



San Juan
Unified School District

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



COVID-19 Operations Update

**Changes to
program
offerings**

**Meeting the
needs of
targeted
populations**

**Delivering
high-quality
distance
learning**

**Providing
school
meals**

**Supervising
students**



3

Spring 2020 Goals

Successfully graduate every eligible senior by June 2020



Continue student learning and mastery of standards utilizing distance learning strategies



Continue nutrition support and other essential services



Support the health and safety of our staff, students and community



San Juan 4
Unified School District

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



5

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



6

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



9

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



10

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)

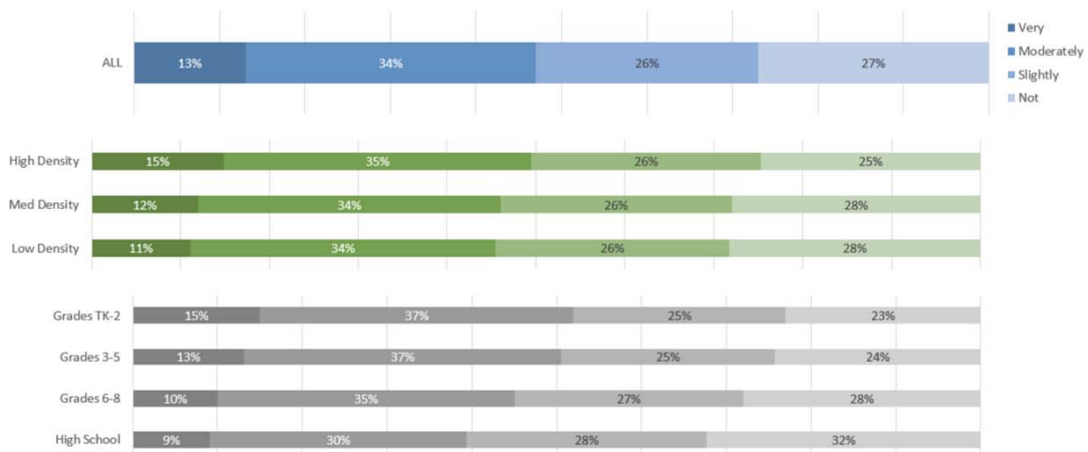
Grade Spans*

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

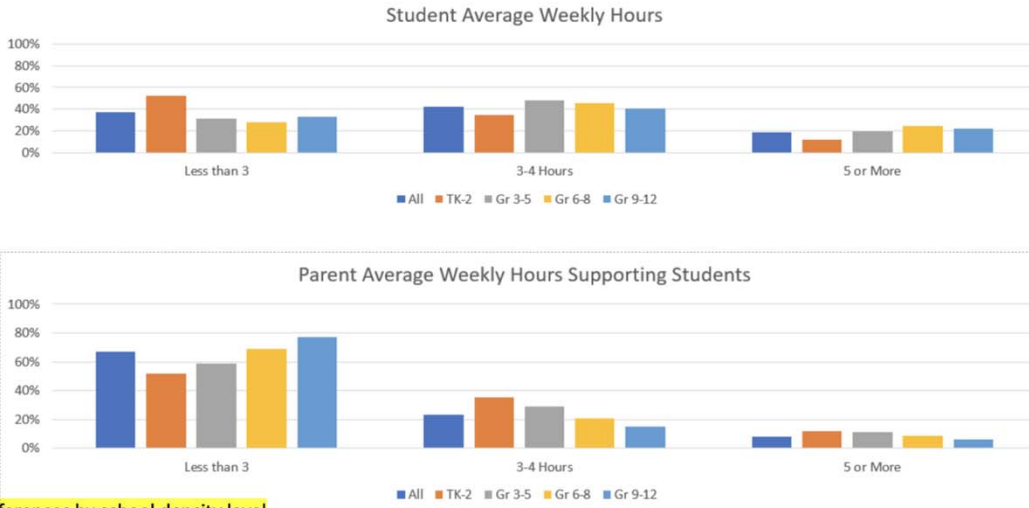
* Respondents could select multiple schools so totals don't equal 100%



How Satisfied Are You with Distance Learning?



