

COVID-19 Operations Written Report for Cajon Valley Union School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

COVID-19 created conditions forcing our schools to close for the protection and safety of both our students and staff. These unforeseen circumstances required immediate changes to current CVUSD programs in order to support the learning and well being of our students. Our response was based on the hierarchy of our community’s needs. Our initial focus was on the safety and well being of our students and staff. Many of our families depended on daily student meals provided on campus. We immediately understood the impact if this service were to end. To respond, daily meals (breakfast and lunch) were provided at all of our Title I school sites. Offerings were expanded as we learned more about access barriers for some families. Quarantined at home, we knew our students were facing the loss of social interaction and emotional challenges. CVUSD counselors created virtual counseling services to provide access and support to any family needing assistance. Closures affected our ability to teach our students. Teachers were home during quarantine, working and caring for their own children and family members. Not knowing how COVID-19 would affect staff member’s health and/or their ability to provide daily instruction, CVUSD transitioned to an E-Learning playlist model. The playlists provided a weekly foundational grade-level curriculum for all students, including SEL lessons. To further support our students while they were away from their traditional campus supports, teachers began to expand their role as advisors. In this capacity, teachers would check daily on the wellbeing of their students, maintain connection, and support learning. Teachers provided whole group, small group, and individual lessons as needed. Weekly office hours were provided to both students and parents to assist with clarification or additional instructional support. These changes demanded swift action and our staff responded. During our transition to distance learning, new programs and tools were introduced to CVUSD staff. To better serve our students in an online environment, certificated professional learning was provided on the topics of distance learning, playlists, the role of an advisor, and the use of IReady to individualize instruction. Additionally, professional learning and collaboration time was offered each Wednesday in order to respond to the changing needs of our students. After launching distance learning, our community addressed the need for temporary changes to our grading policies. Modifications were made to hold students harmless during closures with a focus on teacher feedback rather than letter grades. Students ended the year with innovative drive through promotion ceremonies that highlighted their individual gifts and importance within our school communities.

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 our academically vulnerable students, modifications were made to programs and services during distance learning. In addition to providing daily meals, CVUSD has worked to assist all families in obtaining internet access. Free and reduced internet programs were shared with qualifying families. All CVUSD students maintained access to their Chromebooks as part of our ongoing 1:1 blended learning program. To support the social-emotional needs of our at-risk students, school counselors developed a comprehensive school counseling distance learning plan based on a multi-domain, multi-tiered system of support. All students had access to CVUSD Virtual Counseling Centers Websites which included: Contact a Counselor Help Slips, Virtual Counseling Office Hours, Social-Emotional Learning, College and Career Development, Tobacco Free and Healthy Lifestyles and Youth Wellness activities. Small-group counseling sessions and individualized services were provided during distance learning. Our most vulnerable families were provided with check-ins to ensure they had access to community and district resources. Distance Learning parent workshops were held to provide families tools needed to support their children in the challenges they faced during school closures. Students with specialized needs were provided additional accommodations and modifications with weekly playlists. Related service providers pushed out activities and support for students in areas of need. In addition, these service providers connected with families to provide support, tools, and equipment needed during distance learning. Language learners were provided weekly EL playlists that incorporated strategies and activities to support language acquisition and development. Teachers individualized lessons based on ELPAC levels and provided daily language development lessons. EL students without access to technology were provided with paper EL packets. Families were offered lessons in Spanish, Arabic, and English in order to assist their children with online work. All EL students also were given access to Imagine Learning and encouraged to complete 20 minutes of this online instruction daily. EL facilitators provided instructional support through Zoom meetings. Through collaboration with Child Welfare Services and the San Diego County Office of Education, we were also able to address identified areas of need for CVUSD students currently in foster care. During distance learning, new foster youth students were welcomed to CVUSD and connected with teachers and counselors. Internet hotspots, Chromebooks, hard copy lessons, school supplies, routine check-ins, daily lunches, weekly counseling, and family connection to community agencies were services provided to help meet the needs of our students in foster care.

