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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton Unified School District</td>
<td>Myra Machuca, 209-933-7260, <a href="mailto:mmachuca@stocktonusd.net">mmachuca@stocktonusd.net</a> principal</td>
<td><a href="mailto:csloan@stocktonusd.net">csloan@stocktonusd.net</a> 209-933-2739</td>
</tr>
</tbody>
</table>

General Information
The COVID-19 pandemic has directly affected the Nightingale Charter community and impacted the lives of our students, staff, and families. Due to the impact of the COVID-19 pandemic, Stockton Unified School District, including Nightingale Charter, 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 and presented challenges to students and families accessing basic services. Throughout the pandemic Nightingale Charter has continued to provide distance learning, student meal distribution, and mental health, social-emotional and physical well-being services for students, staff, and families. Due to health and safety regulations mandated by the state of California, Nightingale Charter provided distance learning in the spring of 2020 and began the 2020-2021 school year with 100% distance learning. Teachers were offered a variety of professional development opportunities to enhance the skills necessary to provide rigorous and effective online instruction. Enrolled students were also given opportunities to pick up breakfast, lunch, and dinner, as these meals were provided at Nightingale and nearby school sites. Nightingale has staff on site during the week to address the needs of students and families by appointment while following safety and health guidelines and protocols.

The disruptions caused by the COVID-19 pandemic have resulted in an increase of staff, students, and families experiencing anxiety and trauma from isolation and disconnection. In response to school building closures, hotline numbers were made available by the district 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.

Instructional staff worked collaboratively in developing distance learning instructional schedules, systems of synchronous and asynchronous learning experiences, a virtual Back To School Night. Teachers and administrators attended 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.

Some of the most serious impacts of school building closures were the challenges of ensuring all those facing food scarcity were being provided with food, access to a computer and internet for students, providing individual and group counseling and mental health services, and maintaining contact and providing direct services to families in transition whose location and contact numbers change frequently.

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. During the spring and summer of 2020 our District 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 access grade level standards-based skill development, mental health and social-emotional well-being support to address the challenges faced in light of the COVID-19 pandemic.

Nightingale Charter values the need to address ALL students' learning goals and social-emotional development with an equitable approach. This includes 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. Our mission is to ensure we are safely serving
the needs of our students through delivery of quality instruction and services regardless of the public health tier. We will continue to adapt to the fluid and dynamic nature of this pandemic in order to best serve our students and community.

Stakeholder Engagement

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

Due to the overarching nature of the situation created by the pandemic, Stockton Unified School District (SUSD) provided the bulk of the opportunities for stakeholder feedback. 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. These engagement opportunities included: surveys, phone polling, community dialogues (online and phone in), phone calls directly to families, 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 also provided opportunities through distance/remote platforms for collaborative discussions around the various proposed instructional/learning models allowable within the current pandemic health stages. Participants were able to participate by connecting via computer, phone, or 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 public hearing on SUSD’s Learning Continuity and Attendance plan was held at the Sept. 15th board meeting prior to finalizing and adopting the plan at the Board Meeting on September 22nd, 2020.
Feedback from these efforts, directives from SUSD based on the Learning Continuity and Attendance Plan, and Public Health mandates dictated Nightingale Charter's method of delivery of instruction to begin the 2020-21 School Year.

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

As a result of these directives, Nightingale Charter is now focused on how to best provide distance learning instruction in a rigorous, equitable, and effective manner while maintaining foresight on how to adapt and prepare for the next level of instruction (hybrid model). In order to provide quality instruction and services, the concerns/needs/requests of students, families, teachers, and staff have been and continue to be solicited. This has been done via School Site Council, Charter Advisory Committee, English Learner Advisory Committee, parent coffees, surveys, Back to School Night, social media, website, and access/availability of administration and counselor.

Stakeholders are made aware of these public meetings/events and how to connect to the meetings via emails, text messages, phone calls, public postings on school site as well as social media and school web site.

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

Ideas and trends that emerged from SUSD's analysis of the feedback from stakeholders focused mainly on the need for students to have access to laptops and WiFi hot spots, the need for counseling and mental health services, social-emotional learning lessons along with academics, workshops for families on computer literacy and accessing curriculum, tutoring/homework help, child care needs, and a virtual place for students to socialize.

