

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 COVID-19 pandemic has directly affected the Health Careers Academy and the entire Stockton Unified School District (SUSD) community and impacted the lives of our students, staff, families, and school communities. Due to the impact of the COVID-19 pandemic, Stockton Unified School District (SUSD) was forced to close all buildings, offices, and facilities to the public beginning on March 17, 2020 to ensure the safety and healthy well-being of students, staff, and families. The COVID-19 pandemic has had a systemic impact on instructional and operational logistics across SUSD and presented challenges to students and families accessing basic services. Throughout the pandemic SUSD has continued to provide distance learning, student meal distribution, professional development, and mental health, social-emotional and physical well-being services for students, staff, and families. SUSD due to health and safety regulations mandated by the state of California provided all summer school experiences and professional development through distance learning platforms and began the 2020-2021 school year with distance learning being provided to all enrolled students, while providing meals to enrolled students with opportunities to pick up breakfast, lunch, and dinner meals from 28 school sites that were spread across the attendance boundary of the district. All school sites have staff on site during the week to address the needs of students and families by appointment and following safety and health guidelines and protocols. The disruptions caused by the COVID-19 pandemic have created experiences of trauma connected to physical separation resulting in an increase of staff, students, and families experiencing anxiety and trauma from isolation and disconnection aligned with school communities being distant from each other during a world wide pandemic.

In response to school building closures, hotline numbers were made available so that stakeholders could have access to speak directly to or leave a message for Technology support, Distance Learning assistance, District Nurses, Elementary & High School Counselors, Mental Health Clinicians, and Child Welfare & Attendance staff. COVID-19 has greatly impacted the timeline of receiving and distributing needed resources (e.g. Personal Protection Equipment (PPE), laptops, WiFi hot spots, instructional supplies, student organizational planners, plexiglass partitions). The District continues to provide opportunities for stakeholders to provide feedback and input on needs and respond to these needs as quickly and creatively as feasible within the "new reality" landscape that COVID-19 has created for all of us to live within. Instructional staff worked collaboratively in developing distance learning instructional schedules, systems of synchronous and asynchronous learning experiences, virtual Back To School Nights, and were provided with professional development focused on engaging students with

high quality rigorous distance learning while ensuring students and their families have access to all of the standards-aligned curriculum online and access to their physical textbooks and consumable learning workbooks. The changes to programs and district building closures to address the COVID-19 emergency presented major impacts on students, staff, and families.

Some of the most serious impacts of school building closures were the challenges of ensuring all those facing food scarcity were being provided with meals/food, all students had access to a computer/laptop and ability to access the internet, providing individual and group counseling and mental health services, maintain contact and providing direct services to families in transition whose location and contact numbers change frequently, and with students that require and had been getting one-to-one contact with adults for services such as physical & occupational therapy, speech therapy, and mobility and physical support for immobile students. The impact of shelter in place for safety, distance learning, and not being able to be around classmates and colleagues in-person, experience learning through distance interactions, and taking part in end of the year and beginning of the new school year celebrations, promotions, and graduations virtually, presented social-emotional and mental-health impacts that as a school system and community we had never collectively experienced before. A direct impact of the COVID-19 pandemic has been: direct teaching and student learning occurring within student's place of residence in front of a computer screen, with the majority of instructional learning and support occurring through distance and remote platforms, observing as a system the increased need for trauma informed and restorative practices access for all students, the role of managing and engaging both adults and students within the "new reality" presented by the COVID-19 pandemic, having students not being able to physically be in the room with their teachers and being present within their place of residence Monday through Friday during traditional school hours, learning focused on navigating the online virtual realm of distance learning, students and adults being in front of a computer screen for extended periods of time on a daily basis, parents and guardians doing their best to support their children's learning within their place of residence, increased needs for trauma informed care and culturally and linguistically responsive teaching and learning, and addressing all of the financial, health, mental, emotional, and societal struggles intertwined with the COVID-19 pandemic and aligned with sheltering in place experiences for an extended period of time. The ripples of the COVID-19 pandemic impacts on the community has been vast and presented a collective sense of urgency in addressing the social-emotional and academic needs of students, staff, and families.

Health Careers Academy and SUSD during the spring and summer of 2020 worked with stakeholders, provided opportunities for stakeholders to provide feedback in their desire for students to access learning through safe and healthy models of instruction in the physical and/or distance learning space, while planning for the strategic learning systems and interventions that need to be provided to students to directly assist grade level standards-based skill development, mental health and social-emotional well-being support to address the challenges experienced accessing learning during the spring and over the summer due to the impacts of the COVID-19 pandemic. Health Careers Academy values the need to address all students' learning goals and social-emotional development with an equitable approach focused in serving the needs of our foster youth, English learners, families in transition, low-income, and special education student groups. In providing needed academic, nutritional, mental and social-emotional well-being services to students, staff, and families, our Learning Continuity and Attendance Plan is aligned with the expectations of all state and county public health orders to ensure as a District we are safely serving the needs of our students through delivery of whatever instructional stage is allowable as we continue to adapt to the new realities presented by the impacts of COVID-19 and recognize the fluid and dynamic nature of this pandemic.

Stakeholder Engagement

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

The overall stakeholder engagement efforts and process Health Careers Academy with Stockton Unified School District (SUSD) has made in providing opportunities for stakeholder feedback for those who either had or did not have internet access involved surveys, phone polling, virtual online & phone-in feedback community dialogues, phone calls directly to families, departmental collaborative meetings on strategic outreach to families faced with connectivity challenges, social-media outreach, district parent/guardian advisory committee meetings, pamphlets and informational documents passed out at local community stores, strategic staff outreach through home visits and phone calls to families faced with connectivity and communication accessibility challenges, partnership with local organizations in family outreach and engagement efforts, and collaborative discussions with SUSD union and departmental leaders. SUSD provided opportunities through distance/remote platforms for collaborative discussions around the various proposed instructional/learning models to implement that are allowable within the various pandemic health stages of instruction in which participants could choose to log-in to participate by connecting by computer, phone, or send in their comments and questions to the District in writing. Translation/interpretation services were offered and provided during the stakeholder engagement dialogues and the surveys were provided in multiple languages. A student engagement forum was facilitated with a student panel that provided opportunities for students to share their thoughts and needs aligned with distance learning and accessing social-emotional and mental health resources. SUSD provided opportunities for the Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), and Parent Advisory Committee (PAC) to share needs, feedback and insight aligned with the development of the Learning Continuity and Attendance Plan. Town halls, listening sessions, and special board study sessions were held virtually providing opportunities for stakeholder feedback to be shared that was used to inform the Learning Continuity and Attendance Plan; these efforts were done at the same time that surveys and phone polls were provided as forms of engagement outreach opportunities for stakeholders to provide valuable input that was used to inform SUSD's planning process in addressing strategic planning focused on academics, attendance, student and family engagement, mental health and social-emotional well-being, culture and equity, nutritional and health services, and distance learning logistics. A Distance Learning guidebook was developed in collaboration with staff and family involvement and input and the guidebook was provided to families and translated into multiple languages. Stakeholder engagement feedback and input was analyzed, data analysis was utilized to identify trends that emerged from feedback received from stakeholders, student's, staff, and families' needs were identified, and health, safety, and instructional logistics for providing high quality rigorous instruction were considered, a public hearing was held providing for opportunities for stakeholder feedback regarding specific actions and expenditures proposed to be included in the Learning Continuity & Attendance Plan (LCP) and were posted on the SUSD website with paper copies available at the District office, the superintendent responded in writing to questions posed at the CAC, DELAC, and PAC meetings, and a public hearing on the plan was held at the Sept. 15th board meeting prior to finalizing and adopting the Learning Continuity and Attendance Plan (LCP) at a public SUSD board meeting held on September 22nd, 2020. SUSD began engaging stakeholders in the spring of 2020 in the planning process of providing continuity of learning services in an effort to adapt the strategic planning process to meet the needs of students, families, and staff through a collaborative development process.

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

Health Careers Academy with SUSD promoted stakeholder engagement through phone-calls, text messages, email options, social-media outreach, school site communication with families, parent/family committee meetings sharing the dates and various ways to connect and participate in the public meetings, opportunity to drop off written feedback or suggestions to the District office, and website postings of

important information and access to resources aligned with the Learning Continuity & Attendance Plan. Call in by phone and/or connect by way of a computer device remote options, and sending in written comments were provided for participation in public meetings and public hearings aligned with the Learning Continuity and Attendance Plan (LCP). All public meetings were accessible by stakeholders who chose to connect either by calling in by phone or otherwise electronically to both observe and address the Stockton Unified School District (SUSD) Board of Trustees. Emails, text messages, and phone calls were sent out aligned with the District list of enrolled students to inform stakeholders of the public meetings and how to connect to the meetings as well as social-media posts informing stakeholders of the public meetings and directions on how to access SUSD Board meetings and interpretation services for the public meetings. Meetings focused on the topics aligned with the Learning Continuity and Attendance Plan were communicated out to stakeholders through email, phone calls/texts, website posts, and social media outreach.

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

Ideas and trends that emerged from analysis of the feedback from stakeholders focused mainly on the need for students to have access to laptops and WiFi hot spots to ensure connectivity within their place of residence, the need for counseling and mental health services to be readily available to students and in support of addressing the well-being of staff and families connected to the traumatic impacts of the COVID-19 pandemic, social-emotional learning lessons to be taught and provided within distance learning, professional development for instructional staff on engaging students through using distance learning platforms and virtual teaching tools, workshops and training for families on how to use a computer and supporting their children using the distance learning resources, students having direct access to teachers and that distance learning is a challenge especially for primary grade students and those with exceptional needs, student access to tutoring and homework help, and addressing child care needs of essential workers. Some of the other ideas and trends that emerged were the need for students to have a virtual/distance space to socialize, talk to other students, and make friends outside of the academic learning time, staff training for distance Individualized Education Program (IEP) services, recorded lessons so students and families can access them for continued learning and support, and the desire for schools to provide in-person instruction for students when allowable. Students and families shared that staying connected to live instruction was a challenge at times because either the student or the teacher would lose their connection to the live instruction and be dropped from the classroom learning group and would have to log back in. A feedback theme among families was that patience and understanding about internet issues and connecting with live classroom instruction would be appreciated as everyone is doing their best to make the current situation work. Students shared that they appreciated the need for patience and understanding with them not always being able to put on their cameras due to bandwidth issues and not having their microphone on all the time due to distractions that are happening around them during distance learning. A common theme with certificated and classified staff feedback was that there is a big and fast learning curve expected in adapting to the distance learning formats and various platforms and the importance of maintaining consistency in the distance learning school day schedule to the extent possible to provide students and families with a consistent expectation of what school looks like during distance learning. The request for training in using digital tools to ensure students are accessing learning and engage students in learning was shared by staff. Families and staff shared a common theme in their feedback that families and students need training on how to access the online learning tools and log on to the virtual classroom with additional supports for students who struggled to engage in classroom learning within both distance learning and in-person instructional offerings. Families specifically shared in their feedback a theme that personal one-on-one check-ins by staff with students who are struggling with distance learning to see if students are understanding assignments, need tutoring support, and how they are mentally doing during the COVID-19 pandemic are desired. All stakeholder feedback reinforced the theme that distance learning most likely presents challenges for students who are not visual learners and feel supported through social interactions and that small group learning options and the opportunity for students to ask questions and get help from the teacher is really needed during distance learning. For all stakeholder groups the

consistent themes that were shared in feedback was the need for access to laptops and connectivity for students and staff, mental health and social-emotional services being provided to students during distance learning are needed, cleaning and disinfectant supplies readily available to all staff who are working on sites in-person, family workshops supporting distance learning and videos showing how families and students can access District resources, and more opportunities for students to interact with classmates virtually in a non-academic manner until it is safe to return to in-person instructional offerings.

