Start program site that offers a full day preschool program. In addition, the district has been in consultation with Go Kids, Inc., a non-profit agency, that holds a full day State Preschool.
<b>F3</b>		<b>Grades 2-6 do not have aides who can provide teacher assistance in classroom tasks and small-group work.</b>	
		Disagree	SCESD has instructional aides in grades 2-6 who provide small group instruction and direct services to students based on their academic needs. These instructional assistants are trained and coached by certificated personnel. In addition SCESD has credentialed teachers who provide intervention to ELs and our most at-risk students.
<b>F4</b>		<b>Students who are not reclassified to Fluent English Proficient status prevents them from taking the high school courses necessary to meet college entrance to "A to G" requirements.</b>	
		Agree	No response needed
<b>F5</b>	<b>There is low parent participation in school meetings, programs and activities.</b>		

F5		Disagree	<p>SCESD prides itself in the diverse and multiple educational opportunities it provides to our parents. This is evidenced by the high level of expertise and participation by our parents who are members of our District Migrant Advisory Committee, District English Learner Advisory Committee, and Parent Advisory Committee. These parents have immersed themselves in leadership trainings and opportunities. Many of these parents continue to serve in leadership positions throughout their child/children's SCESD enrollment. Furthermore, the district offers the following annual parental involvement opportunities: Fiesta Familiar, the Parent Leadership Conference, and attendance at the California Association for Bilingual Education (CABE) annual conference. Our schools have a variety of additional educational academies for parents: Leadership and Civic Engagement Academy (ENLACE), Parents for Quality Education (PIQE), Jump Into English and Parenting Partners. These academies are in duration of 6-8 weeks and parents receive a graduation certificate for their participation.</p> <p>Lastly, parent attendance is high at our district Music Festival, the Migrant Winter Festival, and events held by individual schools.</p> <p>See the attached chart <i>LCAP Goal 3: Parent Involvement Data</i>.</p>
F6	<b>Insufficient time is available for collaboration between District teachers and administration.</b>		
F6		Disagree	<p>Collaboration time is a negotiated item between the district and the SETC (Salinas Elementary Teacher Council- union).</p> <p>SCESD has collaborated with SETC to provide optimal opportunities for collaboration within the parameters of the union's master agreement (contract). The district provides collaboration time every Thursday except on days designated as union SETC Thursday which occurs once a month.</p> <p>SCESD also provides a credentialed music teacher to release classroom teachers to collaborate. In addition, grade level release time was created in 2015-2016 to provide during the day grade level release time for teachers and administrators to collaborate. For 2016-2017 school year, per the LCAP, the district is hiring two Visual &amp; Performing Arts teachers and two Physical Education teachers to provide additional release time for teachers to collaborate.</p> <p>During contract negotiations for 2015-16, SCESD</p>

			<p>offered an additional five days of professional development for teacher planning and reflection on effective teaching and learning practices (collaboration) paid at the teacher's daily per diem rate. SETC presented this to their membership for ratification. Membership accepted this on a voluntary basis. Though these five additional professional development days were not ratified, over 200 teachers attended and participated.</p>
<b>F7</b>		<b>Insufficient time is allocated to parent/teacher conferences to enable parents to be involved and support their child in school.</b>	
F7		Disagree	<p>Parent-Teacher conferences is a negotiated item between the district and SETC. Currently, Parent-Teacher conferences occur twice a year with eight days in the fall and eight days in the spring. The district has determined that adequate time is provided for conferencing between our teachers and parents. The time allotted, at a minimum, allows for 20-30 minutes of conference time per parent depending on class size.</p> <p>In addition to the scheduled Parent-Teacher conference times, there are many other opportunities for parent-teacher communication: Smartphone applications, newsletters, Back to School Nights, Open House, individual student contracts, Student Study Team meetings, etc.</p>
<b>F8</b>	<b>The shortage of credentialed teachers has resulted in the District hiring not-yet-credentialed and substitute teachers to fill the vacant teaching positions.</b>		
F8		Agree	No response needed

