

# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

The San Joaquin County Office of Education (SJCOE) Learning Continuity and Attendance Plan is written to include county operated court and community schools as well as special education programs supporting students and families throughout San Joaquin County. Our court schools provide meaningful teaching and learning in all core areas. Our community schools operate a variety of instructional models including traditional seat-based programs, hybrid instruction, and independent study. Our special education programs provide instructional content and services that address all areas of need, inclusive of pre-academics/academics, communication and language development, gross and fine motor, social emotional/behavior, and vocational/adaptive skills, as well as any other identified areas of need.

After the school closures on March 16, our county operated schools began offering distance learning to all our students. Prior to the school closures our total enrollment was 1,319 for court and community, and 972 for special education programs. The school closures presented students with a major shift in their learning. Despite daily opportunities to interact with their teachers and access curriculum, the Hold Harmless provision of Executive Order N-26-20, and California Senate Bill had the effect of limiting student engagement.

The COVID-19 pandemic necessitated a shift to distance learning. Our county operated schools communicated with students and parents/guardians to ensure all students had access to web devices and connectivity at home. Chromebooks or iPads were provided to all students in need. Wifi hotspots (MiFis) were purchased for students and families who did not have connectivity in their homes. Teachers in court and community schools utilized Google Classroom as the main learning management system to provide lessons and instruction, and used Google Meet to interact virtually with their students. Teachers in special education programs utilized a variety of online learning platforms (Google Classroom, Seesaw, etc.) and video conferencing applications (Zoom, Microsoft Teams, Google Meet, FaceTime) to connect virtually with students. When the 2020-21 school year began on August 6 with distance learning, our main objective was to re-engage students with our educational community. Our teachers, counselors, administrators, student services, and truancy intervention team initiated a concerted effort to reach out to students. This effort will continue until all students are accounted for and located. Our court and

community schools continued to emphasize pre- and post-assessments utilizing the FAST assessments in Illuminate to gather baseline data in reading and math to inform learning loss intervention strategies.

Immediately after the school closures in March, daily nutrition sites were strategically set up throughout San Joaquin County. Many of our students and families exist on the margins of society. Many parents/guardians were placed out of work. Our counselors, student services team and family engagement specialists continued to connect families with community-based organizations to provide assistance with food, clothing, shelter, and mental health counseling. Our SJCOE Operations team has implemented procedures to ensure all schools are safe and sanitized during distance learning. For our Special Education students, nutrition is provided through their district of residence.

As we open the school year with distance learning, our Director of Assessment and Professional Learning and our Coordinator of Multi-Tiered Systems of Support (MTSS) continue to collaborate with our SJCOE Educational Services division to provide impactful learning opportunities for our teachers and staff. This includes a five part series on the use of Web 2.0 tools to enhance meaningful online learning opportunities which will continue upon the return to hybrid and face-to-face teaching and learning. The move to distance learning also created a hardship for many parents who were unfamiliar with online learning. Our Family Engagement Specialists have created a virtual series called Family Connections. These trainings are focused on providing parents/guardians much needed support to navigate through distance learning, including how to use Google Classroom and how to stay connected. In our special education programs, teachers and related service providers participate in on-going professional development opportunities related to distance learning and teaching. A Parent Academy was established to provide parents with training on evidence-based practices, behavior intervention, and student engagement on an on-going and as needed basis, in large groups or with teachers and service providers in a 1:1 virtual setting.

## Stakeholder Engagement

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

A School Re-opening committee was established in June and met every Thursday for court and community schools and every Tuesday for special education programs up until our first official day of school, August 6. Teachers, instructional assistants, counselors, related service providers, administrators and student services staff were provided updates from the California Department of Education (CDE). Plans for re-opening schools were discussed and members provided feedback on instructional needs as well as safety and sanitizing of sites. Our Coordinator of Academic Technology provided ongoing updates related to the Chromebook/iPad distribution and WiFi access.

Electronic surveys were sent to all families, students, teachers, support staff, and stakeholders soliciting feedback regarding the Learning Continuity Plan. Communication with families and stakeholders who speak languages other than English are provided during all forums, written, and electronic communications. Families who did not have internet connectivity were sent paper surveys through US Mail and ConnectEd messages so they could take part telephonically. A virtual stakeholder forum was conducted on September 10 to provide opportunity for live feedback. The draft Learning Continuity Plan was shared during School Site Council and the English Learner Advisory Council meetings and feedback was solicited. Virtual Open Houses and Back to School Nights were facilitated by teachers and site administrators during the week of August 24, providing additional opportunities for feedback from parents and guardians. In addition, the survey was posted on the SJCOE website with the opportunity to present questions to the San Joaquin County Superintendent of Schools.

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

A hearing to provide the opportunity for public comment was conducted by the SJCOE Board on September 16. An additional meeting of the SJCOE Board was held on September 18, during which the SJCOE Learning Continuity Plan was unanimously approved. Stakeholders were given access to take part via teleconferencing and through written communication. Our English Learner Advisory Committees met August 24, and our School Site Council held a meeting on September 2 during which an overview of the Learning Continuity Plan was presented with opportunity for feedback. Notices of these meetings were posted on the SJCOE website 72 hours in advance and a link to the Zoom meetings was provided for public access and comment in accordance with Executive Order N-29-20.

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

Stakeholders from whom we received feedback included parents, students, student services, technical support services, nutrition services, Special Education Department, professional development staff, teachers, administrators, Probation, truancy prevention staff, mental health clinicians, nurses, school counselors, and family engagement specialists.

The main ideas that emerged from an analysis of the feedback included academic support for all students and providing chrome books and connectivity for students. There was an emphasis on ongoing professional development for teachers and reestablishing relationships with students and families.

From these main ideas we created statements of "We Need To":

Provide a safe educational setting for staff and students, when students are allowed to return to the classroom setting.

Provide students with ChromeBooks and connectivity as we continue in a distance learning model and then shift to hybrid learning that includes some days at school and some at home.

Provide a nutritional program that meets the needs of students in a distance learning model and a hybrid model.

Provide ongoing professional development for staff to support distance learning.

Provide quality educational support for foster youth, homeless, English learners, low-income, and special needs students.

Provide an assessment process to identify learning loss created by schools shifting to a distance learning model in March 2020.

Provide intervention programs to help close identified learning gaps.

Provide social/emotional support to students, families, and staff.

Provide a truancy/re-engagement process to help reconnect and maintain connections to schools and teachers in a distance learning model and hybrid model.

Provide efficient means of communication with parents and students.

Provide means of identifying additional supports requested by students and families and connecting them with additional community resources.

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

An aspect of the Learning Continuity and Attendance Plan (LCP) that was most influenced by stakeholder input was keeping a focus on the safety of all our stakeholders when we return to in-person learning. With the creation of a hybrid learning model, we needed to create safety protocols that all students and staff would follow. We based these protocols on guidance provided by the Center for Disease Control, the California Department of Education, and other local health agencies documents. After determining the hybrid schedule, we needed to establish a system of assessing our student learning and then creating specific interventions to close any learning gaps. We implemented a new assessment program called FastBridge which required training our teachers on this new program and then assessing students as quickly as possible to get a baseline understanding of their reading and math levels. This information can be found in our In-Person Instructional Offerings.

