



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The SUHSD, as well as most districts in the nation, had to quickly pivot from a traditional in-person education setting to a remote learning environment, in March of 2020 due to COVID-19 pandemic. The unexpected closure of schools has impacted the physical, emotional, social, and educational landscapes of students. While we were working hard to continue educating our students during the last quarter of the year, we also began developing plans for the reopening of schools, to ensure that we improved our Distance Learning environment, while creating a plan for a Hybrid Mode, and ultimately an in-person return. Our staff, students and entire community have been affected by higher levels of stress and trauma.

Staff Impact

It was evident that we were not prepared for such an unprecedented change to our learning environment. However, SUHSD quickly began to collaborate with union leadership to address the impact of the closure of schools. The challenges we identified through our transition to Distance Learning include reliable internet service, the integration of effective lessons through technology, technology equipment, providing IEP services, childcare, and maintaining consistent student engagement. As a result, our Learning Continuity Plan has responded to meeting these needs by:

- Providing professional learning opportunities for staff to ensure they have the tools and resources necessary to deliver instruction remotely.
- Purchasing online instructional software, ebooks, etc.
- Purchasing new equipment such as chromebooks, docu cameras, more robust hot spots
- Creating a bell schedule that provides opportunities for synchronous learning, interventions, office hours, and advisory all within the work day.
- Providing overtime to our classified staff to ensure we were ready for the first day of school given the need to make sure all of our equipment and textbooks were disinfected.
- Hiring an additional psychologist for the year to support with pending assessments
- Contracting two certificated staff members that can serve as LEA Designees to support with IEPs

In the Hybrid Learning or In-Person environment, we foresee increased impact to all staff impact while we ensure the safety and well being of our staff, based on the guidance from the California Department of Education, the California Department of Public Health, and our local Health Department. As a result, the Learning Continuity and Attendance Plan has responded to meeting these needs by:

- Acquiring the necessary Personal Protective Equipment (PPE) that our staff will need, based on their job classification.
- Acquiring equipment to ensure that we have proper ventilation in all of our buildings and offices
- Acquiring the the necessary health screening equipment needed to conduct Wellness Checks
- Acquiring the additional cleaning, disinfecting, and sanitizing chemicals and equipment needed to kill the virus
- Acquiring Plexiglass and other furniture to ensure social distancing
- Additional hours for our Ed Specialists

Student and Family Impact

More than seventy percent of the SUHSD families live in poverty. COVID-19 has exacerbated the inequities in our community, as they relate to their education, workforce, and health. Many of our families have lost their jobs, are essential workers, and our farm-working families have the highest positivity rate in our county. This has led to some of our students seeking employment to help support their families' basic needs. Students and families have also had to take on new roles due to school closures. Parents, guardians, and caregivers – already important partners in the education of their students – have taken on increased responsibility as co-educators with students at home during Distance Learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Older students have also had to take on greater responsibility for younger siblings and/or relatives. This includes supporting the Distance Learning of those younger students, taking time away from their own learning. Staff have also faced tremendous challenges. Many SUHSD staff are also parents, guardians, or caregivers for school-aged children and are themselves, having had to balance professional and personal responsibilities. The new roles SUHSD students, families, and staff have had to take on, while balancing competing demands, have added stress and trauma to an already challenging context. As a result, our Learning Continuity Plan has responded to meeting these needs by:

- Purchasing more robust hot spots
- Purchasing iPads for our Students with Disabilities above and beyond their chromebook devices
- Purchasing School Supply Kits for all of our students that include essentials and also content specific materials

- Purchasing headsets for all students with built-in microphones
- Providing students the opportunity to receive therapy during the school day during office hour time, so that instructional time is protected
- Providing social-emotional support during their daily advisory period synchronously
- Evening and Saturday Tutoring
- ELPAC and AP test preparation
- One on one tutoring services to improve reading fluency
- Fall and winter credit recovery
- Acquiring an online platform to have more consistent communication with our families.
- Basic Supply Bags (hygiene kits, face masks, hand sanitizers, laundry detergent)
- Continuing to provide meals to our students

As part of SUHSD Safe Reopening of Schools Plan, SUHSD reaffirmed its unwavering commitment to ensuring that the education system is one that provides equitable educational opportunities to all students. Meeting the needs of all SUHSD learners, especially those disproportionately impacted by school closures or learning loss, is especially important during this time. SUHSD key steps to ensuring equity during COVID-19 are as follows:

Meet Student Needs First

- Prioritize the physical and social-emotional needs of particularly vulnerable students.
- Ensure safety, belonging and mental health as a foundation for learning.

Ensure Equitable Access and Adequate Supports

- Achieving equity in Distance Learning is more complex than simply providing equality in access to learning resources and technology.
- Insufficient support for families and students may widen disparities instead of narrowing them.

Centralize Communication to All Families

- Be mindful of the needs of vulnerable student groups including English learners, students experiencing homelessness, foster youth, economically disadvantaged students, and students with disabilities.

Develop and Implement a Return to Learning Equity Audit

- The impact of sustained learning loss during this period of school closures combined, with disparities in implementation of continuity of learning models, has the potential to exacerbate previously existing gaps in student achievements. We have begun to identify students experiencing learning gaps now and developing strategies to mitigate the longer-term impact of school closures on these students.

The implementation of Distance Learning and design of robust and flexible modes of instruction during this pandemic have presented a unique opportunity to create strategies that endure beyond the current crisis, in order to improve student outcomes. Our individual and collective response to the challenges in this pandemic represent an opportunity to not only survive, but to lay strong foundations in new areas that will allow students to thrive in 2020-21 and the years beyond.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

SUHSD's stakeholder engagement regarding Distance Learning and planning for 2020-21 began in May and has continued throughout the development of this plan. Efforts have included listening sessions, surveys, solicitation of public comments on the draft, and meetings with stakeholder groups. Additional sources of input include, feedback gathered from student leaders, and public comments on school reopening board items. The gathered input was used by staff to inform their ongoing planning, and is reflected throughout this document. The following information reflects the various opportunities for stakeholder feedback.

Certificated Staff

SUHSD convened a broad coalition of stakeholder group representatives to create the Reopening of Schools Taskforce. The Taskforce was composed of over 100 teachers, counselors, classified staff, and administrators. Subcommittees covering all school operations, from lunch distribution, to bus routes, to instruction, met in an iterative manner where the broader SUHSD community had the opportunity to provide feedback to the subcommittee recommendations. The Instruction Subcommittee focused on best practices that would support learning for all students, including our Students with Disabilities and our English Language Learners. The subcommittee provided recommendations to ensure students and families have access to the tools and support needed to effectively participate in Distance Learning.

Certificated staff participated in the BrightBytes survey. The survey provided critical data to assess our strengths and areas of need with regard to the use of educational technology. It also helped us understand the level of accessibility of our staff to technology tools needed for Distance Learning instruction.

Summer Intersession teachers participated in a Distance Learning survey and a focus group interview, to share best practices for curriculum, instruction, and assessment. Our Learning Continuity Plan was informed by the feedback and recommendations from each of these data points.

Students

SUHSD gathered both qualitative and quantitative responses from students. Students were surveyed via a Bright Bytes survey sent to their student emails. We received a total of 5,429 responses. Furthermore, the Director of Pupil Personnel Services interviewed five high school

students and the Superintendent and Associate Superintendent met with high school student leaders to gather qualitative data to support their current needs, both social emotional and academic. This feedback was used to develop the reopening plans and prepare to create a system to provide support. Over 4,000 students responded to the end of the first week survey where we gathered additional information on how we could improve during Distance Learning.

Parents/Caregivers

The Salinas Union High School District convened the Reopening School Taskforce which included a well-rounded group of stakeholders: teachers, support staff, administrators, parents and community partners. The taskforce was broken into 18 subcommittees, including the Parent Engagement SubCommittee. The Parent Engagement SubCommittee supported the development of two plans: Parent Decision Making and Parent Social Emotional Support. Once the draft plan was completed, parents had the opportunity to review and provide feedback via a survey. The feedback was reviewed by the Reopening School Task Force Committee and the plan was finalized and approved by our board.

In addition in spring 2020, parents also had the opportunity to provide feedback via the BrightBytes survey, which was available in English and Spanish. Approximately 3,700 parents participated providing us feedback on student learning needs during Distance Learning, as well as feedback related to: communication, grading, academic support, technology and parent training.

Additionally, our 2019-2020 District English Learner Advisory Committee (DELAC) members were invited to participate to provide feedback on our Learning Continuity and Attendance Plan on Tuesday, August 18. Parent representatives, Community Liaisons, and District administrators attended the meeting. Our Migrant education parents participated in a stakeholder meeting on Tuesday, August 25th and our LCAP Parent Advisory Group on Monday, August 31st. Finally, our SUHSD parents were provided with an additional Distance Learning Survey to provide feedback, suggestions or comments regarding the fall of 2020 schedule, advisory period, intervention block and communication.

Support Staff

The Reopening of Schools Taskforce subcommittees including Classified Staff. They played critical roles in sharing their perspective in developing recommendations. Additionally, Bilingual Paraeducators participated in a focus group with the Director of Educational Services and the District ELD Curriculum Specialist to share feedback, helping inform paraeducator best practices for Distance Learning.

Superintendent's Advisory Committee

The Salinas Union High School District Superintendent's Advisory committee which includes both union leadership Presidents, Management Representatives, Confidential/Supervisory Rep, and Cabinet, provided recommendations for the various Federal funds that are available to respond to student, staff, and community needs.

