

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Shandon Joint Unified School District	Shannon Kepins, Principal	<a href="mailto:skepins@shandonschools.org">skepins@shandonschools.org</a> 805-238-1782	June 16, 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.

Shandon Joint Unified School District, after an emergency board meeting, closed school campuses on March 13, 2020 in response to COVID-19. Starting March 19, 2020 students began distance learning through a combination of paper packets and online assignments. All staff and parent meetings immediately switched to an online platform utilizing Zoom and Google Meet. Training on Zoom, Google Meet, Google Classroom and Seesaw was provided in order to make the transition to online learning. The district worked to find internet solutions for our socioeconomically disadvantaged community and staff has worked closely with parents to set up this service and assure that their students can access online assignments. The district utilized all calls, text messages, emails, and Remind to make sure that important information was communicated in multiple formats and accessible to all families.

These changes have been met with support from families and stakeholders but implementation challenges continue. Many of our parents are still working in the farm labor industry, leaving students to work on school work alone or with the assistance of older siblings. Some parents have expressed feeling frustrated in being able to access the assignments and feeling unsuccessful in being able to assist their children in meeting the academic demands. Weekly contact with families and frequent staff meetings have been essential in monitoring the physical and mental well-being of our community and adjusting instructional delivery to meet the academic needs of the students.

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

Services provided to all students but primarily directed to support the needs of low-income students include:

Breakfast and lunch are being served daily. We provided WIFI to support online distance learning. MacBooks were sent home to support students in advanced art, Chromebooks were sent home with every students and math manipulatives were provided to support instruction.

Teachers are providing English language development lessons differentiated to meet the needs of second language learners. A bilingual para educator has been assigned to check in on new comer students and offer academic and ELD support weekly. Bilingual office staff assists classroom teachers with contacting families to make sure they understand the assignments and to communicate important academic information.

All students with disabilities were assigned to para educators. The para educators, in addition to the classroom teachers, checks in on their assigned students weekly to offer academic support.

The district psychologist and counselor make regular phone calls and home visits to provide social emotional supports and resources to families who have had a history of trauma. These students make up a large majority of our low-income and foster youth subgroup.

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

On March 19, 2020, Chromebooks and packets with two weeks of work were distributed to every family. Families were also provided with login information for regularly used classroom programs (ALEKS, ST Math, Mystery Science, Studies Weekly, Accelerated Reader, Study Sync) and teacher contact information was also provided at this time. Teachers were instructed to hold a daily office hour during which time parents and students could expect a timely response to questions or concerns. On March 20, 2020, the district established a partnership with Ranch Wifi to provide internet service to our families. On March 23, 2020, teachers began online and peer training on Google Classroom and Seesaw to provide online platforms for student instruction. Teachers began to host weekly zoom meetings with their students to answer questions and to provide remediation support. Teachers began creating instructional videos to introduce new material and support assignments posted to Google Classroom and Seesaw. All work is being differentiated to meet IEP, 504, and second language needs. On April 21, 2020, families were called to return completed work and pick up a second packet of work if they were still without internet services. As of May 5, 2020, 90% of our families had internet services and were accessing digital assignments. Work packets continue to be prepared and available for families every two weeks.

Teachers and para educators are keeping a contact log of student meetings. This information is shared with administration. Administration makes phone calls and home visits to check on families who have been not responded to teacher contact attempts. Grading policies and assessment practices were also designed and implemented.

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

We have been providing breakfast and lunch to the children of our community since March 16<sup>th</sup>; the start date of our school closure. We maintain social distancing practices inside our cafeteria while making meals and outside the cafeteria while serving meals. Meals are available for daily pick up between 11:00am and 12:00pm. Meals are served in a grab and go fashion in a designated area outside our cafeteria door that faces the street for easy access to the public. We have a table that barricades the door, a designated standing area, and blue tape that marks 6 feet between the person in front of you while waiting in line. We place the meals on the table, stand back, and then ask the person picking up the food to take their items. This procedure maintains the 6 feet distance between the “customer” and the worker and upholds social distancing practices.

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

Shandon Joint Unified 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 7:00-6:00 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 indicates that families requesting childcare services have had them provided.

California Department of Education  
May 2020