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

Specific stakeholder input received from engagement participation opportunities for feedback throughout the spring and summer months and during the beginning of the 2020-2021 school year provided direction of the need for development of the plan to focus on health and safety of students, staff, and families, access to instructional technology and WiFi hot spots to ensure connectivity, providing student meal pick up options across the district attendance boundaries, and ensuring students have daily live instruction and interactions with their teachers with more supports being provided to parents/guardians to support their children during distance learning. The decision on how schools should reopen was made via a combination of county and community input. SUSD has gained community input via phone polls, surveys of stakeholders, and collaborative meetings with families and bargaining units. Due to the data-based spikes in COVID-19 in our city and county and the guidance provided from state and local governments, SUSD found in the stakeholder feedback analyzed an increased desire for full distance learning to be the instructional offering and an option that continues to be provided to families that continue to have health and safety concerns aligned with the COVID-19 pandemic throughout the 2020-2021 school year. One of the first areas aligned with continuity of learning that was influenced by stakeholder feedback around health and safety concerns aligned with COVID-19 was the need to implement a daily health services COVID-19 process, daily temperature checks, and a contact tracking and tracing system in place to implement in cases where a COVID-19 positive individual incident presents itself anywhere throughout SUSD. Stakeholder engagement process influenced the choice of the planned structure for in-person instructional offering of creating a hybrid blended instructional schedule in which students would attend school within cohorts for two consecutive days and receive distance learning for the three days they are not physically within the school building being provided with in-person instruction; with flexibility for students with unique needs to be able to access an increased amount of in-person learning experiences on a site by site basis. Through survey results, stakeholder feedback, and collaborative meetings with SUSD bargaining unit leaders, it was determined that the most feasible in-person instructional offering that would address the learning needs of students while providing the ability for school sites to implement health and safety protocols and procedures would be the hybrid blended learning model taking into account the challenges and desires shared by stakeholders. With many stakeholders expressing health and safety concerns aligned with the COVID-19 pandemic, with a focus on continuity of learning, SUSD chose to actively explore the ability to offer on an ongoing basis distance learning for students even once in-person instruction resumes on a regular basis to address the concerns shared by families and staff. A key takeaway from stakeholder input that influenced the development of the plan was the need for the development of clear guidance describing daily live instruction for all students every day; including the grading system and minimum number of instructional minutes per day; this specific feedback facilitated the District creating both the Distance Learning guidebook for families and a web page found by clicking the hand icon on the SUSD home web page that provides information and hyperlinks to all the resources families expressed an interest in having access to and knowledge about within the input and feedback provided throughout the plan development process.

The greatest trend of stakeholder feedback that influenced the plan was student and staff access to devices and connectivity needs. The District in addressing these needs were influenced by the feedback for access to WiFi by ordering laptops to ensure students and

instructional staff have access to a working computer with a camera and ordering a WiFi hot spot for every enrolled student and some for teachers and instructional support staff that shared within survey results they were in need of support with connectivity issues within their place of residence due to various factors. With many of SUSD's essential workers sharing that they needed child care support, SUSD worked in partnership with outside agencies to offer child day camps five days a week on school campuses for SUSD staff children that are in the TK-8th grade age range free of charge aligned with the impact of providing an instructional model of full distance learning on essential workers. With many students and families expressing a need to access academic support and extra instructional time to address the challenge of understanding content within distance learning, SUSD focused on addressing learning loss challenges through increasing the tutoring options offered to students and providing tutoring support through District staff and partnerships with outside agencies to increase student access, increased the time frames and hours in which families could connect with a staff member to answer their questions or assist with distance learning needs, provided credit recovery program access to all high school students, and increased access to reading intervention programs for students with exceptional needs.

In addressing the stakeholder shared need around access to supports within distance learning focused on technology support, students, families, and staff support resources were developed across SUSD to ensure stakeholders could easily access support in multiple languages. Technology and internet access and Chromebook support, mental health and behavior support services, live and recorded workshops and training opportunities were developed specifically to address the specific needs communicated within the stakeholder input that was shared. Specifically with family engagement within distance learning, school sites provided office hours access to staff later in the evening to increase the access that working families had in opportunities to have their questions answered and problems solved relating to distance learning. Curriculum and Language Development office staff provided general assistance during distance learning and guiding documents were created for staff and families with hyperlink resources embedded within the documents to help with centralizing access to resources and information for staff and families (e.g. technology support, curriculum support, child health and safety information, attendance guidance and support, mental health support, counseling services).

In response to stakeholder's needs aligned with school nutrition and having access to school meals for students, SUSD provided breakfast, lunch, and dinner meals at 28 school sites strategically across the District attendance boundaries Monday, Wednesday, and Friday (two days worth of meals were provided each day) and at the four comprehensive high schools to accommodate the needs of distance learning schedules, meal distribution occurred twice a day, 6:45-7:30 am and 10:30 am-12:30, on meal distribution days to adapt to the communicated needs from students, families and staff to gain access to meals during times that did not impact the distance learning schedules for students at the high schools. The day camp for children of essential workers were located at the meal distribution school sites to ensure that the children taking part in the day camps were provided with snacks also beyond their daily school meals. In recognizing the need to provide supports focused on responding to the learning challenges with extended distance learning and access to social-emotional and mental health services to address trauma-informed care needs of students, the stakeholder engagement process influenced increasing the opportunities and services provided to students, families, and staff in the areas of technology access and support, tutoring and homework help, counseling and academic guidance planning and support, mental health group sessions and workshops for students, families, and staff, and social-emotional learning programs integrated into the distance learning experiences for students.

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.]

Within the month of June 2020 the Health Careers Academy aligned with the District and was engaging stakeholders in the process of what would be the most effective and feasible in-person instructional offering to provide for the opening of the 2020 school year. Due to the shift of COVID-19 positive data throughout the county the District shifted to focusing on starting the school year within full distance learning offerings. The Stockton Unified School District (SUSD) staff continues to stay focused on ensuring the reopening of school buildings for in-person instructional offerings is centered around safety and provides high quality first instruction for our students. While current health conditions and state COVID-19 watch-list mandates do not permit offering systematized in-person instruction, the district continues to have strategic planning processes in place for a hybrid blended learning model so that SUSD is prepared to offer in-person instructional offerings to students once the state and county health officials provide the health guidance that it is safe to do so. No matter what instructional stage we are in, SUSD is committed to ensuring that all staff and students have the Personal Protection Equipment (PPE) needed for delivery of instruction and access to learning aligned with the health and safety guidelines provided by local and state health officials.

While we are continuing to refine and modify our plans in collaboration with San Joaquin County Public Health and our County Office of Education, as a District, we will continue to utilize every action we can implement to manage the challenges brought on by COVID-19 focused on providing learning environments with maximum safety for every student and staff member, while proceeding with our guiding mission to graduate every student college, career, and community ready. SUSD, with a focus on health, safety, and student learning needs, are planning on offering two modes of instruction for families to choose from once in-person instructional offerings are allowable; these will include a 100% distance learning option and a hybrid blended learning model with a staggered schedule for part in-person and part distance learning being provided to cohorts of students. SUSD, when transitioning into in-person instructional offerings as allowable by local and state governance, will provide within stage two a hybrid-blended stagger model of instruction having students attend in-person learning within cohort student groups supported by distance learning experiences on the days that the student cohort groups are not on campus receiving in-person instruction from the teacher; SUSD will continue to provide a full distance learning option for those families that prefer continuing with 100% distance learning. The shift to in-person instructional offerings is focused on providing access to high quality first instruction to all students. In both instructional offerings, SUSD is focused on providing opportunities for students to participate in synchronous live instruction both within their place of residence and within the physical classroom through various technological supports in collaboration with learning management systems such as Google Classroom; thus, providing opportunities for students engaged in distance and in-person learning offerings to collaborate with their peers and have access to high quality first instruction provided by instructional staff. With the shift to in-person instructional offerings the primary focus will be on health and safety measures, thus, efforts to effectively conduct contact tracing, in coordination with the San Joaquin County Public Health, students will be organized into cohort groups, designated student groups that will attend in-person instructional offerings together on the same days each week, as much as is feasible. During this process all district, state, and county guidelines will be followed to ensure the health and safety of students, staff, and families. SUSD will be working with departmental staff and union leaders in developing systems for the creation of lessons being taught by teachers to be recorded, creating a library of instructional resources for students and families that allows for increased and improved access to standards-based direct instruction and explanations of concepts and assignments presented by the teacher. These resources would allow for working families to have flexibility

in supporting their children's learning needs and support students who have unique needs and/or would benefit from re-watching instructional lessons taught by a teacher within their grade. During times when all students are engaged in distance learning within an in-person offering model of instruction, instructional staff will support student engagement by providing Google Classroom communication of expectations, links to assignments, learning support resources, collaborate with other teachers using student data to guide instructional planning, offer office hours for students and families to engage within, and small group and individual support for students with unique needs.

The hybrid model will combine face-to-face instruction with online learning, thus, reducing the number of students in the school building for social-distancing by moving some of the course delivery online with a stagger in-person schedule. Within the Hybrid blended learning instructional model class sizes will be reduced and furniture strategically positioned throughout the in-person learning settings to ensure feasible social-distancing learning environments are created. Personal Protective Equipment (PPE) will be provided to all on-site staff and students, soap will be readily stocked at all times, and hand sanitizer stations will be placed at the front of all schools. Recess, physical education (PE), and lunch schedules will be strategically created to address the health and safety guidelines of having students and staff on campus. School site plans will be developed at each school to minimize increased bunching up or crowding situations that would not be aligned with social-distancing protocols and blending of student cohorts. Passing periods for middle school and high school students would be minimized and strategically staggered with directional movement protocols in-place to address increased health and safety protocols. Staffing during instructional stage three will address the logistical needs of student's weekly access to in-person instructional offerings, with in-person after school programs being offered and maintaining distance learning options for families; in all of the in-person instructional offerings all daily safety and health protocols will be implemented and followed aligned with the guidance of the local and state health professionals guidance. On campuses, movement of students and staff will be developed in a way where movement is designated in a to and from flow that allows for reduced close encounters and health conscious movement for all those on campus. The classroom-based instructional schedule model will ensure student learning and competency development through providing the needed instructional minutes, common-formative curriculum-based assessments for grade level teachers to utilize within their instructional collaboration and planning time, and a transitional model into in-person instruction that provides a smaller class size within a hybrid blended learning model to address the health and safety needs aligned with the life level of the students within the classroom. The District assessment schedule will be implemented in collaboration with teacher collaboration time focused on formative and summative assessment student data that will be used to develop instructional supports to address the learning challenges experienced by students due to the impacts of COVID-19 and implementing interventions to provide a Multi-Tiered System of Supports (MTSS) approach to meeting the diverse learning and social-emotional needs of students. During all in-person instructional offerings all students and staff that are on school campuses will take part in a daily COVID-19 health services self-check process, have their temperature taken, wash and/or sanitize their hands prior to coming on campus, and social-distancing protocols will be adhered to. An increase in daily deep cleaning and sanitizing of all communal spaces and physical contact locations (e.g. door knobs, desks, sinks, playground equipment) will occur with no use of communal water fountains allowed and recess, P.E., and lunch health and safety daily routines implemented. All SUSD transportation vehicles will be sanitized and cleaned prior to students entering the vehicles and once students are dropped off at the school sites for the morning routes, the vehicles will be cleaned, sanitized, and remain without anyone on board for 30 minutes prior to being used again to provide transportation to students from school to their bus stops closest to the student's place of residence. With the COVID-19 pandemic presenting an ongoing fluid and dynamic change in the ability for SUSD to be able to provide in-person instructional offerings, the District will continue to work in partnership with the local and state health officials and departments and follow their guidelines and mandates with allowable in-person offerings throughout the 2020-2021 academic year. Thorough disinfectant procedures will be followed with daily disinfection of high touch areas throughout the day and regular deep cleaning of classrooms, communal areas, and frequently touched surfaces. Staff and students will be encouraged and provided with instructions for self-screening for symptoms at home using a user friendly process that is compatible with computers and

phones. The schedule for in-person instructional offerings will provide, to the extent possible, family choice about the process of their children coming on campus (which days, aligning schedules with sibling or in place of residence peers) and developing a hybrid schedule that addresses the needs of student populations with unique and exceptional needs, while creating ongoing opportunities for connection and interactions online for distance learning. In-person instructional offerings will take into account the need for students to be taught simultaneously at school and at home. With the two-day rotations, students will be placed in learning cohorts/groups, each of which is on campus two days per week and distance learning the other three days; student populations with high needs will be strategically provided with increased access and opportunities to take part in in-person instructional offerings. Curriculum-based, interim and summative assessments will be used to prioritize literacy and math needs, understand broad areas of standards-based learning areas of concern, and understand the impact of distance learning while strategically planning instructional learning approaches to address the individualized and whole class learning needs. Data audits on student's needs aligned with student groups who have unique needs will be conducted to provide increased access and support such as small group instruction, peer mentors, counseling academic guidance and support, family education and engagement office outreach in support of increasing family capacity to academically support students, after school tutoring and homework support, reading intervention programs, and credit recovery programs for high school students. Instructional collaboration time will be provided at least twice a month to instructional staff for intentional time spent on reviewing student data and developing strategic instructional plans and activities to address the academic learning and social-emotional development needs of students. Student's social-emotional well-being will be supported through social-emotional learning lessons provided, counselors, mental health clinicians, and behavioral assists working in collaboration with teachers and providing direct services to students, staff, and families. Positive Behavior Interventions & Supports will be implemented across the District and professional development will be ongoing addressing the trauma-informed care and restorative practices implementation of strategies in support of developing an equitable learning environment for all students. When possible within in-person offerings, additional services will be provided principally addressing the needs of foster youth, English learners, families in transition, students with disabilities, and other identified student groups that data supports the need for social-emotional and academic supports to be provided for. SUSD will continue to communicate and engage stakeholders regarding plans and use the input shared to continually adapt the modes of instruction to best meet the needs of students.