Another major aspect that was influenced by stakeholder input was our Distance Learning model that we needed to implement again due to an increase in COVID-19 cases in the community. All stakeholders were asked some basic questions, such as “What do you need to make this better and more meaningful?” The response was to ensure every student had access to devices and WiFi connectivity. Our Academic Technology Department secured necessary numbers for 1:1 access to Chromebooks, iPads, MacBook Pros and MiFis for all students in need. Additional feedback included the need for professional development for instructional staff so they could better provide instruction and academic support for students. In addition, providing mental health support for all students and families, with an emphasis on our foster youth, homeless students, low-income, special needs, and English learners students. The responses/actions to meet these needs can be found in the “Distance Learning Program”, “Mental Health and Social Emotional Well Being,” “Pupil Engagement,” and “Supports for Pupils with Unique Needs sections.”

# 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.]

In ongoing consultation between the San Joaquin County Superintendent of Schools and the Director of Public Health, the decision was made on Monday, July 13, to adhere to a distance learning instructional/learning model until further notice. This guidance will be reviewed and updated, accordingly. When classroom-based instruction becomes available, including a hybrid-model setting, all students and teachers will adhere to the same daily schedule that is used during distance learning and will continue to use Google Classroom or other online learning platforms as the learning management system. Students will be placed in small cohorts in order to maintain social distancing and safety protocols. The hybrid-model will allow students to have staggered class times/days in order to reduce the number of students in a school building at one time. The small cohorts of students may be determined based on student intervention needs in order to allow for targeted instruction and support. Those students who exhibit severe learning loss will be given opportunity for one-on-one support by their teacher and related service providers. All students and families will create an individualized learning plan (ILP) with their teacher with academic learning goals, and in accordance with their IEP. The goals will be reviewed regularly and interventions and supports will be available, such as one-on-one teacher instructional support. Teachers will maintain office hours for students to use for additional help beyond the school day. An ELD instructional coach will work with English learner students and their teachers for additional assistance (IP10).

Teachers will have access to GoGuardian to help provide additional assistance to students while using Chromebooks in the classroom (IP9). The GoGuardian program allows teachers to view students' screens during real-time without impacting social distance guidelines. Google Enterprise suite has been purchased to further support student/teacher and family engagement (IP5). Special education students have access to iPads and MacBooks to support their distance and in person learning (IP11). Ear Buds are provided to all students to support the transition to in-person/hybrid learning (IP7).

County Operated Schools and Programs (COSP) and Special Education programs have the following health and safety protocols to ensure the safety of students and staff:

All staff received COVID safety and cleaning training through Keenan modules at the start of the 20-21 school year.

All staff received safety starter kits for accessing sites during closure as well as reopening. Supplies included mask, gloves, sanitizer, sanitizer wipes (PPEs) - IP2.

Staff received training on proper mask and glove application.

All staff were trained how to request additional COVID supplies.

A system is in place for reordering and restocking supplies at all sites.

Staff were provided cleaning supplies for daily cleaning of high-touch surfaces. Additionally, janitorial staff are scheduled to provide daily deep cleaning after school hours. There is a monitoring system in place to ensure compliance of daily janitorial cleaning (IP4).

COVID precaution signs are in place at all COSP sites.

A/B hybrid model is to take effect upon reopening with smaller student cohorts. Students also have access to additional safety options: independent study; regional daily face-to-face option for families with child-care needs; full distance learning option for families that are not comfortable with face-to-face.

Multiple entry and exit points in place to minimize traffic.

Meal distribution will occur in smaller cohort classes rather than shared common room.

Six feet distance signs placed at all school sites and staff trained to maintain six-feet distance culture.

Contact tracing symptom screening tool is established for staff and students. Staff directed to report daily symptom screening. Additional staff employed for contact tracing and reporting.

Sites increased access to soap, water, paper towels, hands-free sanitizer dispensers, and sanitizer bottles for students and staff.

Hands-free thermometers provided to all sites.

Sites strongly encouraged to use virtual mediums for communication and instruction.

County COVID task force is in place for additional guidance. The Task Force consults with the public health officer directly.

Resources provided to all staff and students regarding COVID testing locations in the county.

County drivers trained to clean vehicles per CDC safety recommendations.

A robust on-line enrollment system is in place to minimize public traffic at sites.

Parents notified of safety measures.

Water stations have been installed at school sites to provide clean, potable water for students and staff (IP1).

Upon in-person instruction, results from the online diagnostic assessments in reading and math will continue to provide teachers the ability to evaluate student academic levels and the risk-level of learning loss exhibited. Teachers will use the diagnostic assessment results regularly to monitor student progress and to create strategies to help the learning gaps of some students. Throughout the 20-21 school year in both distance learning and in-person instruction, intervention and remediation will be offered to students who are performing below grade-level and/or experiencing learning loss due to the school closures. Teachers will administer the diagnostic assessments in reading and math to all students within the first few weeks of school, and as new students enroll in our programs. Based on the results of the assessments, students will receive the appropriate interventions and support to help close the learning gaps identified. Teachers will meet with each student individually (in both distance learning and in-person settings) to review their assessment results and develop an Individualized Learning Plan (ILP) to help close the learning gap. Students may also be placed in an additional intervention class through Google Classroom, if identified as a need in the ILP. All students will take another diagnostic assessment in winter, and again in spring to monitor student progress and growth. The online diagnostic assessment can be administered remotely or in-person. Teachers will continue to monitor student progress and use formative assessments through Web 2.0 tools delivered through Google Classroom. Students will be provided cost-free access to county-wide transportation through an agreement with the Regional Transportation District (IP6).

Special education teachers will monitor student progress via direct virtual observations, parent input, and informal assessment (virtual or in person) on student goals throughout distance learning. Families will continue to receive regular progress updates to include Upon the return to in-person instruction, informal and formal assessments will be conducted to assess progress toward goals and objectives and identify any learning loss/regression. IEP meetings may be held to adjust goals and services in order to address any additional service needs based on assessed learning loss. The Unique Learning System Curriculum is utilized to support students with complex learning needs (IP12).

In response to distance learning, and in anticipation of the return to in-person learning, teachers are being provided multiple opportunities to enhance their instructional capacity. Teachers are provided professional learning in:

- Web 2.0 tools (IP8)
- Google Classroom
- Leading Edge Certification (IP3)
- Web-based formative assessment tools
- Promethean Board training
- Evidence-based practices related to teaching students in special education programs including but not limited to Applied Behavior Analysis, visual supports, picture communication systems, task analysis, and positive/proactive behavior interventions.

