# COVID-19 Operations Written Report

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| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
| Stockton Unified School District  | Connor Sloan, Ed.D., Director of Local Control & Accountability Plan | csloan@stocktonusd.net / 209-933-7040 | June 23rd, 2020 |

**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 3rd, 2020, the District sent out to all staff and stakeholders a frequently asked questions document addressing the knowledge at that time of what was known about COVID-19; that the District was closely monitoring information being released about COVID-19 while being proactive in planning and that the District had an emergency response plan to address infectious diseases. Stockton Unified School District (SUSD) closed all buildings, offices, and facilities to the public beginning on March 17, 2020. SUSD began on March 23rd, providing meals to families and offered practice and review learning packets for students that were available for pick up at all school sites (adhering to physical distancing protocols) and available online in response to the COVID-19 emergency. Families were provided with opportunities to pick up breakfast and lunch meals from school sites and students were provided with ongoing access to distance-learning throughout the duration of school building closures. In response to school building closures, hotline numbers were made available so that stakeholders could have access to speak directly to or leave a message for Technology support, Distance Learning assistance, District Nurses, Elementary & High School Counselors, Mental Health Clinicians, and Child Welfare & Attendance staff. Teachers took student attendance within their distance learning platforms, provided weekly learning assignments for their students, and provided instructional engagement through varying video participation and Google classroom platforms. Weekly telephonic town hall meetings hosted by district leadership staff, facilitated by Superintendent Deasy, were held simultaneously in both English and Spanish to address questions, needs, and concerns shared by stakeholders and a COVID-19 informational webpage was created on the SUSD homepage providing access to all current and archived telephonic town hall meetings, shared communications and resources that were sent out by SUSD in both English and Spanish. 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. On May 6th, SUSD held a virtual job fair focused on hiring for current vacant school site instructional positions to address the need to have all teacher positions filled for the beginning of the 2020-2021 school year. Open enrollment was extended and online access and support was provided in assisting families register their children for the 2020-2021 school year. In accordance with the guidance of local and state health agencies and executive orders issued by Governor Newsom, all in person gatherings, meetings, and celebrations were either canceled across the district for the duration of the 2019-2020 school year or were converted into virtual (video and/or telephonic) meeting platforms. Strategic planning teams made up of district leadership staff, site administrators, teachers, counselors, students, and parents/guardians were created to provide guidance around promotion and graduation ceremonies, facilitating Individual Education Program (IEP) and 504 plan meetings utilizing video or telephonic platforms, closing out the school year protocols, summer school and credit recovery offerings, and strategic planning for opening of the 2020-2021 school year. All summer school and credit recovery offerings were provided through virtual and distance learning platforms. The changes to programs and district building closures to address the COVID-19 emergency presented major impacts on students and families. Some of the most serious impacts of school closures were the challenges of ensuring all those facing food scarcity were being provided with meals/food, all students had access to a computer/laptop and ability to access the internet, providing individual and group counseling services, maintain contact and providing direct services to families in transition whose location and contact numbers change frequently, and with students that require and had been getting one-to-one contact with adults for services such as physical & occupational therapy, speech therapy, and mobility and physical support for immobile students. The impact of shelter in place for safety and not being able to be around classmates and colleagues, experience learning through distance interactions, and taking part in end of the year celebrations, promotions, and graduations virtually, presented social-emotional and mental-health impacts that as a school system and community we had never collectively experienced before. Families were thrust into the role of managing the “new reality” presented by the COVID-19 pandemic, having their child(ren) present within their place of residence Monday through Friday during traditional school hours, navigating the online virtual realm of distance learning, doing their best to support their children’s learning within their place of residence, and addressing all of the financial, health, mental, emotional, and societal struggles intertwined with the COVID-19 pandemic and sheltering in place for an extended period of time.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

