

COVID-19 Operations Written Report for Santa Clara Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Santa Clara Unified School District	Stella Kemp, Ed.D. Superintendent	skemp@scusd.net (408) 423-2005	June 25, 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 Thursday, March 12, 2020 the district superintendent received notification that we were to close our schools due to the COVID-19 pandemic. Friday, March 13th was a non-school day and on that day, messages went out to staff, families and the community that schools would be closed effective Monday, March 16th. Messages went out to staff via email and to parents via Blackboard emails and phone calls. Information was also immediately placed on the district website and individual school websites. With the original closure, expected to last 3 weeks, staff immediately worked to create distance learning optional learning resources for our families. Working over the weekend, by Monday, March 16th, our District Learning Optional Learning Opportunities website was launched. Immediately deployment of our 1:1 chromebooks took place in conjunction with our weekly food distribution. Student chromebooks were deployed to every student in SCUSD that wanted one (some preferred to use their own home devices). Within one week, it was determined that schools would remain closed and we needed to prepare to launch full distance learning. Beginning March 23rd, a full schedule of distance learning was launched for students in grades 6-12, and a few days later, the distance learning program for grades PreK-5 was launched. Once distance learning began, student attendance was tracked. When students were not engaging in the distance learning, families were contacted to provide resources such as hotspots, chromebooks, and any other resources that the district could provide. A challenge for us was in the area of Special Education services. It proved difficult to provide the required services through distance learning and a PWN was sent to families as we continued to work on ways to provide those services. At this time, many services are being provided remotely wherever possible. A critical part of our program launched in the third week of distance learning with a warm line for students and wellness coordinators and counselors were able to support students. On April 20th, our distance learning Credit/No Credit grading policy for students in 6-12 grades was implemented, followed shortly by our elementary report card guidelines. Students will be held harmless in both our secondary grading and elementary report card guidelines. Graduation ceremonies are being planned as virtual events with special deliveries of lawn signs to all of our 2020 graduates. Board meetings are held over Zoom/You Tube Live Stream beginning in March 26th. We will provide distance learning summer programs in June and July and if the shelter in place is lifted, will also provide small group and 1:1 sessions through the summer.

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

SCUSD has many resources to support our students. Two Spanish-speaking School Community Liaisons are specifically designated to support our homeless and foster youth students and families. The two liaisons call, text, or email every family whose students are identified as homeless or foster youth on a weekly basis a minimum. Also, for foster youth, the liaisons connect with CPS Social Workers to try to locate students who are not engaged in distance learning. Both liaisons followed the MKV Outreach Protocol established by SCCOE to inquire and document every student's academic, basic needs, medical and mental health needs, and any other areas of need. Our residency/truancy officers also assist in supporting families to help them participate in distance learning.

We have 2 bilingual liaisons, one Spanish-speaking and one Vietnamese-speaking. These liaisons are responding daily to phone calls from parents requesting support for questions regarding support for internet connectivity, instruction support, State Immigrant Relief funding for undocumented immigrants, medical and housing resources, and other related needs. The liaisons help connect students and families to our Family Resource Center and other outside agency resources. The bilingual liaisons also attend students' classes to help and support newcomer parents and students and help with our weekly food distributions.

Other additional services offered include providing hot spots to access internet services; referrals of specific families to the County Hotel Voucher program; collaboration with a non-profit organization to support housing needs; referral to medical and mental health clinics; Food Bank and Meals offered in the community, in addition to the District's Meal Distribution. SCUSD also provides materials, targeted support and translation services. Liaisons have collected gas card and bike donations and work closely with agencies listed on the SCCOE resource guide to verify services and eligibility for our families. Additionally, materials, meals, targeted support, and translations services are provided as needed. All community communications were translated into Spanish as well as our district Distance Learning webpage.

Beginning our first day of Distance Learning, March 23rd, attendance was recorded by teachers and tracked daily by the district and individual school sites. Using the attendance data, students who were not engaged in distance learning were called in order to determine their needs and provide resources. Throughout Distance Learning, support staff has responded to parents' calls and counselor/teacher concerns asking for help in motivating students to be engaged in Distance learning.