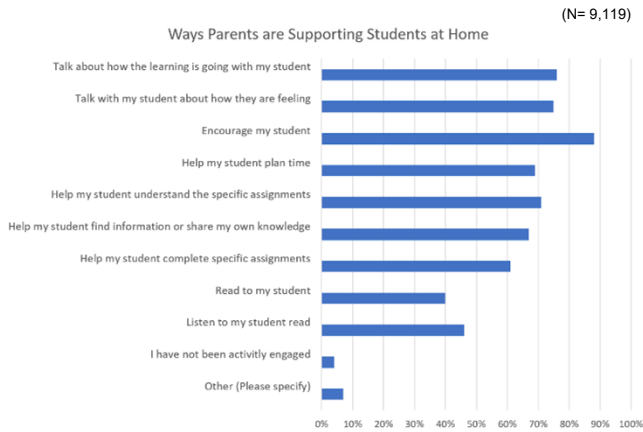
Average Hours Spent by Students and Parents



No differences by school density level



Parent Support



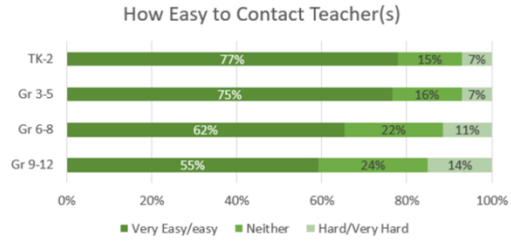
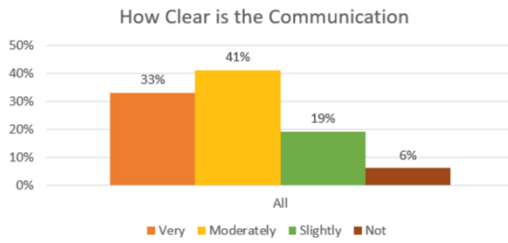
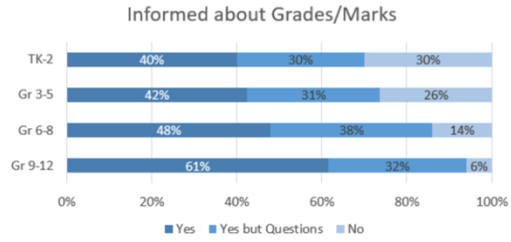
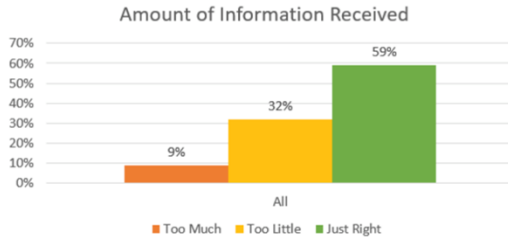
Question 8: Support Parent is Supplying - Other Responses: 593

Response Category	Count	General Information
Technology support for student	68	Connection issues; challenges uploading documents; login issues; platform issues and struggles with multiple platforms
Creating assignments or work for student	71	Teacher is not supplying enough practice or work; teacher disengaged
Review assignments	22	
Tutoring/teaching	90	Not enough support for students who have questions; need to reteach my student; supporting their IEP needs; my student can't attend Zoom meeting so I teach; teacher not teaching just giving assignments
I work, I can't help	62	
Monitoring and trying to engage my student	148	Keeping students on track; calendars; monitoring work; trying to get student engaged; ensuring my student doesn't cheat
Communicating with the teacher to support my student	40	Emailing with questions; follow up when teachers don't respond to student emails
No teacher engagement	12	Signed up for homeschool; can't connect with teacher
Distance learning is not working	38	Struggles with distance learning, especially for younger students
Translations	4	Translate materials for my student



Communication

No differences by school density level



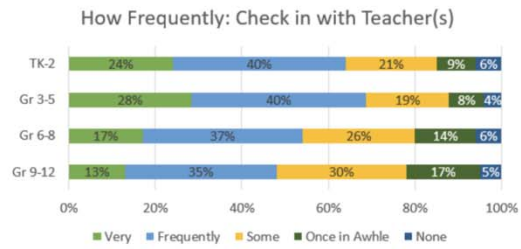
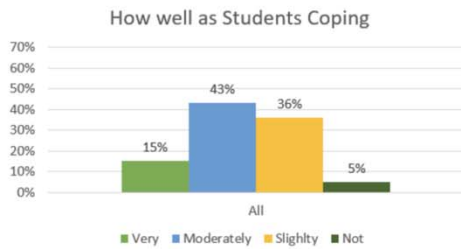
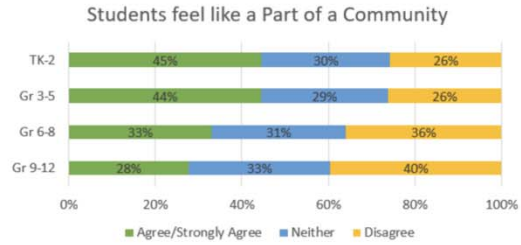
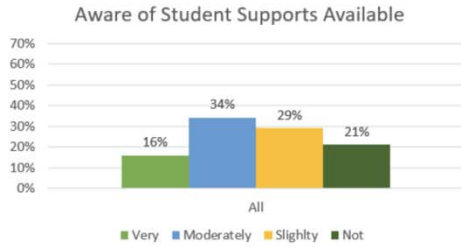
Challenges

