

# COVID-19 Operations Written Report

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.

At special board meetings held on March 15 and April 2, Colton Joint Unified School District (CJUSD) made the decision to close schools for the remainder of the 2019-2020 school year due to the COVID-19 emergency. This closure occurred as the District was beginning their two week Spring Break. One major change to program offerings included moving to a drive-thru meal service beginning March 18 where over 3,000 meals were served the first day. This service included packaged breakfasts and lunches provided at six sites throughout the district which are open for drive-thru pick-up and an additional four sites that serve as production locations helping to prepare and package meals.

The other major program change included a move to Distance Learning. This began with two weeks of district-wide work on a comprehensive plan to support all student populations including Special Education, English Learners, low income, and Foster Youth. Focus was placed on academics and the social emotional supports needed during the transition and implementation of Distance Learning for the remainder of the school year. Distance Learning began with professional development for teachers and enrichment activities for students on March 30. Secondary teachers were provided one week of professional development and collaboration and began teaching on April 3. Elementary teachers were given two weeks of professional development with instruction beginning on April 10. While teachers participated in staff development, over 15,000 Chromebooks and 1,000 hotspots were distributed to students preschool through 12th grade to provide access to a high quality distance learning instructional program. Additionally, the district developed a comprehensive Centralized Communications plan which included outreach to parents and the community with constant communication and weekly parent WebEx workshops, as well as a specialized Distance Learning website with both academic and mental health resources available to support students, teachers, and parents.

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

CJUSD is meeting the needs of its English Learners, Foster Youth and low-income students through encouraging distance learning participation by all students. Students have been provided a chromebook and hotspots where needed to access the internet and instruction. This access provides all students the ability to communicate with teachers, counselors and other school personnel when necessary. Free breakfast and

lunch are provided at various schools and offered to all children 18 and under, no identification required. Updates to programs or district information is provided through student's email, which is accessible through student chromebooks. In addition, eight parent informational meetings were hosted in Spanish (4) and English (4) to communicate with families on various topics pertaining to distance learning and support for all student groups.

CJUSD has supported the needs of foster youth by providing immediate enrollment if a foster student has moved within our boundaries and does not wish to continue distance learning with their school of origin. If another school site requests new enrollment information regarding a foster youth, we provide those documents within 48 hours. Additionally, Foster Educational Rights information and community resources are available on the CJUSD webpage.

CJUSD is meeting the needs of English Learners (EL) by ensuring continuity of learning through a variety of digital lessons and online resources targeted for distance learning in a synchronous and asynchronous environment. Language Support Services has scheduled office hours during the week to support all staff regarding EL instruction. All CJUSD communications, information, and resources have been translated into Spanish and are available on our CJUSD website, as well as the option to access any language via Google translate.

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

Upon closure of CJUSD schools for Spring Break, extensive work and planning occurred to move the District to support high quality distance learning opportunities for our students. Chromebook carts across the district were dismantled and cleaned to provide all students, preschool to 12th grade in need of a device, a Chromebook and hotspot for internet access. Additionally, all teachers and staff were provided a laptop where needed. Professional Development was provided to all teachers, counselors, and instructional aides throughout the remainder of the school year. Topics included shifting to a distance learning environment and use of technology including our major tools for management and delivery, Google Classroom and WebEx. District Curriculum Program Specialists provided an array of workshops available to all staff, as well as individual support for teachers throughout this time period. Social Emotional support workshops were provided by our mental health staff to teachers and parents, Special Education support was provided by our Pupil Personnel Services staff, and English Learner support for students and weekly parent workshops were provided by Language Support Services.

School schedules were adjusted to promote the move to distance learning. These schedules provided 3-5 hours of screen time per day for students and provided staff the opportunity to hold office hours to support both students and parents, as well as time for collaboration on instruction. All these actions supported the move from enrichment activities to review activities and then to new learning. Site principals were invited to classrooms to support teachers and students as necessary during instruction. As we wrapped up the year, teacher, parent, and student surveys were completed to provide feedback on distance learning, as well as input and needs if distance learning continues into the new year.

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

Beginning on March 18, the CJUSD began distributing “Grab and Go” meals to students. This included daily breakfast and lunch meals that students could pick up and take home with them. Meals were available to any registered student in the district. Meals were prepared by nutrition services staff using Personal Protective Equipment (PPE) and distributed by school district employees who practiced no-contact handoffs, social distancing to the extent feasible, and use of PPE throughout the distribution times. Meal service was offered at regional locations that are accessible to all households, although it was not offered at every school site. Meals were served daily from 10:00 am through 1:00 pm, which was adjusted to 9:30 am to 12:00 pm beginning on May 26. Locations were adjusted periodically based on both demand and logistical challenges.

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

CJUSD transitioned all instruction for students PK-12 to a distance learning model as outlined above upon our return from Spring Break. After the transition to distance learning occurred, teachers virtually connected with students and monitored students for non-participation. Teachers would attempt individual contact with those students to identify the reason they were not participating. In an effort to ensure the safety of our students, those who were unresponsive to any contact attempts were referred to our district school resources officers who conducted well-student checks to encourage students and families to continue learning participation.

The district does not currently operate a child care program, however under a shared-use agreement, child care programs are offered through the City of Colton at two district elementary schools and are open to all Colton residents. As this service was essential for our communities, the city was permitted to continue to operate their programs on district campuses despite the closure of the school sites.

The district operates both Headstart and State Preschool programs. While those programs were physically closed for attendance, instruction was transitioned to a virtual learning environment and students were provided access to technology devices as needed to ensure continued access to the curriculum.

In response to the needs of our community, the district launched an online resources page with links to resources for families including, child care, city and county services, housing assistance, employment and unemployment resources, as well as social-emotional support services. The availability of that resources page has been advertised on social media and the district’s web page for any families in need.