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

Upon the announcement of school closures, CVUSD worked quickly to adjust traditional practices to support students with distance learning. CVUSD was well-positioned for this unexpected change with our 1:1 Chromebook and blended learning programs. Device access was

critical for student learning. Since school closures, the CVUSD Informational Technology team has worked with local Internet service providers to help families obtain free and reduced cost Internet. Site and central staff members contacted every CVUSD family to understand and respond to their technology needs. Chromebook hospitals were established at all sites to provide needed repairs. Distance learning also posed new challenges in curriculum delivery. To address the need for a foundational curriculum, the Educational Services team created 9 weeks of standards-based, adaptive digital content in a playlist model for grades K-8. Key focus standards were identified based on 2019 SBAC Target Reports, curriculum pacing, and critical areas identified within California Standards Frameworks. Playlists were designed with a mix of screen and non-screen time for students. Formatting was based on ease of use by students and families. Visuals and icons were incorporated to support English Learners and emerging readers. Weekly playlists contained both current and new curricular programs. New programs were selected based on adaptability, access, and data availability in order to monitor student usage and growth. Continuing programs provided ongoing data and student independence. Playlist content included weekly assignments in ELA and Math through iReady, Khan Academy (3-8), Achieve3000, and STMath. Science and Social Studies/History assignments used Newsela, and Scholastic grades K-2. Physical Education training was delivered through demonstration videos. Social-Emotional Wellbeing lessons, World of Work-careers education lessons, Presentation Literacy, Computer Science, and hands-on art activities were all part of weekly playlists for students. At the middle school level, elective teachers collaborated to provide a choice board of ongoing student enrichment activities. The CVUSD grade level playlists provided a dependable foundation for all students and families. Classroom teachers provided student personalization by modifying and supplementing playlist content based on data and student need. Paper packets of comparable assignments were made available as needed to ensure all students had access to rich educational experiences during school closure.

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

Cajon Valley has worked to respond and mitigate the negative effects of school closures for both our students and families. Immediately after schools were closed, daily breakfast and lunches were provided at drive-through pick-ups at all sixteen Title-1 school sites throughout the district. These no-cost meals were offered to all community members ages 0-18 Monday through Friday. In addition, beginning in early April after Spring Break, CVUSD extended this service to our community families by sending out meals using our electric buses. Five specific routes were selected, stopping at 43 unique locations throughout our community to provide daily meals for those experiencing challenges in accessing our designated Title I distribution areas. On average, 5,300 bags/10,600 meals (breakfast/lunch) were provided daily Monday - Thursday and 7,000 bags/14,000 meals (breakfast and lunch) were provided on Fridays. All of our serving locations followed state safety guidelines including the proper use of personal protective equipment (masks, gloves) and maintained social distancing from families arriving to pick up their meals. Signage and ground stickers were placed at each pick-up location to delineate the safety guidelines and provide direction for staff and families. Hand sanitizer was also available onsite for staff and family use. The production of meals took place in our central kitchen. In order to provide appropriate social distancing, four production teams worked in separate areas within the child nutrition center. Initially, daily meals were picked up by volunteer CVUSD employees from the central kitchen and delivered to school sites. After Spring Break, our logistics team assumed delivery responsibilities. In addition to our daily meal service, CVUSD maintained our partnership with Feeding San Diego to provide weekly food pantry services at multiple school locations.

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

CVUSD understood the need and expectation to provide emergency Child Care (ECC) for essential workers. A child care program was established at Chase Elementary to offer care options for essential workers in our community when many traditional daycares had shut down due to COVID-19. This program was one of the first of its kind in the San Diego area and throughout the state. It provided one of the first examples of how schools may need to operate in Fall 2020 if current health guidance remains the same. To initiate the child care program, interest surveys were provided to all families and staff throughout the district. Based on these responses, 50-60 students were enrolled in our free child care program. Extended Day staff designed a program to provide a positive daily student experience while following strict health guidelines; including but not limited to stable cohorts of 10 students and staff, social distancing, proper hygiene, health check ins for students prior to entering school, and no sharing of student materials. The program was provided from 6:30 am - 6:00 pm for students in grades K-5. During the day students engaged in individualized enrichment activities (separate materials for each student), completed a district assigned online distance learning curriculum, and took part in outdoor play. This childcare model was studied and observed by CVUSD staff and administration in order to expand and offer Summer Enrichment programs at all 27 school sites. This expanded service will allow more families to return to work, bring students back to our campuses, and provided an opportunity to mitigate learning loss during our summer break.