



San Juan
Unified School District

COVID-19 Operations Written Report for San Juan Unified School District

Local Educational Agency (LEA) Name:	Contact Name and Title	Email and Phone	Date of Adoption
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Section 1: Provide an overview explaining the changes to program offerings that the local educational agency (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.

San Juan Unified schools closed on March 16, 2020, for the duration of the 2019-2020 school year to slow the spread of COVID-19 and protect the health of our students, staff, and community. Teams of district leaders, community, and labor partners immediately moved the following program changes into action to reduce the impact of school closures on students and families.

- The Nutrition Services team began safe curbside pickup of meal packages for students on March 17, at 27 school sites across the district, serving 196,326 meals in the months of March and April.
- The technology services team organized and executed the distribution of 21,659 computers since March 26, and worked with families to identify gaps in Internet connectivity, and address these gaps with free or reduced-cost options.
- The Professional Learning and Innovation team has organized into interdisciplinary, grade-level teams, including educators specializing in supporting our most vulnerable student populations to plan supports, provide training, and curate resources. All of the resources developed by these teams were placed on the district's Distance Learning Hub, which has generated 22,050 intranet visits. A guiding document (C.A.R.E.S: Communicate, Ask Questions, Read and Review, Enrich, Self-care) and resources were created to support teachers between March 16 and April 10, 2020, during the learning review phase. A survey to identify the professional learning needs of staff during the transition to distance learning was also conducted, generating 1,636 staff responses.
- The Education Services team, in collaboration with grade-level school supervisors, organized social and emotional support, and implemented a student safety net leading to connection and contact with 99% of our students and

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families. They further led targeted support for our most vulnerable students, including Local Control Funding Formula (LCFF) unduplicated student populations.

- The Communication team created the COVID-19 microsite; and the Family and Community Engagement team, in partnership with the Communications team, also launched a Parent HUB microsite to centralize, and make accessible, diverse resources offered through the district, regional agencies, and community partners. The Family and Community Engagement team further collaborated with other departments to provide virtual training to help parents support distance learning efforts. By May 21, there were 70,542 visits and 99,911 page views on the COVID-19 microsite. The Parent HUB microsite has had more than 150 online participants in virtual training and 750 views of training videos; and parent ambassadors initiated more than 300 direct support contacts with parents.
- The Communication team continues to broadcast important information in multiple languages through direct contact with students and families, the San Juan Unified COVID-19 microsite, and all social media channels.
- The central enrollment team has modified procedures to allow for enrollments, transfer requests, and records requests to be completed online. An outreach and communication plan has also been implemented to help families understand and use these new processes. Since March 16, San Juan Unified has received, and is processing, 770 online inquiries for enrollment and/or transfers.
- The secondary education team directed specific actions in support of seniors. These actions included early reactivation of APEX courses to enable students credit-recovery transcript analysis and intervention, specifically targeting seniors. In May, the district committed to virtual high school graduations, maintaining the current health guidelines and social-distancing restrictions. This celebrated the culmination of the hard work of our seniors and marked the transition to college and careers.

Section 2: Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

In addition to the districtwide program changes to reduce the impact of school closures on students and families, targeted approaches were put in place to meet the needs of our English learners, foster youth, and low-income students.

The Multi-Tiered System of Support (MTSS) team operates support centers for school sites where 40% or more of the students are socioeconomically disadvantaged. In preparation for the school closures and the transition to distance learning, the MTSS team adapted their service model to ensure ongoing support of our low-income students at risk of being most impacted.

- Academic intervention specialists are supporting outreach efforts to connect with students not accessing distance learning. They are providing support for computer-based academic intervention programs, such as iReady and Lexia.

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- Social workers and counselors continue to provide outreach and support for currently assigned students and those newly referred through the district referral process. They are further collaborating with teachers and school sites to provide social-emotional learning resources and instruction.
- Mental health therapists are providing telehealth services upon request and through the district referral process.
- School nurses are serving as an additional layer of support to school sites, scheduling emergency dental appointments during the shelter in place order, and organizing plans to offer dental screening, eye examinations, and free glasses at student support centers in the fall of 2020.
- The district has been in contact with 99% of our low-income students/families, and 69% checked out Chromebooks.
- The Office of Student Learning Assistance staff is translating district communications to ensure language barriers do not prevent English learner students and families from accessing critical information about school closures, food distribution, computer distribution, distance learning, training, and other resources available to lessen the impacts of school closures. Bilingual instructional assistants and school community resource assistants are conducting direct outreach to families in their home languages, providing training and support to ensure students and families are able to access and use virtual platforms to communicate and conduct distance learning. Curriculum and technology specialists further identified tools, curated resources and conducted training for teachers to help English learners access course content and practice with rich academic language. The district has been in contact with 99% of our English learners' students/families and 80% checked out Chromebooks.
- The Foster Youth Services team maintained operations and continued to provide support to foster youth and families through school closures and into distance learning, maintaining contact with 99% of foster youth students. From March 13 through March 21, 20 new students were enrolled, eight students received referrals for food or housing, 22 students were referred to staff counselors and school social workers for social-emotional support, 17 students participated in credit recovery, and 25 students participated in virtual Independent Living Program classes. All of our foster youth were provided with Chromebooks.