[A description of the options provided for remote participation in public meetings and public hearings.]

SUHSD made attempts to reach our various stakeholders through both virtual meetings via an online platform or via phone, online surveys, and small focus groups. The following is representative of the options presented to our stakeholders.

Certificated and Classified Staff

The results from BrightBytes Survey and the recommendations from the Reopening of Schools Taskforce were shared and discussed with union leadership, the District Instructional Council, and District Leadership Team. BrightBytes survey data and Taskforce recommendations were also shared in virtual board meetings open to the public for comment.

Students

The primary method of obtaining the survey response was via student emails that are assigned to every student by Salinas Union High School District. The student survey was available in Spanish for our English Language Learners. SUHSD also leveraged the existing Positive Behavior Interventions and Support system to promote the survey by offering recognition for completion and submission of surveys. Valuable qualitative information was also obtained from the student interviews that gave practical suggestions to implement the reopening plans. This helped with the completion and promotion of the importance of completing the survey. The data collected was shared with all District administrators and reviewed by the reopening school team focusing on social emotional support.

Parents

Parents continued to participate virtually in regular school site and Districtwide committees such as: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, Migrant District Parent Committee, LCAP Parent Advisory Groups and the SUHSD Board meetings. Prior to the scheduled committee, meetings school personnel contacted or publicized the steps to login into a virtual meeting. Parents were also part of the District's Reopening Task Force.

In addition to site and District committees, parents had the opportunity to attend Districtwide virtual parent meetings, via online platform or via phone. These meetings were district-wide and focused on current updates, Distance Learning plans (spring and summer), grading, as well as the end of year activities, other events and digital academies for parents. Virtual parent meetings were offered both in Spanish and English, and all presentations were uploaded to our District Web page for families to go back and review.

The SUHSD Special Projects department will continue to solicit feedback from parents and community partners to continue offering virtual workshops based on the needs of our families.

[A summary of the feedback provided by specific stakeholder groups.]

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and wonderings. This feedback addressed experiences during the spring school closures, and priorities for the District's reopening of schools. Listed below are the key ideas that emerged by stakeholder groups.

Certificated Staff

Prior to the Taskforce meetings, stakeholder surveys were also administered to staff to better understand their needs and capacity to engage in Distance Learning. The key recommendations are as follows:

- Students and families need access to instructional materials and training on how to utilize educational technology resources- like Chromebooks, Google Classroom, Google Meets, Zoom or Synergy (our SIS).
- Access to standards-aligned, District approved curricula and resources.

- Access to the instructional tools necessary to effectively facilitate Distance Learning (monitors, document cameras, etc.)
- Timely opportunities for professional learning that will support remote collaboration and Distance Learning.
- Distance learning must remain of high caliber and driven by student mastery of content standards.

Classified Staff

Classified staff union leadership was involved in the iterative process of developing the Taskforce recommendations that were presented to the School Board. See recommendations outlined below:

The Bilingual Paraeducator focus group shared the following recommendations:

- Provide Paraeducators support with small group instruction or intervention
- Paraeducators create video webinars with additional scaffolds that meet the needs of target students.
- Paraeducators to participate in formative data analysis and the design of intervention and re-teaching plans.

Students

The results of the Bright Bytes Survey, the End of the First Week DL survey, and student focus group were categorized in three major themes. Home learning environment, emotional safety, and Distance Learning assignments. The majority of students reported having a quiet place to work. About half of the students reported that they have a guardian that can support them with their school work. The overwhelming majority shared that they feel safe in a virtual learning environment. Furthermore, 91% reported that they feel students respect each other in the virtual learning environment. Students preferred synchronous learning vs asynchronous. They also reported the need for social contact and interaction with their teachers.

Parents

The parent feedback was obtained via the BrightBytes survey, Parent Engagement SubCommittee, the District English Learner Advisory Committee meeting, Migrant District Parent Advisory Council meeting, site committees and District Virtual Parent Meetings, the following highlights the main feedback and recommendations:

- Teachers need to communicate with parents regarding students' progress via email, phone, and keep gradebooks updated.
- District and schools site web pages need to be up-to-date with current information. Create and post a parent Distance Learning frequently asked questions document.
- Provide additional academic support: educational videos, education site links, additional tutorials and enrichment opportunities.
- Offer parent training workshops on ParentVue and other District programs that our students and parents will be using during distance learning. Provide parents with guidelines and students' right in virtual classroom settings.
- Offer training opportunities to our Community Liaisons to ensure they can best support their parents/guardians with Distance Learning.
- Workshops need to be offered both in the morning and evenings.
- Offer workshops opportunities in the area of social-emotional health.

- Technology support for all students: including chromebooks, tutorial videos, live support, and training on meeting platforms. Highly recommend having an Instructional Technology headquarters where parents and students are able to bring their technology devices for troubleshooting support. Clear guidelines of how to obtain support software issues vs. hardware issues. Furthermore, upperclassmen students should have their chromebooks re-imaged or replaced because the lifespan of a chromebook deteriorates slowly after four years.
- Support parents with devices (like a tablet or Chromebook) that would allow a parent to be more effective with participating in and supporting Distance Learning. Provide a variety of technology resources to our families that they can navigate independently.
- Parents prefer live lessons taught by the teacher (synchronous).
- Provide students with tutorials/intervention prior to failing a course. Explain to our students and parents the difference between the semester academic year vs. the traditional school year.
- Advisory period should be limited to no more than 15 students, same grade level, with clear guidelines of expectations from teacher and students.
- Inform parents of all District and Statewide assessment testing dates and guidelines to follow to ensure academic honesty from students.
- Clear messaging on attendance expectation for students, including how to report an absence due to medical appointments or WiFi connectivity issues.
- WiFi connectivity has been an issue in various forms- multiple students connecting one modem, multiple families in a home, families unable to contract their own internet provider. Recommendations from parents are: parked buses with WiFi around the community with more student density, provide additional hotspots with more speeds and more capacity. Collaborate with major internet providers to provide Wi-Fi during school hours. Finally, continue to reassess the need of hotspots.
- Staff should be available on site between, 7:30 am to 4:30 pm, on a daily basis, to offer parent support and provide other forms of communication or contact; for example, a text hotline. A text hotline is available 24 hours a day and site personnel follow up with within a reasonable time frame.
- Stress to our teachers the importance of providing opportunities for our students to engage in icebreakers, connecting activities or other social interactions among students. Also, increased the opportunities for students to interact with each other both during synchronous and asynchronous learning.
- Provide a facility in the District for our homeless or foster youth to have access to WiFi, a safe place to work, and be provided with any other supplies that the students may need to be successful.
- Provide professional development to our teachers in academic student engagement and social emotional strategies
- Provide Hotspots to all migrant students to have improved internet connectivity
- Maintain Distance Learning to keep students safe
- Provide awareness to teachers regarding connectivity issues, especially with homes with multiple school-aged children
- Create groups of peer mentors/tutors for newcomer ELLs
- Provide ongoing parent training on ways to better support the student during Distance Learning
- Ongoing parent training on technology topics
- Increase parent forums for stakeholder input
- Teacher and Counselor set check-in appointments with students
- Generate creative ways to motivate and engage parents
- Increase personnel or re-assign personnel to help with all the new needs in schools

- Train staff on the barriers many students face as they have taken on new responsibilities in the home and as caregivers to siblings
- Parent workshops on student preparation for a post-secondary education
- Outreach to parents about academic opportunities being offered to students to help with recruitment

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Certificated Staff

The recommendations of the Taskforce Instructional Subcommittee and the Staff Survey feedback informed the following actions:

- Creation of common middle school and common high school bell schedules to support staff collaboration and family/work schedules.
- 3x3 schedule where students only take 3 periods semester intended to strengthen student-teacher relationships to support social-emotional learning as well as deepen learning.
- Establishment of a daily Advisory class as well as Intervention Blocks to support student engagement and to support struggling students.
- Counselors and other Teachers on Special Assignment were also assigned an Advisory class to reduce the Advisor-to-Student ratio. Specialized Advisories were also created to leverage the expertise of Counselors, ELD Teachers, English Learner Specialists, and Intervention Specialists.
- District adoption of District-wide educational technology software and tools that support distance learning- for example, the Google Suite, Go Guardian, Nearpod, and Ed Puzzle.
- Providing students with content-specific take-home learning kits- for example Art Boxes, Maths Kits, and Ceramic Boxes.
- Providing students and families with training on educational technology tools, including the creation of the Digital Parent Academy.
- Organized multiple summer professional learning opportunities prior to the start of the school year focused on best practices for distance learning and training on common educational technology goals- for example, the New Teacher Orientation, Summer Teacher Prep Week, and our Ready for Success!

Students

The student voice was implemented by designing a Distance Learning schedule. The Salinas Union High School District has an advisory period for all of the 16,000 students in the District that devotes 30 minutes daily to ensure connectedness to the school and a positive relationship with an adult. This is a direct response to their request for social emotional connectedness. Furthermore, students acknowledged that it will take longer to learn material in a virtual manner. As a response, the student Distance Learning schedule allows for three classes during the fall semester and three classes during the spring semester. We recognized an overwhelming percentage of students reported that they felt safe in the virtual environment, and we transitioned our Positive Behavior Interventions and Supports to a virtual format to ensure we continued to make students feel safe in their virtual learning environment. Further, intervention time was added during the school day so teachers can have small group instruction to mitigate learning loss, especially for our most marginalized student groups. We purchased headphones, computer mouses, more robust hot spots, school supplies, and additional chromebooks.

