

LGSUHSD Board Spring Update

March 30, 2021

Presentation Overview

- Spring & Summer Timeline
- Academic Support/AP Test Prep
- SEL Survey & Multi-Tiered System of Supports
- Summer School Update



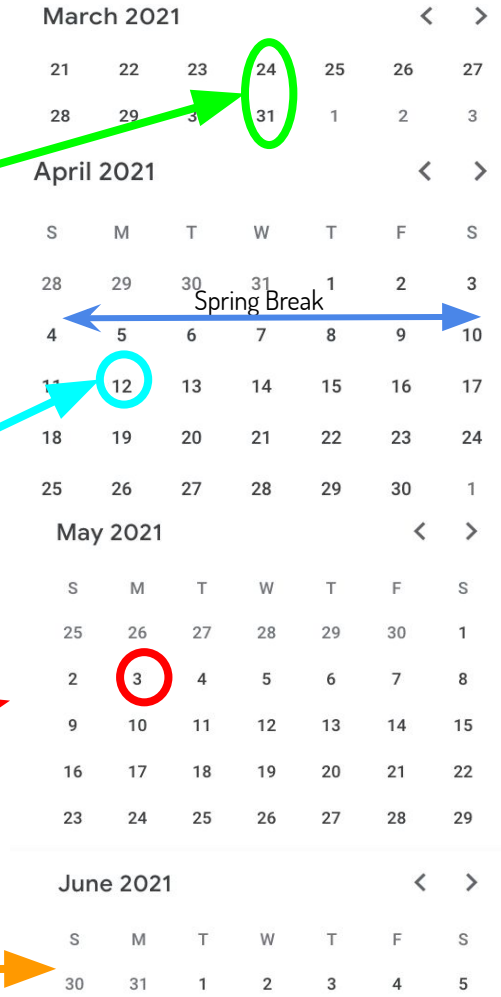
Spring Reopening Timeline Update

Students will return to campus for phase 3A on Wednesday March 24th and March 31st.

Phase 3B reopening will begin on April 12th.

Projected expanded opening in early May.

Finals week and graduations



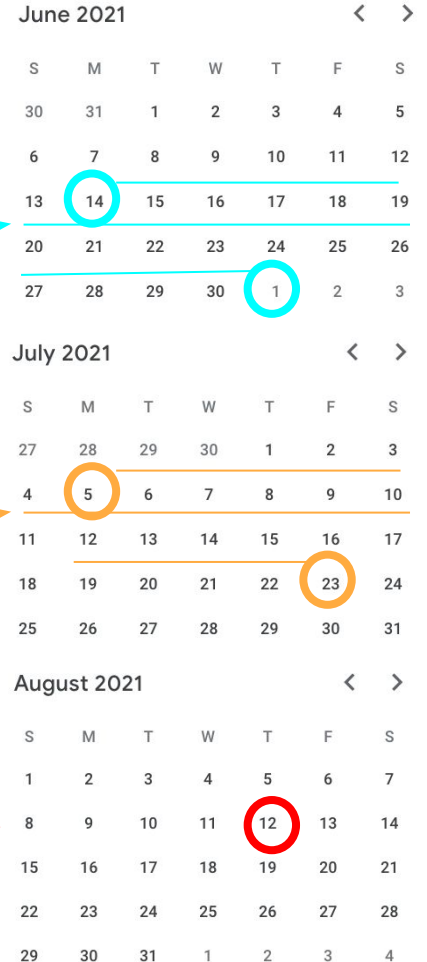
Looking Ahead- Summer & Fall

Summer School Session 1
June 14 - July 1
8:30am - 12:30pm

Summer School Session 2
July 5 - July 23
8:30am - 12:30pm

First Day of School*
August 12, 2021

*planning for full 5 days/week fall opening



Academic Support/AP Testing Support

- **Fall & Spring:** Academic Support for all students who need extra support through our Academic Tutoring/Mentoring program
- **Spring:** Additional Academic (AP) Support for students preparing for AP tests
 - Surveyed AP teachers for interest in providing additional support for students after school and/or on weekends
 - Posted extra duty positions and authorized up to 2 hours/week per AP teacher for up to 7 weeks
 - Received 21 teacher volunteers and will offer sessions in AP Bio, AP Physics, AP Chem, AP Lit & Comp, AP EnviroScience, AP US Hist, AP Calc, AP Govt, AP Euro, AP Spanish, AP US Hist, AP Japanese, AP CompSci, AP Calc AB, and AP Calc BC