Section 3: Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

SJUUSD was thoughtful about how instruction and support services were rolled out to address questions of equity, and meet legal requirements under federal and state law related to equal access for our diverse learners. It is our intent that every senior who meets eligibility requirements graduates this June, and that all of our students can engage in meaningful learning. We continue to work with our labor partners, families, and site practitioners to deliver high-quality learning through new learning platforms while meeting the needs of our diverse learners.

- Eighty-five practitioners analyzed responses as part of interdisciplinary grade-level teams, consisting of special education representatives, teachers on special assignment, English language development specialists, administrators, and early childhood education staff to design a phased professional learning support process.

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- Phase 1-- provided focused professional development for practitioners on the virtual platforms to be used in distance learning.
 - Phase 2-- focused on effective practices to provide access for diverse learners and engage students in virtual instruction.
 - Phase 3-- focused on approaches and best practices for conducting ongoing assessment as part of distance learning.
- Staff developed, and continues to curate, the Distance Learning HUB, a bank of resources to support practitioners implementing distance learning. The Distance Learning HUB includes training calendars, grade-level Google Classroom collaboration spaces, technology training videos and drop-in support, and curriculum training videos and drop-in support. Resources provided also include supports for special education services, English Language Development, Physical Education, and Visual and Performing Arts through distance learning. In total, practitioners attended more than 3,500 training sessions, and the 23 technology training videos have had 4,800 views.
 - The Technology Services team continues to support students and staff with the use and repair of technology and Internet hot spots to students and families in grades TK-12, which began in late March. To date, 21,659 Chromebooks and 121 hotspots have been distributed to students, and another 79 hotspots have been distributed to staff.
 - Beginning April 10, 2020, we shifted to a distance learning model including the resumption of new learning. New grading guidelines were established for students K-12 including credit/no credit in secondary and growth marks in elementary. Students in grades 9-12 may opt out of the default credit/no credit and request a letter grade. Data was collected to determine which students were not connected with distance learning, and student safety nets were enacted to make contact with students and families who were not connected in order to eliminate barriers to engagement.
 - In May, a second teacher survey, as well as a parent survey was distributed to gather input around next steps for supporting teachers, students, and families in distance learning. Currently, teams are planning for the 2020-2021 school year.

Section 4: Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

- Starting March 13, the Nutrition Services team began the process of auditing available food resources, developing menus, identifying staff, and operationalizing social distancing protocols for the districtwide food distribution effort in response to COVID-19 school closures. On March 16, teams were selected to lead food distribution, and safe curbside pickup began the next day at 27 school sites across the San Juan Unified School District.
 - During the month of March, a total of 72,332 meals were served
 - In the month of April, a total of 123,994 meals were served

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- By May 20, a total of 294,338 meals were served
- Maintaining student access to this critical nutrition source, while keeping our employees and community safe, has, and continues to be, our top priority. San Juan safe curbside pickup offers one lunch and the next day's breakfast at the 27 designated school sites, Monday through Friday, from 11:30 a.m. to 12:30 p.m. While all meals were initially served cold, after adjusting packaging procedures and deploying food warmers to distribution sites, students now receive a hot lunch several days per week along with their cold breakfast for the following day.
- Cultural brokers were present at sites to help provide instructions for families in their home language. Translated instructions were also placed in food packages to ensure safe handling and information for families with cultural dietary restrictions.
- When families arrive at a safe curbside pickup site by car, a Nutrition Services staff member greets them at a safe distance and visually accounts for the number of students in the car. They then retrieve the correct number of meal packages, place them on an intermediary food-distribution table, and step back to a safe distance. The family retrieves the meal packages and returns to the car. Walk-ups are served in the same way. Our Nutrition Services staff are provided with ongoing training, personal protective equipment, including masks, gloves, disposable aprons, and hand sanitizer. At sites without sufficient space in kitchens to observe social-distancing requirements, multipurpose rooms have been configured to support food distribution preparation activities.
- Food will continue to be provided through safe curbside pickup to students at 14 school sites, from June 15 through July 31. San Juan Unified School District remains committed to ensuring our students have access to this critical lifeline, and our Nutrition Services team is working to develop possible food service models as part of the larger coordinated district planning efforts for the fall of 2020.

Section 5: Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

- At the point of school closure, SJUSD also closed before-, during-, and after-school care for students. At this time, SJUSD has not provided supervision for students during ordinary school hours. Current planning and preparation efforts for the 2020-2021 school year include the exploration of potential services that provide for the supervision of students before, during, and after school hours.