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

Description	Total Funds	Contributing
Increased health and cleanliness protocols for students	1,000	Yes
Signage, posters, and floor decals for visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing/sanitizing protocols.	1,000	Yes
Maintain custodial/maintenance staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	3,000	

Description	Total Funds	Contributing
Individual instructional supplies to limit the number of individuals using shared objects and ensure students have the materials they need to be fully engaged in the learning process.	8,000	No

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.]

Health Careers Academy is committed to providing high quality distance learning, driven by standards-based district adopted learning materials, focused on grade-level content, while providing social-emotional learning opportunities that address social-emotional well-being of all students. A quick links document was created for easy access for parents and students to connect to the online district adopted learning materials and a parent and student technology resources guide was developed in multiple languages to support an increased and improved access to resources and information. The Curriculum and Instruction department created documents for students and families that provided access to the full district adopted learning materials (curriculum) and teacher and staff guidance documents for providing continuity of educational services during times of distance learning focused on instructional content, assessment timelines and protocols, foundational skills to be systematically and directly taught supported by small group practice time, formative assessments to guide instructional modifications, unwrapping the Common Core State Standards (CCSS), and instructional support for English learners within both designated and integrated English Language Development (ELD). SUSD created an Educational Continuity Plan guide for district staff to utilize as a resource for foundational preparedness, short term preparedness, and long term preparedness in delivering instructional services within the COVID-19 pandemic.

HCA administration and Leadership team will lead the planning and scheduling process for distribution of student learning materials and collaboratively work with teachers, grade level teams, and subject area teams on the structure of providing site folders for collaboration and sharing of resources to be used with classes (shared drives, Google Classroom, school/class website, etc.). Instructional daily bell schedules and identifying systems for lessons and resources to be collected in site shared folders were developed in support of distance learning. Site administrators will create and communicate troubleshooting contact information to families and staff for technology support, curriculum support, child health and safety, attendance issues, virtual meeting and workshop dates, and other important information. Teachers will provide daily live interaction for the purposes of instruction, progress monitoring, and maintaining school connectedness through synchronous and asynchronous forms of delivery. For High School assessments will occur throughout the school year following SUSD

expectations for assessments defined for Semesters/terms (students in 9th-12th grades); the general education teacher and the special education specialists will collaborate utilizing joint planning time to strategically address the use of special instructional techniques for all students who need special assistance with assessments. Distance learning for special education will take place in the form of instruction through the use of a variety of technologies to facilitate student-teacher and teacher-student communication. Teachers will share daily learning materials and will maintain regular communication with parents through direct check-in calls, emails, texts, Google Classroom, SeeSaw, Classdojo, Reminds, Padlet, Kami, Zoom, regular office hours, and other online platforms.

Health Careers Academy will administer grade level standards based diagnostic assessments with all enrolled students and instructional staff will collaboratively analyzing the assessment data results and strategically plan instruction to address identified gaps of academic skills and knowledge. Instructional staff will utilize learning management systems (e.g. Google Classroom, SeeSaw, Classdojo) to provide standards-based instructional materials and assignments while providing full student access to the district-adopted curriculum online and physical copies of the textbooks for student learning during distance learning. Synchronous, live real time, instruction between students and teachers will be provided on a daily basis. The live instruction will model a real classroom as much as possible within distance learning, provide opportunities for students to ask questions and receive feedback, engage students in collaborative learning experiences, guide students through accessing the online curriculum and assessments, and provide small group and one-on-one instructional support. Within asynchronous learning, instruction that consists of students each learning the same material but at varying times/locations, learning will be aligned to live learning and instruction, teacher feedback and opportunities to pose questions will occur within live instruction or through distance forms of communication (e.g. email), students are able to interact with learning content at their own pace, and allows for more flexibility in scheduling. Students will be provided with learning assignments to complete during live real time interaction with their teachers and during off line times with teachers keeping track of student assignments within their grade books. Distance learning instruction will be based on SUSD's adopted curriculum: Benchmark, Steps to Advance, Attainment, Pearson, and iReady Math with online access to all of the curriculum. Daily attendance will be taken by the teacher and contacts between teachers, students, and parents and/or guardians will be ongoing in support of ensuring instructional continuity for students. Music instruments were sanitized and distributed to students for the term/year per Center for Disease Control safety guidelines. SUSD, in the Spring of 2020, when the District first addressed the instructional impact of COVID-19, created and provided to staff an Educational Continuity Preparedness Plan filled with resources for providing quality distance learning and developed a teacher guidance document focused on daily instructional scheduling, how to use Google Classroom, Google Hangout, Google Meet, and Zoom resources for teachers and students. SUSD created a Distance Learning Guide that was accessible to stakeholders in multiple languages and distributed during the beginning of distance learning being offered for the 2020-2021 school year. Back to School nights and Title 1 Parent Presentations were all provided through virtual platforms allowing for families to attend and engage school staff with questions and shared needed areas of support within distance learning. A Parent and Student Technology Resource guide was developed, located on the Health Careers Academy home page and found once you click on the hand icon for families, that provides clickable links and resources for live parent/guardian training, information on using Google Chrome, resources about the various learning management systems (LMS) that are being used within distance learning, live instruction video platforms, district adopted curriculum, G Suite by Google, Illuminate and Synergy, library media resources, and other reference resources.

In accordance with SUSD Board Policy 5121, "grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests and portfolios." HCA's grading policy is aligned with SUSD's grading policy for grades 9th-12th will receive letter grades A (90%-100%), B (80%-89%), C (70%-79%), D (60%-69%) and No Mark (replaces F, 0-59%, will not affect GPA) on report cards. With all grade levels of enrolled students engaging in a distance learning program, the instructional schedules provided opportunities for the instructional models to be flexible by school site, include breaks, and provide an instructional

balance between live instruction and student guided learning between whole class and small group instructional learning support. Distance learning in the spring of 2020 was a learning experience for all that were involved and within the stakeholder feedback analyzed by the District, adaptations and improvements were made to increase student access to direct instruction from their teachers, learning engagement activities, family access to online resources and distance learning support training, with an overall focus on increased student interaction and opportunities to actively participate in their distance learning experiences. HCA ensured that within distance learning all students received at least the minimum of instructional minutes that were required by Assembly Bill 77: 4th-12th grades at 240 instructional minutes; after accounting for daily live instruction, teachers strategically structured for the remaining distance learning minutes for the instructional day. Access and availability for students to fully access the curriculum regardless of the mode of instruction was a primary focus of SUSD. Laptops were passed out to all students who needed access to a laptop within their place of residence and WiFi hot spots were provided to all students in need of internet connectivity within their place of residence. In the process of the wait time of the District receiving and placing the needed filters within the WiFi hot spots, school staff worked in collaboration with student's families to provide independent study options for the students and provided them with the needed physical learning materials to engage in learning while waiting for their WiFi hot spots to arrive. Students' and families' ability to access teachers for questions and support was a common thread within stakeholder engagement input and systems were put into place at school sites to maintain open communication opportunities, such as office hours at identified times, to sustain and develop meaningful partnerships between school staff and families.

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.]

SUSD will check out a Chromebook laptop to any enrolled student who is in need of a computer to access distance learning and complete assigned schoolwork. In order to ensure our students have access to the internet during distance learning, SUSD first identified that families in transition and foster youth students were provided with a WiFi hot spot, families that had completed the survey sharing they did not have internet access in their place of residence and had not received a WiFi hot spot during the Spring of 2020 were provided with a WiFi hot spot, and that English learners and other students with exceptional needs were provided with a WiFi hot spot in the process of SUSD providing at least one WiFi hot spot for every student's place of residence to support student connectivity to distance learning experiences, and once it is established that every household has been provided with a WiFi hot spot, SUSD will begin the process of ensuring every student is provided with a WiFi hot spot; SUSD ordered enough WiFi hot spots for one-to-one distribution for all enrolled students and some extra for those instructional staff members in need of connectivity support. SUSD provided a connectivity survey during the spring of 2020, over the summer and during the beginning of the 2020-2021 school year to identify families in need of WiFi hot spots and computers, provided information on where to access free and reduced internet from outside of the District providers, and continued with the technology support and troubleshooting outreach from the procedures implemented during the end of the 2020 school year school building closures due to the pandemic. School sites will be in constant contact with students and families and will assist families with addressing connectivity access by checking out new technology to students if computers break or malfunction, having a tech cadre team at the school site troubleshoot technology issues to identify if it is a user error or technology issue, and work in collaboration with the curriculum and instruction technology and instructional support departments to ensure students' technology needs are met aligned with access to devices and connectivity. School site staff worked in collaboration with families to identify safe and feasible opportunities for students to gain access to internet connectivity so they could participate in distance learning until the shipment of WiFi hot spots were received and the needed filters installed. Forms and signature processes were digitized to increase accessibility and user-friendly platforms for families to complete important informational SUSD

mandated forms. Home visits will continue for outreach and support of student's families in which through multiple attempts SUSD remain unable to reach the student or any family member.

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.]

SUSD ensured that all schools were at least satisfying the minimum instructional minutes as required by Assembly Bill 77 accounting for daily live instruction and distance learning experiences. Each school site created a distance learning instructional bell schedule, took daily attendance accounting of live contact and synchronous instructional minutes, asynchronous learning and completed daily student engagement forms, and site administrators were provided with digital walk through access to each teacher's distance-learning approach to parallel normal on-site visits to a physical classroom. Assessments that evaluate how students are progressing within the core content areas of English Language Arts (ELA), Mathematics, and English Language Development (ELD) will occur throughout the year and instructional staff will utilize curriculum-based assessments and common formative assessments to monitor student progress and adapt instruction to meet the individualized needs of students. Live instruction will be delivered during distance learning with a strategic inclusion of whole class, small group, one-on-one, and independent learning activities. Many of the same instructional strategies utilized within in-person instructional offerings will be utilized to measure participation and time value of student work such as checking for understanding, curriculum-based assignments, projects, presentations, curriculum-based assessments, summative assessments, and student work products such as notes, written assignments, and teacher created activities. Formative assessment practices will be used by staff to identify the individual and class-based standards-based learning needs of students. Partnerships between teachers and parents/guardians will be ongoing with communication of distance learning expectations, goals, and student progress. Jupiter Grades, StudentVue and ParentVue are resources for families and students to utilize to monitor attendance and grades. Teachers will utilize various modes of communication to provide frequent and ongoing outreach and communication to students and families sharing student's progress consistent with SUSD's grading policies to maintain the home-to-school connection.

All students are expected to participate in online live instruction each day and any student who does not participate daily in distance learning (synchronous and/or asynchronous) shall be marked absent for each school day for non-participation and efforts from school site staff will be made to contact the family and student and inquire why the student was not present for learning, and how the school can support the student attending distance learning on a daily basis. Teachers will take daily live instruction (synchronous) and student paced learning (asynchronous) attendance. Live instruction attendance will be based on the student being present within the distance learning platform and student paced learning (asynchronous) will be based on multiple measures of student learning products such as log-in records to learning management systems (Google Classroom), student completed assignments, and other on-line applications used by the teacher for student submission of assignments to the teacher. The expectation is that all attendance/engagement will be documented on a daily basis within the student information system (Synergy) every day, with a daily record being kept of student attendance and engagement with both the school site and Child Welfare and Attendance department staff communicating with families of students who are absent and/or not documented as engaging within daily distance learning opportunities. Teachers will keep a student engagement weekly record documenting each student's synchronous and asynchronous participation for each school day; indicating student participation in live instruction and completion of student assignments. Teachers, as credentialed instructional staff, will assign the time value of assignments provided to students within their classes/courses aligned with student guided learning (asynchronous). This approach to teacher assigning time value to learning assignments

will allow for differentiation to meet the modified instructional and assignment learning approaches aligned with unique needs of students supported by assessments and teacher observation.

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.]

