



## COVID-19 Operations Written Report for Cambrian School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Cambrian School District	Linh Nguyen Assistant Superintendent of Educational Services	nguyenl@cambriansd.com 408-558-4916	June 18, 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, Santa Clara County's shelter-in-place order suddenly changed the lives of hundreds of families in the Cambrian School District. In consultation with the County Office of Education, other Santa Clara County school districts, and the County Health Department, the Cambrian School District closed all school sites due to COVID-19 on Monday, March 16th, moving to a distance learning model. All school sites were closed through the end of the school year, through June 4, 2020.

In anticipation, planning and discussions for school closures had already been ongoing for weeks prior to the actual closure—beginning as early as late February. Throughout, CSD sent consistent district newsletters to the staff and families informing them of details and procedures during the closure. CSD sent a weekly family newsletter, as well as a weekly staff newsletter detailing COVID-19 related and distance learning issues.

For the first week of the closure, our child nutrition department and district office staff distributed meals, instructional staff developed distance learning expectations and provided printed materials to support all learners, and the district distributed Chromebooks to students who did not have them at home using drive-through service. Prior to school closure, CSD had begun surveying families to determine whether they had access to devices and the internet, assessed need for and ordered hotspots to support any families without connectivity, and partnered with T-Mobile to offer no-cost internet. By the third week of school closure, immediately after the break, CSD revised and provided more detailed distance learning guidelines for students and families as well as for staff, which included our grading policy and monitoring students' engagement and progress while distance learning. The District established a process for ensuring that all of our families were connected

and, to the extent feasible, provided resources and support. Site and District staff contacted any families from whom we were not receiving a response. The District set up support systems for these families to make sure they had all the tools needed to participate and fully engage.

Special Education providers developed lessons for students to engage and maintain progress towards the IEP goal to the greatest extent feasible. Individualized prior written notices with outlined services sent to parents for each student. Assessment timelines paused as outlined in the individualized prior written notice. IEP meetings continue to be held and IEPs continuously developed. Extended School Year continued to be offered for students that qualify. Distance Learning Guide for Students with Services shared with families as well as additional Distance Learning opportunities posted on the CSD website. The IEP team reviewed each IEP to determine the level of service for distance learning that matched the same level of service and access as face-to-face instruction to the greatest extent feasible by the District.

As we developed our COVID-19 response, the District staff considered the many barriers to distance learning facing their highest-need students and parents. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our families as partners in education. In order to help students and families maintain the all-important connection to the school, CSD utilized a strong positive social media presence during the COVID-19 pandemic, sharing positive messages, links to academic and social-emotional resources, pictures of staff sending positive messages to students, pictures, and stories of seniors, samples of student artwork, and more. Parents in the community can also call or email staff members with questions or concerns. Bilingual staff was available to support the Spanish speaking members of the community, maintaining strong school-family connections. The priority for the district is the physical and social-emotional health of their students and community, as well as maintaining academic engagement.

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

Every CSD student in the district was provided a device if needed for distance learning. We have also provided a differentiated curriculum both digitally and in printed form to reinforce skills as part of our Distance Learning Guide. For our English learner students, we have provided online blended learning, including Imagine Learning Language and Literacy, to reinforce English language practice and we have a comprehensive English Language Arts curriculum with lessons for integrated ELD support that teachers are using. Our technology department arranged for hotspots or internet access for students who needed that resource, especially to foster youth and low-income students.

District staff, including our ELD Teacher on Special Assignment and Student Services Program Specialist, also reached out to EL families as needed, either by teacher referrals or via the support hotline. Students and parents benefit from staff who can reach out and check in with them to see how they are doing both academically and social-emotionally. As planning begins for the coming year, more planning and resources will be needed to ensure English learner students have access to the same quality of instruction in a virtual or hybrid environment as they would in their classrooms.

Our Student Services team reached out to families of students who are not engaged at school, as well as families on their caseloads to offer additional community resources when necessary. Wellness check home visits were conducted for all students not responding to emails, calls, or text messages. During the home visits, families who needed support with access to the internet and meals were identified and supported. Other parents were communicated with about how school learning is continuing even during the physical closing of the school.

CSD staff also contacted each Homeless and Foster Youth student's family to determine what support they needed to have access, shelter, and food for their families. This outreach continued weekly throughout the full duration of the SIP. District staff coordinated with the Cambrian Education Foundation to provide additional support to these identified families. Internet access, support with housing, transportation, food, clothing, and essential needs to ensure each family was safe and supported. The District provided weekly meals with fresh produce, meats, dairy products in addition to daily lunches. Transportation services provided to parents to get to work as needed. District staff provided verbal and written translation for district publications and services as needed by each family. The District Educational Services and Student Services teams worked together to make personal contact with each Homeless, Foster Youth, and English Learner family. The District provided individual counseling sessions, embedded SEL lessons weekly for all students, and provided free resources weekly to all families.