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

Description	Total Funds	Contributing
Water stations/water bottles - to be installed at community school sites.	\$113,670	No
Personal Protective Equipment (PPEs) - In order to ensure a safe learning environment for students, teachers, and staff face masks, disposable gloves, hand sanitizing stations, and disinfecting wipes have been provided for all school sites.	\$429,713	No
Sanitizing and deep cleaning of school sites - Upon the reopening of school for in-person teaching and learning, our Student Services will ensure same day custodial services to ensure clean and safe learning environments for students and staff.	\$97,957	No
Leading Edge Certification (LEC) - In collaboration with the Stanislaus County Office of Education, we continue to offer the 8-module professional learning series. The focus of LEC is to increase capacity for online instruction with an emphasis on Web 2.0 tools and effective use of our learning management system - Google Classroom.	\$22,500	Yes
Google Enterprise - All teachers and staff have been provided access to Google Enterprise which allows student/teacher and student/student interaction from a safe distance. Breakout rooms, screen sharing, and other features enhance collaboration and meaningful learning experiences.	\$6,756	No

Description	Total Funds	Contributing
Public Transportation - In collaboration with the San Joaquin Regional Transportation District (RTD), we provide access to public bus transportation throughout San Joaquin County to ensure all students have access to school sites. This action supports foster youth, homeless, and low-income students in closing gaps in their education and learning loss associated with the COVID-19 pandemic.	\$54,000	Yes
Ear Buds/Headphones/Web Cams - Earbuds and headphones facilitate small group learning and interaction between students and teachers. Webcams are used to allow for hybrid instruction and collaboration.	\$70,359	Yes
5 Web 2.0 Modules - With the support of SJCOE Educational Services, we are providing five Web 2.0 trainings for all teachers to increase access to online learning tools.	\$0	Yes
ELD Instructional Coach - In collaboration with SJCOE Educational Services, an ELD specialist works with our teachers to provide side-by-side instructional coaching with an emphasis on supporting our English learners.	\$7,230	Yes
GoGuardian - This classroom learning management system provides our teachers impactful tools to support student learning in person or virtually.	\$6,004	Yes
iPads with wifi capability and keyboard cases increase the ability for students to access individualized instructional content as well as functional communication apps for students who are nonverbal or with limited verbal ability	\$939,358	Yes
MacBook Pro Laptops - MacBook Pro Laptops will replace outdated desktop computers that are no longer compatible with current internet security on district campuses. Updated computers will allow teachers to access online learning platforms and video conferencing apps for students in full distance learning or hybrid learning options.	\$212,879	Yes

Description	Total Funds	Contributing
Unique Learning System Curriculum - Regardless of the method of delivery, this curriculum is specially designed for students with complex learning needs in special education classes.	\$24,000	No

## Distance Learning Program

### Continuity of Instruction

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

In ongoing and close consultation between the San Joaquin County Superintendent of Schools and the Director of Public Health, the decision was made on Monday, July 13, to adhere to a distance learning instructional model until further notice. This guidance will be reviewed and updated, accordingly. The one. Program will provide distance learning for students through the use of Google Classroom and Google Meet. All teachers have transitioned the core curriculum for all subjects, including ELD, to Google Classroom. Teachers at all school sites have developed a daily schedule to ensure students are receiving at a minimum 240 instructional minutes, which includes synchronous and asynchronous instruction. Teachers will post and assign classwork through Google Classroom, and meet with students virtually using Google Meet both in groups and one-on-one for more individualized support. Teachers and students were trained in and were using Google classroom prior to school closures which helped make the transition smooth.

Continuity of instruction will be provided to students through the use of Google Classroom and the adopted core curriculum. All adopted core curriculum includes access to the instructional materials and textbooks online and through digital platforms. Students and teachers will access the curriculum and materials through Clever and Google Classroom. Clever is a sign-on platform that allows students and teachers to click once for access to all online curriculum, materials, and most web 2.0 tools. This process was established prior to school closures and therefore provides consistent processes and expectations for students and teachers allowing the transition between in-person instruction and distance learning to be smooth and familiar. Prior to the school closures in March, teachers utilized Google Classroom for in-person instruction as well.

We recognize that the role of parents in their students' education has changed dramatically. In response, the Family Engagement team has put together a series of parent workshops to help them support their child in distance learning. Workshops are offered in both English and Spanish. Topics of the workshops include how to:

Stay connected

Create a Google account

Use Google Classroom

## Use Google Meet

Students in the SJCOE special education programs will primarily receive instruction via distance learning, with some small group in-person instruction for students requiring specialized services, as allowable under the August 25, 2020 California Department of Public Health guidance. Individual Distance Learning Plans were developed for all students in special education. These plans were developed by teachers in collaboration with parents, related service providers, and administrators. Each plan outlines specific, individualized instruction and services for students, thus ensuring that the distance learning program provides students with a Free and Appropriate Public Education (FAPE) to the maximum extent feasible.

Regardless of the method of delivery and in an effort to provide instructional continuity, each teacher is using an online learning platform and video conferencing app that is easily accessed by students and parents(ex: Google Classroom/Meet, Padlet, Seesaw, Zoom). Specially designed curriculum for students with moderate to severe disabilities, including Unique Learning System, Handwriting Without Tears, TouchMath, The Zones of Regulation, and Home and Community Based Life Skills Solutions, is being utilized in classrooms for students with moderate to severe disabilities. Students are engaging in daily, synchronous instruction with peer interaction for 120 minutes daily, and asynchronous learning utilizing hands-on materials and manipulatives for an additional 120 minutes per day, unless otherwise outlined in their individual distance learning plan. Students who are Deaf and Hard of Hearing or who have been found eligible under Emotional Disturbance are accessing grade-level, standards-based curriculum including McGraw Hill ELA and Math, iXL ELA and Math, as well as The Zones of Regulation to support social-emotional & behavior needs. Some students are accessing district-operated general education classes for synchronous and asynchronous learning, as outlined in the IEPs and distance learning plans.

As outlined in the individual distance learning plans, teachers and related service providers are engaging families of special education students through daily or weekly contact for assistance with student needs, sharing regular updates on student progress, and providing parent training through our Parent Academy. Through the Parent Academy, training modules are being offered to families in a group virtual format, or in individual training sessions that are tailored to the family's individual needs. These trainings include, but are not limited to, parent support for virtual Discrete Trial Training, supporting student engagement for online learning, proactive and positive behavior intervention strategies, functional/vocational skills coaching training, online learning platform/video conferencing app training, and functional communication and language training.