No differences by school density level

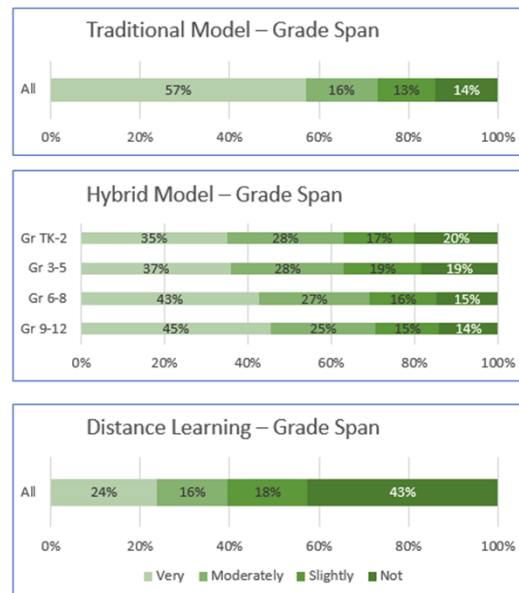
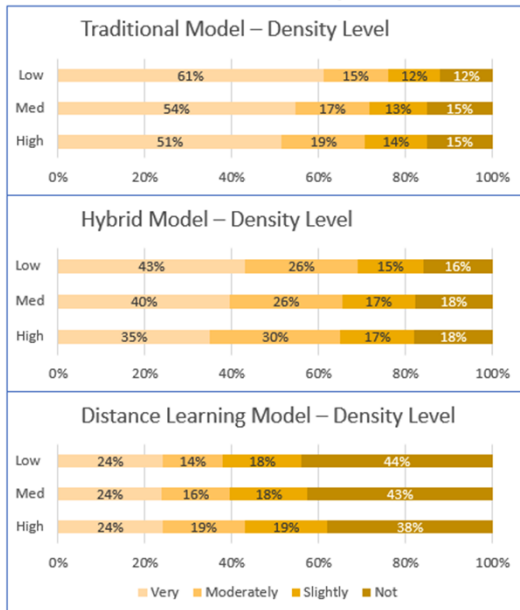


Student SEL

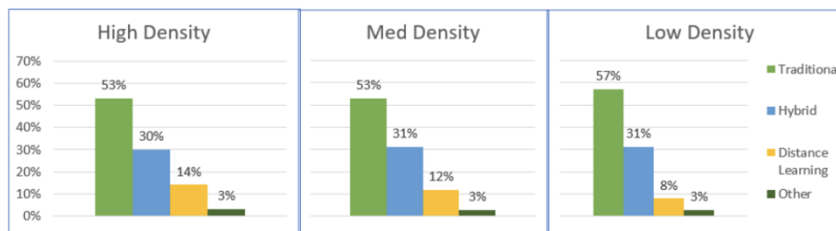
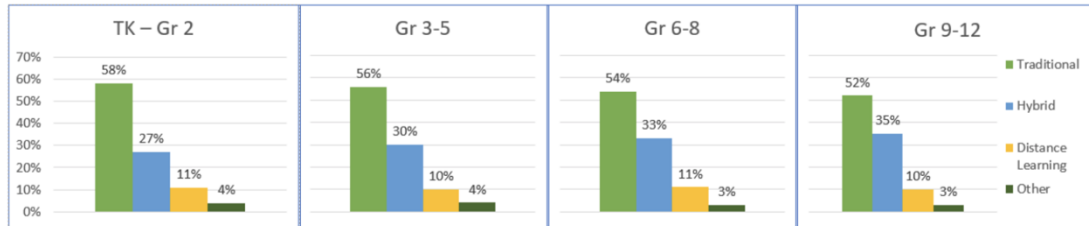
No differences by school density level



Next Year: Likely to Send to School by Model



Preferred Model for Next Year



Response Category	Count
Any option will work	17
Unsure	92
Hybrid or distance learning	14
Hybrid or traditional	32
Traditional of distance learning	9
Distance learning	20
Hybrid	43
Traditional	32
Homeschool	17
Other	7

Need for childcare impacting choice: 19% (Gr9-12) and 52% (TK-2); 32% (Low) and 46% (High)



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



A continuum of learning options

following federal, state and county health guidelines

Distance Learning Model

- Five days distance learning
- Asynchronous and synchronous

Hybrid Model

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

Traditional Model

- Five days in person

Partnership Academies

- Home school model grades K-8
- Independent study model grades 9-12



21

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



22

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