COVID-19 Operations Update

Engaging and Supporting Our Community Together

Presentation to the Board of Education
June 9, 2020

Revised Local Control Accountability Plan Timeline

- By July 1, 2020: COVID-19 Operations Update
- By December 15, 2020: Single Year LCAP for 2020-2021
- By July 1, 2021: New 3-Year LCAP for 2021-2024
- Fall, 2021 through Spring, 2024: Annual Updates/Continuous Improvement
COVID-19 Operations Update

- Changes to program offerings
- Meeting the needs of targeted populations
- Delivering high-quality distance learning
- Providing school meals
- Supervising students

Spring 2020 Goals

- Successfully graduate every eligible senior by June 2020
- Support the health and safety of our staff, students and community
- Continue student learning and mastery of standards utilizing distance learning strategies
- Continue nutrition support and other essential services
Changes in program offerings due to COVID-19

- Safe curbside meal distribution
- Technology distribution
- Transition to distance learning
- Social-emotional supports
- Class of 2020 support
- Parent engagement and support
- Central enrollment

Meeting the needs of English learners, low income, foster youth

- Provide academic intervention and social-emotional support
- Ensure access to critical resources and distance learning through outreach and translation services
- Continue services for foster youth
Delivering high-quality distance learning

- Support student access
- Implement student safety nets
- Provide professional development and support
- Develop grading guidelines
- Support and engage parents

Providing school meals

- Safe curbside service at 27 sites
- Training and personal protective equipment for staff
- Translation support for families
- 294,338 meals served between March 17 and May 20
Supervision of students

- At the point of school closure, San Juan Unified closed before, during and after school care for students
- Current planning and preparation efforts for the 2020-21 school year include the exploration of potential services that provide for the supervision of students before, during and after school hours

May-June focus areas

- Implementing grading guidelines
- Planning virtual graduations
- Preparing for materials check-in
- Gathering parent, student and staff feedback
- Cleaning facilities and equipment
- Planning for 2020-21
District Family Survey Results

All Schools Represented
- Count by School: 32 – 732

All Grade Levels Represented
- TK and ECE – 2%
- Grade 12 – 6%
- All others – 11-14%

Density Levels*
- 22% High
- 36% Med
- 50% Low

Languages
- English – 96%
- Spanish – 2%
- Remaining 2% Split between (Russian, Ukrainian, Arabic, Dari/Farsi)

Grade Spans*
- 36% TK-2
- 33% Grades 3-5
- 33% Grades 6-8
- 36% Grades 9-12

* Respondents could select multiple schools so totals don’t equal 100%

How Satisfied Are You with Distance Learning?
Parent Support

Ways Parents are Supporting Students at Home (N=9,119)

- Talk about how the learning is going with my student
- Talk with my student about how they are feeling
- Encourage my student
- Help my student plan time
- Help my student understand the specific assignments
- Help my student find information or share my own knowledge
- Help my student complete specific assignments
- Read to my student
- Listen to my student read
- I have not been actively engaged
- Other (Please specify)

Question 6: Support Parent is Supporting (Other Responses: 533)

<table>
<thead>
<tr>
<th>Response Category</th>
<th>Count</th>
<th>General Information</th>
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<tbody>
<tr>
<td>Technology support for student</td>
<td>68</td>
<td>Connection issues; challenges uploading documents, login issues; platform issues and struggles with multiple platforms</td>
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<tr>
<td>Creating assignments or work for student</td>
<td>71</td>
<td>Teacher is not supplying enough practice or work; teacher disorganized</td>
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<tr>
<td>Review assignments</td>
<td>23</td>
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<tr>
<td>Tutoring/teaching</td>
<td>90</td>
<td>Not enough support for students who have questions; need to reteach my student; supporting their IEP needs; my student can't attend Zoom meetings so I teach; teacher not teaching just giving assignments</td>
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<tr>
<td>I work, I can't help</td>
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<td></td>
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<tr>
<td>Monitoring and trying to engage my student</td>
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<td>Keeping students on track; calendars; monitoring work; trying to get student engaged; ensuring my student doesn't cheat</td>
</tr>
<tr>
<td>Communicating with the teacher to support my student</td>
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<td>Communicating with questions; follow-up when teachers don't respond to student emails</td>
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<tr>
<td>No teacher engagement</td>
<td>12</td>
<td>Signed up for homeschool; can't connect with teacher</td>
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<tr>
<td>Distance learning is not working</td>
<td>38</td>
<td>Struggles with distance learning, especially for younger students</td>
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<tr>
<td>Translations</td>
<td>4</td>
<td>Translate materials for my student</td>
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</table>
Communication