## 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.]

SJCOE is committed to one-to-one access to Chromebooks for student use. Students who needed devices and access were identified in a variety of ways. Teachers contacted students daily and were able to determine student needs for devices and access to the internet. Communication about available devices and internet access was shared to all families and students through emails, text messages, phone calls, social media, and website postings. Students without access to Chromebooks or other devices at home were issued Chromebooks to continue their learning and connection with their teachers and classmates during Distance Learning. In order to support equitable access to instruction and the curriculum, our Academic Technology department made Chromebooks available at school sites for pickup. Staff delivered

devices to students who were not able to pick them up. When the need for home internet access for some students arose, our Academic Technology department purchased Mifi devices for students to pick them up for home use. Staff delivered MiFis to students who were not able to pick them up. Technical support for students, parents, and teachers is provided by our Academic Technology department through a support phone hotline. Upon enrollment, new students will be provided the necessary devices and internet to ensure seamless access for all students. Chromebooks Additional Chromebooks available for checkout at our nutrition sites. We also have an additional 825 Chromebooks reserved for replenishing school sites. We will have 215 Mifis available for checkout pending arrival and setup. This number is based from site administrators speaking to students, parents and teachers regarding home internet access for our students.

Teachers were given the ability to work from home or work from their school site, or a combination of the two, in order to be provided access to materials, internet, and devices that they would not have access to at home. All teachers were given full access to devices and materials to be used when at home.

Parents of students in Special Education programs were surveyed for internet connectivity and technology device needs while learning at home. One hundred twenty Chromebooks, 50 Mifi devices for internet access, and 1200 iPads with Wifi connectivity are being made available to students identified as needing access to technology in order to engage in distance learning. Adapted devices, such as Voice Output Communication Aids (VOCAs), and equipment such as adapted bikes, seating, and utensils have been loaned to families for home use. All technology and adapted devices are being delivered by teachers, related service providers, and administrators to student homes, upon request. Academic Technology and Assistive Technology Specialists are available for tech support and training for parents as needed. Regardless of the method of delivery, students will utilize their devices to participate in instructional activities that support individualized goals and objectives, as outlined in IEPs.

## 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.]

Teachers are utilizing Pupil Records Online Management Information System (PROMIS), SJCOE's student information system, to record and measure daily participation. Weekly attendance reports will be verified by the teacher(s) of record.

### Special Education Program

In the Special Education program, in addition to the daily attendance reporting, Weekly Engagement Logs are being utilized to document student participation in daily synchronous instruction with peer interaction, and daily asynchronous lessons. Teachers are certifying the time value of each assignment, ensuring the minimum instructional minutes are met, while developing and implementing lessons that ensure a FAPE is being offered to the maximum extent feasible. Parent contact logs are being utilized to ensure regular parent communication for progress updates. For students who are not engaging in 3 days or 60% or more of assignments/lessons, teachers are re-engaging students/families via the re-engagement protocol established by the special education department.

### Court & Community Schools

All teachers at Court and Community school sites will use an asynchronous learning model to meet the minimum 240 minute requirement. Teachers will complete an Asynchronous Distance Learning Weekly Engagement Record for each student, certifying the student participated in distance learning that is equivalent to a minimum of 240 instructional minutes, which shall be based on the time value of assignments as determined and certified to by the supervising teacher. Live interaction will be available at all school sites. School sites may offer synchronous instruction above and beyond the minimum day of instruction. Synchronous instruction and live interaction will be identified on school site schedules and be supported by Google Meet, Google Classroom and Web 2.0 tools. In addition, teachers will maintain gradebooks for the purpose of tracking students' completion of assignments.

## 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.]

During the 19-20 school year an emphasis in professional learning was placed on Google Classroom with the expectation that teachers in court and community schools use the platform to deliver instruction. When schools initially closed in March, teachers were prepared to deliver grade-level, standards-based instruction to students. Between March and May, virtual professional learning was offered to all teachers in topics related to Distance Learning, such as using Web 2.0 tools like EdPuzzle, FlipGrid, and Padlet. Beginning in June 2020, a cohort of 20 teachers and administrators began a course in Leading Edge Certification, an 8-module program in educational technology and curriculum design. At least two more cohorts of 20 teachers and administrators are scheduled to also complete the certification course throughout the 20-21 school year. Teachers will also participate in virtual professional development modules specific to Web 2.0 tools, lesson planning, and ELD instruction. New teachers and substitute teachers will receive additional professional development and guidance with Google Suites, including Google Classroom and Google Meet, as well as other online learning platforms. In addition, teachers are given the opportunity to take a 10-week course in WRITE (Writing Designed for Innovative Teaching and Equity) to help strengthen their teaching in integrated ELD. There is also a cohort of teachers who continue to develop Project-based learning units with the guidance of WestEd to help increase student engagement.

A Google Classroom for teachers was created to provide additional resources and opportunities to teachers. The teacher Google Classroom contains video tutorials to Web 2.0 tools, links to recorded webinars for how to sync the core curriculum to Google Classroom, links to intervention and remediation strategies and tools to address learning loss, support in analyzing the diagnostic assessment results with students, and other topics and resources that have been identified as support for teachers in an online blended teaching environment. In addition to the teacher Google Classroom, a curriculum Google site called Teacher Toolbox continues to be maintained which provides further support for teachers with the core and supplemental curriculums, including resources for English learner students.

We will continue to provide support to our team of mental health professionals and related service providers working remotely with students during this challenging time, teletherapy has been provided to enhance the virtual connection of staff. Teletherapy uses technology to help the provider and student effectively communicate over the phone, during a group chat, and via video conferencing or email. When students are home and away from the supportive services offered on-site at school, teletherapy will give them greater access to trained individuals

who are able to provide consistent support, resources, and case monitoring. The oneProgram is exploring the ongoing use of telehealth in the future as another option for mental health therapy for those students who are thriving with this type of service.

## Staff Roles and Responsibilities

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

On March 16, 2020, all schools operated under the auspices of the San Joaquin County Office of Education were closed based on guidance from the State of California and the San Joaquin County Health Department. A number of modifications were made to staff roles and responsibilities as distance learning opportunities were developed to continue access to meaningful academic and social-emotional learning experiences.

Campus Security Technicians (CSTs) initiated nutrition distribution at school sites. In addition, they organized the distribution of Chromebooks and hotspots for students to ensure connectivity and access for distance learning experiences.

Director of Curriculum, Professional Learning and Assessments - all professional learning, including WRITE strategies, Project Based Learning, Integrated Math shifted to virtual environments. Coordination with vendors and consultants shifted to virtual meetings to plan professional learning opportunities for teachers and administrators.

Coordinator MTSS - continue to coordinate and provide direct support for teachers, administrators, and faculty through a Multi-tiered Systems of Support framework including the coordination of professional development in the areas of Trauma Informed Care, Positive Behavior Interventions and Supports, and Restorative Practices in a virtual and hybrid setting. Continue to monitor and track programs through data analytics supporting a therapeutic learning environment.

Family Engagement Program Managers continue facilitating Parent Project classes while transitioning to online classes. In addition, they developed Family Connections, a series of online instructional meetings to support parents/guardians navigate through distance learning with their children.

Program Manager III (Data) - responsibilities shifted to technology support, Web 2.0 tools, and online learning support.

Transitions Specialists - distribution of Chromebooks and WiFi devices to students who were unable to access them at school locations.

