



# San Miguel Joint Union School District

## COVID-19 Operations Written Report for San Miguel Joint Union School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
San Miguel Joint Union School District	Karen Grandoli Superintendent	kgrandoli@sanmiguelsschools.org 805.467.3216	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 March 13th, 2020 San Miguel Joint Union School District closed for on campus instruction. The district remained closed for two weeks while providing students with optional enrichment work opportunities both online and through packets. After our two-week spring break between March 30, 2020 and April 3, 2020, we began distance learning which continued through the last day of school on June 5, 2020. We provided a combination of online learning through the Google Platform and our other online programs such as IXL, Mystery Science, Accelerated Reader, and ST Math along with packets for pickup. The district worked tirelessly to identify students who needed access to internet and we cooperated with both Spectrum and Ranch Wifi to get internet into most of our students' homes. Due to the rural locations of some of our students' homes, we did continue to offer packets in combination with phone calls to support those who needed it. Additionally, we did not have enough devices to provide all of our tk-2nd grade students with a device. Additionally, teachers used other platforms such as Screencastify and YouTube to record lessons for students and upload them to their newly created distance learning websites.

The major impacts of the closures on students and families include: the loss of socialization and feelings of isolation, increase in parent/guardian support to ensure student engagement in the Distance Learning Model, loss of before and after school programs, loss of participation in spring events (awards ceremonies, culminating ceremonies, dances, community partnerships such as Friday Night Live, field trips, assemblies), loss of middle school spring sports season, and loss of traditional 8th grade promotion activities.

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

To meet the needs of unduplicated students, SMJUSD is extending targeted supports into the distance learning context, reaching out directly to students, and monitoring student engagement and well-being to identify and respond to needs. The closure of schools and transition to a distance learning model has highlighted existing inequities and, in some cases, widened gaps. This is particularly true for unduplicated students, who have been overrepresented in the 'unreached' group of students during distance learning, are more likely to experience technology gaps, and require instructional/other supports that are still being adapted to the remote context. SMJUSD acknowledges the urgency and critical importance of fully engaging and providing necessary supports to unduplicated students and will continue efforts to meet the needs of English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students during the time of school closures.

English learners' needs are being met by providing professional learning to staff, outlining key standards and instructional practices, and providing direct support to staff. Our ELD specialists (one Certificated and one classified employee) provide direct support to teachers and students when planning to ensure that EL needs are addressed throughout core lessons. Professional learning for teachers specific to the use of distance learning platforms with English learners was built into Phase 1 of the distance learning launch plan. A repository of web pages, web-based services, and other resources for teachers to support their ELs is available.

Foster Youth continue to receive support services from staff. Case management services, including weekly check-ins, are ensuring that students have access to Chromebooks, are actively engaged in distance learning, and can discuss their current health and wellness. Foster Youth attendance is monitored and intentional outreach is made to the families of students with more than 3 days of non-participation. Students continue to receive tutoring services virtually and will also be provided access to summer programming and credit recovery as needed.

With over 70% of students eligible for free or reduced lunch, SMJUSD has focused on meeting the needs of low-income students from the earliest stages of the pandemic. Our efforts have resulted in a meal distribution process that is operating at pre-COVID levels at additional sites and targeted delivery service. Over 450 chromebooks have been distributed to students who need devices in order to access distance learning. Partnerships with local businesses have resulted in additional meal/food distribution. We have worked with Charter Spectrum and Ranch Wifi to provide free internet access for eligible families. Staff continue to support low-income students by providing referral to resources as individual needs are identified. This is done by teachers directly and/or through referral of students/families to site administrators. We continued to offer social emotional counseling through our partnerships with San Luis Obispo Behavioral Services and SELPA through tele-therapy.

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

To effectively deliver instruction through a distance learning model, SMJUSD has provided professional learning for staff and implemented a hybrid, flexible instructional model. Prior to the formal launch of distance learning, teachers completed professional learning using the Google Apps for Educator Training. Teachers are continuing weekly collaboration sessions to share best practices and support peers. A hybrid instructional model has been implemented to enable all students to participate, regardless of their connectivity status. This allows for instruction to take place by conference call, phone, and printed materials in addition to online. Instruction is also on a flexible schedule to allow for students, teachers, and principals to identify the times that work best in their local context. Approximate times per subject area by grade span have been provided, along with sample schedules for families. To facilitate implementation of online distance learning curriculum and supports, over 450 chromebook devices have been distributed. A schedule for weekly pickup and drop off of learning materials was implemented. Teachers all have office hours with multiple ways for parents to contact them (email, phone, text, apps). Teachers were given flexibility when determining their delivery model. Some teachers recorded videos and linked them to their class websites while others opted for live instruction using Google Meet.

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

San Miguel Joint Union School District has been providing students with a hot or sack lunch along with a breakfast for the following day since the first day of school closures on March 16, 2020. We have one site in the town of San Miguel at Lillian Larsen. We have three locations in Heritage Ranch for our students and the community that live in that area. We also drive meals to the homes of families who cannot make it to the distribution locations. Our district which has an ADA of about 580 students distributes an average of 350 meals per day. Our staff was trained in safe preparation and distribution in light of COVID19. All employees wear gloves and masks at all times. The employees maintain six-foot distance from one another. They use proper sanitization techniques between lunch pick ups.

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

San Miguel Joint Union School District, along with all the LEAs in San Luis Obispo, formed a partnership with local government agencies, Cuesta College, Cal Poly San Luis Obispo, and the San Luis Obispo County Office of Education to provide childcare supervision. Specific childcare locations were determined following a survey of stakeholders, and potential participants, resulting in childcare centers being strategically placed in the north and south areas of the county. Programming support was provided through community partners that included Champions Childcare and the SLO YMCA.

Childcare was provided from 7:00am-6:00pm daily for families who complete online registration forms. The children of first responders, health care staff, and essential service workers were given priority enrollment. Children beginning at age three were eligible for services. Activities included support with distance learning assignments, language instruction, social development, outdoor education, athletics, movement, dance, and dramatic play. Nutrition was provided by various partner agencies. Data indicated that families requesting childcare services have had them provided.