LOS GATOS - SARATOGA UNION HIGH SCHOOL DISTRICT

HUMAN RESOURCES

March 22, 2021

IN-HOUSE ANNOUNCEMENT OF A TEMPORARY EXTRA-DUTY CERTIFICATED VACANCY ELIGIBILITY POOL

The Los Gatos-Saratoga High School District is seeking a pool of credentialed applicants for the following position in the 2020-2021 school year:

AP TEST PREP

Los Gatos and Saratoga High School

SALARY:	\$40 per hour
DATES:	March 22, 2021 – May 14, 2021 (7 weeks)
HOURS:	Up to 2 hours per week
CLOSING DATE:	Friday, March 26, 2021 at 12:00pm

APPLICATION PROCEDURE:

District employees interested in applying must provide written notification to Human Resources by **Friday, March 22, 2021 at 12:00pm**. Notification should be sent via e-mail to pzepeda@lqsuhsd.org

Social Emotional Learning (SEL) Survey

- What is SEL again?
 - Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- **Students and Parents will be asked to complete an anonymous SEL survey on Wednesday, March 31st. There is an optional section where students/parents can leave their contact information.**
- Purpose of Survey: Gather data from both the student and parent perspective regarding the mental health impact as a result of distance learning to assist the district/schools in modifying, developing and/or enhancing mental health supports and services.
- Topics of Survey:
 - Identify the types and severity of mental health challenges (e.g. stress, anxiety, depression, low mood) experienced by students during distance learning.
 - Identify supports that were effective and/or were desired, but not accessed, by students during distance learning.
 - Identify obstacles to accessing mental health supports/services while on campus.
 - Identify anxiety/worry in returning to campus and what the district/schools can do to reduce that anxiety/worry.
- 8 Questions plus 1 open ended item; Structure will allow us to disaggregate data by site and grade.
- Data will drive Multi-Tiered Systems of Support (next slide).

SEL Multi-Tiered System of Supports (MTSS)

Tier 3 - Tertiary Interventions

1-5%

- Individual Students
- Assessment-based
- High intensity

- ◆ IEP services
- ◆ Therapeutic Program (Assist)
- ◆ WRAP Services (Home)
- ◆ TBD?

Tier 2 - Secondary Interventions

5-15%

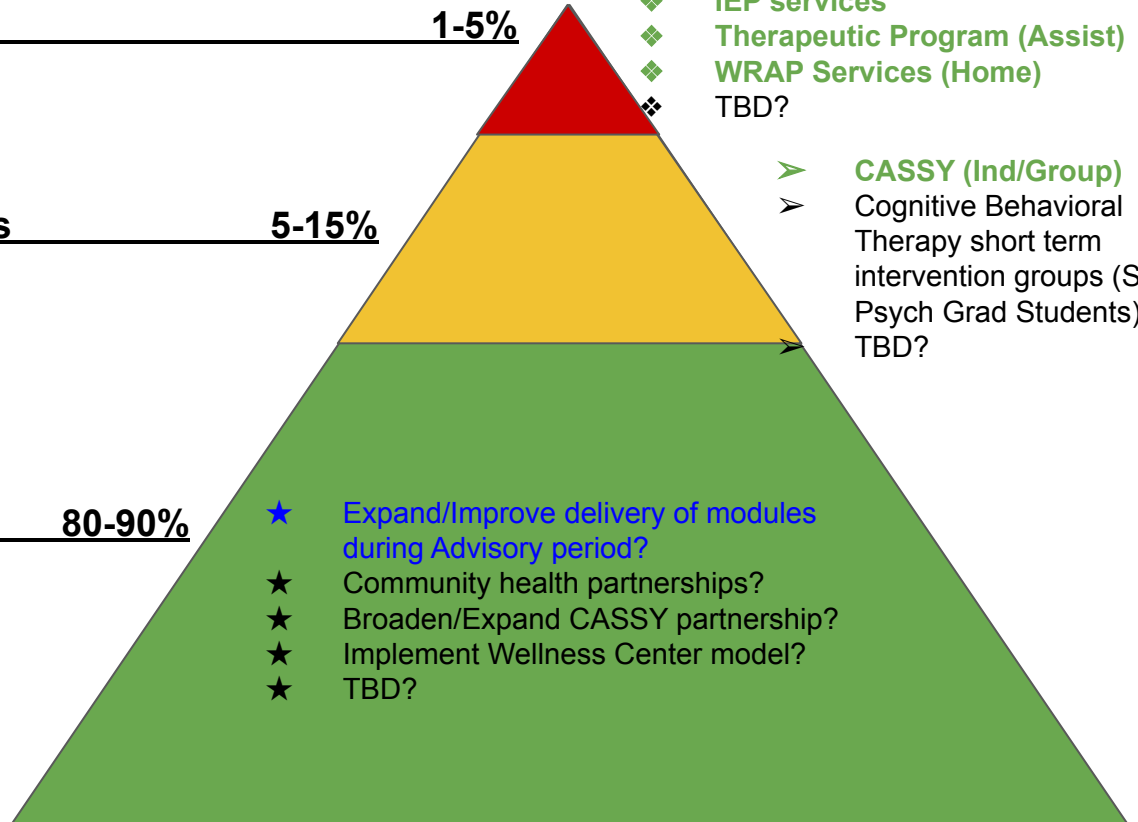
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some Individualizing

