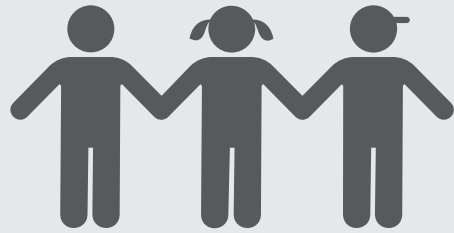




Learning Continuity and Attendance Plan

General Information

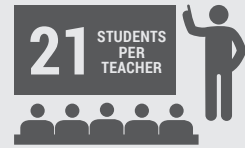


16,257 7TH-ADULT STUDENTS

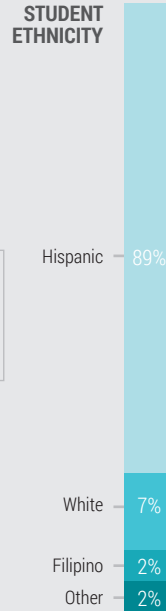


13 SCHOOLS

High School: 5	Alternative Ed: 1
Middle School: 4	Adult: 1
Ind. Study: 1	ROP: 1



DISTRICT STORY

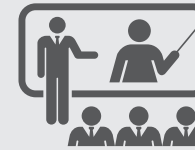


STUDENT GROUPS



Parent Involvement Policy

Implement stronger student, parent & community communication & resources to provide educational enrichment and support.



Data-based Professional Development

Student assessments are used to guide areas of focus for professional development.

District Mission

Develop educated learners to the highest standards, preparing them to achieve their life's aspirations and to be productive citizens in a global society.



IMPACT OF COVID-19 IN 2019-20

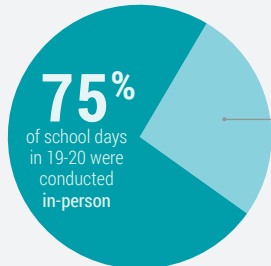
Despite the widespread impacts of the COVID-19 Pandemic, SUHSD, with the help of our stakeholders, is committed to ensuring the continued safety and education of our students.



3/16/20: All schools physically closed

5/28/20: End of the 19-20 school year

8/10/20: 20-21 school year begins with 100% remote learning



25% of school days were conducted remotely.



Distance Learning

Due to the COVID-19 closures, classes were conducted remotely through end of the 19-20 school year.



Modified Grading Metric

The grading metric was modified to ensure that this closure period did not harm students' academic records.



Assessments Canceled

Due to school closures, some end-of-year assessments were canceled or postponed.

Stakeholder feedback helped guide the creation of the Learning Continuity Plan & many different groups participated in the development process.



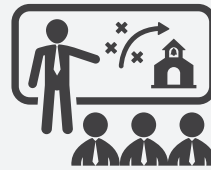
4

STAKEHOLDER SURVEYS
Conducted



13,129

SURVEY RESPONSES
Received



1

REOPENING TASKFORCE
Created



2

PARENT SUPPORT PLANS
Developed



7

GROUPS
Involved

Groups include:
Parents, Students,
Teachers, Staff,
Administrators,
Cabinet, Trustees



Checklist of Items Shared:

- Learning Continuity Plan Draft
- Planned Expenditures
- School Reopening Plans
- District Profile Data



SUHSD has informed, consulted, & involved school stakeholders in the process of creating the LCP as summarized above. Communications to stakeholders includes:



Website, email, phone, social media, virtual meetings.

Stakeholder Feedback

KEY POINTS



- Families need access to training on how to utilize educational technology resources
- Teachers need to communicate with parents regarding students' progress
- Provide clear student attendance expectations
- Workshops should be offered in both mornings & evenings



Feedback was then incorporated into the



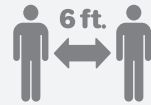
Learning Continuity & Attendance Plan

SAFETY MEASURES



Limited Campus Access

Campus access will be limited & parents will be encouraged to stay in cars when picking up/dropping off students.



Social Distancing

Social distancing will be practiced and large gatherings avoided while on campus.



Frequent Cleaning

Surfaces and facilities in the school will be cleaned and disinfected frequently.



Face Masks

Face coverings are required in settings where social distancing cannot be maintained.

SCHOOL REOPENING PHASES

1

PHASE



100% Distance Learning

Key Points

School Building Closures

Due to the COVID-19 crisis, school buildings were closed and all classes were conducted online for the end of the 2019-20 school year.

Remote Start

In accordance with CA state mandate, SUHSD has started the year remotely, with all students using a distance learning model.

2

PHASE



Hybrid Model

(A hybrid phase may be used before transitioning to full in-person learning)

Key Points

Increase In-Person Services

When Health and Government officials deem it safe to do so, SUHSD may first move to a Transitional Hybrid Model.