Parents

The following actions have been taken or are included in this plan as a result of parent recommendations:

- District will continue to partner with existing and outside agencies to provide bilingual culturally relevant, social-emotional learning workshops.
- Offer virtual parent workshops (Parent Digital Academy)
- Updated District web-page "For Families" and the Distance Learning Portal
- Technology Support- support in the following: software tutorials, technology support guidelines and parent workshop opportunities
- Office hours for counselors and teachers embedded within the certificated staff workday
- District will continue to solicit parent feedback for future parent workshops via surveys and virtual meetings
- Site and District will continue holding virtual committee meetings (i.e. SSC, ELAC)
- School marquee will be updated
- Teachers will list weekly assignments on Monday's in ParentVue and Google classroom for the week
- Teacher gradebook must be updated at a minimum every two weeks
- Daily school lunches will continue to be provided following the state guidelines
- All students were provided with chromebook, headset, mouse and school supplies.
- Additional hotspots were ordered with higher speeds and unlimited data plans.
- Virtual parent workshops will continue, based on the recommendations of parents.
- A survey of migrant families was conducted to better understand the internet connectivity issues
- Hotspots will be tested with selected migrant families to measure an improvement with internet connectivity
- Migrant staff assisted migrant families in setting up a Gmail account
- Migrant staff facilitated parents and student participation in virtual stakeholder input meeting
- A District-wide Migrant Student Advisory Council has been initiated
- A District-wide Migrant Parent Advisory Council has been initiated
- Migrant Resource Counselors and Migrant Community Liaisons will facilitate the technology workshops to migrant parents
- Migrant Resource Counselors have been assigned an advisory period to work with a set group of migrant students during the school day
- Migrant Resource Counselors are promoting office hours and intervention period to migrant parents and students

Support Staff

As a result of the recommendations, paraeducators are now in breakout rooms with students offering additional support. Furthermore, we are developing training to support them with how to scaffold instructions to meet the needs of students. They will also be included in formative data analysis to help design intervention.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the District as an important means of addressing learning loss. This is especially important for those groups of students who are disproportionately impacted by school closures. On July 21, 2020, the District, based on the Monterey Counties COVID-19 positive cases, announced that the 2020-21 school year would begin with full Distance Learning. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or District may have to return back to a full Distance Learning model after reopening. While current health conditions do not permit delivery of in-person instruction, the District is continuing to plan blended learning models so it will be prepared to bring students back, once it is safe to do so. SUHSD will continue to align decision-making to public health guidance at the state and county level. The information in this section is the District's current plan. It is important to note that this is based on the current public health context, and will continue to be responsive to state and county guidance and the districts own monitoring of community conditions and needs. When students are allowed to return to in-person learning, a systematic cycle of assessments, including both initial screening and formative and summative assessments, will be conducted. This will help us identify students who have experienced significant learning loss during school closures. A more detailed explanation regarding the cycles of assessments can be found on pages 19-20.

Modes of Instruction

When it is deemed safe to offer in-person instruction, students and families will be provided the option to choose their mode of instruction. To meet health, safety, and learning needs, a 100% Distance Learning model and a blended learning model (which is part in-person, and part distance) will be offered. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

- The District is preparing for the possibility of additional shifts in instructional model after in-person instruction has resumed. It is possible that, as determined by public health conditions or student need, a full return to Distance Learning may occur. One strategy under consideration is the continued use of Google classroom in both in-person and Distance Learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire District needs to return to a full Distance Learning model.
- Lessons occurring in the classroom may be recorded, allowing for the cohort of students engaging in Distance Learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.

- During times of the week when all students are engaged in the Distance Learning model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts

Cohorting is a strategy to prevent the spread of COVID-19 by limiting crossover contact between groups. Individuals within a cohort will limit physical proximity with other cohorts as much as possible. Cohorting helps to decrease opportunities for exposure or transmission, breaks the chain of transmission, reduces contact with shared surfaces, facilitates efficient contact tracing, and allows for targeted testing, quarantine, and/or isolation of a single cohort in the event of a positive case. Cohorts will be limited to specialized groups following the California Public Health Department Guidance. To effectively coordinate with Monterey County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all District, state, and county guidelines will be followed to best ensure the health and safety of students and staff.

- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the District’s physical space and classrooms have determined that most school sites have the capability to bring approximately 25% of students on campus for in-person instruction at any one time.

Staffing

- During in-person instruction, staff will be deployed to meet the instructional needs of students as determined by their chosen mode of instruction.
- The District will survey employees to assess the need for accommodations. Those employees indicating a need will be contacted to schedule an interactive process with Human Resources.

Additional Student Services and Supports

- A services schedule will be developed for each site. Determinations will be made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued online delivery.
- Most of the District’s related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students. Students who are Medically Fragile or have significant behavioral or physical support needs
- For our students who are medically fragile, the Student Support Services Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an Individualized Education Program (IEP) will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place. The District's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

Physical distancing:

- Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.

Face Coverings:

- Wearing a face cover is required for all SUHSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

Ventilation and Air Flow:

- To date we have replaced all Heating, Ventilation and Air Conditioning (HVAC) filters with MERV-13 filters and have replaced/repared all HVAC economizers. The HVAC economizer is a mechanical vent attached to a roof top unit that opens to draw-in outside air for cooling a building when the outside air temperature is cool and dry. The HVAC economizers help maintain good airflow. In addition, the District is planning the installation of bi-polar ionization equipment on all HVAC units. This technology is an air purification system that either traps or deactivates the virus, mold, VOCs (volatile organic compounds) in the air.

Sanitizing and Disinfecting:

- The Facilities Department has taken several measures to protect the District from the spread of the COVID-19 virus. After determining an inconsistency across the District of cleaning and disinfecting processes, we entered into a service contract with CINTAS to set up automatic dispensing units of chemicals approved by the EPA that was confirmed to kill the virus along with a

microfiber wipes and mops program. Microfibers are an effective way of capturing germs and viruses in the rag. The service includes a weekly pickup of used materials for replenishment and sanitation. The custodians received a complete training (OSHA approved courses) on HazCom, PPE, application of chemicals and respirators to ensure that all staff are current on practices and procedures.

- Additionally, the District is in the process of purchasing UV-C Light disinfecting lamps for disinfecting spaces that contain equipment and features that cannot be disinfected with chemicals without fear of damaging the items or creating hazardous conditions such as in our auto shops, chemistry labs, weight training rooms, and gymnasiums. UV-C Light disinfecting lamps are used in hospitals and operating rooms.

Entrances and Exits:

- Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

Designated 'Care Room':

- Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

Classrooms:

- Good hygiene will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.

Common Areas:

- Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.

Breaks and Lunch Time:

- Strategies for limiting the mixing of large groups will include limiting activities where multiple classrooms interact.

Physical Education (PE) Classes and Athletics:

- Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings, face shields, hand sanitizer, disinfection materials, gloves, and thermometers.

Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if deemed necessary. Staff will work with Monterey County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or District response as needed.

As state and county public health guidelines evolve, specific activities may be allowed and the District will evaluate the viability of each. If implemented all state and county public health guidance will be followed. Activities that are potentially allowable include:

- 1:1 Assessments and Evaluations
- English Language Proficiency Assessments for California (ELPAC) Administration
- Emergency Health supports

The District will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. SUHSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Student desk partitions will be purchased to ensure additional safety precautions when students return to the classroom.	\$500,000	No
The district will partner with a health organization to provide COVID-19 testing for staff and students on a voluntary basis.	\$250,000	No
The District will hire a COVID-19 District Liaison that will work closely with Monterey County Public Health Department and Human Resources.	\$150,000	No
The purchase of ehall pass to limit and monitor the number of students going to the office or restroom during class time.	\$30,600	No

Description	Total Funds	Contributing
UV-C Light disinfecting lamps will be purchased to disinfect instructional spaces that can not be disinfected with chemicals.	\$850,000	No
The purchase and installation of a Bi-polar ionization system will ensure clean air across campus. The system traps or deactivates the virus, mold, VOCs (volatile organic compounds) in the air.	\$2,200,000	No
The custodians received a complete training (Cal/OSHA approved courses) on HazCom, PPE, application of chemicals and respirators to ensure that all staff are current on practices and procedures. The District entered into a service contract with CINTAS to set up automatic dispensing units of chemicals approved by the EPA that was confirmed to kill the virus along with a microfiber wipes and mops program.	\$150,000	No
The purchase of non-contact thermal kiosks thermometers will be installed District-wide to ensure people entering our sites can complete the wellness check.	\$90,000	No
We support our Foster Youth students with materials and supplies, transportation from or to the school of origin (with District transportation, private transportation or MST bus passes), regular counseling updates, and required promotional materials (gown, cap, tassel).	\$8,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Students will participate in a rigorous, standards-based instructional program that supports student mastery of the Common Core State Standards and literacy standards. Teachers will use District approved curricula that is literacy rich and accessible to all students. Students will access digital versions of our District's approved curricula and/or will be provided with access to physical instructional materials. Our Distance Learning bell schedule supports student learning, social-emotional well-being, and intervention. Teachers will design synchronous and asynchronous learning experiences, focused on essential standards. Teachers will utilize "flipped" classroom strategies and will sequence learning activities to balance direct instruction, student collaboration, and student inquiry. Teachers will consistently check for understanding, give timely and meaningful feedback, and will provide students with opportunities to reflect on progress toward standard mastery. A balanced assessment plan will be utilized to obtain both formative and summative student performance data. Educational Technology tools and software like Go Guardian, Nearpod, Ed Puzzle, and Gizmos were purchased to support student engagement, learning, and assessment in the virtual classroom setting.