SUSD approached meeting the needs of English learners, foster youth, and low-income students through ongoing communication outreach, providing direct services aligned with student needs during the COVID-19 pandemic, and professional development provided to district staff focused on how to equitably provide ongoing access to meals, high quality learning experiences and effectively meet the social-emotional needs of these student groups during distance learning and school building closures. Each week during the school building closures, any child 18 years of age or younger, by way of drive through or walking up to the school site, had the opportunity to access10 meals every week (breakfast and lunch). A mobile farmers market was organized in collaboration with the Stockton Emergency Food Bank to provide families with bags of food to take to their current place of residence during the COVID-19 pandemic. District staff made contact with students by calling, sending emails, and meeting with families in transition at their known place of residence and checking-in with students and families while maintaining social-distancing protocols in support of families who were in need of assistance with accessing resources and students understanding how to take part in and trouble-shooting obstacles that presented themselves aligned with distance learning opportunities. District staff worked with social workers, 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, a laptop and a Wifi hotspot for internet connection, and were taking part in the distance learning experiences being provided by the District. For students who were identified as families in transition, district staff provided services that assisted families with knowing where to find services and resources that were available such as where to take showers and obtain personal-hygiene products, food and meal services on the weekends, accessing resources from the food bank, support in finding shelter, and free medical clinics. Calls were made to the families of students and a technology survey was provided to ensure that all students who did not have access to a laptop/computer in their place of residence and/or the internet were provided with a chrome book and a Wifi hotspot to ensure the students were able to access distance learning provided by the District. Teachers, school counselors, social worker case managers, Language Development Office, Child Welfare & Attendance, Curriculum and Instruction, Health Services, Mental Health, Behavioral Support Services, and other district staff provided ongoing outreach to families to help address questions and concerns families had, and assist with accessing and navigating the distance learning platforms and online resources provided to students. Stockton Unified School District provided K-12 teachers with high quality professional development and coaching to both learn about and build up their knowledge and skills to effectively support English learner (ELs) students taking part in integrated and designated instruction during virtual learning.  Professional development sessions were developed and implemented to offer teachers the opportunity to gain 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 they needed to make informed decisions about and be helpful participants in their children’s education. SUSD in partnership with Community Medical Center opened Sutter Creek Medical center at the SUSD Central Enrollment building on May 4th. The clinic provided opportunities for English learners, foster youth, and low-income students to access free medical resources, back to school physical exams, and needed immunizations. A school closure suicide risk assessment form and safety & wellness plan, both in English & Spanish, were developed by the Mental Health and Behavior Support Services department within the District to ensure both monitoring the amount and type of risk assessment being provided, as well as a means to do additional follow up with students and families as needed.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