Parents and older students have been encouraged to request Wellness Check-in appointments with the Wellness Coordinator at the student's site. Also, towards the end of the semester, families have been referred to County Behavioral Health. The Wellness Check-in appointment information is available in Spanish.

Along with support staff outreach to our English Learner families, teachers are provided with weekly professional development that include sessions dedicated specifically to meeting the needs of English Learners through distance learning. These sessions provided teachers with best practices and tools to support our English Learners in their virtual classrooms, both synchronously and asynchronously. Each school site has an English Learner Support and Assessment Technician (ELSAT) on staff. This group of individuals has been instrumental in site-based outreach to English Learner families helping them navigate the distance learning environment. Our summer distance learning programs include an EL/Migrant Academy that is a continuation from our Saturday Academies held throughout the school year.

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

Beginning the first week of school closures and still happening today, weekly messages from the superintendent update staff and the community on details regarding the district's responses to COVID-19. Specific updates include meal distribution, tech support, and distance learning. On the first day of school closure, our Optional Learning Resources web page was launched to support families at home to help continue the learning. By week two our Distance Learning site was launched which included information on Chromebook pick up, tech support, Chromebook swap, weekly meal distribution, and our Family Distance Learning Guide.

PreK-12 weekly schedules provide student instruction Monday-Thursday and staff professional development and collaboration on Friday. Here are the specific Monday-Thursday schedules for the grade level spans:

PreK-5 Structure and Schedule:

Morning Meetings via Google Meet: Introduction of the day's work posted in Google Classroom (15 minutes minimum beginning at 8:00am, staggered by grade level)

8:00-12:00 Teacher available for questions/calling parents/working with students in small groups, 1:00-2:30 Collaboration/Preparation time
Student Work:

TK - 2nd grade: 1-3 hours per day; 3rd - 5th grade: 2-4 hours per day; In addition, small group/1:1 support as needed. Classwork is posted in Google Classroom by 8:00 am daily.

Daily instruction through Google Meet/Classroom include reading, writing, mathematics and physical education. Integrated lessons up to twice per week include science, social studies, art, music, social emotional learning and digital citizenship. Support staff such as RSP teachers, psychologists, LIT, and Wellness Coordinators are invited to class meetings as needed for student support or work 1:1 with students. Physical Education and music teachers created daily TK-5 lessons that were included for students in their classroom teacher's Google classroom. Assessment is formative in nature in order to give feedback, adjust instruction and provide additional support.

Middle School Structure and Schedule:

Block schedule — A/B days

All classes in the morning - 50 minute periods, 2 sessions/week. Some amount of synchronous time is recommended during each period to be determined by the teacher. In the afternoon, there is designated student support time for small group, 1:1 and office hours and collaboration/prep time.

A Day (MON/WED)

Per 1 8:30-9:20

Per 3 9:30-10:20

Per 5 10:30-11:20

Student Support

12:00-12:25 Per 1

12:30-12:55 Per 3

1:00-1:25 Per 5

1:30-3:00 Collab/Prep

B Day (TUES/THURS)

Per 2 8:30-9:20

Per 4 9:30-10:20

Per 6 10:30-11:20

Student Support

12:00-12:25 Per 2

12:30-12:55 Per 4

1:00-1:25 Per 6

1:30-3:00 Collab/Prep

High School Structure and Schedule

Block schedule — A/B days

All classes in the morning, 50 minute periods, 2 sessions/week. Some amount of synchronous time is recommended during each period to be determined by the teacher. In the afternoon there is designated time for prep/collaboration/office hours.

A Day (MON/WED)

Per 1 8:30-9:20

Per 3 9:30-10:20

Per 5 10:30-11:20

Per 7 11:30-12:20

Lunch

1:00-2:00 Office Hours

2:00-3:00 Prep/Collab

B Day (TUES/THURS)

Per 2 8:30-9:20

Per 4 9:30-10:20

Per 6 10:30-11:20

Lunch

12:00-1:00 Prep/Collab

1:00-2:00 Office Hours

2:00-3:00 Prep/Collab

For grades 6-12, the guideline for total time students spend on each class was approximately 120 minutes per class per week, including Google Meet and outside work time. This does not include office hours or small group/1:1 additional support. Classroom assignments are posted by 8:30am M-Th.