The professional development and resources that were provided to staff to support the distance learning program were ongoing synchronous and asynchronous opportunities focused on distance learning platforms, engaging students within a virtual setting, trauma-informed care approaches to supporting students, social-emotional learning lessons, implementing designated and integrated English Language Development (ELD) within distance learning, accessing and utilizing the district standards-based curriculum online resources, and utilizing learning management systems (LMS) such as Google Classroom, Synergy, and Illuminate. SUSD will also be offering a professional development series called Educators Thriving for all educators within SUSD providing the opportunity for those who complete the program to earn 3 units from Teachers College of San Joaquin; the program is a research-based personal development program to help educators achieve well-being, offered fully online, and participating in synchronous learning experiences alongside a small group of fellow educators. SUSD continues to provide professional development series at various times throughout the school year and summer months to address building the educational capacity of all instructional staff to meet the culturally and linguistically diverse needs of the students served throughout SUSD. The Curriculum and Instructional Technology department provided professional development training to staff and created a virtual professional recordings library of recorded sessions covering: Science, ELA, ELD, Math, the 4C's of Technology, Starting Off The Year Right, Overview of Universal Design For Learning, Utilizing Visual Supports for Structure and Reinforcement at Home, Virtual Differentiation/Intervention Math, Unwrapping The Common Core Standards, STEM Activities, Social Sciences, Interpersonal Collaboration & Teaming To Support Distance Learning Access to IEP Goals, Special Education Designed Supports, Creating Video Content for Online Teaching, Building A Virtual Classroom, Building Knowledge in the Disciplines, Educator and Parent Coaching: The Process and Strategies, Google Everything, Teaching Life Skills At Home, Utilizing Technology, Supporting New & Beginning Teachers, Project Based Learning, Grading for Equity, English Learner Virtual Strategies, Building Rapport, Culture, & Management, and Collaborative Teaching To Ensure Equity for All. A process was implemented to train substitute teachers on effective strategies for teaching and engaging students within distance learning and how to access and use the Google Classroom teaching tools that are being utilized by teachers for both live instruction and student paced learning (asynchronous).

SUSD Technological support was provided to all site administration and instructional staff providing them with laptops and for those that filled out a survey demonstrating a need for connectivity support and for one reason or another were unable to be on a school campus to connect to the District WiFi network were provided with a WiFi hot spot. The Curriculum and Instruction and Informational Services departments provided direct technology support and trouble shooting to address any computer or access issues presented to instructional staff.

Professional development opportunities were provided throughout the spring, summer, and are planned throughout the school year to address building capacity, skills, and knowledge related to distance learning, student data analysis, engaging students through standards-based high quality first instruction, and incorporating culturally and linguistically relevant and responsive teacher and learning experiences within instruction. Professional development and support was provided to administrative and instructional staff on how to utilize distance learning and virtual formats to communicate and engage parents, guardians, and families as partners in our students' learning and social-emotional development. Trauma-informed care and restorative practices training will be provided to staff across the district and collaboration

around analyzing student data to inform and strategically plan for learning experiences that support implementation of a Multi-Tiered System of Supports addressing the culturally and linguistically diverse learning and social-emotional needs of all students.

Staff Roles and Responsibilities

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

The COVID-19 pandemic, closing of school buildings, shifting to distance learning, and planning for a hybrid blended model of in-person instructional offerings have drastically had an impact on the roles and responsibilities of SUSD staff and operational systems. In response to the COVID-19 pandemic staff has had to adapt and modify roles and responsibilities and the system as a whole has continued to pivot and remain nimble to address the transitional needs aligned with health, safety, and learning. Child Welfare and Attendance staff within distance learning and any future in-person instructional offerings will continue all of their outreach efforts and departmental services, however, specific roles within distance learning have been adapted to provide direct support to school sites that have experienced an increase in student absenteeism due to the impacts of the COVID-19 pandemic. Teachers within all instructional models will continue to take daily attendance, monitor student engagement using multiple measures, and communicate with students and families about student attendance and learning expectations. Within distance learning, teachers are providing live instruction through synchronous learning experiences and monitoring student paced, asynchronous learning, through student completion of assignments, learning activities and communication occurring within Jupiter Messages, Google Classroom and other learning management systems, in collaboration with other collectively agreed upon forms and modes of contact put in place at school sites. Across the district, staff whose services support students with disabilities will continue in their roles providing both distance and in-person services for students and families aligned with the goals, assessment needs, and services within each student's Individualized Educational Program (IEP). Health and Wellness staff have been assigned to all school sites and oversee the daily COVID-19 health services self-check process, health and safety protocols being followed on the school campuses and during meal distribution, and assisting with family outreach communication. The Risk Management office has taken the role of coordinating with the Health Service office the contact tracing protocols aligned with COVID-19. SUSD hired a COVID-19 coordinator to facilitate and lead the various systems and procedures connected to the responsibilities of addressing the health and safety impacts the COVID-19 pandemic has had on SUSD and the communities we serve.

Modifications that have and will be made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students has been:

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Work hours have been modified and adapted for health and safety reasons as well as meeting the needs of increasing accessibility to working families.

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Teachers who are teaching both remotely from either their place of residence or within their classroom during distance learning and during a hybrid blended model of in-person offerings will be supporting student learning through both in-person instruction and asynchronous learning

supports. Teachers will support students through explicitly teaching, modeling, and reinforcing health individual supplies, social-distancing protocols, regular hand washing and avoiding of contact with communal surfaces, disinfecting procedures, and various other responsibilities aligned with adapting teaching and learning within a world wide health pandemic. Teachers will connect with families and provide opportunities for family participation in their children's learning on an ongoing basis through both virtual and in-person offerings throughout the year. Instructional coaches will be invited to join Google Classrooms in collaborative coaching models, and site administrators will attend live instruction to provide constructive objective learning feedback and instructional support.

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Program specialists provide direct support to instructional staff with the logistics involved in planning, setting up, and facilitating both virtual and in-person IEP meetings ensuring that all health and safety measures are put in place and parents/guardians are provided opportunities to be active participants within the meeting while addressing all of the documentation requirements within a virtual, telephonic, and/or in-person IEP meeting.

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Instructional aides will provide individual and small group support within live instruction, synchronous learning, and will support teachers assisting students within breakout rooms and others ways as appropriate.

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Substitute teachers were provided to all school sites to provide strategic instructional support for students with unique needs within synchronous learning times.

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Resource teachers and inclusion specialists will support distant learning related services and actions focused on differentiated approaches to addressing the strategic needs of students with disabilities, these actions and services include supporting the assessment process, coordinating services aligned with student's IEPs with the classroom teacher's instructional daily schedule, monitoring student progress within any instructional model, and coordinating with instructional aides to ensure access to support is being provided strategically to students.

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Health services staff conduct daily COVID-19 health checks of staff and collaboratively developed a plan to address SUSD's response to the COVID-19 pandemic using recommendations from the San Joaquin County Office of Education, County Public Health, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

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Student support and health services staff provide guidance to school sites addressing the high expectations around cleaning and disinfecting of surfaces and working/learning environments.

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Site administrators beyond their usual responsibilities are actively supporting all required public health measures upon the school campuses, strategically planning for transitional plans from distance learning to in-person instructional offerings, managing staff that are on campus and working remotely, ensuring instructional staff are providing students with high quality distance learning live instruction and asynchronous learning opportunities, engaging families and leading staff through virtual outreach, and ensuring school wide that staff are tracking daily attendance and student engagement in a timely and accurate manner.

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Office staff work in collaboration with administrators to actively support and ensure that all required public health measures are followed and in place and supporting staff, students, families, and all others that come on campus in collaboration with the school health services staff to wear a mask and follow safety protocols.

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Child nutrition and food service staff support all required public health measures while implementing safety movement flow of students, staff, and families through the meal delivery process and scanning bar codes to ensure student meal distribution is accurately documented for enrolled students. In collaboration with health services staff they ensure that work spaces have appropriate Personal Protection Equipment (PPE) and cleaning/disinfectant resources and supplies.

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Health services, risk management, and student support services staff will actively monitor and support all required public health measures, requirements, and contact tracing procedures. Staff will provide ongoing updates and training to staff and inform families of new procedures and operational expectations required by the health department as a result of contact tracing and COVID-19 health services self-check processes.

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Transportation staff will monitor and support all required public health measures aligned with transportation and cleaning/disinfecting procedures of vehicles while ensuring adequate social-distancing seat arrangements are coordinated within transportation operational services. Transportation staff and Campus Security Monitors and Assistants (CSMs & CSAs) during distance learning have supported the meal distribution school sites with assisting with traffic and directional movement logistics of those present for meal distribution. A system will

be implemented in collaboration with health services staff in ensuring a daily COVID-19 self check is conducted for students to support safe and healthy transportation operations for all those involved.

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Foster youth and families in transition staff actively monitor and support all required public health measures and logistical needs around accessing learning, food, mental health and well-being, and other needed services for students and families. Outreach occurs through in-person telephonic, and virtual meetings and forms of communication with students and families.

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Operational, Maintenance, and Custodial staff will actively adhere to and support all required public health measures while maintaining a system of routine deep cleaning and disinfecting of all high-touch areas and communal surfaces on a daily basis. Staff will also ensure that all school sites and buildings are stocked and dispensers functional that provide a source for washing hands and sanitizing hands. Staff will also maintain on site Personal Protective Equipment (PPE) that allows for and ensures readiness for adhering to all public health measures, while working within the department and keeping ongoing communication around ordering protocols and procedures to ensure additional supplies are ordered in a timely manner as needed.

The system of providing educational services will continue to adapt the roles and responsibilities of staff to address the academic and social-emotional needs of students while ensuring all students, staff, and families are safe, healthy and that all staff consistently monitor and support all required public health measures. SUSD staff are invested in supporting student academic achievement, supporting equitable learning environments, and developing meaningful partnerships that focus on graduating all students college, career, and community ready. The closure of school buildings has impacted all staff and presented operational challenges that directly affect the physical, mental, emotional, social, and educational needs of our students and caused high levels of stress on all families and staff. SUSD will continue to provide opportunities for feedback to learn and respond to the needs of staff and work in partnership with all labor leaders to support the well-being of all essential workers.

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.]

Some of the additional supports that Health Careers Academy along with SUSD will provide during distance learning to assist students with unique needs are small group and one-on-one instructional support, after school tutoring and homework support, providing students with a WiFi hot spot and laptop to ensure access to distance learning, and access to counselors and mental health clinicians to support student's needs of managing their mental health and social-emotional well-being within distance learning settings. Training will be offered to staff on trauma-informed care, restorative practices, implicit bias, equity, and diversity to increase the capacity of staff to meet the needs of the culturally and linguistically diverse student population they serve. A parent/guardian distance learning guidebook was published in multiple

languages providing families with resources and information on distance learning and the resources available to students and families. Academic supports designed to address the needs of English learners include assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and as applicable support for dual language learning. English learners are provided with distance learning support by bilingual assists and small group instruction focused on designated English Language Development (ELD). Language specialists and coaches provide training and support to instructional staff focused on learning strategies aligned with integrated English Language Development (ELD) within a distance learning platform. Stockton Unified School District (SUSD) provided 9-12 teachers with high quality professional development and coaching to both learn about and build up their knowledge and skills to effectively support English learner (ELs) students taking part in integrated and designated instruction during virtual learning. Professional development sessions were developed and implemented to offer teachers the opportunity to gain teaching knowledge, sound recommendations concerning research informed best practices, and how to integrate technology within distance learning. Simultaneously, instructional coaching was offered as opportunities to think deeply and reflect on their experiences as a means to improve in their practice and provide meaningful instruction. Furthermore, teachers were offered curriculum support and resources that supported virtual learning for ELs. Parents of ELs were provided translation and interpretation services as a means to ensure meaningful communication and have equitable access to school-related information they needed to make informed decisions about and be helpful participants in their children's education within both distance learning and in-person offerings. Professional development has been provided to instructional staff and will be ongoing throughout the school year focused on engaging English learners through differentiated instructional strategies, providing students with multiple ways to access and interact with the learning content, interactive instructional strategies within distance learning and in-person learning, and providing activities that present multiple ways for students to demonstrate their learning and understanding of standards-based content. Online tutoring services will be offered to eligible English learner students.

Special education teachers are working collaboratively with core content teachers within virtual platforms to adapt learning experiences to meet the needs of students in a distance learning environment. Instructional intervention will be utilized along with supplemental resources to ensure that student's Individualized Educational Program (IEP) requirements and individual goals are addressed. California Department of Education (CDE) guidance addressing expectations in the event of physical school closures (in excess of ten days) will guide the determination of services within the event of transitional changes that directly impact school schedules or service delivery options; this applies to instances of quarantine and/or self-isolation aligned with the COVID-19 pandemic. SUSD Special Education department will continue to strategically support staff providing special education services to ensure all students receiving special education are provided inclusion within the distance and in-person learning offerings. Special education staff will use the IEP process in partnership with families to strategically differentiate learning experiences and supports as needed to address student's academic and social emotional needs. In-person assessments and supports will be provided following the health and safety guidelines that are mandated and District protocols. Team teaching with the general education teachers, small group instruction, and participation in a shared virtual learning platform will all be utilized to ensure all individual students have access to the core curriculum with the goal that all students will be on track to graduate from high school. SUSD will offer flexible Individualized Educational Plans/Program (IEP) meeting options such as virtual meetings, teleconference meetings, on-site meetings adhering to county and state health guidelines, and hybrid meetings to meet the needs of families. Teachers will create weekly videos for the students to watch on areas of instruction, provide weekly activities, review student progress of online learning and provide additional materials as needed, and create individualized lessons for students based on their IEP. Speech and Language Pathologists will provide individualized instruction aligned with the students' IEP including recorded or on a virtual learning platform, school psychologists will contact students who receive counseling services for permission to have virtual counseling sessions, occupational & physical therapists will contact families to provide coaching for implementing strategies at home and develop materials which can be followed

at home, and board certified behavior analysts will provide strategies and home behavior management techniques for families based on each student's individualized needs. Online tutoring services will be offered to eligible special education students.