SUSD, on March 4th, formed a strategic planning team to address the needs aligned with serving students’ through providing equitable access to distance learning to ensure that all children, regardless of circumstances, would receive high quality, grade-level, and standards-aligned materials and resources guided by teacher instruction. The District created an Educational Continuity Preparedness Plan that provided guidance to ensure the District involved students in quality, relevant, and engaging learning that fostered creativity and imagination, and that helped students gain and retain skills that were grade-level appropriate. Systems were designed that provided meaningful engagement in the learning process through both virtual and non-virtual resources that enabled the District to ensure student learning was continuous and ongoing outside of the school building classroom setting. The plan outlined three levels (foundational, short term, long term) of preparedness to provide continued learning for students to access learning activities both digitally and non-digitally; these activities shifted from maintenance of concepts (review) to continued and expanded learning. Starting on March 23rd with the closure of school buildings, the District provided review and practice learning packets for students at all grade levels for two weeks that were available for pick up at all school sites and could be downloaded by accessing a link prominently posted on the District’s website homepage, with TK-8th grade learning packets to include instructions in both English and Spanish. During these two weeks the District provided social-distancing protocols at all District school sites and the central District office for students to check out a laptop, and through outreach and technology needs surveys the District identified students who were in need of support in accessing the internet in their place of residence and provided the student with a Wifi hotspot or support in accessing free internet resources being offered by outside providers. Technology distribution was ongoing and a technology hotline was set up for stakeholders to call for assistance with any technology issues or access laptop repair needs. The District provided best practice resources, tutorials, training, and how-to videos supporting families’ ability to access online resources, navigate the District curriculum online resources, Google classroom, and accessing E-books and audiobooks through the District Overdrive (Sora) program. Weekly professional development was offered to instructional staff focused on student discourse and engagement through distance learning, bilingual and dual immersion, designated and integrated English Language Development (ELD), content specific online instruction, intro to Class Dojo, Zoom and Google classroom, accessing the tools and resources of online aspects of the curriculum, virtual equity trainings, and many other distance learning support workshops. The learning needs of students with 504 and IEP plans, families in transition, foster youth, and English learners within a distance learning atmosphere and in response to the “new reality” were identified and strategic plans were developed to ensure specialized academic instruction, technology devices and support, and increased staff outreach and access to resources were provided to students and their families. Teachers provided virtual lessons, weekly assignments, and check-in opportunities for students through Zoom, Google classroom and other virtual distance learning platforms. Due to COVID-19 pandemic and school building closures, the state mandated comprehensive sexual health education will be delivered to current 7th graders during their 8th grade experience in 2020-2021 school year and delivered to current 9th graders in a distance learning format using board-adopted curriculum, Teen Talk, beginning May 13th through May 27th. Guidance was provided to teachers, administrators, and families around assessment, grading, and attendance practices. Principals and school site staff worked in collaboration with Child Welfare & Attendance staff to monitor student attendance and participation in distance learning experiences and worked together in outreach to students and families in support of student participation in ongoing learning experiences. Counselors and Mental Health Clinicians provided weekly social-emotional lessons for students and resources to address student well-being during the duration of shelter in place in response to COVID-19. Credit recovery opportunities were offered to all seniors within a virtual summer school platform in order to ensure all seniors were provided with the opportunity to recover any areas of needed credit.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The District formed a strategic planning team in early March to create a contingency plan to address the meal distribution needs and protocols in preemptive anticipation of school building closures. For the duration of the school buildings closure due to the COVID-19 pandemic, any child 18 or younger was provided with 10 meals a week (5 breakfast & 5 lunch meals). A collection of sanitization 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 webpage, were created to clearly provide information to students and families of where meals could be picked up, safety protocol when picking up meals, and a number to call if for one reason or another families would not be able to arrange transportation to get to the school sites that were providing meals so that district staff would be able to contact these families and arrange for the families to be provided with meals/food. On March 23rd, the District provided meals (breakfast and lunch) five times a week during normal school day hours at 28 school sites that were located in all of the regions in which SUSD serves students. On April 14th, the District provided meals (breakfast and lunch) at 20 school sites twice per week, Tuesday (four meals were provided, breakfast and lunch for Tuesday and Wednesday) and Thursday (six meals were provided, breakfast and lunch for Thursday, Friday, and Monday). On May 5th, the District provided meals at 16 school sites keeping the same meal distribution cycle moving forward. The District reached out to all charter schools authorized by SUSD and provided them with the schedule and locations of food distribution so they could share this information with their families to ensure all students facing food scarcity during the COVID-19 pandemic would have access to breakfast and lunch. Families were able to pick up meals whether they drove or walked up to the school site. 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 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 6ft social-distancing Center for Disease Control and Prevention (CDC) guidelines. School site principals collaborated with one another in support of the food distribution process and ensuring, in collaboration with the Child Nutrition and Food Services department, that food distribution sites had adequate staff coverage to adhere to social-distancing expectations and provide efficient support in the meal distribution process. The Public Relations, Family Education and Engagement, Language Development Office, and Child Welfare and Attendance departments and school site staff shared communication and provided families with support in accessing extra food benefits called Pandemic EBT or P-EBT that assisted families in California buy food while school buildings were closed because of the COVID-19 emergency.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

During ordinary school hours, SUSD arranged for supervision of students through sharing information with staff and families of childcare solutions and resources through communication shared through email, social media, phone outreach, and video/telephonic meetings. The District also provided access to distance learning experiences and opportunities Monday through Friday for all enrolled SUSD students providing virtual learning activities that took place during “usual traditional” school instructional hours. The District shared information aligned with resources provided through the Family Resource and Referral Center of San Joaquin (FRRCSJ), which is a clearinghouse of information on child care services, parenting, nutrition, and child safety, in support of arranging supervision of students during ordinary school hours during the COVID-19 pandemic. Staff members from the Child Welfare and Attendance department reached out to families and assisted by providing information about resources available to families. The Foster Youth and Families in Transition office provided ongoing outreach to foster youth and families in transition and provided direct resources and information about accessing programs available within the city in support of meeting identified needs shared by the families. District supervisors worked with staff providing direct in person services at school sites in creating rotational schedules for certain teams whose employees were still physically reporting to sites in order to create more flexibility for logistical aspects like childcare. Information was also shared with staff and families about the free and confidential phone line, 2-1-1 or (800)-436-9997 or text your zip code to 898211, or www.211sj.org, in support of locating programs or services related to housing, food, healthcare, counseling, legal services, childcare, and more.

California Department of Education

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