

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

Item# 10.1

Meeting Date: June 25, 2020

Subject: COVID-19 Operations Written Report Adoption

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Continuous Improvement and Accountability Office

Recommendation: Adoption of district's COVID-19 Operations Written Report.
Adoption of dependent charter school COVID-19 Operations Written Reports.

Background/Rationale: In response to the COVID-19 pandemic and resulting school closures, Governor Newsom issued Executive Order N-56-20 on April 23, 2020. This order established a requirement that, during the same meeting a governing board adopts the annual budget due July 1, 2020, a written report be adopted that explains to the community the changes to program offerings made in response to school closures and the major impacts of such closures on students and families.

Financial Considerations: None

LCAP Goals: College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged

8. Governor's Executive Order N-56-20
9. California Department of Education (CDE) guidance

Estimated Time of Presentation: 10 minutes

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer
Steven Fong, LCAP/SPSA Coordinator

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

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I. Overview/History of Department or Program

On April 23, 2020, Governor Newsom issued Executive Order 167. This order outlined key changes to the Local Control and Accountability Plan (LCAP) development and approval process for 2020-21. These changes were made in response to the COVID-19 pandemic and empowered districts and schools to focus on responding to the pandemic while continuing to provide transparency to their communities. A new requirement established by E-167 is the adoption of a written report to the community that explains the changes to program offerings made in response to school closures and the major impacts of such closures on students and families.

II. Driving Governance:

Executive Order 167 specifies that a district's Operations Written Report must include, at a minimum, a description of how the district is meeting the needs of unduplicated pupils, defined consistent with Education Code section 42238.02(b)(1), and the steps taken by the district, consistent with Paragraph 2 of Executive Order 167, to support the following during the period of school closures:

- a. Continue delivering high quality distance learning opportunities;
- b. Provide school meals in non-congregate settings; and
- c. Arrange for supervision of students during ordinary school hours.

III. Budget:

While the COVID-19 Operations Written Report must be adopted at the same meeting at which the annual budget is adopted, it is not itself intended to convey significant budget information. A key part of the state's rationale for extending the deadline for the 2020 LCAP to December 2020 was to allow for increased alignment to the budget. With the current level of uncertainty around state funding for the coming year(s), status of program implementation in the fall, and other unknowns resulting from the current pandemic, the extension will allow for development of a 2020 LCAP that can accurately align to the district's budget.

IV. Goals, Objectives and Measures:

The purpose of the COVID-19 Operations Written Report is to provide the SCUSD community information about the impact of challenges to accessing basic services including food and technology.

- b. Physical separation from targeted supports and services, in particular those intended for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities

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- c. Isolation and disconnection due to physical and social separation from classroom and school community
- d. Disruption of curriculum pacing, grading, and matriculation

It is also noted in the report that the impacts on students and families as a result of school closures continue to change over time as the national, state, and local contexts evolve during the pandemic. The district is continuing to conduct needs assessments and adjust program offerings as appropriate. To support this, the district has established a School Closure Dashboard that is tracking, in real-time, processes from the date of closure. A daily student engagement survey and the more recently implemented Social Emotional Learning (SEL) Check survey have enabled staff to identify those students who need additional outreach and respond with targeted support.

V. Major Initiatives:

The efforts of staff to address the impacts of school closures and, in particular, meet the needs of unduplicated pupils is detailed across the 5 report prompts. Following are highlights of the major initiatives described in the report.

Efforts to meet the needs of Unduplicated Pupils

- x English Learners: Provision of professional learning to staff, identification of key standards and instructional practices, development of a repository of web-based resources for staff, and direct support for teachers by ELD instructional coaches.
- x Foster Youth: Continued support from Foster Youth Services staff including case management, support to access technology, health/wellness check, tutoring services, credit recovery, and transition support for graduating seniors.
- x Homeless Youth: Outreach, case management, and health and welfare support provided by a social worker. Collaboration with local shelters and agencies to monitor/identify students. Support to access technology and referral to a range of services.
- x Socioeconomically Disadvantaged students: Distribution of school meals and collaboration with local business/city to provide additional food distribution. Distribution of devices to access instruction (Chromebooks) and partnerships with business/city to provide internet access.

Distance Learning

- x Three-phase implementation of professional learning for teachers to enhance distance learning. Training modules included Universal Design for Learning (UDL), use of distance learning tools with an emphasis on access for students with disabilities. Social Emotional Learning (SEL) and Literacy Instruction (LI) are also being implemented.

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- x Definition of essential standards by grade and content area. Provision of curricular materials to support

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COVID-19 Operations Written Report



Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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Foster Youth continue to receive support services from staff. Case management services, including daily check-ins, are ensuring that students have access to Chromebooks, are actively engaged in distance learning, and can discuss their current health and wellness. Foster Youth attendance is monitored and intentional outreach is made to the families of students with more than 3 days of non-participation. