

Learning Continuity and Attendance (LCP) Feedback Summary and Response From Stakeholder Groups

Stakeholder Group Meeting Events:

1. District English Language Advisory Committee (DELAC): August 18
2. Migrant Parents: August 25
3. LCAP Parent Advisory: August 31
3. Parent Survey: August 2020

The Draft Learning Continuity and Attendance Plan (LCP) was presented and questions and comments were collected at each of these meetings. Feedback was also collected from surveys emailed to parents and posted on our district website. The input was evaluated for commonalities, synthesized and summarized. The summary, and response to this feedback and where it affected revision to the LCP is indicated below

FEEDBACK	RESPONSE
<p>#1 Technology: Stakeholders stated the need for additional technology for our students, staff, and DELAC representatives.</p>	<p>Our district has increased the number of hotspots available to our students. In addition, hotspots now have an unlimited data plan. New Chromebooks have been ordered to replace outdated Chromebooks. Mice were purchased for English Learners and students in Special Education. Headphones were purchased for all students.</p> <p>Our Information Technology department is open daily from 8:00 am to 5:00 pm to support students with technology issues. Buses with wifi in the community in neighborhood areas with more need.</p>
<p>#2 Professional Development: Stakeholders recommended additional professional development opportunities for all staff.</p>	<p>Teachers received multiple professional learning opportunities during the Spring and Summer to deepen their repertoire and proficiency with research-based distance learning tools and practices. Professional Learning will continue throughout the school year- both during the workday and after school hours for our teachers. Some of the professional learning topics to date include:</p> <ul style="list-style-type: none"> ● Educational Technology Tools: Google Suites applications, EdPuzzle, Gizmos, HyperDocs, Kami, Zoom, Go Guardian, Nearpod, Jamboard, etc. ● Assessment Literacy and Essential Standards ● Routines and Culture in Distance Learning ● Lesson Design for Student Engagement in Distance Learning ● Managing Individualized Educational Plans

	<ul style="list-style-type: none"> ● Co-Teaching ● Supporting our English Learners
<p>#3 Parent and Student Involvement:</p> <p>Stakeholders recommended that students and parents be involved in the decision-making process and that training be provided for parents on how to support their students in a distance learning environment.</p>	<p>Parents can continue to be involved in a variety of stakeholder meetings, professional development, and opportunities to participate in conferences and workshops</p> <p>Stakeholder Involvement Committees</p> <ul style="list-style-type: none"> ● Parent Site Level <ul style="list-style-type: none"> ○ PBIS Tier 1 ○ PBIS Tier 2 ○ Safety Team ○ School Site Council ○ English Language Advisory Committee <ul style="list-style-type: none"> ■ Parents of English language learners ○ Parent Groups ● Parent District Level <ul style="list-style-type: none"> ○ District English Learning Advisory Committee <ul style="list-style-type: none"> ■ Parents of English language learners ○ LCAP Parent Advisory Group ○ District Parent Advisory Committee <ul style="list-style-type: none"> ■ Parent of migrant students ● Student Site Level <ul style="list-style-type: none"> ○ PBIS Tier 1 ○ PBIS Tier 2 ○ Safety Team ○ School Site Council ○ Associated Student Body ● Parent Professional Development- Conferences and Workshops <ul style="list-style-type: none"> ○ Parent Digital Academy ○ Strengthening Families Program ○ Mental Health Matters Conference ○ Strengthening the Family Conference

	<ul style="list-style-type: none"> ○ Other Workshops based on needs assessment ● Site weekly parent meetings, ongoing parent training on ways to better support the students during DL, Socio-Emotional workshops <ul style="list-style-type: none"> ○ All school sites have a site Community Liaison, liaisons provide direct support to parents. They also collaborate with site personnel and community resources to hold site parent meetings.
<p>#4 Academics:</p> <p>Stakeholders recommended additional academic support for students.</p>	<p>Opportunities for enrichment and tutorials, advisory should be limited to no more than 15 students and within the same grade level</p> <ul style="list-style-type: none"> ● All students have been assigned to an advisory period. The purpose of the advisory period is for students to feel connected to a staff member. ● Specialized Advisories were created for students with unique needs- for example, Migrant Youth, Students with Disabilities, and English Learners. ● Intervention and support will be offered every Monday, Tuesday, Thursday, and Friday. Students will be recommended or assigned to intervention based on their academic progress. Intervention and supports will be offered by Teachers, counselors, other designated staff, or community partners. ● An on-line learning credit recovery program will be provided to 10th and 11th grade migrant youth after school. ● College/career readiness team through Intervention specialists working on videos, supporting through advisory classes, and specific to grade level. ● Videos created to assist with college applications. 1 video overview of the presentation. Video by section prior to hosting workshops. Live google meets in Nov by section of college apps (“About Me”, “Academic History”, “Testing”), etc. Counseling Newsletter
<p>#5 Communication:</p> <p>Stakeholders recommended more communication between the schools and parents.</p>	<p>Updated assignments and grades, web page, and social media use applications to increase communication (i.e. remind), newsletters, or FAQ’s page</p> <ul style="list-style-type: none"> ● All teachers are expected to post weekly assignments on Mondays via Google classroom. Student grades must be updated at a minimum every two weeks and posted live on ParentVue. ● Teachers and counselors will also have office hours on Monday, Tuesday, Wednesday, and Friday. Parents have been notified of how to schedule an appointment at the beginning of the school year via the class syllabus. ● To ensure our families have the most updated information the school sites and the district have a web page with the most updated information. Also, both the district and the school sites have social media accounts to provide a variety of announcements and updates regarding student academics, activities, grading periods, and other important