Academic Technology Administrators and Staff - in addition to their ongoing support for instructional technologies, the Academic Technology team shifted gears and focused on providing all students access to devices and WiFi to access curriculum and instruction.

Teachers, Instructional Assistants, Related Service providers continued to provide direct instruction, services, and assessment with students, as outlined in their IEPs, via a distance learning format.

Special Education Administrators continued to provide educational leadership to teachers, instructional assistants, and related service providers. They continued to facilitate IEPs virtually for all students in Special Education programs, as well as conduct professional development for staff related to distance learning.

Clinicians shifted their support to teletherapy.

## 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.]

Foster Youth Services Coordinating Program (FYSCP) and transition staff continue to connect with foster and homeless youth by providing the necessary resources regarding access to food, housing, school and mental health resources. Chromebooks have been provided to those in need ensuring access to distance learning curriculum and ongoing connection to school staff. FYSCP and transition staff have also provided clothing and hygiene supplies to homeless youth and families.

Foster Youth continue to be immediately enrolled and placed in appropriate courses and distance learning programs within court and community schools based on their individual needs (49 students in Community and 3 in Court as of April 15, 2020).

All 16- to 18-year-old Foster Youth students will be provided the opportunity to participate in the Independent Living Program in collaboration with San Joaquin Delta Community College and the San Joaquin Human Services Agency. Classes are scheduled to begin September 1, 2020 and will be delivered via the Zoom virtual format.

In addition, the Foster Youth Services Advisory council conducts quarterly meetings with the local school districts, San Joaquin County Probation, San Joaquin Child Welfare, higher education, faith-based organizations and the San Joaquin County Juvenile Courts. Meetings have been offered and held via virtual platforms (Google Meet and Zoom). Agenda has been focused on best practices and strategies for foster youth who may face barriers to educational access during the COVID-19 Pandemic. In compliance with EC 4291(d), all foster youth receive the following services: prompt foster youth evaluation; referrals/linkages to tutoring/mentoring, counseling, transitional and emancipation services; facilitation of timely individualized education programs and all Special Education services; efficient and expeditious transfer of health and education records and the health and education passport, as measured by Foster Focus and the one. Programs SIS (PROMIS).

All English learner students receive integrated ELD instruction in their core classes. Integrated ELD instruction will be delivered through Google Classroom using the WRITE materials and instruction. This is the fourth year that WRITE remains the adopted integrated ELD curriculum. All EL students are enrolled in a designated ELD course that aligns with the English course level they are enrolled in.

SpringBoard continues to be the designated ELD curriculum and is delivered to students through Clever and Google Classroom. Additional interventions and support will be provided to EL students, as needed. ELD designated instruction will be provided in live instruction through Google Meet and live interaction.

For the 20-21 school year, all ELAC and DELAC meetings have shifted to an online platform to be able to provide opportunities for EL parents to give feedback about the program. The meetings also provide additional support for families and parents of English learners by ensuring the voice of the students and families and to gather input. A translator is present during all virtual and in-person meetings. Students with exceptional needs are served by Educational Specialists. Each service provider will call or email the parent or guardian for students they provide direct and/or consultation IEP services. The needs of both family, child, and/or staff may change the longer school closures are in effect, so it is advised to revisit these questions with the family during consultation times to revise the distance learning plan as needed. The Education Specialists will identify by name and title other service providers as well as time(s)/date(s) and method for team consultations related to the distance learning plan with the Education Specialist being the main point of contact for the family. Every goal may not be able to be addressed through distance learning and the plan will be revised with the family to determine which goals will be addressed. Services include 1:1 virtual and/or telephone support as well as collaboration between general education teachers, mental health clinicians, school psychologists and speech/language service providers. San Joaquin County Office of Education SELPA provided a Weekly Engagement Log which is being maintained by all Education Specialists for all students with IEPs. An interpreter with training and experience in special education is available to assist the service providers as necessary. Students referred to the one Program by local school districts provide resource specialist services as well as instructional aides to collaborate with general education teachers as well as provide 1:1 support. Assessments will be conducted as needed in in-person 1:1 settings with the San Joaquin County Office of Education safety precautions and protocols in place. Students with significant support needs who require full-day intensive services are not referred to the one Program. Those students' needs are met in district and SELPA programs. Finally, the San Joaquin County Office of Education SELPA hosts a weekly check-in with all district Special Education Directors to collaborate and share resources related to serving students with exceptional needs.

The SJCOE Special Education Program serves students with Moderate/Severe disabilities as well as students who are Deaf and Hard of Hearing or Visually Impaired, from birth through age 22. Regardless of the method of delivery, SJCOE special education teachers and related service providers provide instructional content and services that are substantially equivalent to in-person instruction. Instructional content and services address all areas of need, inclusive of pre-academics/academics, communication and language development, gross and fine motor, social emotional/behavior, and vocational/adaptive skills, as well as any other identified areas of need.

During distance learning and in-person instruction, students are assessed by the IEP team virtually and/or in-person to determine present levels of performance. The IEP team utilizes formal and informal assessment measures, which include direct observations of the student, standardized assessment tools, criterion referenced assessment, and parent and teacher rating scales. Goals are written to address all areas of need, as identified through assessment. Individual student goals drive the services the student requires, which may include, but are not limited to speech and language services, behavior intervention services, occupational and physical therapy services, adapted physical education services, mental health services, and nursing services. Regardless of the method of delivery (distance learning or in-person), services can be conducted 1:1 with students or in small and large group settings, depending on their individual needs.

In order to maintain contact and discuss student progress with parents, all SJCOE special education teachers are utilizing an online platform to house lessons and/or pre-recorded demonstrations for students to utilize for daily asynchronous instruction. Daily, synchronous instruction with peer interaction, occurs via various video conferencing tools. Special education teachers and related service providers provide, at minimum, weekly 1:1 check-ins with parents and students to discuss, monitor, and record student progress. Special education teachers who have students participating in general education classes have regular contact with general education teachers, inclusive of assisting students with accessing synchronous and asynchronous lessons with their general education class.