Stakeholder feedback from Nightingale Charter's outreach efforts echoed the trends that were seen district-wide. It is widely agreed upon that the biggest concern facing distance learning is access to computers and adequate wi-fi. Obviously, without these needs met, students will not be successful in accessing the online classroom/curriculum. Another pressing need that was evident was families are requesting workshops on basic computer use as well as how to access the curriculum/resources that are available online. Most of the other input was based upon student supports, academically and/or socially and emotionally. A need for direct support for students with disabilities and English language learners was expressed as well as tutoring for students who are having academic difficulties. Stakeholders also deemed it was necessary for students to have access to counselors and mental health clinicians, be provided with social/emotional lessons during distance learning instruction and allowed non-academic time to interact with peers virtually to assist with feelings of loneliness and isolation. While a majority of students who provided feedback stated they currently have access to a computer and internet, they did indicate a need for supplies (i.e., pencils, pens, paper, books, etc.). A need for supplies at home was also expressed by instructional staff and parents. In order to support student learning, many suggestions for headphones with a microphone were made due to background noise causing distractions for students and students in the virtual classroom.

Looking ahead to future learning models (i.e., two-day rotation, A/B week, looping, early/late staggered) a need for additional supplies that will exceed the norm was noted. Students will not be able to share supplies as they once were, therefore abundant supply purchases and
receptacles to keep supplies separate for individual students will need to be made. Continued use of instructional technology, whether it be virtually or in-person, has necessitated the need for updated equipment for instructional staff (i.e. document cameras, projectors, teacher laptops, etc.). It is anticipated that when students return to the school site, they may have anxiety/stress that may need to be addressed in the classroom. It has been suggested that things like sensory kits, flexible seating, bands for chairs, fidget accessories, etc. may be useful in addressing some of these needs. Furthermore, upon return it is unknown what the condition will be of Chromebooks. Therefore, the purchase of additional Chromebooks is anticipated. Of course, additional PPE supplies (i.e. sanitizer, masks, cleaners/disinfectants, plexiglass partitions, shields, thermometers, etc.) will be necessary upon return to in-person learning models.

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

Shaping of the current learning plan and guidance on daily live instruction for all students was based on stakeholder feedback from the SUSD community as a whole. Nightingale Charter follows the Learning and Continuity plan put into place by SUSD and adopted by the SUSD School Board.

The greatest trend of stakeholder feedback that influenced the plan was student and staff access to devices and connectivity. The District addressed these needs by ordering laptops with a camera and WiFi hot spot for every enrolled student, teachers and instructional support staff that were experiencing connectivity issues. Nightingale Charter staff assisted with checking out Chromebooks and a WiFi hotspot to any student who requested one. Nightingale staff continue to assist with replacing laptops that are not functioning properly as well as troubleshoot any issues.

With many students and families expressing a need to access academic support to address the challenge of understanding content within distance learning, SUSD increased the tutoring options offered to students and is 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 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, Nightingale Charter 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).

To address social/emotional concerns, Nightingale Charter is utilizing the school counselor and mental health clinician. Parents are made aware of these opportunities through bi-weekly parent coffee meetings, 504 meetings, IEP meetings as well as outreach to families who ask or are referred by a teacher or other school staff member.

Nightingale Charter administration and secretarial staff are currently taking inventory of supplies on site as well as assessing needs for future purchases of instructional technology equipment, Personal Protection Equipment, flexible seating and other classroom accessories that promote calming focus, fidget/stress relief, and supports sensory needs.

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.]

The Nightingale staff continues to stay focused on ensuring and supporting the reopening of the school for in-person instructional offerings. Nightingale Charter is centered around safety and providing high quality instruction for our students. Regardless of the instructional stage we are in, Nightingale is committed to ensuring that all staff and students have the Personal Protection Equipment (PPE) 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 the district, San Joaquin County Public Health and our County Office of Education, we will continue to utilize every action we can implement to manage the challenges brought on by COVID-19. We are focused on providing learning environments with maximum safety for every student and staff member, while proceeding with our school mission that Nightingale Charter will cultivate Outstanding, Wise Leaders and Scholars prepared for college, career, and beyond through project based learning and 21st century skills.