Technology and materials - Chromebooks were distributed the first week of distance learning to any student who wanted one. We have 1:1 chrome books but allowed students to use their own devices if they wanted. Most of our curricula have digital components and the district also purchased Screencastify, DyKnow and PearDeck district-wide.

Professional Development - Every Friday, teachers and paraeducators participated in 3 hours of professional development. Live Sessions included how to use the technology tools, motivating students in distance learning, meeting the needs of English Learners, reading workshop/shared reading, and identifying essential content standards. Self-paced sessions included tutorials for various instructional tools. Live sessions were recorded so that participants can review at any time.

Distance Learning Feedback - Surveys were conducted to collect stakeholder feedback. Two teacher surveys, a parent survey and the CA Healthy Kids Learning from Home Survey were administered beginning in late April. This feedback will be used to inform the district on what is working and what we can adjust or change to make distance learning better as we continue to respond to COVID-19 and the changes it brings.

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

SCUSD Nutrition Services received for all sites under the Area Eligibility Waiver, Meal Pattern Flexibility waiver, Program Monitoring Waiver and the COVID19 Nationwide waiver for mealtime flexibility and Nationwide waiver for Requirement for Parents to be present. On Saturday,

March 14, we received approval from CDE to serve 5 days of breakfast and lunch at one time through drive up meal service. Communications was sent out through phone and email blasts, posts on social media through District and Nutrition Services. Many school sites also reposted social media posts. Staff was trained on proper PPE use and all staff complete County daily health check forms. Staff and volunteers have access to all proper PPE including hand sanitizer, hand washing, masks and gloves. Breakfast and Lunch are provided. Meals components are either shelf stable, refrigerated or frozen when distributed. Cooking instructions can be found on the Nutrition Services website. Meals are distributed each Monday at 7 sites. Volunteers are utilized for meal distribution. Sites were selected through the Eligibility Waiver to provide maximum geographic coverage so families from all areas would have a site close to them. The drive through services was chosen to minimize contact between the public and meal distribution employees.

1. Cars enter line. Volunteer asks how many children in the house and a number is placed on the windshield
2. Car moves to meal distribution position and open trunk.
3. Meals are placed in the trunk based on the number on the windshield.
4. If the trunk is not available, meals are placed on a cart and rolled to the drivers. The driver then takes the meals from the cart.

As of 5/18/20 SCUSD has distributed 265,028 breakfast and lunch.

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

Under the Santa Clara County Public Health Order to shelter in place on March 16, 2020, only essential workers in the county were allowed to perform work at essential businesses. This caused the potential need for these essential workers to find supervision for their children during ordinary school hours. In partnership with the Santa Clara County Office of Education, arrangement for supervision of students during ordinary schools was made available to families through the SCCOE Childcare for Essential Workers Portal. The portal was made publicly available on April 10, 2020 and was announced through a press release to district public information officers and media on April 15, 2020. A second press release was released the week of May 4th describing enhancements to the portal and directions for districts on how to communicate the information to families.

The Childcare for Essential Workers Portal lists organizations offering child care in the county and identifies which ones offer free or subsidized care for those that qualify. An Interactive Child Care Map was made available on the site so families could find the closest provider. The site also provides information about who is considered an essential worker, how to find childcare, how to know if the facility is safe, and how to qualify for financial assistance.

Santa Clara Unified directed families to the Santa Clara County Office of Education's COVID-19 Family Resources through the Superintendent's Weekly COVID-19 update to the community. If a family or student calls requesting childcare, they were directed to the county website and also connected with our Family Resource Center for other available resources.

Setting up childcare in Santa Clara County was an iterative process. The first week and a half focused on health care and making sure hospitals had support. Several major initiatives were in this space. The County of Santa Clara Supported HHS with free child care, El Camino Hospital contracted with YMCA to provide care for their employees, and MHUSD partnered with the YMCA for a school based program for healthcare workers in south county. Private hospitals that were not funding care for employees were connected to the YMCA and Boys and

Girls Club to explore fee-based programs. Overall the programs saw low demand as county measures slowed the progress of COVID-19 and health care providers did not see the anticipated surge.