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

Description	Total Funds	Contributing
Special Education Nursing Staff - Special education nursing staff is providing COVID-19 tracking and tracing for special education employees and students, in order to maintain safe and healthy workplaces and classrooms.	\$162,148	No
Family Connections Workshops - These workshops, provided by our Family Engagement Specialists, will support parents/guardians in navigating through the distance learning instructional model.	\$23,877	Yes
Web 2.0 Modules - With the support of SJCOE Educational Services, we are providing Web 2.0 trainings for all teachers to increase access to online learning tools. Module topics include, Lesson Planning, Unit Design, tools for English Learners, formative assessment, and more.	\$0	Yes
Leading Edge Certification - Leading Edge Online and Blended Teacher Certification curriculum is based upon the National Education Technology Plan, California State Standards, and the iNACOL Blended Learning Teacher Competency Framework and the National Standards for Quality Online Teaching. The curriculum includes modules such as: Evolution of Online & Blended Learning; Accessibility, Building & Maintaining Community; Digital Citizenship: Literacy & Responsible Learning Practices; Collaboration. Pedagogy, and Practices; Online Assessment & Evaluation; Are you Ready for Online & Blended Teaching?; Portfolio Preparation.	\$6,266	Yes
GoGuardian - This classroom learning management system provides our teachers impactful tools to support student learning in person or virtually.	\$0	Yes

Description	Total Funds	Contributing
ELD Instructional Coach - In collaboration with SJCOE Educational Services, an ELD specialist works with our teachers to provide side-by-side instructional coaching with an emphasis on supporting our English learners.	\$0	Yes
Academic Technology - Chromebooks, WiFi hotspots, and other devices will continue to be provided to students, as needed, to ensure access to curriculum and instruction. Our Academic Technology and student Transition specialists will continue to reach out to all students, emphasizing support for foster youth, English learners, low economic, and homeless students. Our Data Program Manager III is providing additional technical assistance to teachers and staff to support distance learning.	\$467,080	Yes
Supplemental learning supplies were provided to any student in need. These items were in high demand from students and families who historically might not have access to them at home.	\$20,000	Yes
Virtual mental health support - Teletherapy and on-on-one support in-person remains available during distance learning.	\$324,132	Yes

## Pupil Learning Loss

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

All students in court and community schools will take the FastBridge diagnostic assessment in reading and math, within the first three weeks of school, remotely through the Illuminate portal. Once students complete the assessments, teachers will meet individually with students (virtual environment while on DL) to review the results of the assessment with the student and will develop an Individualized Learning Plan (ILP) for each student. The results and report will recommend interventions for students based on the score. The interventions included on the report should be included on the ILP. Teachers and students will create quarter 1 goals and then return to the ILP to create quarter 2

goals in October. Teachers will continue to use formative assessments during distance learning through the use of Web 2.0 tools, such as Quizlet and FlipGrid. Students may also be assigned an accelerated mini-course through Edmentum courseware. The accelerated courses are offered for grades 6-12 in English and math and are designed as remedial instruction for students who experienced learning loss. Students will take another assessment in winter and in spring, and continue to review and revise their ILP and academic goals. Beginning in second semester, teachers will have the ability to create intervention groups through the FastBridge program to be able to track and monitor student progress and to apply specific and appropriate interventions based on student need.

In addition to the diagnostic assessment timeline, teachers will use formative assessments to monitor student progress throughout the year and to provide targeted interventions and support to students. All English learner students will be given targeted ELD instruction in both designated and integrated settings. Assessments in the ELD curriculum will be used to help teachers identify academic areas of need for their EL students. Students will also be given a common writing assignment (PWA) in four genres throughout the year (compare and contrast, narrative, research, and argumentative). These essays are assessed with a common writing rubric that is used program-wide.

Elementary students in grades K-6 will also be given the iReady assessment in math as part of the current math curriculum pilot. The iReady results are reviewed by teachers regularly and are used to inform instruction and strategies.

Special Education students will be regularly assessed for progress toward goals and objectives utilizing informal measures. Data is collected on progress toward student goals on an ongoing basis. Teams of teachers and related service providers regularly meet to review student progress toward goals and objectives and participation/engagement in distance learning as well as parent training needs. Parents will be informed about student progress on a regular basis, inclusive of formal quarterly progress reports related to individualized IEP goals. IEP meetings will be held to discuss any additional goals and/or services needed, based on identified learning loss/regression. Upon return to in-person instruction, any students demonstrating learning loss or regression may be formally assessed, with parent permission, in order to re-write the IEP and re-align goals and services based on identified areas of need in order to provide the student a FAPE.

## 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.]

In addition to the diagnostic assessment and ILP academic plans for students, EL students will receive individualized one-on-one instruction during teachers' designated live instructional hour times. These scheduled times will be available after the students' daily schedule of live instruction. ELD teachers have received training and have access to the practice ELPAC assessments to provide additional support and formative assessment tools for EL students. An ELD instructional coach is also available to support teachers and students beyond the regular school day. The designated ELD curriculum (Springboard) is aligned to the ELA curriculum and is available through the SpringBoard website. Teachers use Google Classroom to provide the ELD instruction and assignments to students.

English learners are at an even higher risk of learning loss because of the lack of opportunity to collaborate and learn language from their peers. As a response, teachers were engaged in professional learning to use Web 2.0 tools to provide collaboration opportunities for students in asynchronous settings. One way that teachers are supporting students in language development is by using FlipGrid. FlipGrid is a video-based web tool that allows teachers and students to record videos of themselves speaking, and then sharing it with the class. It also allows for feedback from classmates and the teacher through video responses. The video allows teachers to assess oral language ability while in an asynchronous setting.

The FYSCP and Transition Team Liaison continue to provide support to teachers, school staff and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster and homeless youth. Transition specialists for both foster & homeless youth have connected with students providing them with the following resources: enrollment information, food, clothing, medical, academic and internet connectivity resources.

Learning loss identified for students with exceptional needs will be addressed by 1:1 virtual and/or telephone support as well as collaboration between general education teachers, mental health clinicians, school psychologists and speech/language service providers, and other related service providers. The San Joaquin County Office of Education SELPA provided a Weekly Engagement Log which is being maintained by all Education Specialists for all students with IEPs. An interpreter with training and experience in special education is available to assist the service providers as necessary. Students referred to the one. Program by local school districts provide resource specialist services as well as instructional aides to collaborate with general education teachers as well as provide 1:1 support. Assessments will be conducted as needed in person 1:1 with the San Joaquin County Office of Education safety precautions and protocols in place.

## 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.]

Teachers and administrators will meet during common collaboration time throughout the year to analyze data and determine needed changes in instruction to meet student needs. Teachers will implement intervention strategies, and routinely assess the effectiveness of those strategies through the use of benchmark and formative assessments. Teachers and students will review the students' Individualized Learning Plan (ILP) quarterly and review and revise goals and interventions based on formative and benchmark assessment data. Teachers will continue to use formative assessments during distance learning to inform instruction and identify learning gaps. Administrators will also review and analyze assessment data (including diagnostic, formative, and PWAs) quarterly to determine the effectiveness of the intervention tools being used program wide and to provide additional support to teachers.

In addition to addressing academic learning loss, the social-emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. We will continue to analyze the effectiveness of our program-wide implementation of Positive Behavior Interventions and Supports (PBIS), Restorative Practices, and Trauma Informed Care systems which are all universal supports to student success. These proactive measures include ongoing virtual professional development, virtual self-paced learning modules, an emphasis on social-emotional learning support for teachers and staff, and tertiary intensive support on an individual basis. Teachers provide a critical role in connecting with students and building a positive school to home relationship. Therefore, teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-

teacher teleconference, a teacher-parent conference, or a more formal approach. Once these interventions are identified and set up through the referral process, we will monitor the effectiveness of the intervention via data collection. For example, meetings with our mental health clinician or other interventionists will be documented for review.