Upon transitioning back into in-person instructional offerings as allowable by local and state governance, Nightingale will follow the guidance of SUSD and operate within stage two guidelines. Stage two consists of a hybrid-stagger model of instruction having students attend in-person learning within cohort groups supported by distance learning experiences on the days that the cohort groups are not on campus. Nightingale will continue to provide a full distance learning option for those families that prefer continuing with 100% distance learning. The hybrid model will combine face-to-face instruction with online learning which will reduce the number of students in the school building allowing for social-distancing. Within the Hybrid stagger schedule instructional model class sizes will be reduced and furniture positioned ensure social-distancing guidelines in 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 throughout and at the front of the school. 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.

During instructional stage three, weekly access to in-person instructional offerings will be increased for students, with in-person after school programs being offered while also maintaining distance learning options for families. In all of the in-person instructional offerings all daily safety and health protocols will be implemented and aligned with the guidance of the local and state health professionals' recommendations. On campus 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 on campus. The classroom-based instructional schedule model will ensure student learning and competency development by providing the needed instructional minutes, common-formative curriculum-based assessments, instructional collaboration and planning time for teachers, and a transitional model to in-person instruction that provides a smaller class size to address the health and safety needs of the students and staff. During all in-person instructional offerings, all students and staff on campus will be required to take part in a daily COVID-19 health check. Upon entering campus, a temperature check, handwashing/sanitizing, and PPE compliance will be enforced. Furthermore, daily deep cleaning and sanitizing of all communal spaces and objects (e.g. door knobs, desks, tables, seats/chairs, playground equipment, etc.) will occur. Water fountains will be cordoned off and will not be available on campus. In addition, all district vehicles which provide services to our site will be cleaned and sanitized daily.

The COVID-19 pandemic presents an ongoing fluid and dynamic situation. Nightingale Charter, in conjunction with Stockton Unified, will provide in-person instructional offerings when approved and will continue to work in partnership with the local and state health department in implementing their guidelines and mandates throughout the 2020-2021 academic year.

The schedule for in-person instructional offerings will provide, to the extent possible, family choice about the process of their children coming on campus (i.e., which days, aligning schedules with siblings, etc.) and developing a hybrid schedule that addresses the needs of student populations with unique and exceptional needs. 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 assessments, 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, and after school tutoring and homework support. 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, counselors, mental health clinicians, and behavioral assists working in collaboration with teachers and providing direct services to students and families.
## Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

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<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>PPE - Personal Protective Equipment Supplies: Face coverings to ensure that students, staff, and families entering Nightingale Charter are minimizing the spread of COVID. Increased supplies of soap, hand sanitizers, thermometers, and additional necessary supplies.</td>
<td>$20,000</td>
<td>Yes</td>
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<tr>
<td>Increased health and cleanliness protocols aligned with in person person, face to face instruction for students and support for families</td>
<td>$15,000</td>
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<td>Posters, floor decal and other visual cues throughout the school to maximize social distancing.</td>
<td>$2,000</td>
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<td>Plexiglass to provide barriers when close contact is necessary and does not allow physical distancing of 6 feet.</td>
<td>$2,000</td>
<td>No</td>
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<td>Individual instructional material supplies for individual students. Eliminating sharing of objects and materials so that every student is fully engaged in the learning process with all required and necessary supplies.</td>
<td>$30,000</td>
<td>Yes</td>
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<tr>
<td>Extra Pay for staff members to work with students to address the instructional academic losses due to the COVID closure.</td>
<td>$30,000</td>
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<tr>
<td>Desks and other furniture to assist in maintaining the appropriate spacing and storage for students in the classroom at school.</td>
<td>$50,000</td>
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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.]

Nightingale Charter 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 is available 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 is available in multiple languages to support 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.

Nightingale Charter administration will lead the planning and scheduling process for distribution of student learning materials and collaboratively work with teachers and grade level 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.). Nightingale Charter 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. Assessments will occur throughout the school year following SUSD expectations for assessments defined for trimesters; 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.

Nightingale Charter will administer grade level standards based diagnostic assessments with all enrolled students. Instructional staff will collaboratively analyze 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, 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. Nightingale's Back to School night and Title 1 Parent Presentation was provided through a virtual platform allowing for families to attend and engage school staff with questions and shared needed areas of support within distance learning, counseling, curriculum, and technical needs.