Distance Learning Vision

Students will continue to receive guaranteed, high-quality curricula. Teachers and support staff will be supported in building their capacity to engage and develop online content, including strategies such as: flipped classroom, required daily synchronous learning, asynchronous daily lessons, Universal Design Learning. The flipped classroom model shifts the transfer of information or direct instruction to asynchronous learning and moves practice applications (guided practice) to synchronous sessions with students. This model provides student learning and exposure to concepts through online video, and follow-up with live sessions with the teacher. The District will support Google Meets and Zoom for synchronous learning.

Curriculum Scope and Sequence

- To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents by content area. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:
- Overview of key grade-level learning outcomes
- Instructional content and practice considerations
- Foundational skills to be systematically and explicitly taught with ample time for practice
- Formative assessments to guide instructional modifications based on student progress monitoring
- Priority clusters of standards aligned to curricular resources, District common assessments, and prerequisite skills and knowledge
- The scope and sequence documents are intended to guide teachers in identifying prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. This is one of the District's efforts to minimize the variation in program implementation across and within schools. As was the case before COVID-

19, there will be students who have skills that far surpass their grade level and there must be tools to assess their learning needs and provide them appropriately challenging instruction.

Home-school Communication

One of the District's key expectations for Distance Learning instruction is that the class/course expectations for the week are communicated to students and families every Monday (or first day of the school week), using standard District templates. These templates include the scheduled times for synchronous instruction, learning intentions, content to be taught, how a student's success will be determined, and all assignments with due dates. This communication is intended to help parents/guardians gain a deeper understanding of their student's learning process and how to effectively collaborate in their education. This has always been a need and has increased urgency now, with parents/guardians and family members taking on a much more prominent role in the daily education of their students within the Distance Learning context.

Synchronous and Asynchronous Instruction

Robust Distance Learning includes a combination of synchronous and asynchronous learning. SUHSD acknowledges that Distance Learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The District's planned Distance Learning model is flexible and includes breaks, with a balance between synchronous and asynchronous learning.

Daily, live instruction and interaction was a key area for improvement in the spring implementation of Distance Learning. During this time, asynchronous learning was the primary model. The SUHSD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer-to-peer interaction, as much as possible. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During Distance Learning, SUHSD will be offering consistent, daily, live instruction for every student. Teachers are encouraged to video record and post synchronous lessons to support students who were absent or need to have additional review. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. These instructional components are discussed further within the 'Support for Pupils with Unique Needs' section.

In addition to direct, live instruction every day for every student, a key expectation of the District's plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum, regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

Instructional Minutes

Students will receive a minimum of 240 minutes of instruction and student support per day, which shall include both scheduled synchronous and asynchronous instruction. These 240 minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

SUHSD is a 1:1 Chromebook District. Multiple student and family surveys were administered to assess District strengths and areas of need with regard to pupil access to necessary devices and technology in order to participate in distance learning. Site staff also made phone calls to families who did not participate in the surveys and/or informed the school of pupil needs for access to technology. Information from the surveys and home phone calls informed budgetary decisions to purchase additional or replacement hardware like Chromebooks and headphones. DistrictWiFi hotspots were also deployed to identify families that need support with accessing the internet. Recognizing the ongoing need for student access to high speed internet connectivity, the District is using the bus fleet to provide WiFi access. From 8 a.m. to 2 p.m., students are able to park near one of the thirteen (13) locations and access WiFi.

Technology support will be provided both for students and teachers:

- Students are invited to use the help-desk to seek assistance for: chromebook troubleshooting, remote support for students will be facilitated via screen sharing, hotspot operation/use troubleshooting, password resets for Google and other District applications. Students will get support through the Help-desk via phone. IT support FAQ/knowledge base, a student-friendly resource (e.g. infographic/video) will be created to assist students in seeking IT support for Chromebook, hotspot issues, and other applications.
- Teacher and staff support is provided through existing structures that have been in place: contacting the HelpDesk, seeking support of the Educational Technology Coaches, self-service through frequently asked questions. Professional development is also provided in our current and updated District applications.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Attendance codes and policies were adjusted to ensure relevant attendance and participation data can be recorded on a daily basis. The School Attendance Review Team (SART) plan was also updated to ensure a timely site response to chronic absenteeism. The bell schedule was designed to provide multiple opportunities for individual and group interaction with teachers and other support staff (Synchronous Learning Blocks, Advisory, Office Hours, and the Intervention Block). Professional Learning Communities (PLCs) meet weekly to discuss student progress toward mastery of course standards. SUHSD will assess student progress through the implementation of common formative assessments. Formative assessment data will be analyzed to inform PLC intervention and enrichment. Student performance data will be disaggregated to analyze the performance of key student groups- English Learners, Students with Disabilities, Foster Youth, and Homeless/Youth in Transition.

District Common Assessments

Assessments have been developed to establish coherence and consistency in how student learning needs are assessed and, in turn, appropriate instruction or intervention is identified and provided to improve student outcomes. The District has emphasized that these

assessments should be low stakes. Their purpose is to inform teaching and learning, and to monitor student progress on grade level content. The results should not be confused with students' capacity to learn. Support materials for common assessments, including schedules and guidance for administration and use, have been developed to guide staff implementation. These materials are aligned to the identified c standards in the instructional scope and sequence documents discussed in the 'Continuity of Instruction' section.

Key within the assessments are periodic Math and English Language Arts (ELA) assessments administered at the beginning of the year and at specific checkpoints throughout. Math teachers will administer diagnostic tests throughout the year, while ELA and English Language Development (ELD) classes will give beginning--of-the-year assessments. These 'diagnostic screeners' allow teachers to determine any gaps or learning loss from the previous year, and conduct detailed analysis of individual student progress on identified learning standards. In addition, math students will take common semester finals and one to two interim assessment block (IAB) tests. English classes will also administer an IAB and, along with ELD classes, common end-of-year tests. The results from these assessments will help inform lesson design, unit design, and most importantly, identify specific support needs for students. Where a student demonstrates significant gaps in a specific skill or cluster of skills, targeted support can be provided. This can include differentiation of instruction during live or synchronous instructional minutes and provision of tiered intervention support through small group or individual opportunities.

Formative Assessment

Consistent and effective formative assessment practices during synchronous instructional minutes and live contacts will enable staff to best use these times to meet collective and individual student needs. The use of these practices during daily instruction provides teachers real-time assessments of students' understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson and/or unit. It also allows for identification of specific student needs and supports differentiation of instruction.

Home-school Communication

SUHSD also values partnership with students and parents in progress monitoring. Regular home-school communication about student progress will provide important information for parents/guardians and will support more open communication channels. With more open communication channels, students and parents/guardians will be able to more effectively provide important feedback and information. This information might include details of current obstacles preventing full engagement. It might also include identification of specific content/concepts that are presenting difficulty.

Pupil Participation

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include participation in live synchronous instruction, submission of assignments to the teacher, submission of a Daily Engagement Survey created by the teacher, and other forms of contact/communication with the teacher to be determined by the site and teacher. Teachers will document attendance/engagement for each student in the Student Information System (Synergy) every day for every period. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments and progress.

Time Value of Work

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional Development (PD) will focus on the effective use of educational technology tools, assessment and feedback, essential standards-based instruction, social-emotional learning, as well as best practices for supporting literacy development and integrated ELD support. Additionally, job-embedded instructional coaching and PLC coaching supports will be provided. Professional development will focus teacher implementation of District curricula, on-line tools and platforms, as well as evidence-based instructional strategies and best practices for effective Distance Learning and collaboration. Professional Learning Community Course Leads, Teachers on Special Assignment, and Administrators will participate in Assessment Literacy PD to ensure teachers are equipped with the tools and skills to monitor and support student progress toward mastery of content standards. The Assessment Literacy PD will also focus on the integration of ELD standards and the data analysis of target student groups.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

COVID-19, and the resulting transition to a Distance Learning model, have significantly impacted the roles and responsibilities of staff across the District. Employees of the Salinas Union High School District (SUHSD) serve as Essential Employees as well as Disaster Service Workers. As a result many employees have been providing essential services (such as, but not limited to, food services, distance learning, payroll and human resources employees) for our staff and students, resulting in employees having to be on site to perform said services. The SUHSD is proud and honored to be surrounded by such committed employees, who have worked in various capacities and roles, since the beginning of this pandemic. In some cases, new roles and responsibilities are still being redefined (or refined) and will continue to evolve as the District prepares to reopen sites for in-person instruction. The following are some of the key changes to roles and responsibilities of staff, organized by area.

There are several areas that ensure sufficient response modifications made to staff roles to meet the academic and social/emotional needs of students, while ensuring the health and safety of staff and students.

Safety: The District shall follow all local, state and federal guidelines related to the reopening of schools, school-based programs, and office workspaces, (state and local health orders, Centers for Disease Control [CDC], California Department of Education [CDE], California Occupational Safety and Health Act [CALOSHA], etc.) as well as the requirements of Senate Bill 98 (SB98), hereafter referred to “The Guidance.”

The District has created a document that provides such guidance for the SUHSD to support a safe, clean office space work environment for employees. This guidance is not intended to revoke or repeal any employee rights, either statutory, regulatory or collectively bargained, and is not exhaustive, nor is it a substitute for any existing safety and health-related regulatory requirements such as those of Cal/OSHA.

