

# COVID-19 Operations Written Report for Campbell Union School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Campbell Union School District	Shelly Viramontez Superintendent	sviramontez@campbellusd.org 408-364-4200	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.

Campbell had to quickly transition to distance learning full time as a result of the pandemic. This impacted the programs we were able to offer. Our instructional focus shifted to a narrowed emphasis on teaching English language arts and math standards as well as English language development for English learners. Subject instruction in science, social studies, physical education and elective courses was offered, but we understood that the ability of each family to engage with a full curriculum in a distance learning format was dramatically different depending on family circumstances. As a result of school closures it was imperative that all students had access to online learning. In order to achieve this we had to make a change from in-class technology tools to at-home technology. We deployed devices to students in need as well as hotspots to ensure internet connectivity. We had to make changes from educating the student as our primary customer to ensuring that parents and guardians had the training they needed to effectively support their child at home. We made changes in how we offered academic feedback based on the fact that assessments looked different. Our report card was changed to include feedback on English language arts and math content instruction as well as how students participated and engaged in a virtual learning environment. We changed attendance protocols by tracking the level of engagement in distance learning so that we could effectively offer intervention to those students who were struggling the most. Changes were made in how Special Education services were offered to meet the goals in individualized educational plans. SpEd Staff had to provide specialized one on one support for families so they could effectively support at home in addition to the teacher. We had to change end of year activities and celebrations to move to a virtual setting. Despite all of these sudden changes we noted the positive impact on our profile of a graduate competencies. There was an increase in self direction, empathy, critical thinking and online communication noted during distance learning that we will build upon as we vow to come back stronger.

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

Campbell is committed to meeting the needs of our most struggling learners. Access to technology was key for students during distance learning and all who needed a device at home were provided with one. Additionally, surveys were done to determine connectivity and hotspots were provided whenever possible so that families had internet access. Staff members did extensive outreach to English learners, foster youth and low income students to ensure that once devices were provided that students were then able to access the learning opportunities. Additional office hours were established and students were directed to attend for additional one on one and small group

support. We utilized a specific lesson planning template that outlined different access points students could use to comprehend lessons. Teaching strategies included use of video tutorials and video based instruction, small group virtual meetings where students could practice their English in conversation groups, parent support meetings and a phone translation service so that we could connect with families in their primary language. Teachers, School Administrators and Community Liaisons followed up with English learners, foster youth and low income students when it was noticed students were failing to participate in lessons. We are hosting a small summer school outreach program for English Learners that will keep the distance learning going throughout the summer with the support of a certificated teacher. For those not coming to the program we are offering weekly independent learning opportunities that are available on our website. Specific ELD resources were provided to our teachers and they were provided guidance on how to support English learners. We created a summer reading teaching guide especially for struggling learners that is aligned to our every child a reader initiative. Sherman Oaks Family Resource Center provided preschool families with activity kits containing age appropriate books, art supplies, workbooks, and activities for families to engage in learning at home. They also enrolled over 300 families in programs such as Diaper Assistance, Unemployment Assistance, Housing, offered weekly food bank distributions. In addition to the physical needs of our most struggling families we were also able to offer emotional support through online counseling services. In planning for re-opening we are taking an equity approach to ensuring that our most struggling learners will be the ones who have the most in person time when school resumes.

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

Campbell realized that teachers had varying degrees of ability when it came to delivering distance learning. We immediately created a wide variety of professional learning opportunities for staff to ensure that they were able to effectively utilize the identified tools to continue providing standards-based instruction. This professional development helped with the delivery of instruction, however, we had to consistently recognize that replicating a traditional school day was not feasible. Teachers had to make shifts from teaching only from aligned curriculum to providing project based learning opportunities that promote higher levels of student engagement. We utilized small group instruction and break out rooms when using Zoom to deliver content. We pushed out online adaptive academic resources for students so that they were able to work at their academic level. Teachers collaborated for planning and instruction and provided support to students based on need. We utilized additional support staff such as reading intervention teachers, educational associates and teachers on special assignment to provide small group intervention for students needing additional assistance. While academic instruction was important, we prioritized social emotional learning during this crisis knowing that students were experiencing social isolation and trauma. Preschool programs remained high quality as well. Teachers participated in 10 hours per week of professional development on topics such as trauma informed care, licensing requirements, state preschool program regulations and mandates, Supporting English Learners, infant/toddler care, and supporting students with special needs. When school finished we took time to reflect on the instructional practices utilized during distance learning that led to the highest student engagement and learning. On the other hand, we discussed strategies that didn't work so that we can ensure improvement should distance learning need to continue in the future. While distance learning wasn't our choice, there was great learning which took place on the part of teachers with regard to technology integration and personalized learning. This learning will continue to benefit our students in the future.

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

CUSD immediately began serving meals after school closures at seven district school sites. We utilized a grab and go system to distribute meals daily from 11:00 a.m. to 12:00 p.m. Meals were self contained in one closed bag and families picked up the meals in a drive through or walk up fashion where all social distancing protocols and safety measures were in place. Staff members were subject to temperature checks and symptom reviews before entering the workplace. Once there, they used masks, hand sanitizer and gloves to distribute meals. Central kitchen employees are instructed to keep 6 feet of distance from each other, as much as possible, while packing meals. The total staff working in the central kitchen is limited to 10 or less to maintain proper distancing. As a safety precaution, central kitchen employees and school site employees are never commingled. Either you work at a site or in the kitchen, never both. Families that came for meals were provided with a lunch and a breakfast for the next day and they could request as many as needed to feed their family. Our numbers greatly increased as the school closure was extended. We served up to 2000 meals on a given day. We also offered weekend meals for families so they were able to come to our school pick up locations if they needed food 7 days a week. In addition to the school sponsored meals we had a partnership with a local church who helped provided 150 bags of free groceries each week. Families with food scarcity were able to get additional groceries beyond the meals provided by the school district. Community Liaisons also provided families with the names of community based organizations who could help them should their needs not be met with our on site resources.

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

CUSD developed a plan to open childcare for CUSD employees and other essential workers in accordance with CDC's health guidelines. We trained staff on how to do intake of students to ensure maximum safety protocols. We worked closely with our custodians to ensure that the room/s used followed all cleaning protocols put in place as a result of COVID-19. Child care was provided from April 13th and ran until the last day of school, June 11th. Attendance was low due to the fact that many employees and parents were working at home. We will be providing summer Enrichment for CUSD families and children of essential workers from 9:00am - 3:00pm on June 22-July 31, 2020. In addition we will be offering a summer extended school year program for Special Education students. CUSD has an extensive preschool program. After the closure we were able to re-open to offer free infant, toddler and preschool to students age 0-5. This was offered for essential works three days a week from 8:00am - 1:00pm. Infant/Toddler/Preschool Teachers engaged in weekly distance learning including weekly individual family check-ins (email/phone), holding weekly class Zoom sessions for 15-20 minutes for 2-5 year olds, providing weekly in-home activities aligned to weekly themes and learning objectives, sending out a weekly newsletter that included social emotional learning activities and resources, community resources (housing, food, crisis support)art books, art supplies, workbooks, and activities for families to engage in learning at home.