Nightingale Charter follows 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." SUSD grading policy for TK-6th grades will be based on a rubric scaled scores of 1, 2, 3, 4 on report cards and grades 7th-8th 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 provide opportunities for the instructional models to be flexible, include breaks, and provide an instructional balance between live instruction and student guided learning between whole class and small group instructional learning support. All students receive at least the minimum of instructional minutes that are required by Assembly Bill 77.

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. ]

Nightingale Charter checked out a Chromebook laptop to any enrolled student that was in need of a computer to access distance learning and complete assigned schoolwork. Nightingale Charter in conjunction with 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. Nightingale Charter 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 families were able to obtain district WiFi hot spots. School sites will be in constant communication via phone calls, Home visits, and media outreach to to address connectivity access by checking out new technology to students if computers break or malfunction as well as other technical needs.
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.]

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, will assign the time value of assignments provided to students within their classes aligned with student guided learning (asynchronous).

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.]

Nightingale teachers were provided with professional development opportunities to support the distance learning program. 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.

Technological support was provided to all instructional staff providing them with laptops and all teaching materials including Doc Cams and printers.

Staff Roles and Responsibilities

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

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 precautions and safety norms focused on daily self-check and temperature protocols, staying within your work space, use of 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.

The 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.

Intervention Teacher and Resource teacher 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.

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.

Office staff will 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.

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.

The 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.
Nightingale staff is invested in supporting student academic achievement, supporting equitable learning environments. Nightingale Charter 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 our 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.]

Students with unique needs will be provided with individual support when the opportunity arises. 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.

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. 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.

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.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sutra44.athlete000s customization of 5 student success strategies align with the Core Values at Nightingale Charter School. While a portion of this program will be tailored for the third grade classes, the remaining sections may be adapted for use in grades K-6, with the exception of the movement class, which will be more appropriate for the K-3 audience. The classes will be posted to a private Google Classroom site for the School to use freely during the 2020-2021 Academic School Year.</td>
<td>$5,000</td>
<td>No</td>
</tr>
<tr>
<td>Angela Beyers - Angela Beyer uses brain based theories to fuse together an understanding of how our body and brain work and processing information with effective teaching methodology. Mrs. Beyer focuses on techniques to help teachers form strong connections and relationships with students and establish a positive emotional climate while teaching. Understanding the biological needs of students helps teachers focus positive ways of interacting with them so the teacher knows, what is going on with them, and the best ways of presenting academic material to ensure comprehension. Her techniques include ways that teachers can &quot;trick the brain into learning easier, faster, and more efficiently.&quot;</td>
<td>$25,000</td>
<td>No</td>
</tr>
<tr>
<td>Continuous purchasing of laptops to supply students with access to the curriculum. Refresh cycle process of laptops to ensure that all students at Nightingale Charter have a device.</td>
<td>$50,000</td>
<td>Yes</td>
</tr>
<tr>
<td>WiFi hot spots provided to every Nightingale student to ensure connectivity.</td>
<td>$50,000</td>
<td>No</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>After school and Saturday academic support tutoring provided by tutors through distance learning platforms</td>
<td>$30,000</td>
<td>No</td>
</tr>
<tr>
<td>Substitute teachers to provide additional support during synchronous and asynchronous distance learning experiences for students.</td>
<td>$10,000</td>
<td>No</td>
</tr>
<tr>
<td>Staffing for family extended office hours offered later in the evening to increase access for families and students to communicate needs and support from school site staff aligned with distance learning logistics and systems.</td>
<td>$3,000</td>
<td>No</td>
</tr>
<tr>
<td>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.</td>
<td>$10,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### 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.]

Nightingale Charter will assess all students in ELA and Math using the i-Ready program. A historical analysis will reveal students' learning status and indicate any areas of loss that may have occurred. English Language Learners will also be assessed using the English Learner Proficiency Assessment for California (ELPAC) to determine levels of current English language proficiency. Other methods of measuring
learning loss will include, but are not limited to; reading records, informal observations by teacher, and common formative assessments as seen in the traditional classroom setting.