	<p>information.</p> <ul style="list-style-type: none"> ● A SUHSD Parent Newsletter will be published twice a month to provide the most updated district information. Information will be solicited from a variety of departments. ● Furthermore, our district has created the Distance Learning Portal- one platform with a variety of information and resources for students and parents.
<p>#6 Site Support:</p> <p>Stakeholders recommended that someone always be available during school hours.</p>	<p>Staff available during business hours to answer phones lines and direct parents</p> <ul style="list-style-type: none"> ● All school sites have staff available during business hours to respond to questions or direct them to appropriate staff (attendance, counseling, interventions). ● Every school site will be open during regular hours and be supervised by no less than two administrative staff. ● Every office within the school site will be open to provide service to our students, staff, and community as necessary to conduct regular business operations. Each office will have at least one employee each day. ● The Counselor's Virtual Office is also posted in each teacher's google classroom for easy access to the Counselor's contact information and resources. List of Counselor activities thus far: Homeroom Activities (8/17-8/21), Homeroom 8/27/2020, Homeroom 9/10/2020. Progress Check-ins with the Intervention Specialist are happening every Friday in the homeroom and include socio-emotional check-in questions. Activities and guided videos will continue to be disseminated for upcoming topics.
<p>#7 Socio Emotional Support:</p> <p>Stakeholders recommended additional socio emotional support for students.</p>	<p>Salinas Union High School District has PPS credentialed counselors for each student enrolled.</p> <ul style="list-style-type: none"> ● SUHSD has two school social workers and is recruiting to hire two more ● Strong community partnerships and MOU's with Community Human Services, who provide services to high school students who need support with substance abuse and substance prevention. SUHSD also has a continued partnership with Monterey County Behavioral Health which provides a licensed therapist at each school site throughout the district. Our middle schools are provided supplemental counselors through Harmony at Home when there is a need to provide intense intervention for trauma. The Salinas Union High School District is committed to reducing the counselor caseload from 450 to 400.
<p>#8 Health & Safety:</p> <p>Stakeholders recommended ensuring health & safety of students by providing access to</p>	<p>Food: 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</p>

<p>the proper Personal Protective Equipment (PPE).</p>	<p>personal protective equipment (PPE) for our staff. The District will actively advertise our lunch service distribution on our district web-page, social media, site marquees, and blackboard message communication.</p> <p>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. Parents/guardians are allowed to pick up the meals for children ages 1-18.</p> <p>The District is currently working on a plan to deliver meals to students that 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.</p> <p>Personal Protective Equipment: When physically at worksites all employees will be provided the required personal protective equipment related to their job classification.</p> <p>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 place to maximize safety within the CDC guidelines.</p>
<p>#9 Absences:</p> <p>Stakeholders recommended ensuring absences are recorded properly.</p>	<p>Students are only marked truant when there is not a valid excuse to verify the student's absence. During Distance Learning, students have the opportunity to join live, synchronous classes for each class period, in which case they would be marked Present (P). If the student arrives after 15 minutes into the synchronous class, then the student will be marked as Present Late (PL). If the student misses any synchronous class, the student has the opportunity to complete/attempt the assigned work prior to midnight (that same day the synchronous class was scheduled) and be considered Distance Learning Late (DLL) which also counts for having attended class. Lastly, students/families are able to communicate with either the attendance office (or certificated staff member) to share any absences prior to the synchronous class period. A valid excuse will provide a verified excuse for the absence.</p>
<p>#10 Social Interactions:</p> <p>Stakeholders recommended opportunities for students to engage in non-academic</p>	<p>Opportunities for students to engage in non-academic activities</p> <ul style="list-style-type: none"> ● Students continue to be able to participate in clubs, peer tutoring, dances, and class competitions virtually. ● ASB has held Virtual Spirit Weeks throughout the first term of school in each of the district high schools. Welcome

activities.

Week was a virtual spirit week that included dress up days, themed weeks, contests, and virtual dances and activities.

- Link to example: https://www.instagram.com/p/CD2_4bhFikd/?igshid=2hpygqo0axw6
- ASB's in all high schools are advertising activities through Google Classrooms, Advisory, Daily Announcements, and individual ASB social media accounts.
- Each district ASB has held virtual Club Rush activities in which all students can sign up with their favorite club, or create one of their own that is advised by a certificated teacher in the district.
- Link Crew has continued to support freshman students throughout virtual learning. They have offered movie nights, game nights, and hang out rooms for social interaction. Link Crew has also offered peer tutoring throughout the term for freshmen needing assistance in virtual learning while interacting with peers from their school.
- Advisory has continued to provide much needed social interaction between teachers, students, and administration. Many lessons have been created using Kahoot games, Art projects, Friday school pride videos, and current and updated support on mindfulness and social-emotional learning lessons that are interactive with the group.
- PBIS has continued to build school culture through the student of the week drawings, newsletters to the community, and surprise staff social distance visits to randomly drawn students. Teachers and staff hand deliver movie packs to students chosen for recognition weekly from contests ranging from wearing school colors, turning on their cameras for teachers, and submitting work on time.
- Clubs have taken on a significant role in providing much needed social interaction within groups and friends. Clubs are available and open to all students. Students wanting to see their friends and chat have the ability to do so in regularly scheduled club meetings. These are providing much needed activities outside the regular virtual learning lessons. Students are able to keep a connection to their campus and interact in a different medium than just virtual learning on the computer. The social interaction and project based clubs give students much needed activities that are of interest to them.

Link to club rush:

<https://docs.google.com/presentation/d/1jcbidRkIHQa7CnL-h6m6kOLUnJZeXcTfmcE36zCY4SU/edit?usp=sharing>