Students will also be connected to other appropriate resources as identified under the multi-tiered response to intervention. Student supports can also include help from youth mentors, school counselors, the school nurse, program specialist or administrators. Supports will be individualized to meet the needs of each student. Students in Special Education programs regularly participate in informal assessments in order to monitor progress toward goals and objectives. Formal assessments are conducted as needed, or in accordance with the student's triennial IEP. Quarterly progress reports are sent to families. Progress is routinely monitored, via data collection, and IEPs are held to address any learning loss/regression that may result in changes to the students goals and/or services on the IEP.

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

Description	Total Funds	Contributing
After hours tutoring - Content area experts will offer after hours tutoring for students with identified learning loss. This includes a teacher with Designated EL certification to support English learners.	\$15,000	Yes

## **Mental Health and Social and Emotional Well-Being**

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

The one.Program will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five social-emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL):

1. Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset
2. Self-management - managing emotions, controlling impulses, and setting goals
3. Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity
4. Relationship skills - communication, cooperation, and conflict resolution

## 5. Responsible decision-making - understanding and thinking about the consequences of personal behavior

The professional development provided to teachers and staff will include an emphasis on Trauma Informed Care, Practices, and systems. We will monitor and support the mental health and social and emotional well-being of pupils and staff during the school year by utilizing a Multi-tiered System of Support. Our Mental Health and School Counseling teams will provide training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the universal levels of support. Students will have equitable access to counselors, clinicians and school site faculty during regular school hours and will access to the counselors, mental health clinicians, and teachers beyond regular school hours through direct email, scheduled telehealth services and appointments, and designated office hours.

### Multi-tiered System of Support for Mental Health and Social Emotional Wellness

Tier I – Universal Interventions of Mental Health and Social Emotional Wellness trainings for teachers and staff:  
Trauma Informed Care (TIC), Restorative Practices (RP), and Positive Behavior Interventions and Supports (PBIS)  
Linkage and connections to school and community supports through family engagement efforts  
Community based partnerships for increase access to resources while impacted by COVID-19

### Tier II – Targeted Interventions

Group Interventions (healthy coping strategies, positive relationships, motivation decision-making, stress management)  
Short-Term Individual Counseling focused on a targeted goal – engagement, anger management, substance abuse, grief, etc.  
Linkage and connections to school and community supports

### Tier III – Intensive Interventions

Individual counseling  
Risk and safety assessments and referrals  
Appropriate linkage and connections to school and community supports

Teachers will have access to a social-emotional curriculum that supports the development of SEL competencies and resiliency building skills. Teachers, counselors, clinicians, administrators will have ongoing training in Restorative Practices and using circles effectively that are tailored around a trauma responsive model. Teachers and staff will continue to have access to Positive Behavior Interventions and Supports (PBIS) through in person and virtual training to support every learner in a variety of learning models. With the emphasis on universal mental health and emotional well-being, professional learning is designed around a series of trauma-informed care training and psychological resilience building workshops for teachers and pupils.

Teachers will also be provided trauma mitigation totes that include tangible tools and resources and literature that address issues related to trauma and other impacts of COVID-19. School site teams will continue to analyze data and monitor students by meeting on a weekly basis to discuss the academic, behavioral, and social-emotional progress of each individual pupil and discuss or make appropriate referrals to necessary support or intervention as needed.

Within the Special Education program, the Mental Health Department will continue to provide daily support to all the students in programs who serve students with emotional disturbance, and to all students in need of mental health therapy, based on assessed need. This includes daily consultation with teachers and all classroom staff, such as instructional assistants and parent/family liaisons. The Mental Health Team will continue to provide clinical consultation and Mental Health education during our weekly treatment team meetings. The Mental Health Team along with the Behavioral Health Team will provide multiple virtual training for school staff that address the emotional and social needs and challenges of our students and families, including the major mental health conditions that we typically work with in our special education program. For instance, understanding the characteristics and effects of childhood depression, anxiety, mood disorders, ADHD, substance abuse and psychotic disorders. The mental health team will provide training and support in staff self-care, including local resources. For example, utilizing the Employee Assistance Program (EAP) or finding a local Mental Health Provider by utilizing Psychology Today Therapist Finder. The professional development provided to teachers and staff includes an emphasis on Restorative Practices and Trauma Informed Care. The Mental Health team consistently monitors and supports the mental health, social and emotional well-being of pupils and staff during the school year, by utilizing a Multi-tiered System of Support.

The Mental Health team will continue to have four Licensed Clinicians (MFT and LCSW) available via virtual conferencing or phone. A licensed clinician will always be available during school hours, Monday through Friday. In addition, we have a Spanish-speaking clinician when needed. Currently our clinicians can provide in-person assessments at a safe and designated area. In accordance with the new California Department of Public Health Guidance, issued on August 25, 2020, in-person 1:1 treatment may take place with students when needed. We will continue to have two project liaisons available for family and community support. This includes helping students and their families with psychiatric and medical appointments, and helping families with local community resources, such as shelters and local clinics. We will support our students and families during a mental health crisis. This includes conducting an immediate self-harm evaluation and providing the student and family with the names, locations and contact information for local crisis clinics and hospitals (all of this information is included on our MH Flier). We will support coping and resilience (based on CDC guidelines) and encourage teachers and school staff to take breaks from watching, reading, or listening to news stories about COVID-19, including social media, if they are feeling overwhelmed or distressed. We will encourage employees to talk with people they trust about their concerns and how they are feeling. We will post signage for the Disaster Distress Helpline: 1-800-985-5990, or text TalkWithUs to 66746. For the special education program, specifically for students identified with emotional disturbance, we provide our students and families with an online mental health flyer that lists several local and online resources. This includes resources for individuals who have anxiety and trauma related to Covid-19.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

## Tiered Attendance/Intervention Process

Parents receive an automated call in English and/or Spanish every day the student is absent and Campus Security Technicians make direct calls daily. A four-tiered intervention and outreach system to track and address student engagement has been established. This tiered system will be monitored through a series of thresholds developed within the Educlimber platform. All tier specific interventions are identified for staff through the Educlimber Smartform process and have assigned data points for future evaluation. The intervention plan is outlined below:

### Tier 1 (3 or more days of disengagement)

School site teams select one or more tier 1 interventions and will track progress through the Student Intervention and Support Plan (school site based interventions).

### Tier 2 (5 or more days of disengagement)

School site teams select one or more tier 2 interventions and will track progress through the Student Intervention Support Plan (school site based interventions).

### Tier 3 (10 or more days of disengagement)

Legal guardian receives the first formal written notice of student disengagement.

The student and legal guardian will participate in a Student Attendance Support Meeting. This meeting includes the school site team, site administrator, legal guardian, counselor, and probation representative. Student Attendance Support Meeting is documented and an action plan (including interventions) is developed to re-engage student. All outcomes of the Student Attendance Support Meeting are documented on the Student Intervention Support Plan and will be reviewed by a set outcome date. The student is automatically identified as a possible truancy sweep candidate.