Most notably, when physically at work sites, employees shall be required to complete a Wellness Survey, temperature scan and be provided the required personal protective equipment (PPE) required by The Guidance and their respective role.

To meet the needs of employees with restrictions (e.g., medical, childcare, etc.) the District will continue to implement the Americans with Disabilities Act (ADA), as well as protections under the Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing.

All of the SUHSD offices are all closed to the public, but appointments can be made when needed.

All meetings and training have been moved to a digital format to the extent possible, while other training sessions have been scheduled over multiple days to allow for proper physical distancing measures.

Certificated Staff

Working Conditions/Instruction delivery for teachers: Certificated staff are allowed to either to work remotely or from the school site. All instruction shall be by way of distance learning (DL). Components of DL shall include the adherence to the requirements of SB 98. DL will be a combination of both synchronous and asynchronous instruction. To better support students, students will take three courses per semester. The course will be completed in the semester. Teachers will have an Advisory period at the end of the day. The Advisory period is a time where students can check with their teachers about the day's instruction or other academic questions.

Academic Counselor

Counselors will continue to provide Intervention and Support to students. Counselors are allowed to either to work remotely or from the school site. They will deliver asynchronous /synchronous instruction counseling workshops on financial aid, college awareness and other pertinent topics; set clear office hours for parents and students; assist attendance team with inactive student/families; facilitate and/or participate in SST's, 504's, IEP's, and referrals to outside agencies.

Impact on Special Education Teachers: To serve the academic needs of students with disabilities (SWD), the district will support teachers by researching options to use a digital version of WIAT IV, when available in October 2020. The district will support Special Education teachers with Extra Work Agreements for changes in working conditions with DL.

Classified Staff

All classifications of employees have been impacted by the COVID-19 closure. The District and the Classified Bargaining Unit negotiated the ability to implement temporary schedule changes, rotations and reassignment as well as flexibility in classification duties (e.g., bus drivers,

bus attendants, community liaisons, campus supervisors, etc.) The District recognizes that new flexibility in classifications may require training in new and different support roles.

Some classifications have been alternating between telecommuting and/or working from their offices, when physical distancing measures can be maintained.

Custodial/Groundskeeping/Maintenance classifications were temporarily moved to daytime shifts, where possible, and are just now returning to normal hours.

All staff members in custodial and maintenance services have or will be trained in proper cleaning/disinfecting/sanitizing procedures.

Paraprofessional classifications have been provided training related to Distance Learning and online platforms support students with whom they work.

Administrators

The administration has been instrumental in supporting the District in interpreting and implementing The Guidance across all sites and departments. Each site has designated an administrator to serve as the COVID-19 Liaison responsible for responding to COVID-19 issues and concerns.

Related to distance learning, administrators:

- Ensure staff are providing students with appropriate Distance Learning opportunities and accurately tracking attendance/engagement.
- Reinforce stay at home requirements.
- Ensure all students and staff have access to the materials, training, and tools to engage effectively in Distance Learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to improve student learning.
- Support teachers, program specialists, and other instructional staff to implement District programs.
- Engage in collaborative time with teachers virtually, and facilitate regular virtual staff meetings.
- Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.
- Organize office hours/synchronous learning so that times at which teachers are available to students/families are not all at the same time, by subject area.

General Measures:

In addition to the above new roles and responsibilities, the District recognizes the increased need for:

1. substitute employees, as regular employees are taking leaves associated with COVID-19 and

2. additional training in Distance Learning protocols including educational technology platforms and their appropriate use by staff and students; student social emotional well-being during Distance Learning; identification, support, and intervention for students at-risk of neglect and abuse during Distance Learning; identification of students who have limited or no access to digital learning platforms, and how to overall support students during Distance Learning.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

SUHSD is committed to serve as a conduit and advocate for all students and their families, in order to guarantee educational equity through this pandemic and beyond. In addition to the targeted strategies outlined below for special student populations and subgroups, a plethora of additional supports have been developed for all students and stakeholders. With 79.05% of SUHSD students experiencing socio-economic hardships, all targets and stages have been designed to address their needs.

All students will be part of an Advisory class. The Advisory teacher will assist in monitoring student attendance and student academic performance. All certificated site staff, including Counselors and Teachers on Special Assignment (TSA) will have an Advisory class- in this manner Advisory class sizes are kept low, to provide better support to students. Pupils with unique needs will be intentionally scheduled into specialized advisories, where their unique needs may be better served. For example, our English Learner Specialists, TSAs, will be assigned to specific English Learners. For Students with Disabilities, the Advisory class also serves as a place where they can connect with their case carrier and receive necessary extra support and services. Students who may require social-emotional support may be assigned to an Advisory facilitated by a Counselor. Student performance data will be regularly analyzed by Professional Learning Communities, in order to identify students who may require enrichment or intervention support. Additional educational technology tools, like Writable (a software that has text to speech features and allows for flexible interaction with course curricula) for Designated ELD courses provides additional access and scaffolds for students with unique needs. For students who do not have consistent access to digital tools and/or dependable internet, course specific learning kits with physical instructional materials will be made available.

English Learners

English Learners: SUHSD is committed to providing teachers with the instructional tools, resources, and professional development needed to meet the instructional needs of EL students. Teachers will use the Gradual Release of Responsibility instructional model and Constructing Meaning strategies in Distance Learning to ensure English Learners receive integrated ELD instruction. SUHSD will ensure equity of access for ELs by establishing daily instructional minutes for designated ELD instruction, providing scaffolds to support English learners with access to content learning in all curricular area and ensuring students have the appropriate tools needed to engage in the curriculum, including access to technology, books, or assignment packets/learning kits. Teachers will analyze English Learner performance data in the Professional Learning Communities to determine appropriate and timely interventions. English Learners will also receive specialized support in their Advisory class. The Educational Services Department, in collaboration with other departments, will support teachers with professional development that will deepen their skills and capacity to deliver effective synchronous and asynchronous learning experiences for our

English Learners. Teachers will be supported to create engaging and literacy-rich online classrooms focused on high levels of oral and written production that both support students with the mastery of content standards while also responding to the social-emotional needs.

Students with Disabilities

Each student's case manager, teachers, and service providers (as appropriate) will collaboratively plan how they will meet the individualized needs of the student in delivering special education and related services remotely. Case managers and service providers will keep a record of all family contact, consultation, and services provided to each individual student they serve. Additional supports for students with unique needs during Distance Learning, will be implemented per District and state guidelines under IDEA protocols. We are continuing to serve our students with disabilities with fidelity and are committed to supporting students with unique needs in the virtual classroom through various best practice service delivery models to meet their emotional, social and educational goals, relevant to each students' individualized educational goals.

Distance Learning Instructional Environment: Students participate in Distance Learning within the home environment. Individualize instruction based on the essential standards and needs of the student. Students attend all classes including mainstream virtually.

Expectations for Students- Participate in Distance Learning four days a week. The first priority, assessment of present levels, and technology access/skills.

Expectations for Parents- Assist students with distance learning- Resources, prepare students' understanding of expectations of moderate restrictions when phased back to school.

Expectations for Teachers- Perform Distance Learning sessions and check-ins with students and families.

Expectations for Para-Educators- Support the teacher in the classroom with the students' distance learning.

Expectations for Service Providers- Online assessments when possible/valid and make comments on items that influence testing in assessment reports.

Homeless and Foster Youth

All homeless and foster youth will be contacted by a staff member to ensure they have all the necessary educational tools to continue a flawless transition back to school. During the course of the school year, the designated counselor, site liaison and District liaison will monitor the academic progress and attendance of our foster and homeless youth, and provide academic and emotional support as necessary.

Homeless Youth Supports

The District liaison will collaborate with local shelters to ensure our homeless youth have WiFi or hotspots available, Chromebooks, hygiene supplies or other academic resources.

The District liaison will collaborate with site counselors/teachers to identify students who are not making adequate academic progress. Our staff will communicate with students to assess student needs. Students will be referred to intervention tutorials as needed.

Communicate with parents/guardians to support with optional learning activities as needed between home transitions.

Provide families with community resource information: shelters, food bank, health, COVID19 testing and other community agencies.

Collaborate and coordinate with County LEA liaison to provide continuity of educational services as students transfer school within the county.

Coordinate with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.

Foster Youth supports

Weekly or Bi-Weekly check-ins with students and foster families via email, phone or virtual conference

Collaboration and coordination with County LEA liaison to have updates in each student case and potential change of placements.

Case management to support all eligible foster youth.

Monitoring of attendance/engagement and communication with teachers and administrators when needed.

Referrals to both District and community agencies for additional support/resources as needed.