Learning supports within distance and remote instruction for families in transition students started with increased outreach to families and students to address health, safety, and distance learning needs during the beginning of the pandemic last spring. The Families in Transition office worked in collaboration with other SUSD departments to ensure families in transition and unaccompanied youth were prioritized in receiving laptops and WiFi hot spots to ensure internet connectivity and access to distance learning offerings. Check-ins with families and students continue to assure they have access to distance learning and mental health and social-emotional offerings. When the teachers report a lack of participation by students of families in transition or unaccompanied youth, the families in transition staff conduct a check-in with the family and student for a needs assessment and follow up with the school site counselor and Child Welfare and Attendance case manager to provide resources and support to the family and student. Coordination and communication with local shelters and SUSD staff occurs to support students accessing distance learning and shared resources provided by homeless agencies is provided to families to increase their awareness of services that are available to them. Unaccompanied youth and families in transition students were provided with a backpack filled with learning supplies, portable battery chargers for laptops, and headphones as needed to improve their access to distance learning experiences. Online tutoring services will be offered to eligible families in transition students.

Specific to the needs of foster youth within distance learning, SUSD closely monitored attendance and engagement of foster youth and foster youth staff closely communicated with Child Welfare and Attendance, counseling staff, and mental health clinicians to directly connect with students and provide any needed assistance and increased supports. Foster youth staff connected with all foster youth and/or foster parents/guardians to ensure each foster youth received a laptop and WiFi hot spot. Updates of services provided and instructional expectations have been and will continue throughout the year shared with foster youth in connection to instructional offerings and changes. Ongoing check-ins by staff with foster youth via phone, email, and other distance forms of communication will occur throughout the year. Staff will work in collaboration with SUSD departments and outside agencies for access to additional supports and resources as needed. Foster youth students were provided with a backpack filled with learning supplies, portable battery chargers for laptops, and headphones as needed to improve their access to distance learning experiences. Online tutoring services will be offered to eligible foster youth students. SUSD in partnership with Community Medical Center opened Sutter Creek Medical center at the SUSD Central Enrollment building on May 4th. The clinic provided opportunities for English learners, foster youth, and low-income students to access free medical resources, back to school physical exams, sports physical exams, and needed Tdap shots and other immunizations. A school closure suicide risk assessment form and safety & wellness plan, both in English & Spanish, were developed by the Mental Health and Behavior Support Services department within the District to ensure both monitoring the amount and type of risk assessment being provided, as well as a means to do additional follow up with students and families as needed was occurring within distance learning and in-person instructional offerings. Tdap shot outreach and support was provided strategically to all 7th grade students who needed support in accessing the shot in order to be able to take part in daily instruction.

Students with unique needs are provided with a grade-by-grade newsletter in multiple languages to track engagement with grade-based content and provide strategies and resources for parents and guardians to support their children within distance learning. Students and families with unique needs will also have access to Destiny Discover; this is where free databases (ProQuest, Britannica, Teachingbooks.net) and resources are provided by the California State Library and SUSD student quick links are located to provide an increased access to literature and online learning resources. Students through SORA, our online library of eBooks and audio books, which the books are compatible to student Chromebooks, have access to over 300,000 eBooks and audio books in multiple languages with no late fees. In the first week of school during distance learning over 9000 eBooks were checked out by students with unique needs and over 1,000 books were put on hold due the book title's popularity of students eager to read the book. All of these resources have been set up for easy single sign in

access using student and teachers Google accounts that students can log into within their place of residence and have access to over 300,000 eBooks and audio books for them to choose from.

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

Description	Total Funds	Contributing
Laptops provided for every student	13,734	No
Wifi hot spot provided to every student	0	Yes
Substitute teacher to support synchronous distance learning experiences for students	0	No
Strategies to support addressing student learning needs, creating a safe and equitable learning environment, and building meaningful partnerships with the students and families they serve.	6,913	Yes
Laptops for administrators, teachers, and instructional support staff.	11,103	No
Collaboration Time Professional Development Days, and Family Engagement: Continue monthly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID and engaging families in office hours support and family conferences with teachers.	7,300	No
Summer professional development and collaboration opportunities provided to administration and instructional staff focused on building capacity in providing high quality rigorous first instruction and asynchronous learning opportunities within distance learning that engages students and meets the diverse learning needs of foster youth, English learners, families in transition, and students with exceptional needs.	7,300	No

Description	Total Funds	Contributing
Zoom licenses to ensure site administrators and student support services to create virtual platforms for outreach and workshops for families in support of building partnerships, understanding, and family capacity to assist children accessing and being successful within distance learning.	\$3,500	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.]

Health Careers Academy will utilize curriculum-based assessments, baseline student academic data, common formative assessments, summative assessments, and attendance data to monitor student's progress on grade level standards-based progress and strategically address leveled supports based on student results aligned with a Multi-Tiered System of Supports approach. Teachers will provide assessments throughout both distance learning and in-person instructional offerings aligned with SUSD grading policies. Families should expect that their children take part in academic assessments on grade level standards-based content throughout the school year that provides data on student's learning progress and ability to apply the academic skills they have been taught; these assessment cycles will provide data that teachers use to inform their instruction and strategic planning to address learning and knowledge retention challenges connected to the impact of school building closures due to the COVID-19 pandemic. These forms of assessment and collaborative data cycles of analysis and strategic planning will focus on the instructional content areas of English Language Arts (ELA), English Language Development (ELD), and Mathematics.

During the spring of 2020, Health Careers Academy addressed student learning challenges through providing increased access to eBooks and audio books, providing tutoring and homework support through distance platforms, providing credit recovery computer-based programs for high school students, increasing counselor check-ins with students to provide academic guidance and social-emotional support, and providing summer school distance learning experiences for students. During the beginning of the 2020-2021 school year within distance learning, HCA administered initial assessments using district adopted assessments to collect baseline data in support of teachers effectively identifying the learning needs of students within their class, grade level collaboration time for teachers to strategically work together to strategically plan differentiated lessons within the content areas of ELA, ELD, and Mathematics, provide family outreach sharing distance learning expectations through ongoing communication and presentations shared during virtual Back to School Nights and Title 1 Parent Night, and building classroom communities through integrating social-emotional learning and Positive Behavior Interventions and Supports (PBIS) to develop an equitable learning environment inclusive to all students. Throughout the 2020-2021 school year instructional staff will

utilize formative and curriculum-based assessments to check for understanding during synchronous learning sessions, utilize performance tasks such as student created projects, videos, and other creative forms of students demonstrating and applying what they have learned, and standards-based summative assessments will be used consistently across school sites to allow for Professional Learning Community (PLC) discussions and common growth measures. Increased actions and services in the areas of ELA, ELD, and Mathematics will occur throughout the years focused on opportunities for increased student and family access to instructional staff, tutoring sessions, homework help opportunities and resources, and professional development sessions.

Student Support Services staff continue to address learning challenges through a tiered approach. Tier 2 supplemental services continue while students participate in distance learning. School Counselors develop and utilize responsive interventions such as student safety plans, individual solution strategies, check-in and check-outs, peer to peer support, trauma-informed approaches, among other strategic approaches of support. A remote informed consent form has been developed for these services. Translation of this form into Spanish is in development. School counselors provide individual/small group psycho-educational counseling to address data driven needs, develop skills, and increase connectedness to school and peers. School counselors collaborate with support providers (e.g. nurses, school psychologists/social workers and clinicians) to support the needs of students. In addition, school counselors monitor student's progress during and after interventions and refer to outside resources as appropriate. Tier 3 intensive services also continue while students participate in distance learning. School counselors provide crisis counseling and short-term solution-focused individual counseling while applying (or reinforcing) trauma-informed restorative practices. They refer students to the school-based mental health clinician or community agency partner(s) for chronic mental/behavioral health related issues and monitor student progress during intervention and post-intervention services.

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.]

Synchronous learning, live instruction, will be the primary focus of addressing learning challenges and need for acceleration of progress with ongoing professional development being offered focused on high quality first instruction delivery within distance learning and in-person instructional offerings. All students will receive standards-based direct instruction, supported by academic activities that are curriculum-based, focused on mastery of grade level content. High quality first instruction will provide students with direct instruction, modeled examples by the teacher, and opportunities for students to engage with grade level standards-based skills, concepts, and vocabulary connected to all of the core content areas of learning. Summer school learning support opportunities were offered to foster youth, families in transition, English learners, low-income, and students with exceptional needs. Office hours facilitated by teachers were provided for student access to receive extra instructional support and homework help. Tutoring and homework assistance opportunities were provided to foster youth, families in transition, English learners, low-income, and students with exceptional needs. After school programs also served the needs of these students providing socialization experiences, homework help, tutoring, and enrichment experiences. Rosetta Stone access was offered to English learners to support English language acquisition and expansion of vocabulary activities. Credit and dropout recovery programs were utilized at the high school level to provide an extra layer of support for identified student groups providing and opportunity to make up credits, obtain grade level standards, and acquire credits to become on-track for graduation aligned with A-G course completion. Programs were implemented in a full distance model and teachers supported students within the credit recovery process with increased instructional

intervention support. Inclusion specialists will support students with exceptional needs, primarily students with Autism, by providing consultation services to teachers, site administrators, and support staff in the process of setting up systems and implementing strategies to increase the ability for students with disabilities to access and engage within distance learning and successfully transition into in-person learning offerings. Teachers in providing small group instructional support to foster youth, families in transition, English learners, low-income, and students with exceptional needs will focus on increasing student's depths of knowledge and ability to apply in practice high leverage standards-based skills that are needed for academic success in future grades and A-G courses needed to graduate students from high school ready for college and career experiences. Students with exceptional needs will be provided access to a reading intervention program that is tailored to their specific individualized reading skill needs and provide progress monitoring and ongoing skill-based assessments to accelerate student's ability to move towards and obtain grade level reading abilities and skills. Ongoing communication between teachers and families will occur sharing learning goals, academic progress, strategies and skills to work and focus on, content that is being taught, online and curriculum-based resources to use to support student learning beyond the school day, and details about assignments and how to use Jupiter Grades to monitor student grades. Professional development and learning support will be ongoing for instructional staff to support the process of addressing learning challenges and accelerate learning progress for all students with strategic tiered approaches principally directed towards meeting the needs of foster youth, families in transition, English learners, low-income, and students with exceptional needs. In addressing accelerating student learning, instructional staff will take part in at least twice a month Professional Learning Community (PLC) collaborative grade level designated times in which data cycles of analyzing student data, identifying critical prerequisite skills and knowledge within core content learning areas, strategic planning focused on monitoring student learning progress in the areas of English Language Arts (ELA), English Language Development (ELD), and Mathematics, identifying differentiated learning needs for support aligned with adopted curriculum-based scope and sequence pacing, while developing common formative assessments to inform instructional practices. Instructional coaches will provide ongoing on site instructional support focused on addressing differentiated instructional strategies and integration of curriculum-based resources to support addressing the learning gaps and accelerating needs of students due to the COVID-19 impacts of instructional services being provided throughout school building closures and during in-person instructional offerings. Distance learning requires a connection to the internet as well as a device to access instruction. To help ensure all students have access to a device, school counselors helped their sites distribute Chromebooks and have advocated for WiFi hot spots as all families do not have access to the internet. School counselors also answered parent and guardian requests for support on using technology. In the spring, school counselors utilized virtual tools (including Google surveys) for teachers to refer students that did not engage in distance learning or stopped engaging at any point. The counselors made every effort to contact the families of students that were not participating to help support them and determine their needs (i.e. a properly working device, connection to the internet, inability to connect to Google Classroom, etc.). School counselors used a variety of engagement strategies to reach and connect with students. School counselors send weekly emails and videos, hosted virtual lunch bunches to sustain connections and relationships, and made additional efforts to connect with students who had not been attending/participating, such as reaching out through social media and peer support in addition to family contact. School counselors and School Counselor Program Specialists have included a number of academic resources on school and district websites to offer additional support to students in math, reading, and many other subject areas.

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 effectiveness of the services and or supports provided to address learning challenges will be measured by ongoing assessments of student progress, student engagement data, and daily attendance data. These forms of ongoing assessments include common formative assessments, curriculum-based assessments, and interim and benchmark assessments for ELA, ELD, and Mathematics administered over the course of the 2020-2021 school year. School climate survey data will also be taken into account in measuring the effectiveness of the services and support provided to students.