Amount of Information Received

Informed about Grades/Marks

TK-2  45%  2%  30%
Gr 3-5 42%  6%  26%
Gr 6-8 48%  4%  16%
Gr 9-12 61%  20%  6%

How Clear is the Communication

How Easy to Contact Teacher(s)

TK-2  77%  10%  2%
Gr 3-5 75%  20%  5%
Gr 6-8 62%  27%  11%
Gr 9-12 55%  24%  14%

Challenges

Internet Connectivity

TK-2  21%  24%  22%  22%
Gr 3-5  24%  23%  22%  23%
Gr 6-8  23%  22%  22%  22%
Gr 9-12 22%  22%  22%  22%

Too Much Work Assigned

TK-2  31%  32%  34%  34%
Gr 3-5  32%  34%  33%  33%
Gr 6-8  34%  33%  34%  33%
Gr 9-12 33%  33%  33%  33%

Assignments Unclear

TK-2  36%  43%  54%  54%
Gr 3-5  43%  54%  54%  54%
Gr 6-8  54%  54%  54%  54%
Gr 9-12 54%  54%  54%  54%

Technology Device Issues

Too Little Work Assigned

TK-2  18%  24%  26%  29%
Gr 3-5  24%  26%  29%  29%
Gr 6-8  26%  29%  30%  30%
Gr 9-12 29%  30%  30%  30%

Assignments Unable to Access

TK-2  28%  33%  34%  28%
Gr 3-5  33%  34%  34%  34%
Gr 6-8  34%  34%  34%  34%
Gr 9-12 34%  34%  34%  34%

No differences by school density level.
Student SEL

No differences by school density level

Next Year: Likely to Send to School by Model

Traditional Model – Density Level

<table>
<thead>
<tr>
<th>Density Level</th>
<th>Low</th>
<th>Med</th>
<th>High</th>
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<tbody>
<tr>
<td>TK-2</td>
<td>61%</td>
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<td>61%</td>
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Traditional Model – Grade Span

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Hybrid Model – Density Level

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Distance Learning Model – Density Level

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Planning for 2020-21

Strategic priorities

- Health and safety
- Focused instruction
- Community building and relationships
- Support the whole child
- Parent support and self-efficacy
- Transparent and timely communication

Need for childcare impacting choice: 19% (Gr9-12) and 52% (TK-2); 32% (Low) and 46% (High)
### Partnership Academies
- Home school model grades K-8
- Independent study model grades 9-12

### Hybrid Model
- Two days in-person; three days distance learning
- Social distancing
- Reduced class sizes
- Modified schedules

### Distance Learning Model
- Five days distance learning
- Asynchronous and synchronous

### Traditional Model
- Five days in person

### Health and Safety
- Following federal, state and local public health guidance:
  - In-person learning models that follow social distancing guidelines
  - Health and safety training and procedures
  - Health and safety equipment
  - Facility and equipment cleaning
  - Transportation

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**A continuum of learning options**

following federal, state and county health guidelines
Focused instruction

- Develop and implement essential standards guidelines
- Identify, develop and curate instructional videos and lessons to implement within the continuum of learning options
- Strengthen assessment and intervention practices
- Continue to prioritize and provide professional learning and support for practitioners

Community building and relationships

- Prioritize relationships as fundamental to learning
- Set aside time for community building and student socialization within the curriculum
- Prioritize school to home connections
Support the whole child

- Continue to provide academic and social-emotional interventions
- Identify, develop and curate social-emotional lessons for classroom use
- Continue and strengthen services to students with disabilities, English language learners, low SES, and foster youth
- Maintain the provision of student meals along the continuum of options
- Continue to provide access to technology resources

Parent support and self-efficacy

- Prioritize time for school to home connections along the continuum of learning options
- Continue to support parents with resources, tips and skill building along the continuum of learning options
- Provide before, during and after childcare services to students
Transparent and timely communication

- Maintain current communication channels
- Continue to gather staff, student, and parent input and feedback
- Continue to leverage cultural brokers to assist with outreach to targeted populations

Next Steps

- District leadership and labor work groups continue to meet to plan for next school year
- Analyze parent, student, and staff feedback to inform next steps
- Recruit and identify practitioners to assist with the development of distance learning lessons aligned to essential standards
- Identify, plan and implement professional learning for certificated and classified staff
- Prepare facilities for 2020-21 school year