- CASSY (Ind/Group)
- Cognitive Behavioral Therapy short term intervention groups (School Psych Grad Students)?
- TBD?

Tier 1 - Universal Interventions 80-90%

- All students
- Preventive, proactive

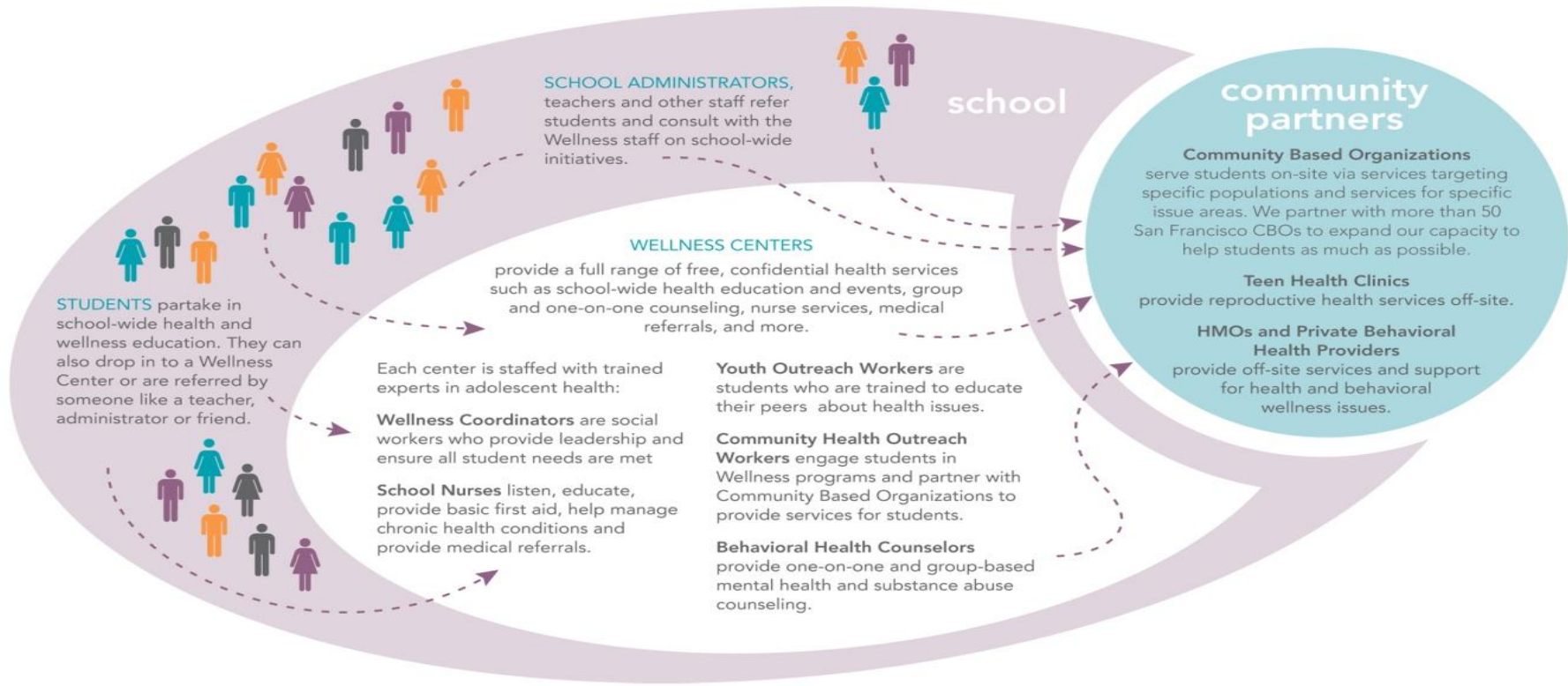
- ★ Expand/Improve delivery of modules during Advisory period?
- ★ Community health partnerships?
- ★ Broaden/Expand CASSY partnership?
- ★ Implement Wellness Center model?
- ★ TBD?