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

Description	Total Funds	Contributing
After school tutoring, homework help, and enrichment activities provided through distance learning platforms.	9,733	No
High school credit recovery provided to all HCA students with a focus on juniors and seniors in need of access to credit recovery opportunities	10,000	
Summer school virtual learning program operated by school sites across SUSD	10,000	No
Instructional coach to support the integration of research-based supports within providing high quality rigorous first instruction during distance learning and in-person instructional offerings.	0	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.]

All mental health and social-emotional well-being supports and services provided to students, families, and staff are through direct in-person and distance (tele-health) means. Supports are provided through a multi-tiered system approach from universal supports that all students can

benefit from to more intensive individualized supports that are unique for the student and tailored to specific concerns. Surveys were provided to students, staff, and families to identify well-being needs aligned with mental health. Leadership liaisons will work with multiple departments and disciplines to monitor and coordinate social-emotional learning (SEL), mental health, and behavioral resources and supports. Positive Behavior Interventions & Supports (PBIS) were provided to school sites through lessons on social-emotional learning, mental health awareness, PBIS coaches assigned to schools to help guide and monitor supports, and provide training on developing school cultures within distance learning that nurtures relationships with students and creates safe and respectful spaces for students, while providing ongoing assessments for needed supports. A mental health clinician and behavioral support point person was appointed to each school site to help monitor and guide mental health supports. A district-wide mental health crisis protocols were developed to provide training on mental health crisis response protocols to site directors, administrators, and student services personnel. Mental health and behavioral support staff, through consultation and collaboration, guided school sites regarding mental health and behavioral supports systems in place to address the trauma-informed care responses for students, staff, and families, and participated in school site check in/ check out systems and actively monitored these interactions with students for additional needs and potential concerns in order to provide increased intervention opportunities. Individual mental health and behavioral assessments of students were provided, triage meetings with student teams to assess and evaluate effectiveness of interventions and review need of additional supports for students, and direct services were provided through individual and group therapy, and intensive behavioral services that support family, student, and academic settings during the end of the 2019-2020 school year, throughout the summer, and will continue during the 2020-2021 school year. Throughout the school year direct services, access to individual and group therapy, student, staff, and family contacts and check-ins, resources, family workshops, Parent Coffee Hour, assessments, coordination with outside agencies, ongoing monitoring of mental health needs, proactive outreach and responding to mental health crises will be provided to students, families, and staff. The Mental Health and Behavioral Support Department continues to focus on increasing mental health and social-emotional awareness and emotional well-being among district staff. Professional development, training, and resources have been and will continue to be provided throughout the year; professional development opportunities have and can be modified to embrace all aspects of staff, students, and families needs as apply to in-person instruction, distance learning, and hybrid blended learning. Professional development that has been provided are: trauma-responsive classrooms training, practical strategies to address common mental health symptoms in the classroom, practical strategies to address common mental health symptoms in the classroom, therapeutic interventions, crisis management and the stress model, monthly mental health newsletters, trauma-informed education foundations, social-emotional learning and self-regulation for pre-school teachers, trauma-informed training for after school program facilitators, and youth mental health first aid. The professional development opportunities that will be provided are: monthly mental health newsletters, trauma-informed education foundations, trauma-informed training for families in transition and foster youth staff, mindful Mondays, trauma-informed return to school, YouTube channel videos for stakeholders to access at anytime, regulation skills training, clinically informed cultural humility, office hours for stakeholders to directly access clinicians and have their questions answered, and school site specific presentations that address the student populations being served at the school site. School counselors proactively address social and emotional well-being of students by leading lessons (virtual and live) covering a variety of topics, which are scheduled throughout the school year. The Multi-tier Student Assistance Program (SAP) is the system school counselors use to monitor student needs, including their social and emotional well-being. SAP tiers of Referral and Consultation, Concern, Assessment, Response, Evaluation (CARE) Team, and Student Support Team (SST) will continue during distance learning for teachers to continue to communicate concerns with the school counselors so intervention/support can be implemented for those students. During distance learning, student online activity is monitored by the district and when the electronic system detects signs of distress, school counselors are notified and follow up with the student and family, providing support with stress management, conflict resolution, threat inquiry, or suicide intervention as needed. School counselors offer Parent Coffee Hours (virtual and live) to support parents and provide a space for parent voice and support

for parents who have concerns for their student. School counselors participate in site meetings and are encouraged to provide self-care strategies to staff. We will continue to monitor the Peer Leaders Uniting Students (PLUS) School Climate Surveys and CA Healthy Kids Survey data and will periodically send out needs assessments to both students and staff. School counselors will continue to provide professional development to staff on social and emotional topics that include trauma-informed instruction and class management strategies, restorative practices and self care. School counselors will continue to provide support for the well-being of our staff via the following methods: staff needs assessment, welcome back packages, staff climate and community building activities as well as providing staff development. The school counselor and Peer Leaders Uniting Students (PLUS) awareness and prevention calendar of events also include many social-emotional supports like: monthly character traits, Attendance Awareness Month, Suicide Prevention Month, Anti-Bullying Month & Unity Day, No One Eats Alone day, and alcohol, tobacco, and other drug use (ATOD) prevention events. These events provide whole-school and whole-child approaches to wellness and building positive school climates. These prevention and awareness events will continue virtually through social media campaigns, recorded lessons, virtual activities, and through other creative platforms. The Peer Leaders Uniting Students (PLUS) Program operates on the premise that when students feel a sense of belonging, happy to be at school, part of the school community, treated fairly, and feel safe, these positive school connections are protective factors for social-emotional concerns. Health Careers Academy PLUS Program utilizes up to 30 trained student leaders to help evaluate the school connections and emotional climate of their peers. The PLUS curriculum and Peer Advocates curriculum that our PLUS teams utilize, promote social-emotional competencies, trauma informed practices, restorative practices, and a transformative approach to education. The PLUS program utilizes school climate surveys 3x per year for all HCA students to quantitatively measure student experiences related to school connectedness, school safety, and other emotional aspects to school. These surveys will be adjusted for distance learning and virtual campuses to include questions about their experiences online, relationships with peers and staff online, and other home-related factors that impact social-emotional and academic success. PLUS surveys are not only utilized by PLUS teams, but are also utilized by site and district leadership teams to assess student need. These surveys will be strategically analyzed by race/ethnicity, living situation, language, gender, and grade level to determine the needs of our special populations and to provide more targeted supports. PLUS teams also utilize PLUS forums as a mechanism to build community, increase peer-to-peer support, and gather qualitative student-voice data. PLUS teams lead their peers through a restorative process of community building, identifying critical issues, and creating student-led solutions to student issues. These restorative opportunities will continue virtually and PLUS teams will continue to use both qualitative and quantitative data to implement meaningful activities that address student issues. As peer educators and advocates, students are also utilizing social media platforms to promote wellness, suicide prevention, alcohol, tobacco, and other drug use prevention, as well as building an online community to belong to. PLUS teams are Digital First Responders on our virtual campuses. They know how to look out for, and report, issues that will impact social-emotional well-being. To address the impact of COVID-19 on the staff, students and school community, the Student Support Services Department mobilized to ensure district and school websites contained pertinent and current information to assist students, families and staff. Counseling services such as small group and mental health check in meetings as well as online lessons were developed and posted for students and families to access. A virtual calming room was created for anyone who is in need of a virtual trauma-informed place. Services were redesigned to ensure resources were accessible to meet the needs of families during distance learning and that the students received the social-emotional support necessary at this difficult and isolating time. The Student Support Services department created a website and a helpline to create easy access to school and community resources for basic needs, academic support, and mental health especially the timely and urgent responses necessary in time of students exhibiting crisis and worked to reach out to students who were not engaging within distance learning for myriad reasons. The helpline created by the district to provide parents with access to school counselors and mental health clinicians as well as technological support has been extremely effective with a large number of parents calling each day to get the support they need.

Health Careers Academy counselors also mobilized to develop online resources updating school counseling pages and resources on school websites, creating or updating google classrooms, and creating phone access or office hours or other systems for parents and students to receive support. Oftentimes, school counselors acted as the one stop resource center for parents, supporting families with everything from school lunches, to technology, to health and safety resources, in addition to academic and social support. HCA counselors also responded to digital warning signs and provided follow up with students and families, including check in calls, support with stress management, conflict resolution, threat inquiry, and suicide intervention. During distance learning, school counselors continued to ensure student and site support in the arena of social-emotional learning, academic success, and college/career development and readiness to develop the mindsets and behaviors students need to achieve success. HCA counselors joined teachers to present lessons on stress management and self care, created online “lunch bunch” activities to provide much needed social connection, and facilitated virtual parent coffee hours to provide parent support as well. School counselors partnered across the district to create video lessons on self care, academic strategies for learning at home, and college preparation. HCA counselors worked with seniors on completing financial aid and college entrance requirements and preparing for the transition to college. HCA counselors worked with the HCA Leadership team to create a virtual ceremony for Graduation during the end of the 2019-2020 school year and will continue to strategic planning of providing well-being social events for students during the 2020-2021 school year.

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.]

Health Careers Academy and SUSD's student engagement and outreach strategically integrates the recommendations and guidance from federal, state, and county Public Health and Education Offices in conjunction with Assembly Bill 77 and Senate Bill 98. Student engagement and outreach measures focus on meeting the individualized diverse needs of foster youth, families in transition, low-income, English learners, and students with exceptional needs through a solution oriented and equitable approach to building a partnership with the students and families reinforcing that we want and need the students to be present and participate in learning opportunities on a daily basis. Expectations have been communicated centrally by SUSD central leadership and Health Careers Academy's leadership with students and families of daily attendance and engagement with attendance being reported for student participation in both synchronous and asynchronous learning experiences. Teachers document daily attendance and engagement every school day for each scheduled instructional period within all instructional models offered throughout the 2020-2021 school year. If a student is not present for a learning experience two automated phone calls are sent to the phone numbers on record for that student, one in the morning the other in the afternoon, informing the parent or guardian that the student was not present in class and a staff member from the school also reaches out to the family to identify the reason for absence and if the school can provide any supports to the family to ensure the student is attending school on a consistent daily basis. A Distance Learning guidebook for families was developed and made available to families in multiple languages. Student engagement and outreach is

viewed as a collective responsibility as every enrolled HCA student is considered a valued young scholar within our educational system. Outreach to families to ensure student participation in daily learning offerings and strategies to address learning challenges is provided by the classroom teacher, school site staff, site administrators, and staff across the district focused on engaging all students within equitable learning environments and communication outreach is provided in multiple languages. Students that are disconnected or unreachable are provided with strategic tiered support with home visits, increased outreach, wrap around services, and trauma-informed responses of support to provide both the student and family members the holistic support needed to ensure the student is attending school everyday and that their social-emotional well-being needs are being met in the process. Positive Behavior Interventions and Supports (PBIS) strategies are implemented across the district focused on developing positive and inclusive school cultures, welcoming and equitable learning environments, engaging school climates, and culturally and linguistically responsive learning experiences. Ongoing communication occurs between the school and families with phone calls, emails, social media outreach, mailers, training and workshops, meetings, and support provided by the Child Welfare and Attendance, Family Engagement and Education and Language Development offices.

Distance learning requires a connection to the internet as well as a device to access instruction. To help ensure all pupils have access to a device, school counselors helped their sites distribute Chromebooks and have advocated for WiFi hot spots as all families do not have access to the internet. HCA counselors also answered countless parent requests for support on using technology. In the spring, school counselors utilized virtual tools (including Google surveys) for teachers to refer students that did not engage in distance learning or stopped engaging at any point. The counselors made every effort to contact the families of students that were not participating to help support them and determine their needs working with translators/interpreters to support communication to families in their home language (i.e. a properly working device, connection to the internet, inability to connect to Google Classroom, etc.). HCA counselors used a variety of engagement strategies to reach and connect with students. School counselors send weekly emails and videos, hosted virtual lunch bunches to sustain connections and relationships, and made additional efforts to connect with students who had not been attending/participating, such as reaching out through social media and peer support in addition to family contact. HCA counselors and School Counselor Program Specialists have included a number of academic resources on school and district websites to offer additional support to students in math, reading, and many other subject areas.

The Peer Leaders Uniting Students (PLUS) program focuses on school connectedness as a critical protective factor not only social-emotional well-being, but it also promotes positive engagement and attendance too. To support increased student connectedness, last year PLUS teams began outreach to their peers through social media accounts, grade level virtual meetings, and emails detailing resources that are available to them. PLUS teams are continuing these efforts into 2020-2021 and also taking on the challenge to understand why their peers are choosing not to turn on their video during classes. They understand that trauma best practices suggest that there are many social/emotional reasons to not turn on their videos, and PLUS leaders have begun creating ways for students to feel safe enough in the virtual classroom to turn on their video. They worked on campaigns to create virtual backgrounds, bitmojis, and other fun ways to be engaged with or without their videos on. Youth Speak events and PLUS forums events are other ways that students are engaging in building positive school connections. Offering meaningful activities before, during, and after school is another way PLUS provides outreach to engage students in school. PLUS will also host several virtual family/parent evening events where parents can also participate in meaningful activities that promote home-to-school connectedness and student discussion forums where translation services will be provided in multiple languages.