<b>Recommendation is</b> 1. <b>IMPLEMENTED</b> 2. <b>NOT YET IMPLEMENTED</b> 3. <b>FURTHER ANALYSIS NEEDED</b> 4. <b>WILL NOT BE IMPLEMENTED</b>	<b>District Response</b>	
<b>R1</b>	<b>Provide affordable on-site aftercare for preschool and pre-K classes.</b>	
R1	This recommendation will not be implemented.	<p>SCESD is a K-6 grade district that has implemented State Preschool programs for over 30 years. Our contract allows for a half day State Preschool program. These funds enable the district to provide Preschool programs to low-income families. There are no funds to provide aftercare for preschool students. However, the district has an affordable full day program which provides before and after school care to a limited number of preschool students. Looking to expand before and after school care, the district has consulted with Go Kids, Inc., a nonprofit agency, to provide before and after day care services at specific school sites. At this time, there is no funding and there are not private or nonprofit agencies available to meet this recommendation. In addition sites do not have facilities for full day preschool as our designated preschool rooms are already in use for morning and afternoon sessions.</p>
<b>R2</b>	<b>Increase parent(s) participation and awareness of school meetings, programs and activities by requiring a parent orientation when a new student is registered for school. This orientation should be included in the 2016-17 student registration.</b>	
R2	This recommendation has been implemented.	<p>SCESD ensures that parents are aware of school meetings, programs and activities through a variety of actions. All schools provide parents written and oral communications in English and Spanish. Our district-wide School Messenger System combines school notifications, mobile apps, and web content management in a user friendly platform for parental access. School and classroom newsletters, school marquees, blogs, mobile apps, and district and school websites provide on-going communication of events, programs and activities.</p> <p>Public Schools cannot require parental attendance for a Kindergarten Orientation. However, on the first day of school all schools invite parents to a First Day Orientation held immediately after the students are settled in their classrooms. Also, schools hold special parent orientations for incoming kindergarteners at the beginning of school year. Upon registering their children, all parents are provided school handbooks to describe school policies and procedures. Schools also provide a packet of information that includes a calendar of activities and other information pertaining to the school.</p> <p>In addition, all parents/guardians of English Learners receive a comprehensive informational packet describing educational programs and parent rights. Moreover, the parents are provided a special meeting to learn more about the instructional programs, materials, and committees dedicated to English Learners. A Fall Parent Leadership conference was held in August to provide an additional opportunity for parents to learn about California state standards in English Language Arts and Math. SCESD also provides parents trainings on Positive Behavioral Instructional Supports (PBIS) system.</p> <p>Other resources are available to our parents including the district's Family Resource Center provides an extensive orientation to many homeless families.</p>

		<p>Parent Coordinators have been in place at some sites for many years. With the 2016-2017 Local Control Accountability Plan, funds are allocated to provide parent coordinators at all school sites. The role of the parent coordinator is to provide resources, information, and educational opportunities to parents. As stated in Finding F5, the district has provided a myriad of parent participation activities.</p>
<b>R3</b>	<p><b>Hire aides to work in grade 2-6 classrooms who can provide teacher assistance with small-group work and other non-credentialed tasks. Hiring of these aides should be accomplished in the 2016-17 school year.</b></p>	
R3	<p>This recommendation has been implemented.</p>	<p>SCESD has instructional aides in grades 2-6 who provide small group instruction and direct services to students based on their academic needs. These instructional assistants are trained and coached by certificated personnel. In addition to regular classroom teachers, SCESD has additional credentialed teachers who provide academic intervention services to ELs and our most at-risk students.</p>
<b>R4</b>	<p><b>Compensate teachers for the additional time spent outside their designated instructional period to collaborate with parents, and other teachers.</b></p>	
R4	<p>This recommendation has been implemented.</p>	<p>Collaboration time is a negotiated item between the district and the SETC (Salinas Elementary Teacher Council). However, the district provides multiple opportunities for additional collaboration time. Grade level release time, early release Thursdays, and the release time provided by the music teachers all occur during teachers' contracted work day. In addition, some school sites offer paid collaboration time after school and/or Saturdays. As stated in Finding 6, SCESD offered an additional five days of professional development for teacher planning and reflection on effective teaching and learning practices (collaboration) paid at the teacher's daily per diem rate. These five days of collaboration time took place at the end of the 2015-16 school year and were well attended.</p> <p>There is adequate time during the 16 days of parent conferences included in teachers' contracted hours of employment to guarantee that all parents have opportunities to meet with their child's teacher a minimum of two times per school year.</p>
<b>R5</b>	<p><b>Make reclassification to Fluent English Proficiency status a priority by the end of 6th grade, and stress the importance of this in teacher in-service trainings beginning in the 2016-17 school year.</b></p>	
R5	<p>This recommendation has been implemented.</p>	<p>Our district understands the importance of reclassifying students to fluent English proficient. Over the last five years the SCESD has experienced an increase of over 1,000 English Learners (EL) in the schools. This increase in our EL population has added to the district's urgency and emphasis on the importance of reclassifying EL students by providing multiple opportunities for professional development on EL instruction and information about EL services.</p> <p>On June 6-10, 2016 each grade level had one day of intensive training on the ELA/ELD standards and practices followed by a day of reflection and collaborative planning. Teachers reviewed CELDT results and other data to determine next steps and plan instruction for the upcoming year.</p> <p>This year the district continues to place an emphasis on EL growth and development. As we are looking at a Language Arts adoption, we only consider programs that have strong integrated and designated ELD components.</p>