The student's site placement is reviewed and appropriate site placement is determined. Site administrator review is required

### Tier 4 (20 or more days of disengagement)

Legal guardian receives a second formal written notice of student disengagement. Student is automatically referred to the truancy intervention and prevention team (A-Squad) for individual case management.

The student is identified as a candidate to attend a truancy intervention based school site. If appropriate, the student and or family is referred to internal and or external support services. The site administrator is required to review.

Outreach to pupils and parents will include, but not be limited to:

Google Classroom

Social Media  
School Website  
one.Program Facebook page  
Peachjar eflyers  
Phone Calls (both warm and automated)  
Personal Text Messages  
Case Management and home visits  
Sharing and partnering of resources  
\*All information shared is in multiple languages.

Outreach and support for parents will also include The Parent Project program. The program is divided into three different levels. Parents of children aged between 5-10 years-old and who are having difficulty in raising their child, may take part in a 10-week class called Loving Solutions. Parents of children aged between 10-17 years-old, who have a demonstrated history of truancy and the SARB process may participate in a one-time, three-hour Parent Project Truancy workshop. A 10-week, award-winning class called Parent Project Sr. provides parents with an opportunity to gain additional support and invaluable tools in order to improve family dynamics. It is meant for parents of out-of-control and destructive adolescent behaviors who have exhibited tendencies in truancy, violence and aggression, gangs, suicide, alcohol and drug abuse, and more. This peer-supported class allows parents to walk away feeling empowered and their relationship with their child transformed.

Our Family Engagement Specialists have also developed a series of workshops entitled, Family Connections, to help parents support their children navigate through distance learning. These workshops are supported by translators for parents and guardians who speak a language other than English.

Special Education Programs will implement the following tiered approach:

Tier I: Teachers have live, daily interaction with students as a whole class and/or individual synchronous instruction. For each absence in the synchronous instruction, the teacher will contact the family and ensure participation in asynchronous activities for the day. Should the student not participate or the family does not respond for 3 days, the teacher will notify the administrator and move into Tier II of the re-engagement plan.

Tier II: The administrator, related service providers, and teacher will continue to attempt contact with the family. If, after 3 additional days the team cannot get in contact with the family, the case manager will inform the district of residence and send an IEP notice to the family.

Tier III: An IEP will be held to discuss the student's participation in Distance Learning, with the district of residence representative present. Thorough documentation of the discussion will be included in the notes of the IEP. Following the IEP, should the student continue to not participate, truancy letters will be sent to the family. Continued collaboration with the district's attendance review team will occur until full student re-engagement occurs.

## 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.]

On March 18, County Operated Schools and Programs began providing school meals in a grab and go and pick-up service format at strategically located school sites while in distance learning. Students are able to pick up lunch for the current day and breakfast for the next day. Students and parents were notified about the meal service locations and times via email, phone, and social media. Once in-person instruction begins, meals will be provided at all school locations in a non-congregate grab and go format at the end of the student's scheduled day. All meals meet the nutrition requirements of the National School Lunch Program and School Breakfast Program. All meals are provided at no cost to students enrolled in County Operated Schools and Programs. Students in Special Education Programs are able to access meals daily, at no cost, through their district of residence.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	Translation costs for Family Connections Workshops and Spanish Interpreter Costs (parent trainings related to DL & family communication).	\$18,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	Cost to extend contracts - Campus Safety Technicians worked throughout June and July at nutrition sites to pass out prepared lunches and breakfast for students. They also were responsible for Chromebook and WiFi distribution.	\$12,051	Yes
School Nutrition	Costs associated for food purchases for school nutrition program.	\$29,500	Yes

Section	Description	Total Funds	Contributing

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.65%	\$6,209248

### 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.]

The use of Google Classroom has been noted as a large improvement in the overall consistency of curriculum and instruction across the program. Teachers are afforded more opportunity to collaborate with one another by sharing Google Classrooms and their use of the adopted curriculum.

Another remarkable improvement is the use of technology in classrooms. A large part of this was the action of becoming a 1:1 device school and providing WiFi access to families in need. In addition, teachers were motivated and encouraged to seek out new Web 2.0 tools to help facilitate assessments for students to identify learning loss and inform instruction. The use of Web 2.0 tools is a major emphasis of the Leading Edge Certification. We also purchased GoGuardian for all teachers so they can increase instructional support for their students. This function allows teachers to interface directly with a student's Chromebook in a virtual environment.

English learners are at an even higher risk of learning loss because of the lack of opportunity to collaborate and learn language from their peers. As a response, teachers were engaged in professional learning to use Web 2.0 tools to provide collaboration opportunities for students even in asynchronous settings. One way that teachers are supporting students in language development is by using FlipGrid. FlipGrid is a video-based web tool that allows teachers and students to record videos of themselves speaking, and then sharing it with the

class. It also allows for feedback from classmates and the teacher through video responses. The video allows teachers to assess oral language ability while in an asynchronous setting.

All EL students and families are provided translation services for meetings and training workshops, when necessary. A series of parent/guardian online workshops, called Family Connections, is for all families, and helps provide distance learning technology support to families, so they can support students at home. These workshops are provided separately for our EL families to meet the needs of families whose primary language is not English. ELD instructors provide one-on-one access to instructional support for all students beyond the scheduled school day.

The Unique Learning System Curriculum is utilized to support students in special education classes. Regardless of the method of instructional delivery, this curriculum is specially designed for students with complex learning needs.

While ensuring all students have access to devices and internet connectivity, this remains a particular priority for our English learners, foster youth, low-income, and homeless students. Teachers, administrators and support staff continue branch out into the community to meet one-on-one with high-risk youth to make sure they have access to food, clothing, shelter, and meaningful instructional materials and supplies.

Supplemental learning supplies and materials were provided to any student in need. These items were in high demand from students and families who historically might not have access to them at home.

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

During the 2019-20 school year all teachers were trained on the use of Google Classroom. This learning management system was emphasized during all professional learning experiences. The alignment with a wide variety of Web 2.0 tools has supported our transition to distance learning. While this benefits all students, our English learners are provided greater access to online learning opportunities such as the use of FlipGrid. This allows students to record and share verbal comments with teachers and peers for formative oral language assessments.

Realizing distance learning has a greater impact on foster, homeless, low-income, and English learner students, our foster youth and homeless transition specialists have been actively engaging with students throughout the county to ensure they have access to academic, social-emotional and behavioral support. These connections include collaboration with Delta Community College for access to higher education; the Child Abuse Prevention Council of San Joaquin - Transitioning Adolescent Youth (TAY); San Joaquin Family Justice Center; and, other community based organizations. Our SJCOE Director of Foster and Homeless Youth Programs collaborates with our districts throughout San Joaquin County and directly with our site administrators to ensure one-on-one connections for our students are being increased during the pandemic.