Student Support Services has developed a district wide comprehensive school counseling program. The Director and School Counselor Program Specialists worked with a nationally recognized consultant and her team to provide training, structure and support to enhance our program effectiveness to align with national and state counseling standards. To operationalize our comprehensive school counseling programs we utilized data and the American School Counselor Association (ASCA) competencies and standards to align with the goals,

mission, and vision of the district to assess student needs to develop strategies to provide additional and necessary services and support for our priority populations. All school counselors received training in Restorative Practices and Positive School Climate. Many also received training in Trauma-informed Practices. Future training is currently being determined due to school closures but will be planned once the developers standard of delivery is established. To ensure that our students are receiving equitable services we have implemented (MTDSS) Multi-tiered Mutli-Domain Systems of Support to reach all students. In fact, the American School Counselor Association (ASCA) model is firmly based on trauma-informed restorative practices and in a comprehensive model that reaches all of our students and families. HCA counselors coordinate the multi-tier SAP program to proactively identify students struggling to attend school on a daily basis and meet grade level expectations and design, provide, monitor and measure the impact of interventions and services and to ensure equitable allocation of support. Each HCA counselor is responsible for providing professional development to their staff covering topics dealing with the social-emotional, academic and college and career needs of our students such as self-management: focusing on goals despite obstacles, avoidance of distractions as well as processes and tactics to aid in cognitive work of thinking, remembering or learning and concentrating on skills that improve social interactions, and prioritization of higher pursuits in life. HCA counselors provide consultation and professional development to teachers and school teams on strategies for supporting the whole child, including trauma informed strategies, child development, social-emotional learning, culturally and linguistically responsive strategies, community building and relationships, and restorative practices. HCA counselors consult with teachers on their Foster/Families in Transition/English learners/Special Education students on identifying needs and providing strategies and support; HCA counselors also provide tiered support to teachers by providing strategies to engage and partner with families.

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 Child Nutrition and Food Services department has continued to serve and distribute meals to students and families from the moment that SUSD closed school buildings due to the COVID-19 pandemic. In the spring and summer months the District was able to provide meals to any child under 18 whether they were an enrolled SUSD student or not. For the 2020-2021 school year with the change of regulations and expectations meal distribution is focused on providing meals to only students who are currently enrolled in SUSD. Meals are distributed three times a week, two days worth of breakfast, lunch, and dinner meals are provided on each distribution day, Monday, Wednesday, and Friday, at twenty-eight school sites located across the SUSD attendance boundaries. Child day camp sites that provide daily child supervision for SUSD essential workers were placed at the food distribution sites so that the children taking part in the child day camps were provided with breakfast, lunch, dinner, and snacks while taking part in the child day camp.

A collection of disinfectant solutions, gloves, and masks were organized to ensure proper personal protection equipment (PPE) would be available for all staff involved in food distribution; during food prep, employees maintained social-distancing by working at least six feet apart, staff wore gloves and masks during their entire shift, and employees were encouraged to wash their hands and change their gloves regularly. Site administrators and Health Services staff were at each meal distribution serving location monitoring social-distancing and providing

reminders and guidance as needed. Communication by phone, email, letters to place of residence of students, and an informational web page, were created to clearly provide information to students and families of where meals could be picked up, safety protocol when picking up meals, and a number to call if for one reason or another families would not be able to arrange transportation to get to the school sites that were providing meals so that district staff would be able to contact these families and arrange for the families to be provided with meals/food. The following meal distribution procedures were put in place: a staff member would ask the number of children the adult was picking up meals for, staff would scan the bar code on the student meal postcard the adult had in their possession, staff would place the meals at the end of the table or cart, after the staff had moved to the opposite end of the table or cart, the parent/guardian could approach the table or cart to pick up the meals, it was advised that parents and guardians should refrain from touching the table. All staff providing meals were provided with and advised to wear PPE and communication was shared with families that aligned with guidance with health agencies both expecting and appreciating parents/guardians wearing facial masks or nose & mouth covering when picking up the meals while adhering to the six feet social distancing Center for Disease Control and Prevention (CDC) guidelines. School site principals collaborated with one another in support of the food distribution process and ensuring, in collaboration with the Child Nutrition and Food Services department, that food distribution sites had adequate staff coverage to adhere to social-distancing expectations and provide efficient support in the meal distribution process. The Public Relations, Family Education and Engagement, Language Development Office, and Child Welfare and Attendance departments and school site staff shared communication and provided families with support in accessing extra food benefits called Pandemic EBT or P-EBT that assisted families in California buy food while school buildings were closed because of the COVID-19 emergency.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	Child care offerings for district staff who had hardship challenges aligned with the COVID-19 pandemic	0	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
67.89%	\$847,424

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.]

HCA staff worked collaboratively in planning a distribution process and strategically identifying the number of laptops, chargers, and WiFi hot spots that our foster youth, English learners, and low-income students needed to ensure that access and connectivity was provided to families. All students who needed a laptop were provided one and within the 2020-2021 school year all students were provided with a WiFi hot spot. Targeted outreach and technology support was coordinated with the Families in Transition and Foster Youth office, Student Support Services department, and Ed Services department. For those students who did not have connectivity due to waiting for a shipment of WiFi hot spots to arrive within the district, instructional school site staff worked collaboratively with families of foster youth, English learners, and low-income students to develop a week by week independent study program with provided learning materials, with teacher and counselor support and guidance, to ensure access to grade level learning content. These measures are effective in meeting the access and connectivity needs within distance learning and in-person instructional offerings. Netops was utilized to provide teachers with the ability to monitor student activities on Chromebooks and Windows machines to ensure that proper usage and timely response to students during instruction, as well as progress monitoring of student projects took place and were provided. The software provided instructional access and options for teachers to share their screen to student devices, share a student screen to all students via the projector, lock devices for direct instruction, and strategically limit apps and websites for students to access during class instructional time in order to increase on task behavior within distance learning and in-person instructional offerings.

Stockton Unified School District provided HCA teachers with high quality professional development and coaching to both learn about and build up their knowledge and skills to effectively support English learner (ELs) students taking part in integrated and designated instruction during virtual learning. Professional development sessions were developed and implemented to offer teachers the opportunity to gain pedagogical knowledge, sound recommendations concerning research informed best practices, and how to integrate technology within distance learning. Simultaneously, instructional coaching was offered as opportunities to think deeply and reflect on their experiences as a means to improve in their practice and provide meaningful instruction. Furthermore, HCA teachers were offered curriculum support and resources that supported virtual learning for ELs. Parents of ELs were provided translation and interpretation services as a means to ensure meaningful communication and have equitable access to school-related information they needed to make informed decisions about and be helpful participants in their children's education.

HCA Counselors along with SUSD social service case managers and homeless liaisons made contact with students by calling, sending emails, and meeting with families in transition at their known place of residence and checking-in with students and families while maintaining social-distancing protocols in support of families who were in need of assistance with accessing resources and students understanding how to take part in and trouble-shooting obstacles that presented themselves aligned with distance learning opportunities. HCA Counselors worked with social workers, local non-profit organizations, students, and parents/guardians to ensure that foster youth had access to ongoing connections with teachers, HCA counselors and/or mental health clinicians in support of social-emotional learning opportunities, a laptop and a WiFi hot spot for internet connection, and were taking part in the distance learning experiences being provided by the District. Trauma-informed care, restorative practices, and Positive Behavior Interventions and Supports (PBIS) training was provided focusing on addressing the layered impact that the COVID-19 pandemic had on foster youth, English learners, and low-income students. Professional development opportunities focused on providing high-quality distance learning, accessing online features of SUSD board adopted standards-aligned curriculum, providing social-emotional learning support for students, utilizing virtual platforms to teach and connect with others in equitable ways, and other distance learning topics were provided to instructional and district staff through online video platforms on a weekly basis. Online tutorials and workshops were offered and provided to parents & guardians focused on supporting increased understanding of how to use and navigate the distance learning platforms, online curriculum resources, and video conferencing software that was utilized for direct instruction and standards-aligned learning.

All HCA counselors address student academic guidance and social-emotional needs. HCA Counselors developed social-emotional lessons to integrate into distance learning experiences addressing the impacts of trauma and isolation related to the COVID-19 pandemic on foster youth, English learners, and low-income students. Classroom meeting strategies were developed to implement within distance learning to provide opportunities for students to share their feelings and feel connected to their peers within a distance learning platform. High school counselors supported teachers, foster youth, English learners, and low-income students in setting up time management systems in support of success within both distance and in-person instructional offerings. HCA Counselors help reinforce and set up systems for students to set goals correctly, prioritize weekly tasks, set a time frame in which to complete tasks, to build in breaks for well-being throughout the day, strategies to organize work space, planning ahead to address any challenges that may arise.

SUSD provided Mental health clinicians to work with HCA Counselors members to provide mental health and behavioral supports. Mental health clinicians and HCA Counselors promote the healthy social-emotional development of all students and principally address trauma-informed needs and mental health related barriers that many foster youth, English learners, and low-income students experience within their learning. HCA Counselors with support from SUSD provide triage and consultation services to address the needs of foster youth, English learners, and low-income students while providing individual, group, and family therapy sessions. During distance learning HCA Counselors and Staff provide videos sharing mindfulness strategies for students, families, and staff, call Mindful Mondays, was developed and provided in multiple languages. SUSD's Mental Health and Conduct Services department offered parent, guardian, family, and staff resources for remote learning that included insta-coffee talks (pre-recorded training on various topics), behavioral management strategies within distance learning, informed attention on injuries, education and quick advice, Positive Behavior Interventions & Supports (PBIS) within distance and home learning environments, and trauma-informed educational strategies. Topics of workshops provided to families and staff include: addressing fears and anxiety about returning to school, building relationships and responding to student concerns, stress management for school staff, welcoming students, creating a work space, how to motivate learning, strategies for managing challenging behavior, and setting up schedules. HCA Counselors along with Mental health clinicians are effective in meeting the needs of students through increasing within distance learning the incorporation of trauma informed practices and PBIS into the classroom cultures to help develop a welcoming, safe and healthy distance learning experience for students and staff.

Foster youth, English learners, and low-income students were provided with instructional supplies to support their participation in distance learning. HCA and the Families in Transition and Foster Youth office provided pencils, high lighters, crayons, notebooks, and other supplies for students to utilize within their place of residence during distance learning experiences. SUSD ordered individual instructional supplies to provide all foster youth, English learners, and low-income students once in-person instructional offerings are allowable. These actions and services are effective in meeting the student active engagement and increased access to supplies in order for students to have the resources they need both within their place of residence and within the physical classroom to directly engage in the learning process. HCA Counselors contact Foster youth and students in transition to ensure they maintain participation in distance learning and are able to meet their basic needs. School counselors partner with families to strengthen the home-school connection. Foster/Families in Transition/English Learners are taught learning/study skills and social-emotional learning via class lessons (including the Second Step curriculum) by school counselors who also provide one-on-one check-ins, and group support. HCA counselors collaborate with the Language Development Department, specifically with English learner teachers to ensure English learners receive social-emotional and academic support in their classes. HCA counselors work in collaboration with our Special Education department to help support students in the Special Education program to meet their social-emotional needs. HCA counselors collaborate with special education teachers, case managers, program specialists, school psychologists, and speech language pathologists to monitor students' progress and social-emotional well being. To further support our student groups (foster and homeless youth, EL, special education) school counselors are the points of contact for support at their respective sites and collaborate with the Families in Transition, Special Education, and EL teams to ensure that our students receive academic, career and social-emotional support and resources.

During the school year the Language Development Office (LDO) will provide ongoing training and workshops. The Language Development Office (LDO) will provide opportunities and times for HCA teachers and bilingual paraprofessionals to participate in the ELD Institutes and ongoing workshops. The LDO will provide an Integrated and Designated professional learning training series and work in collaboration with the publishers in integrating an ELD focuses in the publisher curriculum training. New teachers will be provided with an after school integrated and designated ELD professional learning course. The Language Development Office (LDO) will provides HCA instructional support and focused training and workshops to ensure that our teachers are providing rigorous core curriculum and meeting the needs of our English learners within distance learning and in-person instructional offerings. HCA's EL coordinator attends quarterly English learner meetings- where the English Learner Program (ELP) Site Coordinators' model effective research-based instructional strategies to ensure that the EL site coordinators bring back the instructional strategies to their sites to continue the improvement of learning taking place during designated and integrated English Language Development and across the content areas for English learners. Training was provided during the HCA's Parent Coffee Hour, District English Learner Parent Advisory Committee meetings and in support of building the capacity of HCA's English Learner Advisory Committees (ELAC) to participate and engage in site level student, program, and budget needs.