Hybrid Model

In a hybrid model, assigned cohorts of students will be on campus on specific days and provided instruction in all content areas.

3

PHASE



In-person Learning

Key Points

Safety Protocols

All recommended safety protocols will be followed including frequent sanitizing, daily temperature checks, physical distancing, mask requirements, etc.



Diagnosing Learning Loss

Upon return in-person learning, diagnostic assessments will be administered to students to assess learning loss and areas of need.

EXPECTED 2020-21 ACTIONS & EXPENDITURES FOR IN-PERSON LEARNING

Action / Service	Amount
Desk partitions - Student desk partitions will be purchased to ensure additional safety precautions when students return to the classroom.	\$500,000
COVID-19 testing - Partner with a health organization to provide COVID-19 testing for staff & students on a voluntary basis.	\$250,000
COVID-19 District Liaison - Hire a COVID-19 District Liaison that will work closely with Monterey County Public Health Department and Human Resources.	\$150,000
E-Hall - Purchase E-Hall pass to limit & monitor the number of students going to the office or restroom during class time.	\$30,600

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR IN-PERSON LEARNING

 Action / Service	 Amount
UV-C Light disinfecting lamps - Purchase UV-C Light disinfecting lamps to disinfect instructional spaces that can not be disinfected with chemicals.	\$850,000
Bi-polar ionization system - Purchase & install a bi-polar ionization system to ensure clean air across campus.	\$2,200,000
Custodian training - Provide custodians with training on HazCom, PPE, application of chemicals and respirators to ensure that all staff are current on practices and procedures.	\$150,000
Thermal screening kiosks - Install non-contact thermal screening kiosks District-wide to ensure people entering sites can complete the wellness check.	\$90,600
Foster Youth supports - Provide supports for Foster Youth students (materials and supplies, transportation, regular counseling updates, and required promotional materials - gown, cap, tassel).	\$8,000



HOW DISTANCE LEARNING WORKS



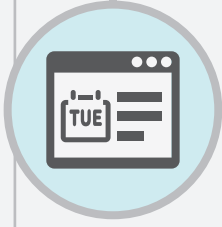
Live Daily Interactions

All students receive daily live synchronous instruction and interactions.



Asynchronous Instruction

In addition to daily live interactions, students receive pre-recorded lessons, guided practice, and independent tasks.



Weekly Schedules

Class expectations for the week are communicated to students and families every Monday.



Online Resources

- www.salinasuhd.org
- www.cde.ca.gov/ls/he/hn/coronavirus.asp
- www.salinasuhd.org/Page/2315

SUPPORTING LEARNING CONTINUITY

ACCESS & CONNECTIVITY

DEVICES PROVIDED FOR
100%
OF STUDENTS

1,550
WIFI ACCESS POINTS
THROUGHOUT THE DISTRICT

Technology Support
is available to students & staff through HelpDesk and Educational Technology Coaches

PUPIL PARTICIPATION & PROGRESS

Daily Attendance
and contacts during synchronous instruction are tracked by teachers.

Time-value of Assignments
will be documented to ensure that students are receiving sufficient instructional minutes each day.

Student Progress
will be evaluated regularly based on assessments & quality of work submitted.

PROFESSIONAL DEVELOPMENT AND STAFF ROLES & RESPONSIBILITIES

Professional Development
for implementing a successful online learning environment is provided to teachers.

Assessment Literacy
training is provided to ensure teachers are equipped with the tools and skills to monitor and support student progress.

Flexible Staff Roles & Responsibilities
are essential in helping SUHSD successfully navigate new & developing challenges.



SUPPORT FOR STUDENTS WITH UNIQUE NEEDS

English Learners
will receive both integrated and designated ELD instruction daily.

Foster Youth & Homeless Students
are supported by the District Liaison who monitors the academic progress and attendance, & provides academic & emotional support as necessary.

Students with Disabilities
will receive individualized support to help them achieve their emotional, social and educational goals.

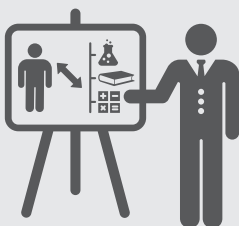
EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR DISTANCE LEARNING