Online tutoring services will be offered to eligible foster youth.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional Development continues to be provided to our teachers and para educators to ensure they feel they have the tools and skills to be successful in a DL environment. This includes three additional PD days during the summer to prepare for DL and ongoing PL for the remainder of the year.	1,000,000	No
The District purchased additional software applications for students in a Distance Learning environment.	\$200,000	Yes
Technology for students was purchased to ensure connectivity and to support them in creating a safe learning environment. Items such as chromebooks, hotspots with unlimited data, headphones and computer mice were purchased.	\$2,500,000	No
Purchased additional software applications for EL students and computer mice.	\$65,000	Yes
Technology for teachers and classified staff was purchased to ensure delivery of instruction remotely. Additional chromebooks, webcams, microphones, and monitors have been ordered.	\$1,560,000	No

Description	Total Funds	Contributing
Educational materials and supplies have been purchased for students to ensure they have the tools they need to be successful while learning from home.	\$250,000	Yes
District-wide Zoom license was purchased to support synchronous learning, parent workshops, and professional learning.	\$28,800	No
Our Educational Specialists are receiving additional compensation to support the changes in services due to Distance Learning.	\$145,000	Yes
Classified Staff overtime to prepare for textbooks and class schedule distribution.	\$15,000	No
Additional Technology for Students with Disabilities such as assistive technology to access Distance Learning instruction and iPads.	\$50,000	Yes
One Special Education Psychologist and two Program Specialists to continue providing appropriate services during Distance Learning	\$375,000	Yes

Description	Total Funds	Contributing
Mental Health Support Services for students continued through our partnerships with community agencies. All community partners continued services by adapting to virtual services. This was accomplished via Telehealth, HIPPA compliant platforms such as HIPPA compliant Zoom and Qliq which is a HIPPA complaint text platform.	\$1,328,643	Yes
Parent Digital Academy and on-going parent workshops that include topics such as socio-emotional support, academic student support (i.e. attendance, grades, senior resources), virtual parent/student applications and platforms. In addition, SUHSD Parents will also have an opportunity to participate in conferences such as California Association for Bilingual Education (CABE), Mental Health Matters and Parent Project.	\$840,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The Salinas Union High School District (SUHSD) will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring and monitoring learning status throughout the 2020-2021 school year through District developed and administered assessments. In English language arts (ELA) all students will be assessed three times with the STAR reading test to monitor reading Lexile growth, and all grade levels will administer a beginning, mid-year, and end-of-year assessments that are designed to show growth over the course of the year on essential standards that are vertically aligned across grade levels. In middle and high school mathematics students will be taking common finals that will measure the essential standards for each course, Smarter Balanced Assessment Consortium (SBAC) interim assessment benchmarks (IABs) and/or IAB-like tests, and diagnostic tests that measure prerequisite skills that link to the grade-level modules and units. In English language development (ELD) students will be assessed twice with District developed assessments that are aligned with the ELD standards and designed with English Learner Proficiency Assessment for California (ELPAC) -

the state assessment that measures English proficiency- items and will provide evidence of learning status by the standards and learning targets aligned to the ELPAC claims. In addition to the previous courses, District developed assessments will be administered in science and the social sciences that focus on the literacy standards for those courses.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Pupil learning loss gaps will be closed or mitigated through the consistent delivery of essential-standards based instruction, the implementation of effective assessments, and the timely response to formative data. Intervention time has been integrated into our bell schedule. Professional Learning Communities will consistently analyze common formative assessment data focus on essential standards. Data analysis will be disaggregated to assess the specific performance of identified target student groups- English Learners, Students with Disabilities, Foster Youth, and Homeless/Youth in Transition. Students identified as not meeting or appropriately progressing toward master of content standards will be provided with targeted intervention. Professional Learning Community Course Leads, Advisory Teachers, Counselors, Interventions Specialists, Administrators, and other support staff will coordinate needed support for target students including the referral to Tier 3 Academic and Social-emotional Learning resources and programs.

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time:

Tier 1: All students will receive standards-aligned instruction focused on priority standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2: Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support during the designated intervention time or during breakout room synchronous time.

Tier 3: Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions during intervention time.

Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information. . A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted support to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students

with exceptional needs, and homeless youth. As noted in other sections of this plan, a range of staff are regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate support. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff such as paraeducators or others. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available. Intervention Specialists and EL Specialists may also be involved to support any and all of the named student groups as they collaborate to support synchronous and asynchronous instruction during the school day.

During the summer months, high schools offered credit recovery for our seniors. Programs were implemented in a full Distance Learning model and incorporated expectations and elements that are similar to or the same as the District's full Distance Learning plan for 2020-21. These included:

- Use of Google Classroom as the Learning Management System (LMS)
- Daily live instruction -- and targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Pre and post-assessments aligned with the content
- Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance context.

Migrant Education Program staff will provide services that supplement Distance Learning instruction. Migrant Resource Counselors will create a Spanish video series of topics that assist students and their families with accessing and understanding the school's instructional programs, services and resources. After-school tutorial sessions will be offered targeting the newcomer student population needing to build their basic language, math or English skills, and for migrant students below standards in ELA and Math. Implement a credit recovery on-line learning with A-G coursework available in English and Spanish for newcomer migrant students and others whose entry date or interruption in school inhibits their ability to fulfill all graduation requirements within the high school cohort (Note: Effective this year, Cyber High licenses are no longer available from MCOE MEP) Evening hours will be made available for Migrant Education Program staff to provide follow-up support to maintain the student's continued engagement in Distance Learning and their transition to in-person instruction. Migrant Education Program staff will collaborate with Education Technology staff to develop a series of technology workshops for students to enhance their technology skills and their level of proficiency with the Universal Tools embedded in their Chromebook.

The Student Support Services Department of Salinas Union High School District will address learning loss for pupils with disabilities by increasing and diversifying our professional learning opportunities for all staff, certificated and classified. Additionally, we are providing town hall forums to address needs in real time as they arise. Finally, we have increased our accessibility to information by providing a coaches corner that has all the documents, recorded presentations and handouts as well as other pertinent information in one place available to all.

Foster and Homeless Youth- Counselors and liaison will monitor students academic and attendance progress. Students who are in need of additional academic support will be supported with additional interventions outside of the school day. SUHSD will continue to collaborate with community shelters to ensure our students have all the necessary tools to continue their education via distance learning. Similarly, the

District liaison will collaborate with foster families, county liaison and social workers to monitor our foster youth and ensure schools disruption is minimal to none when a placement change occurs. Counselors will meet with foster and homeless students on a regular basis to review academic and attendance and provide/refer for socio-emotional support.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The results of the District assessments will be one component that the SUHSD will use to measure the effectiveness of the services provided to address learning loss. All assessments will be disaggregated to show results for the following student groups: English learners, Low-income students, Foster youth, Pupils with exceptional needs, Pupils who are expressing homelessness. The results will be compared to measure student growth throughout the year on the essential ELA and ELD standards and compared to similar results by students from the previous year assessments that will be able to show grade level growth by vertically aligned standards. Math assessments will be monitored regularly in order to adjust instruction and target students for intervention. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Adjusting district assessments to accommodate a distance learning environment.	\$50,000	No
Additional Credit Recovery Classes to mitigate credit loss due to DL and no spring intersession.	\$175,000	Yes
High school students will have the opportunity to make up credits through credit recovery classes, winter, spring, and summer intersessions. Middle school students will have the opportunity to participate in extended learning, winter and summer intersessions.	\$700,000	Yes
Purchased Tableau data system to support implementation of the District's common assessment system.	\$15,000	No

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The Salinas Union High School District has been intentional about using existing systems of support, such as our Positive Behavior Interventions and Supports to address mental health and social emotional well-being of pupils and staff. We will still be strongly committed to accomplishing our goal of creating safe and caring environments for students, but now we are adapting to digital environments. We will continue with our tier 1 universal core practices which include school-wide positive behaviors and expectations which will be defined and taught. Procedures for establishing classroom expectations and routines consistent with school wide expectations. We will continue with our acknowledgement system to encourage appropriate behavior. We are developing a continuum of procedures to discourage problem behaviors, and transitioning our process for requesting assistance to interventions into a virtual format. Furthermore, we have embedded a trauma lens crosswalk to our professional development training. This means that we specifically identify why the particular PBIS practice/strategy supports students impacted by trauma. For example, teaching classroom routines, expectations, and class rules is a trauma informed practice because it creates consistency and predictability through clearly stated positive expectations. Routines support regulation, and can develop social-emotional competencies. We will monitor student and staff well-being via surveys such as the tiered fidelity inventory, which monitors our PBIS implementation, Self- Assessment survey which informs of perception of staff, and the school climate survey which addresses safety, culture, and social-emotional well-being. Specific resources for staff are being developed with the focus of emotional resiliency for educators, which will develop adult social-emotional competencies. All staff at SUHSD can register via email to be part of compassion resilience for educators. The goal of this program is to maintain mental, physical, and emotional well-being while serving students. Staff reflects on a monthly theme, receive weekly compassion resilience emails with activities, and provides resources and tips to build community. The program is grounded in the work of Dr. Elena Aguilar's book, *Onward: Cultivating Emotional Resilience in Educators*. These resources are available via weekly opt in emails and will further be available through our Distance Learning portal for all staff. Survey data for the staff participants will be collected three times a year, and programing will be adjusted based on the responses.

SUHSD recognizes that bullying is still a very relevant concern during the time of school closures. Prior to the closure of schools, cyberbullying was already an area of focus and remains so during distance learning. During the period of school closures, the Intervention Specialists will continue to provide bullying/cyberbullying resources throughout the year to school sites. This will include training in online bullying for site administrators, who in turn can provide the information to their teachers. Resources are also being made available to all administrators and teachers to help prevent online bullying. These include lesson plans and classroom activities from Be Internet Awesome, an online curriculum.

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines. All SUHSD staff will engage in Suicide Prevention training during the 2020-21 school year. This training will engage staff in exploration of the link between emotional distress and trauma, including ways to recognize and understand trauma, how to engage students with compassion and empathy, and how to get help if needed – particularly if there is a safety concern such

as suicidal ideation. The goal of the training is to recognize signs of trauma and distress early and intervene before a student becomes emotionally distressed to the point of thoughts of suicide.