Translation and interpretation services were provided to staff, families, and community members at the school sites, family meetings, training, workshops, and district level meetings. Written and verbal translation has been offered to support family meetings, documents, presentations, Individualized Educational Program meetings (IEPs), and district communication outreach.

Health Careers Academy allocates 1.5 hours every other week for teacher collaboration time focused on developing high quality first instruction that meets the academic and social-emotional needs of all students within both distance learning and in-person instructional offerings, principally directed towards strategic focus on effective research-based instructional practices to increase the academic achievement of low-income, foster youth, and English learners students through strategic planning and differentiated learning experiences. School sites collaboratively created annual collaboration schedules and site leadership worked with their Professional Learning Communities (PLCs) to identify areas in need of professional learning and staff development. HCA Teachers provide the opportunity for the

families of each of their students to take part in teacher, parent/guardian/family, and student academic conferences. Family engagement activities were organized and took place at all of the school sites at various times throughout the school year.

HCA students were provided opportunities to take part in Credit and Dropout Recovery Programs at all of the high schools. HCA Teachers provide increased support in before, during, and after school opportunities to access credit recovery programs such as APEX and Cyber High to support students staying on the path for high school graduation. Foster youth, English learners, and low-income students were provided with access to credit recovery programs and teacher guided assistance in answering student questions and providing another layer of instructional support within distance learning and in-person offerings in support of successful completion of the credit recovery options providing improved access to A-G courses for students in need of credit recovery. HCA counselors provide academic guidance and course credit goal setting planning meetings with foster youth, English learner, and low-income students throughout the year in support of students staying on track to graduate from high school.

As needed SUSD's Inclusion Specialists support students with disabilities, primarily students with Autism, by providing consultation services to teachers, administrators and support staff on Evidence Based Practices. The inclusion specialist served as a consultant in inclusion practices to support general education teachers, special education teachers, administration, and support staff in ensuring students with disabilities were provided with inclusion opportunities within the general education mainstream classrooms within both distance learning and in-person instructional offerings settings.. They support the transition of Preschool to 8th grade students as they transition to general education by providing general education with practices and knowledge that lead to a smooth transition process for the student into a less restrictive learning environment and within the scope of this year assisting families and staff successfully transition students into distance learning and in-person instructional offerings while helping to set up strategic schedules, breaks, and behavioral management systems to reduce student anxiety and frustration. Support was provided in the areas of executive functioning skills, teaching evidence-based practices, advocating for more Understanding By Design Learning (UDL) approaches in the classroom, behavior modifications, participating in IEP meetings, and facilitated tours of high schools for students and families while supporting transitional skills from 8th to 9th grade. Inclusion Specialists support parents by providing training on transition into a mainstream classroom setting, educational routines and practices to integrate into the home setting, as well as Evidence Based Practices to increase academic success and social communication development. Furthermore, Inclusion Specialists have provided training/workshops to Administrators, General Education Teachers, and support staff regarding students with Autism and Evidence Based Practices to support their transition to the general education setting within distance learning and in-person instructional offerings. Health Careers Academy's instructional coach supports teachers in implementing the new curriculum and differentiating instructional practices to meet the diverse needs of learners in all grades. HCA's Instructional coach utilizes the cognitive coaching model to focus on teachers providing high quality first instruction to culturally and linguistically diverse students with varying levels of current academic abilities. HCA's coach is provided with ongoing curriculum-based training by the publishers and culturally and linguistically learning and teaching training. HCA's coach focused on strategies to support the teachers building instructional capacity to differentiate lessons to ensure access to and understanding of standards-based lessons for all students within distance learning and in-person instructional offering settings. Support was provided focused on meeting the needs of English learners with designated and integrated English Language Development (ELD) lesson studies. Classroom instruction coaching cycles ensured implementation of direct interactive instruction, high level questions, student engagement, evidence of using assessments to progress monitor the effectiveness of instruction, development and analysis of common formative assessments, and strategic co-lesson planning to ensure measurable goals were being set and lessons were differentiated to meet the specific learning needs of foster youth, English learners, and low-income students. HCA's instructional coach has taken part in ongoing professional learning experiences in 2019-2020 and becoming trainers of-trainers status of curriculum implementation moving during the 2020-2021 school year.

HCA received an allocation of funding based on their California Basic Educational Data System (CBED) student numbers and percentage of foster youth, English learners, and low-income students attending the school to address the need for increased or improved services being offered at school sites; while holding strategic planning meetings with school site and district level leadership focused on spending decisions based on data and root cause analysis. This process allowed for school level decision-making in collaboration with School Site Councils and English Learner Advisory Committee consultation and recommendations that were aligned with the district Local Control and Accountability Plan (LCAP) and School Plan For Student Achievement (SPSA) goals, principally directed towards increasing and improving services provided to foster youth, English learners, students with disabilities, and low-income student groups during distance learning and in-person instructional offerings. HCA utilized allocated funding for increased counselor support, supplemental instructional resources, field trips, attendance and academic incentives, after school tutoring, family engagement events, and other evidence-based resources to increase and improve academic growth and social-emotional development for focal student groups in which data continues to show increased services and supports are needed to be provided for to ensure academic growth and social-emotional development that supports the students graduating from high school prepared for college, career, and community readiness.

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

The transition to distance learning provided a unique opportunity to address the technology and connectivity gap that directly impacted increased and improved access to stakeholder engagement, learning, mental health, and social-emotional well-being prior to and during the COVID-19 pandemic. The needs aligned with distance learning created a new sense of urgency that presented an opportunity to ensure all foster youth, English learners, and low-income students have access to a laptop and internet connectivity within their place of residence. Through the reexamination of services, resources, and frameworks for students, a new perspective around access and video resources occurred, and in doing so, a broadened sense of the ways in which increased and improved services could be offered during synchronous and asynchronous forms of providing learning and health and well-being services to students, families, and staff. SUSD, purchased and distributed laptops and WiFi hot spots to foster youth, English learners, and low income students to increase and improve their access to learning, academic and social-emotional resources, and devices within school and at home that support increasing technological skills that are applicable and needed to graduate from high school and for college, career, and community readiness. For many of our low-income, English learners, and foster youth students accessing the internet on a computer that is checked out to them was a new and welcomed experience within their place of residence. When public health and safety guidelines allow for in-person instructional offerings to occur, foster youth, English learners, and low-income students will be able to continue to have access to a laptop and internet connectivity within their places of residence.

Foster youth, English learners, and low-income students are provided with access to five days worth of breakfast, lunch, and dinner meals. Students have access to a counselor to address any social-emotional well-being needs and support academic guidance and goal setting needs. HCA with SUSD provides mental health services in the forms of individual, group, and family therapy sessions are offered to provide tiered mental health services. Foster youth, English learners, and low-income students were provided with instructional materials to support student engagement during distance learning and will be provided with their own set of learning supplies once in-person instructional offerings are allowable. Distance Learning guidebook was translated into multiple languages to increase the accessibility for foster youth, English learner, and low-income families in gaining a deeper understanding of the expectations and resources that exist during distance learning. Credit recovery programs were provided to foster youth, English learners, and low-income students with direct teacher support

assisting the students in taking part in credit recovery experiences within distance learning. External battery recharging chords that can be used to recharge laptops were purchased for foster youth, families in transition, and unaccompanied youths to improve their ability to keep their devices charged and access distance learning and online resources. Foster youth and families in transition staff will receive increased training this year in support of improving the services and supports we provide to foster youth. For English learners, the daily interactions and communication expectations that occur within the traditional in-person setting of the school day was where language development and acquisition occurred. Within distance learning the opportunity to join into conversations and engage with peers during passing periods, PE, recess, lunch, and other classroom-based and around the school campus experiences are not as accessible for English learner students. The Language Development Office and school sites are creating virtual lunch groups, student enrichment opportunities, similar interest gatherings of students within distance platforms to provide a safe, positive virtual space for online interactions and socialization experiences to occur between students and staff. Before distance learning various barriers such as transportation, sports, siblings school schedules hindered access for foster youth, English learners, and low-income students from taking part in clubs, before and after school enrichment and academic support offerings. Now with all students being provided with a laptop and a WiFi hot spot for every student, the increased access for students to take part in clubs, enrichment activities, tutoring sessions, homework help has both increased and improved through providing connectivity for students. Now, foster youth, English learners, and low-income students can come together to take part in academic support, mental health sessions, social-emotional well-being opportunities, and fun social experiences. The Language Development Office (LDO) is dedicated to serving the needs of English learners (ELs) and provides ongoing supports within distance learning and in-person instructional offerings to ensure English learners (ELs) have access to high quality first instruction and educational experiences designed to support ELs acquiring proficiency in English, the academic skills and vocabulary, in order to meet or exceed grade level standards for academic achievement. Additional outreach, communication, and supports are provided by the LDO staff in collaboration with other Stockton Unified School District (SUSD) departments and outside agencies to ensure wraparound services for addressing barriers and obstacles faced by students and families are provided through a whole child trauma-informed care approach.

Addressing the diverse needs of low-income students, services continued to be increased and improved in the areas of mental health services, restorative justice practices, access to nursing, services provided at the wellness centers, restorative practices and trauma-informed practices professional development for staff, social-emotional learning and well-being workshops focused on strategies for staff to integrate into distance learning and in-person instructional offerings, health care services, academic resources and supports, and behavioral management support for students, families, and staff. HCA's Career Technical Education (CTE) pathway programs are principally directed toward meeting the needs of low-income, foster youth, and English learner students because they offer college and career skills-based, accelerated, and flexible learning modalities that are offered within a distance learning platform and in-person instructional offerings that help to keep students faced with diverse societal and academic challenges engaged and on path to success within college, career development, and the necessary skills for students to move forward in life as leaders within their community. Professional development series focus on implicit bias, diversity and inclusion, culturally and linguistically responsive teaching and learning, equity, and providing high quality first instruction will continue during distance learning and once the transition into in-person instructional offerings is allowable. Students and families in transition, foster youth, English learners, students with exceptional needs, and low-income students will continue to be supported by the Family Education and Engagement Office, the Families In Transition and Foster Youth Office, Language Development Office, and the Child Welfare and Attendance staff to ensure students receive quality educational experiences within distance learning, have the connectivity needed to access distance learning, are aware of and supported in accessing the resources offered within the District and the city at large, and continue to provide resources like workshops and training for job readiness, health clinic well-being services, bus tokens, food, instructional learning supplies, support in accessing emergency housing, translation and interpretation services, and other needed services within distance learning and in-person instructional offerings. Another improvement aligned with connectivity and distribution of technology

within the place of residence of enrolled students is for our foster youth, English learner, and low-income student families to have access to virtual platforms for school meetings, district workshops and events that allow for greater participation of families that due to one barrier or another variable were unable to attend events or district in-person offerings. HCA with SUSD also has created an accessible family resource site, by clicking on the hand icon found on the SUSD homepage HCA's school web page, that provides a library of resources and information for families to use. Principally addressing the needs of foster youth, English learner, and low-income families, HCA with SUSD has created video libraries of workshops, training, and professional development offerings in multiple languages so that families, students, and staff can access resources and revisit the information shared at times that work for their schedules. Parents and guardians have the ability to now join meetings from a location convenient to them and increase their participation in adding their voice to school planning processes and needs aligned with their children. Virtual tutoring rooms, homework help, and a virtual calming space, are among some of the virtual offerings that are provided to students, families, and staff that represent an increased and improved service that increases access to academic growth and social-emotional development services. HCA office hours take place from 9-2pm, and 24hr messaging through Jupiter Messages to provide opportunities for foster youth, English learner, and low-income families to ask questions, receive support, and be provided with information on how to access resources provided from staff members and site administration at school sites across the district focused on equity and access.

Attendance incentives and intentional daily, weekly, and monthly systems of outreach to foster youth, English learners, and low-income students took place in support of reinforcing the importance of students attending distance learning and engaging in synchronous and asynchronous learning everyday. HCA Staff strategically will reach out to families to ensure students are engaging in distance learning and in-person instructional offerings, instructional staff will keep a weekly engagement record for each student documenting synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. This process will help support progress monitoring of focal student groups and provide integration of tiered supports to address any barriers to student's attending daily instruction and accessing learning experiences. HCA Counseling and guidance services provided to foster youth, English learners, and low-income students provide social-emotional support focused on supporting students and addressing challenges for consistent daily attendance through creating wraparound of student services through developing an equitable, trauma-informed, trusting relationships while ensuring students needs are met in and out of the classroom setting; the work of addressing focal student group needs are wide ranging and provide assistance in supporting student success in student attendance, positive behavioral trends, academic goal setting and growth, and graduation.