On April 10, 2020, SCCOE launched their child care for essential workers portal to connect families to child care options around the county. It was publicized through two press releases:

- April 15, 2020 - Santa Clara County Office of Education Announces New Online Portal for Essential Workers to Access Childcare
- May 7, 2020 - Santa Clara County Office of Education Announces New Online Portal for Essential Workers to Access Childcare

In addition to the press releases being sent to media partners, the portal information was shared with SCCOE Special Education channels, DFCS, SCCOE foster youth and homeless partners, Santa Clara County City managers, and district PIOs. SCCOE currently maintains the website with daily updates, and is providing email resources and support at: EssentialChildcare@sccoe.org for Families and ccresource@sccoe.org for providers.



COVID-19 Operations Written Report

Overview

Executive Order (EO) N-56-20 was established on April 22, 2020, to address the impact of continued school closures in response to the COVID-19 pandemic and the local educational agencies' ability to conduct meaningful annual planning, and the ability to meaningfully engage stakeholders in these processes.

EO N-56-20 issued timeline and approval waivers for the Local Control and Accountability Plan and Budget Overview for Parents as well as waving certain budgetary requirements. The Executive Order also established the requirement that a local educational agency (LEA) adopt a written report (COVID-19 Operations Written Report) explaining to its community the changes to program offerings the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of such closures on students and families.

Guidance for Completing the COVID-19 Operations Written Report

The COVID-19 Operations Written Report must include:

- 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.
- A description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.
- A description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.
- A description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.
- A description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours

The descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes the LEA has put in place.

LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Requirements for the COVID-19 Operations Written Report

The COVID-19 Operations Written Report must be adopted by the local governing board or body in conjunction with the adopted annual budget by July 1, 2020.

While the COVID-19 Operations Written Report does not need to be approved by the county superintendent of schools or the Superintendent of Public Instruction, the Written Report must be submitted in conjunction with the submission of the adopted annual budget.

Once adopted, the COVID-19 Operations Written Report must be posted on the homepage of the LEA's website, if such a website exists.

LEAs are not required to use the COVID-19 Operations Written Report template developed by the California Department of Education. The template was developed as an optional tool for LEAs to meet the COVID-19 Operations Written Report requirements established by EO N-56-20.

LCAP Timeline

Operations Report (COVID19)

Due by July 1, 2020

Just Board Adoption

No approval process

OPTIONAL template/ form available

Report Mar-Jun "20

20-21 LCAP-lite

Due by Dec. 15, 2020

Hearing and Adoption

COE approval (LEAs)

Template TBD

Budget Overview for Parents

Local Indicators Reporting

Middle of planning yr.

3-year LCAP

Due by July 1, 2021

Hearing and Adoption

COE approval (LEAs)

Same new 3-yr template (approved Jan20) 21-24

Budget Overview for Parents

Local Indicators Reporting

Plan forward 3 years



20-21 LCAP Timeline

(Executive Order and Potential Legislative Action)

In the Coming Weeks

- CDE will provide LEAs with Operations Report Template
- CDE will begin work with a committee to develop a 1 year 2020-2021 LCAP Template

By July 1

- LEAs will complete Operations Report*
- LEAs will take Operations Report and Budget to the Board for adoption.

* Operations report will be submitted to the COE and posted to the LEA website

Summer/Fall

- LEAs will have received new 1 year LCAP Template and can begin working on requirements.

By December 15

- LEAs will have taken 20-21 LCAP to Board for approval along with Annual Update and Budget Overview for Parents
- Present Local Indicators to Board



LCAP and Budget Timeline

June 2020

to LEA Board

Budget approval
COVID-19 Operations Report*
(*posted on LEA website)

to COE for approval

yes
yes (just submission)

By December 15, 2020

to LEA Board

Budget Overview for Parents
Annual Update 19-20
1 year LCAP 20-21
Present Local Indicators

to COE for approval

yes
yes
yes
no

June 2021

to LEA Board

(21-22)-(23-24) 3 YR LCAP
Local indicators
Budget Overview for Parents
Budget

to COE for approval

yes
no
yes
yes