A broad group of staff is involved in the monitoring and support of Mental Health and Social and Emotional Well-being. These include, but are not limited to, counselors, social workers, and Intervention Specialists. Counselors are involved in attending to student social and emotional needs and are trained to refer students for additional support as needed. This includes referrals to county resources as well as District supports such as the Wellness Center. The Wellness Center is the centralized support for providing access to mental health and other services across the District. Intervention Specialists and social workers are currently staffed at school sites that fund the services. These staff work to integrate all services for students and families by framing behavioral, mental health, and social services within the context of school culture and learning.

The Salinas Union High School District will continue their strong partnership with our community partners such as Monterey County Behavioral Health, Harmony at Home, and Community Human Services. The partnership with Monterey County Behavioral Health ensures that we have a mental therapist at every school in the District. The mental health therapists are available for students and for staff consultation. In order to accommodate the virtual world therapists have designed virtual office spaces with therapeutic activities, and modified their delivery by including text, talk, and virtual meetings. The long standing partnership with Harmony at Home provides exclusive support for middle school students who are in need of additional social emotional support and intervention. The continued partnership with Community Human Services provides additional support to high school students who are experiencing substance abuse or dependency, and need support with developing healthy coping habits. The Salinas Union High School District currently has two full time school social workers and is seeking two more full time social workers. The school social workers are designing social emotional support videos for students and staff in order to maximize their impact Districtwide. These videos are distributed via email, posted on school websites, and delivered through PBIS student lessons.

The Migrant Education Program staff will connect students and their families to community agencies that offer behavioral health services. An MOU would be established with the local mobile medical clinic to provide wellness exams and needed referrals to other medical services for students. Students and their family will be supported with supplemental food assistance via community agencies and non perishable food items as snacks for students participating in academic workshops. Socioeconomically disadvantaged migrant families would be provided health kits containing published health-related materials, COVID-19 personal protective equipment items, cleaning supplies for sanitation, personal hygiene products and non-perishable food items.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Good attendance directly affects a student's performance by providing consistency through instruction, access to teacher support, and a mastery learning of curriculum. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like as students and staff return this fall. SUHSD does not only want students to be present or "logged in," we want them to be engaged.

The district's Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. Using the framework from SUHSD Safe Reopening of Schools Plan the District has created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed. The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures the District identified new best practices, learning from the efforts of teachers, administrators, and other staff. A key change has been the expansion of the District's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. The District is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the District have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

- Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.
- Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model. On-site and Distance/Hybrid Learning attendance will be taken using our Student Information System (SIS) - Synergy. Teachers also have the option to communicate with the site-specific attendance teams and administration with student-specific concerns regarding student attendance.
- Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary. If a student misses 3 school days or 60% of the instructional week (synchronous and asynchronous), the site-specific attendance teams must try to make contact (phone, SMS or email) with the parent/legal guardian for re-engagement purposes. Run Average Daily Attendance (ADA) reports to identify students with absenteeism/truancy concerns.
- Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary. The site administrator who oversees attendance can share specific student attendance concerns with the School Attendance Review Team (SART).
- School-site SART's will be responsible for following up with at-risk students to provide support for access to a meaningful education.

Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of additional trauma. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. School closures have contributed to social isolation, which in turn has increased lack of connectedness and belonging. The attendance team from each Distance Learning class period will be entered into Synergy. Weekly engagement is recorded using our Student Information System (SIS) - Synergy. Certificated staff members are able to use the Gradebook feature to input daily, weekly, or project-based

assignments/lessons/projects/assessments. All activities can be graded and shared with students through Synergy's Parent/Student/VUE portal. Within Synergy, attendance teams can run reports to determine the number of days Absent or Distance Learning Late for re-engagement purposes.

Tiered Reengagement

Tiered re-engagement strategies for unengaged students are as follows:

Tier 1: Students attending school regularly

- Positive relationships, engaging school climate, clear and consistent communication between school and families

Tier 2: Students who attend/engage moderately

- Phone calls home, informational postcards, training with technology
- Provide device for Distance Learning (as needed)
- Referral to student support center or Wellness Center

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

- Referral to student support staff or Wellness Center
- Action Plan created with student and family
- School Attendance Review Team (SART) meeting

Tier 4: Unreachable students: No contact or engagement

- Home visits
- Referral to outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by Synergy reports, a report that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind.

SUHSD Certificated Staff Attendance Codes for Distance/Hybrid Learning 2020-21

Student attendance will be accounted for during all scheduled Distance/Hybrid Learning periods. Students will attend both synchronous and asynchronous class periods. The following attendance codes for certificated staff to use in Synergy are as follows:

Monday:

Periods 1,3,5 (Asynchronous):

P/Present: Student participated in the asynchronous assignment/lesson prior to 12:00am (Midnight). The teacher will have until Wednesday at 3pm (the same week of) to review student participation for recording attendance.

A*/Absent: Student did not participate in the asynchronous assignment/lesson prior to 12:00am (Midnight).

Advisory (Synchronous):

P/Present: Student is participating during Distance Learning class period.

*PL/Present Late: Student attends synchronous Distance Learning class period late. (after 15 minutes)

*A/Absent: Student did not participate in Distance Learning class period.

Tuesday - Friday (Synchronous Days):

P/Present: Student is participating during Distance Learning class period.

*PL/Present Late: Student attends synchronous Distance Learning class period late. (after 15 minutes)

DLL/Distance Learning Late: Student did not attend scheduled synchronous class period. The student participated in the lesson/assignment asynchronously prior to 12:00am (Midnight). The designated certificated staff member will have until 3:00pm the following school day to make change from Absent (A) to Distance Learning Late (DLL)

*A/Absent: Student did not participate in Distance Learning class period.

*Denotes that the SUHSD School-wide Messenger System - Blackboard Messenger - will notify the family regarding an Absence or Present Late (Tardy) has been coded on the daily attendance record.

These codes will provide rich and nuanced daily attendance data to inform site and District leadership regarding student attendance and participation. Expectations must be made clear to site staff, parents, and students. Distance/Hybrid Learning class periods can be accessed through the use of student-issued Chromebooks and Google Meets and/or other teaching platforms.

For the 2020-21 school year, truancy procedures/letters will be shared with the Deputy District Attorney (DDA) Office regarding Attendance and Truancy. Students who are considered Truant will be contacted by the site attendance teams and/or the site-specific School Attendance Review Team (SART). School site SART's can be responsible for following up with at-risk students who may be referred to Truancy Court.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The District will continue to provide access to FREE healthy meals for all students during the school year. The SUHSD Food Services department will continue the implementation of key operational procedures developed during the spring and summer months that ensure safe and effective meal delivery services. These include the use of a drive-thru, curbside pick-up process that ensures a minimum of 6 feet of social distancing for staff and students/parents during lunch pick-up, and the use of personal protective equipment (PPE) for our staff. The District will actively advertise our lunch service distribution in our District web-page, social media, site marquees, and blackboard message communication.

While on Distance Learning, all students are encouraged to pick up a bagged meal (includes lunch and breakfast) at any of our school sites. The drive thru/walk up service is available from 12 pm – 3 pm, Monday through Friday. The United States Department of Agriculture has extended the nationwide waiver to December 30, 2020. The waiver allows the District to provide meals to children ages 1-18. Parents/guardians are allowed to pick up meals for their children.

The District is currently working on a plan to deliver meals to students who are not within walking distance to a school site. We are in collaboration with neighboring Districts to identify locations that lack service to ensure all students in Salinas have equal access to free meals daily.

Under the hybrid model, the District plans to continue with the drive thru/walk up service for the students that are on distance learning. Students that are on site will receive a bagged meal in the classroom. Once our District returns to full on site learning our Food Services department will put plans into to place to maximize safety within the CDC guidelines.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Food Services materials and supplies to increase the number of serving stations once we return to site learning. May include: food carts, scanners, personnel, sanitation supplies and PPE.	\$6,000,000	No
	To ensure equity and access to rigorous education to meet the objectives of this goal, we will implement a comprehensive and consistent EL program District-wide. Students will take a pre and post assessment in their ELD, ALL, and ALD classes. EL Specialists will participate in ALD, ALL, and ELA/ELD framework training to provide support and implementation. EL Specialists will monitor and ensure appropriate student placement and academic success of all ELs, including those who reclassified within the last two years.	\$3,300,000	Yes
	Teachers will collaborate weekly to assess student learning and ensure appropriate and timely interventions are in place for their students. The PLC teams are facilitated by a course lead.	\$1,500,000	No
	Additional counselors were hired to reduce caseloads to ensure proper student placement, support for foster youth, ELs and SED. Students will have an academic plan to ensure a successful college and/or career pathway.	\$1,100,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.74%	\$37,390,078

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Salinas Union High has implemented various actions that will contribute to increased and improved services for all of our students and specifically for our English Learners, Foster Youth and Socio-Economically Disadvantaged students. A priority within the District is to ensure all of our students have access to WiFi, the District has purchased additional hotspots with unlimited internet access for our students in most need. Furthermore, many of our Local Control Accountability Plans actions continue to be implemented District-wide to continue providing support to our students and increase or improve the services provided to our unduplicated populations: English Language Learners, Foster Youth, Homeless and Student with Disabilities.

Devices and Connectivity

The provision of devices and connectivity access is being applied across the entire District, but is primarily intended to provide access for low-income students who may not have full access at home. The District purchased and distributed Chromebooks to any student in need and will continue to distribute devices to incoming 7th graders and 9th graders, new students at grades 7-12, and any continuing students who still need a device. Targeted outreach is occurring through Special Project Office in partnership with the site Community Liaisons to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided. The Migrant Education Program is providing new Chromebooks to middle school students who have an older model of Chromebook known to be malfunctioning and causing connectivity issues.