Guided Language Acquisition Design (GLAD), is an instructional model that accelerates second language acquisition and literacy. All teachers have access to GLAD training and on-going support.

Rule of 3 is a supplemental English Language Development curriculum implemented in many SCESD classrooms. In addition, the district provides small group and one-on-one interventions for EL students utilizing the following programs: Sistema de la Intervención de la Lectura (SIL), Individualized Learning Folders, and Imagine Learning (web based program).

CDE (CA Dept. of Education) 2014/15 & 2015/16 English Learner (EL) Summary Report								
LEA (Local Educ. Agency)	Enrollment		EL (English Learners)		IFEP (Initial Fluent English Proficient Students)		RFEP (Students Redesignated)	
	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16
SCESD	9,125	9,105	4,981 (54.6%)	4,920 (54.0%)	931 (10.2%)	1,032 (11.3%)	269 (5.4%)	582 (11.8%)
Monterey County Totals	75,997	76,768	31,314 (41.2%)	31,165 (40.6%)	17,154 (22.6%)	18,353 (23.9%)	2,267 (7.2%)	2,845 (9.4%)
State Totals	6,235,520	6,133,182	1,392,263 (22.3%)	1,373,724 (22.4%)	1,279,865 (20.5%)	1,291,197 (21.1%)	154,959 (11.1%)	155,774 (11.3%)

The data indicates that SCESD has a greater percentage of:

- 1) EL students than the County and State for the 2014/15 & 2015/16 school years.
- 2) Greater percentage of EL students being reclassified than the County and State for the 2014/15 & 2015/16 school years.

SCESD more than doubled the number of RFEP students in 2015/16 in comparison to the previous year, 2014/15.

**\*Note that County and State numbers include students through grade 12.**

R6 **Seek and encourage partnerships with community agencies, civic groups, local businesses and foundations (e.g. First 5 Monterey County, Salinas City Library “paleteros”) to sponsor school readiness services and students academic support.**

R6 This recommendation has been implemented.

The SCESD has implemented a city-wide early literacy program for all residents ages 3-8 free of charge called Footsteps2Brilliance. This program is being implemented beyond our school sites in collaboration with the City of Salinas. Targeted libraries in our city have begun to offer training to parents and make computers available for students to use on weekends and after school.

The district has established many community partnerships and continues to strengthen the collective impact of these partnerships for our SCESD families. Some of our partnerships include the following nonprofits and/or agencies: CSUMB, First 5 Monterey County, United Way, Salinas City Public Libraries: Mobile Libraries and Homework Center, Monterey County Behavioral Health, Truancy Abatement Program, Rotary Club, Taylor Farms, Youth Orchestra



		Salinas (YOSAL), Community Alliance for Safety and Peace (CASP), Salinas City Elementary Education Foundation, Monterey County Office of Education, Hartnell College, The Panetta Institute: Monterey County Reads.
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**Attachment**

**LCAP Goal 3: Parent Involvement Data**

# SCESD Parent Activities, Programs and Events

2015/16	LEADERSHIP & ADVISORY*	PARENT INVOLVEMENT*	EDUCATION OPPORTUNITIES*	ALL
District	17	2	16	35
School Sites	128	268	247	643
District-wide Total	145	270	263	678
%'s	21.39%	39.82%	38.79%	

**Data measured by district and site parent logs.**

\*LEADERSHIP & ADVISORY - SSC, ELAC, DMAC, PAC, Title I, etc.

\*PARENT INVOLVEMENT - 1st Day Celebration, Cafecito, PTO/PTA, Parent Conferences, Passport Volunteer Information, Back to School, Open House, etc.

\*EDUCATION OPPORTUNITIES - PIQE, ENLACE, CABE, Triple P, Parent Leadership Conference, Family Nights, Jump Into English, etc.

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