 Action / Service	 Amount
Distance learning professional development - Provide teachers and para-educators with professional development to ensure they feel they have the tools and skills to be successful in a Distance Learning (DL) environment.	\$1,000,000
Software applications - Purchase additional software applications for students in a Distance Learning environment.	\$200,000
Technology supplies - Purchase technology to help ensure student access & connectivity and to support a safe learning environment (Chromebooks, hotspots with unlimited data, headphones, computer mice).	\$2,500,000
English Learner software - Purchase additional software applications for English Learners students.	\$65,000
Staff technology supports - Provide teachers and classified staff with necessary technology to support remote instruction (additional Chromebooks, webcams, microphones, monitors).	\$1,560,000
Materials and Supplies - Purchase educational materials and supplies for students to ensure they have the tools they need to be successful while learning from home.	\$1,000,000
Educational services projects - Incorporate stakeholders into the planning and implementation of educational services projects via mini-action teams.	\$28,800
Educational Specialists - Provide Educational Specialists with additional compensation to support the changes in services due to Distance Learning.	\$145,000
Textbook & schedule distribution - Provide overtime for Classified Staff to prepare for textbooks and class schedule distribution.	\$15,000
Technology for Students with Disabilities - Support Students with Disabilities through additional technology (assistive technology to access Distance Learning instruction, iPads).	\$50,000
Program Specialists - Maintain One Special Education Psychologist and two Program Specialists to continue providing appropriate services during Distance Learning.	\$375,000
Mental health support services - Provide mental health support services for students through partnerships with community agencies.	\$1,328,643
Parent support services - Support parents through the Parent Digital Academy and on-going parent workshops on topics including socio-emotional support, academic student support, virtual parent/student applications and platforms.	\$840,000



Diagnosing and addressing pupil learning loss will be a primary focus in 2020-21 following school building closures in Spring 2020.

LEARNING LOSS STRATEGIES



- **Tiered instructional model** will be used to provide supports based on the level of student need.
- **Migrant Education Program** will provide services that supplement Distance Learning instruction.
- **Small group sessions** will be used to provide more individualized supports for struggling students.

MEASURING EFFECTIVENESS



- **Assessments** will be used to measure current levels of student learning loss and to monitor student progress.
- **Assessment data** will be disaggregated and analyzed to identify learning gaps among student groups.
- **Successful approaches** to learning loss will be identified and replicated.

ADDRESSING LEARNING LOSS

4
STEP
CYCLE



EXPECTED 2020-21 ACTIONS & EXPENDITURES PUPIL LEARNING LOSS

Action / Service	Amount
District assessments - Adjust district assessments to accommodate a distance learning environment.	\$50,000
Credit recovery classes - Offer additional Credit Recovery Classes to mitigate credit loss due to DL and no spring intersession.	\$175,000
Credit recovery - Provide interventions and opportunities for credit recovery (credit recovery classes, extended learning opportunities, winter, spring, and summer intersessions).	\$700,000
Tableau data system - Purchase the Tableau data system to support implementation of the District's common assessment system.	\$15,000

SOCIAL & EMOTIONAL WELL-BEING



Mental Health Services

A team of counselors, social workers, and Intervention Specialists support mental health & social and emotional well-being.



Crisis Response Procedures

Training is provided in crisis response procedures, including suicide risk assessment and child abuse reporting.



Community Partnerships

SUHSD partners with local organizations to provide additional mental health supports for those that need them.

Bullying Prevention

Intervention Specialists will continue to provide bullying/cyberbullying resources throughout the year to school sites.



ENGAGEMENT & OUTREACH

TIERED ENGAGEMENT & OUTREACH STRATEGIES

will be used to re-engage disengaged students

TIER 1: Students attending school regularly



- Clear & consistent communication between school and families

TIER 2: Students who attend/engage moderately



- Phone calls home
- Provide device for Distance Learning
- Referral to student support center

TIER 3: Students who attend 60% of the time or less



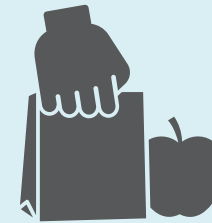
- Referral to student support center
- Create an Action Plan
- SART meeting

TIER 4: Unreachable students



- Home visits
- Referral to outside agencies

SCHOOL NUTRITION



Meal Pickup

Breakfast and lunch are available to all students for pickup from school sites.

Meal Delivery

Special arrangements are made to deliver meals to families that are unable to pick them up.



Safety Measures

All meals are pre-packaged and prepared/distributed according to local health and safety guidelines.



ADDITIONAL EXPECTED 2020-21 ACTIONS & EXPENDITURES

Action / Service	Amount
Food Services - Purchase Food Services materials and supplies to increase the number of serving stations once we return to site learning (food carts, scanners, personnel, sanitation supplies and personal protective equipment).	\$6,000,000
English Learner program - Implement a comprehensive and consistent EL program District-wide.	\$3,300,000
Teacher collaboration - Teachers will collaborate weekly to assess student learning and ensure appropriate and timely interventions are in place for their students.	\$1,500,000
Counselors - Hire additional counselors to reduce caseloads and ensure proper student placement.	\$1,100,000