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

Early in March 2020, CSD began planning for the possibility that district/school closures may be on the horizon. The District staff surveyed families regarding access to technology devices for learning and internet access in the weeks prior to the Governor's SIP order announced on March 13. In anticipation and some preplanning, the staff was able to ascertain the technology needs for distance learning at home and we were able to distribute these devices the day schools were announced to close. District staff also created and distributed grade-level learning packets consistent with the district ELA and math adopted curriculum for the first two weeks of school closure. This resource was provided in addition to the teachers' created learning plans. The initial learning packet distribution was done in conjunction with meal distribution during the first two weeks of school closure. Teachers continued to create weekly learning plans, ultimately to complete the school year. Teachers worked hard to ensure the packets were grade-appropriate and standards-based. Students and parents were encouraged to contact teachers via virtual office hours, email, or phone if additional assistance or clarification is needed.

The District utilized a full professional day of learning just prior to the shelter in place to train teachers on using technology such as Google Classroom and to allow them to prepare distance learning based lesson plans. In addition, we provided self-paced, online training for various distance learning technologies including Google Classroom, Google Meet, distance learning best practices, PDF annotation using Kami, and screencasting.

The District purchased online tools, including the PDF annotation app, Kami, to allow students to complete assignments using PDF files. In addition, we purchased and distributed 11 mobile hotspots for our families who did not have access to the Internet in their homes. And we purchased a few Google Voice licenses for teachers to use as they interacted with parents. We offered parent support through a web portal that was updated frequently during the Shelter-in-Place that provided guidance on using the various digital tools required for distance

learning. A process was established where a parent could fill out an online form requesting technical help. If they had borrowed a district Chromebook that was in need of repair, the parent would be given another Chromebook to replace it. To date, the district provided 653 learning devices, Chromebooks and iPads, for distance learning at home. In addition, we provided parents with a weekly technology update via the district community newsletter.

Over the three months of school closure, the district collected data, input, and feedback from staff, students, and parents. We've also gathered information from students and teachers interacting on synchronous and asynchronous learning opportunities, video recordings, and staff professional learning training, and the numerous staff, student, and community surveys. The District actively sought student, staff, and parents input and feedback via numerous surveys related to distance learning. These surveys included a needs assessment for staff, students' social and emotional learning when remote learning from home, and parents' overall experience with distance learning. As a result, we've reviewed over 4,000 responses and points of information from six surveys to students, parents, teachers, and staff members, including district and site administrators, classified staff, and other support staff. This information will help to guide our planning for school reopening in the Fall.

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

Communication about school meals was vitally important in this crisis, particularly for our most vulnerable students and families. As such, CSD emailed messaging to all families and staff, as well as posting posters on each campus. Information was posted on the District website and weekly in the District newsletter. In addition, all school site principals shared this information in their weekly newsletters and on their school marquees as well. The district staff took the steps to ensure that students are being provided with meals while following California's current social distancing mandates.

The District applied for and was granted the state waiver to open up a Grab & Go site. The location and delivery times were updated weekly and posted on numerous news outlets. The staff did not require parents to show proof of income or financial need. Any child regardless of school, district, or background 18 and younger can get a free lunch and a next day breakfast Monday-Friday. The site is a drive-thru on which children and parents are asked to stay in the car and an employee walks it to the car so that we can maintain social distance. All lunches and breakfast follow the state's strict healthy food guidelines through the SBP & NSLP meal pattern to ensure that students are getting a healthy meal.

Staff identified the largest and most central school campus, Price Middle School, in the district for easy access and convenience for our community. This site allowed the best possible traffic flow for the drive-thru process and is at the center of our district with limited contact with families in the vehicles. We provided breakfast and lunch daily M-F from 11a-1p. On Fridays, we provided Friday lunch, as well as Sat-Sun breakfast and lunch and Monday breakfast. This allowed us to maximize the food options families had for the weekends.

Staff had access to face coverings and gloves at all times. Food was prepped in the kitchen and then placed on carts outside and handed through car windows without direct contact with families inside the car. Hand sanitizer and hand washing facilities were also available to all

staff members. PPE was requested as needed by the Food Service Department and would be delivered from the Maintenance Department. Our current Food Service Staff maintained the meal prep and delivery services. We had a weekly rotation cycle of 4-5 staff members.

CSD staff began school meal distribution began on Tuesday, March 17th, and will continue through June 30th. As of June 4th, we had provided our families and community with 37,433 meals!

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

Under the Santa Clara County Public Health Order to shelter in place on March 16, 2020, only essential workers in the county were allowed to perform work at essential businesses. This caused the potential need for these essential workers to find supervision for their children during ordinary school hours.

In partnership with the Santa Clara County Office of Education, arrangement for the supervision of students during ordinary schools was made available to families through the SCCOE Childcare for Essential Workers Portal. The portal was made publically available on April 10, 2020, and was announced through a press release to district public information officers and media on April 15, 2020. A second press release was released the week of May 4th describing enhancements to the portal and directions for districts on how to communicate the information to families.

The Childcare for Essential Workers Portal lists organizations offering child care in the county and identifies which ones offer free or subsidized care for those that qualify. An Interactive Child Care Map was made available on the site so families could find the closest provider. The site also provides information about who is considered an essential worker, how to find childcare, how to know if the facility is safe, and how to qualify for financial assistance.

CSD included the above information in our initial communication when the SIP took place to staff and the community. A district administrator in our Student Services was designated as a point contact to follow up and provide and facilitate support for staff and families who needed information about childcare services, including resources with our local partnership organization, like ATLC and Learning Pathways. Staff continued to include and update this information in the district weekly newsletters to staff and families via email. The information is also posted on the District and school websites.