Nightingale has several opportunities to address students who suffered learning loss due to COVID-19 during the 2019-20 and 2020-21 school years. We have a full time intervention teacher, three ReadingCorps tutors for K-3 and two MathCorps tutors for 4-8. We also are using the computer adaptive AMIRA reading program in grades 1st-4th.

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.]

An assessment of iReady reading and math scores along with collaboration of classroom teachers will determine which students will receive ReadingCorps tutoring, MathCorps tutoring, and intervention from the intervention teacher. All students in grades 1st-4th will be able to access the Amira reading program. All students listed as English Language Learners as determined by the Home Language Survey and subsequent Initial ELPAC test will receive English Language Development for at least 30 minutes daily. Aside from assistance provided during the regular school day, Nightingale Charter will also offer before and after school tutoring in small groups by grade level/skill level.

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 provided to address learning loss will be measured by keeping detailed data on the students who are receiving these supports. The AmeriCorps programs (ReadingCorps and MathCorps) incorporates their own research-based assessments and interventions in the program. Data for students participating in any AmeriCorps program is tracked weekly and discussed by the Internal Coach, tutors, Master Coach, and Program Manager monthly. These students' iReady scores will also be looked at to see if there is a generalized improvement to reading or math based on the interventions they have received.

Teachers, administrators, coaches, and the intervention teacher will be able to access data for students participating in the Amira reading program. These students will also be tracked using their i-Ready reading scores to see if there has been any improvement in their assessment data.

The intervention teacher will keep a detailed log of interventions used for each students. The intervention teacher will work closely with the classroom teacher to address specific learning needs as well as monitor assessment data to determine the effectiveness of particular interventions for these students.

Classroom teachers will provide at least 30 minutes of dedicated English Language Development to students who are listed as English Learners. The teachers will also use specific strategies designed to assist English Learners throughout their daily instruction. Effectives of these services will be measured by ELD assessments given in class as well as by analyzing data on the ELPAC exam.
## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Teacher- primarily used for primary but used for students with the greatest need.</td>
<td>$2,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Americorps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Corps provided for k-3rd</td>
<td>$300</td>
<td>Yes</td>
</tr>
<tr>
<td>• Math Corps provided for 4th-8th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headsets for students to access AMIRA computer adapted program provided to K-4th.</td>
<td>$10,000</td>
<td>Yes</td>
</tr>
<tr>
<td>After school and Saturday academic support tutoring provided by tutors through distance learning platforms</td>
<td>$15,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustain the Advancement via Individual Determination (AVID) program in support of providing a research-based program that integrates a systems, culture, instruction, and leadership model for teachers and students to engage in writing, inquiry, collaboration, organizational, and reading skills focused on preparing first generation students within their family to graduate from high school and attend college.</td>
<td>$1,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Mental Health and Social and Emotional Well-Being
All supports and services provided to students, families, and staff are through direct in-person and through distance (tele-health) means. Supports are provided through a multi-tiered system 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 through the district. District Leadership liaisons who 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) meetings will be held virtually and ongoing. A mental health clinician was appointed to the Nightingale school site to help monitor and guide mental health supports. 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. Throughout the school year direct services, access to individual and group therapy, student, staff, and family contacts and check-ins, resources, workshop and resource sessions "Parent Coffee", assessments, coordination with outside agencies such as Sow a Seed, 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 learning. Professional development that will be provided are: trauma-responsive classrooms training by Angela Beyers, practical strategies to address common mental health symptoms in the classroom, therapeutic interventions, crisis management and the stress model, monthly updates from the school counselor.

Pupil and Family Engagement and Outreach
Nightingale Charter's 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 school site 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 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 at Nightingale Charter and are 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 Department, 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, Nightingale staff helped their sites distribute Chromebooks and WiFi hot spots as all families do not have access to the internet. School staff 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 and other staff members made every effort to contact the families of students that were not participating to help support them and determine their needs working with 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.). Nightingale Charter staff used a variety of engagement strategies to reach and connect with students. School counselors send weekly emails and videos, hosted virtual parent coffees 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. A number of academic resources on school and district websites have been added to offer additional support to students in math, reading, other subject areas, and mental health-related topics.