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and District. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As Distance Learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. Collaboration time with colleagues can build upon and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Curriculum Specialists & Professional Learning

The Curriculum Specialists within the Education Services department provide a range of professional development, including coaching, and help chart the instructional course of the District. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Having focused in the previous four years on implementation of the ELA/ELD framework, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and synergistic effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs.

Professional Learning

In order to better support our most vulnerable students, SUHSD has increased the amount of professional learning focused on student engagement, social-emotional learning, feedback, checking for understanding, literacy/language support, and Integrated ELD.

Intervention

SUHSD will increase the opportunities for targeted intervention for our focus student groups. All students receive a high-quality, standards-based instructional program through a viable and guaranteed program. Critical to designing and implementing a high-quality instructional program are our Professional Learning Communities (PLCs). Our PLCs meet weekly and the meetings are facilitated by our Course Leads. These meetings are contractual and must be centered around the following four questions:

What is it we expect our students to learn?

How will we know when they have learned it?

How will we respond when some students do not learn?

How will we respond when some students already know it?

As part of the learning cycle, PLC members discuss and identify essential standards or learning for each course and design formative assessments based on those standards. Teachers then facilitate and support asynchronous and synchronous learning activities that support teacher progress and mastery toward essential standards- including the use of checks for understanding and timely feedback. PLC teams then analyze classroom and individual student performance on the formative assessments in order to identify which students require intervention and which students may benefit from extension or enrichment learning opportunities. For students who are identified as not making adequate progress toward mastery of essential standards or learning, PLC teams design intervention or re-engagement plans. These interventions are offered to individuals or small groups during our Intervention block. If a student demonstrates continued struggle with mastering essential standards they may be referred to the site Student Success Team to determine if additional supports and intervention are appropriate and necessary.

In order to ensure vulnerable students are supported, PLCs are expected to disaggregate student performance data on formative assessments to ensure the learning of Homeless Youth, Youth in Transition, English Learners, and Students with Disabilities is monitored. PLC teams have access to a variety of resources including PLC meeting agenda templates and data analysis templates. PLCs are responsible for providing individual or small group intervention to these target student groups through Office Hours, our Intervention Block and/or after school hours when possible. In addition to these target student groups receive the following supports and intervention:

Migrant Youth: Migrant Resource Counselors will help monitor student classroom attendance, participation and engagement via GoGuardian, and provide immediate communication to parents during class time. Migrant Education students not enrolled in mathematics and/or English Language Arts until Semester 2 and those underperforming at the Quarter will have the opportunity for ongoing tutorial sessions with a bilingual staff person to improve their understanding of math and ELA concepts. Migrant Resource Counselors will assist with student outreach and recruitment for their participation in the intervention period.

Foster and Homeless Youth: District Foster and Homeless liaison will provide counselor/s and site liaison updated rosters of identified homeless and foster youth students. Liaison, counselor and site liaison will work collaboratively to identify students who are not progressing academically. Personal contact will be conducted to assess the student needs. As deemed necessary students will be referred to intervention, specialized advisory periods or to receive socio-emotional support through our wellness-centers or Community Human Services counselors. Furthermore, Foster and Homeless youth in need of credit recovery receive priority registration in intersession offerings.

Students with Disabilities (SWDs): Case Managers for SWD are responsible for ensuring the implementation of the student's Individual Educational Plan (IEP). Case Managers meet with SWDs and their caregivers during Office Hours or our Intervention Block as needed. Teachers are expected to regularly consult with their SWD Case Manager to discuss student progress toward mastery in content standards and IEP goals. General Education Teachers and Case Managers can determine and plan for additional interventions as needed.

English Learners (ELs): All sites have an English Learner Team composed of a lead EL Administrator, an English Learner Specialist (ELS), lead EL Counselor, and our EL Clerk. These teams meet regularly to ensure all ELs are appropriately scheduled and are receiving the appropriate level of supports for their English proficiency needs. They are responsible for monitoring the progress and achievement of their English Learners. Additionally, English Learners are scheduled into specialized Advisory cohorts facilitated by either an English Learning Development (ELD) Teacher or the English Learner Specialist to support English Learner academic engagement and attendance. Bilingual Paraeducators also provide additional supports and scaffolds during first time instruction during synchronous learning blocks. The EL Specialist also works directly with Course Leads to determine which ELs require additional support during our intervention block. SUHSD has also purchased Writable, a software that digitizes our ELD 1-3 curricula to make it easier for students to engage in writing, reading, and speaking. This software also provides teachers with ability to provide immediate feedback and interact more efficiently with their students.

Nutrition Services and Supplies

This action was implemented during school closures and throughout the summer across the entire District, but was primarily intended to provide food access to students and families facing food insecurity. Many SUHSD students and families already faced food insecurity prior to COVID. The pandemic's impact on employment and the resulting loss of income has made this an issue for many more SUHSD community members. Implementation of the action included additional food, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across the District. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer. The Migrant Education Program will provide healthy snacks to supplement

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during Distance Learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into advisory classes and establishing clear classroom and school wide supports to build positive culture and climate.

Nurse and Social Workers

This action, in non-pandemic times, represents another of the District's efforts to provide resources to the SUHSD community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to health services, including counseling and mental health services, this action is a critical support. Providing preventative health services and rapidly responding when needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

Wellness Centers

The Wellness Centers are another of the District's key gateways to support services. The Wellness Centers coordinate a range of services through a single point of access. These services include individual counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions, health insurance enrollment/health advocacy, and LGBTQ Safe Zone trainings. Prior to COVID, the Wellness Centers played a key role in addressing issues of trauma, including for those students who are homeless or coming from transitional experiences. In the current context, these services are even more critical. As has been shared in other sections of this plan, student groups including English Learners, Homeless Youth, Foster Youth, and Low- Income students are more likely to experience disproportionate impacts from the pandemic, including trauma. This action has and continues to be a service that is open to all, but is intended to and continues to provide valuable services to unduplicated students.

District Community Liaisons

The DistrictCommunity Liaisons implement a range of engagement opportunities including weekly parent meetings and monthly workshops. These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or those students who stand to benefit most from further empowering their parents/guardians. The programs provide parents/guardians the skills and encouragement to take on leadership roles within their school community and participate in District level leadership opportunities. This is intended to increase the amount of representation among leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops and other resources provided by the Special Project Office and school sites establish a safe and

welcoming space for parents to connect with peers and staff who are invested in elevating their voice and authentic participation in improving school and District outcomes. During school closures, the community liaisons partnered with the attendance office staff to engage students and families who have been 'unreachable' or are otherwise unengaged. This work has included outreach by phone and, when necessary, direct home visits to make contact, assess needs and provide support.

Foster and Homeless Youth

All foster and homeless youth students have been personally contacted by a staff member to inquire if they have all the necessary tools to participate in Distance Learning. As needed students have received school supplies, hygiene kits, laundry kits and technology tools. Both site and District staff will continue to monitor the student academic progress and attendance. Students who are in danger of not passing their coursework will be recommended to participate in an intervention, monitored by the site counselor and/or intervention specialist and regular communication on the progress with the parent or guardian. In addition, foster and homeless students will continue to have enrollment priority in any outside of school enrichment or intervention opportunities. In addition, all foster youth will have a 6-year academic plan to ensure a successful college and/or career pathway. Also, counselors will evaluate a student's mobility after the 10th grade and identify if the student qualifies for Assembly Bill 167/216.

Psychologist and Program Specialists

Distance Learning has posed some challenges in meeting compliance requirements for state IEP guidelines, therefore an additional psychologist position has been secured to assist in this process. Additionally, due to scheduling conflicts with IEPs being held in the afternoon, two Program Specialists were secured as District LEAs. Distant Learning has also impacted our Ed Specialist as they have had additions and changes in their work responsibilities. Extra work agreements were offered to staff for these job duties.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The actions and service included in this plan are the most effective use of these funds to meet our District's required percentage (26.74%) of increased or improved services for our English learners, low-income students, foster youth, students with disabilities and students experiencing homelessness during the COVID-19 pandemic. These actions are in addition to base level services and will result in positive academic, attendance, and engagement outcomes in data for students. The SUHSD District staff will continue to increase and improve services for our targeted student groups by continuing the following actions found in our 2019/2020 LCAP:

1. Mental Health Services
2. Academic Interventions
3. Reduced counselor caseload to ensure our targeted students have 1:1 meetings with their counselors to develop 4 and 6-year plans.
4. Materials and Supplies for Distance Learning such as headphones, computer mouses, additional hot spots, pens, pencils, notebooks, etc
5. Purchasing more robust hot spots and new chromebooks
6. Purchasing iPads for our Students with Disabilities above and beyond their chromebook devices
7. Providing students the opportunity to receive therapy during the school day during office hour time, so that instructional time is protected
8. Evening and Saturday Tutoring

9. ELPAC and AP test preparation
10. One on one tutoring services to improve reading fluency
11. Fall and winter credit recovery
12. Basic Supply Bags (hygiene kits, face masks, hand sanitizers, laundry detergent)
13. Continuing to provide meals to our students

Further, these actions and services are specific to our targeted subgroups:

1. Professional development in the areas of Systematic ELD, Constructing Meaning, Culturally relevant pedagogy, cultural competencies and strategies that help foster an LGBTQ-inclusive school environment, and literacy across the content areas.
- 2.. Family engagement opportunities that include weekly meetings discussing topics selected by our families and attendance at an annual conference.
3. Paraprofessional training that includes strategies to support our English Learners in the classroom.