Vision of a Wellness Center

The mission of a Wellness Center is to improve the health, well-being, and educational outcomes of high school students through the promotion of healthy lifestyles and the provision of coordinated, early intervention health, mental health, substance abuse and other support services at the school site.

Who is on the Wellness Center Team?



How does the Wellness Center address school wide health and mental health issues?

The Wellness Center coordinates monthly health awareness events, school wide education and prevention activities focusing on a variety of topics. Wellness Center staff and Youth Outreach Workers also provide classroom presentations on prominent health and mental health issues relevant to the student body.

Key Findings: *Journal of Adolescent Health*

Key Findings

The study, published in the highly regarded *Journal of Adolescent Health*, is one of the first to examine the relationship between use of school-based health and wellness services and youth development assets in the school environment—characteristics of the school environment that are directly linked to improved attendance and academic success. Key findings include:

1 Compared to students who do not participate in Wellness services, students who use any Wellness services report statistically-significant increases in school assets—even those who visit just one or two times (Figure 4).

2 Students who visit their Wellness Center more frequently report higher assets (Figure 4).

3 The students who participate in services most frequently have the highest risk factors, report the highest school assets scores, and experience the strongest caring relationships with adults in the Wellness Centers (Figure 5).

Figure 4. Dose-Response Relationship between Wellness Service Use and Increased Assets

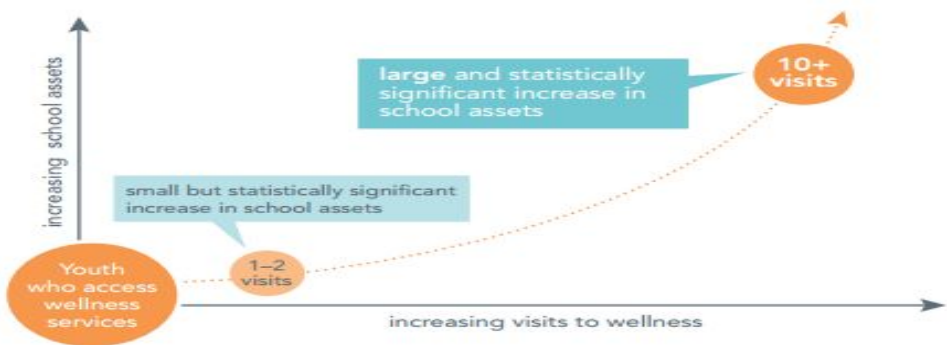


Figure 5. Effect of Wellness Service Use on Youth Development Assets in the School Environment



[†] Results compared to students with matched risk profiles who did not use Wellness services. Effect sizes are statistically significant at $p < .001$.

Summer School Update

	Special Education	Credit Recovery	Academic Enrichment	Recreational Activities
Focus:	<ul style="list-style-type: none">● IEP Team decision● Extended School Year is provided to prevent regression	<ul style="list-style-type: none">● Recommended by school counselor to replace a D/F grade from a previous semester● Students can earn up to 10 credits (2 sessions)	<ul style="list-style-type: none">● Will focus on the four core academic areas● Will focus on key academic topics/skills identified by our departments● Voluntary and non-credit bearing● May partner with LGS Rec for administration of this part of the summer program	<ul style="list-style-type: none">● Wide variety of recreational activities● All programs provided by LGS Rec
Dates:	6/7-7/1	6/14-7/1 (Session1) 7/5-7/23 (session 2)		TBD - Determined by LGSR
Times:	8:30 - 2:30	8:30 - 12:30	TBD (likely aligned with Credit Recovery dates)	TBD - Determined by LGSR

Recommended Commitments

- **Spring 2021** - Board & staff are committed to expanding to a single mixed cohort (no hybrid) model for all in-person students by early May.
- **Summer 2021** - Expanded academic enrichment and recreational options.
- **August 2021** - Board & staff are committed to opening for Fall 2021 in a full in-person schedule with options for remote learning for those students who choose to do so based upon health & safety concerns.