The Peer Leaders Uniting Students (PLUS) program focuses on school connectedness as a critical protective factor not only for social-emotional well-being, but it also promotes positive engagement and attendance. 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 Multi-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. School 2020-21 Learning Continuity and Attendance Plan for Stockton Unified School District Page 32 of 45 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 school 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. School 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, relationships, and restorative practices. School counselors consult with teachers on their Foster/Families in Transition/English learners/Special Education students on
identifying needs and providing strategies and support; school 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.]

Nightingale’s 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 Nightingale 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 at Nightingale. 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, 10:30 am-12:30 pm.

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 when 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. Nightingale worked and collaborated with schools in their zone in support of the food distribution process and ensuring, in collaboration with the Child Nutrition and Food Services department, that food Nightingale had adequate staff coverage to adhere to social-distancing expectations and provide efficient support in the meal distribution process.
## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning Program</td>
<td>Technology and technology resources- student headsets, chromebooks, hotspots, teacher computers, doc cameras, projectors,</td>
<td>$150,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Flexible Seating- Upon student return, flexible seating will be necessary because many students will have difficulty being in a stationary position for extended periods of time. The flexible seats will give them the ability to stay in one place while still providing them with an opportunity to move and fidget without disruption of the rest of the classroom.</td>
<td>$25,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Calming Boxes- These items will be useful for those students who have anxiety being away from home, out in public areas, and experiencing focusing issues for extended periods of time. As students return to the classroom, many anxieties will come to light and students will need things such as stress balls, fidget spinners, clickers, and other tactile objects as a way to release stress in a positive and organized manner.</td>
<td>$10,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Learning Loss</td>
<td>Additional instructional and non-instructional materials so that students are successful.</td>
<td>$10,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</td>
<td>$1,048,884</td>
</tr>
</tbody>
</table>

#### 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.]

District 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.

Stockton Unified School District provided K-12 teachers with high quality professional development and coaching to both learn about and build 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, 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.

District 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 while maintaining social-distancing protocols. Assistance with accessing resources and helping students understand how to take part in distance learning opportunities was provided. District staff worked with social workers, local non-profit organizations, students, and parents/guardians to ensure that foster youth had access to ongoing connections with teachers, counselors and/or mental health clinicians in support of social-emotional learning opportunities and taking part in the distance learning experiences being provided by the District.

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.

At least one counselor was assigned to support every TK-8th grade school site five days a week to address student academic guidance and social-emotional needs. 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. Restorative circles and 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. 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 wellbeing throughout the day, strategies to organize work space, planning ahead to address any challenges that may arise.

Mental health clinicians and behavior intervention team members provide mental health and behavioral supports at each school site across SUSD. Mental health clinicians and behavior intervention team staff 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. Staff members 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 a monthly video series sharing mindfulness strategies for students, families, and staff, call Mindful Mondays, was developed and provided in multiple languages. The 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. Mental health clinicians and behavioral management staff 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. School sites 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.

School 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. School 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. School counselors work in collaboration with our Special Education department to help support students in the Special Education program to meet their social-emotional needs. School 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 all 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 provide on site 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. The district holds quarterly English learner site coordinator 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 District English Learner Parent Advisory Committee meetings and in support of building the capacity of site level 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. District wide, every school site was allocated 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. Teachers provided 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.

The 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.

The instructional coaches supported teachers in implementing the new curriculum and differentiating instructional practices to meet the diverse needs of learners in all grades. Instructional coaches utilized 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. Coaches were provided with ongoing curriculum-based training by the publishers and culturally and linguistically learning and teaching training. All school sites were supported by instructional coaches and coaches 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. Instructional coaches have 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.
All schools 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. School sites utilized allocated funding for increased counselor support, library media assistants, supplemental instructional resources, increased bilingual assistant support, instructional assistant support, parent liaisons, community assists, additional assistant principals, program specialists, 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. At all school sites 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. 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 across SUSD.

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. Now with all students being provided with a laptop and SUSD purchasing 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. 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. SUSD also has created an accessible family resource site, by clicking on the hand icon found on the web pages, found on the SUSD homepage and all school site web pages, 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, 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. School site office hours take place virtually in the evening 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. 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. 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, and academic goal setting and growth.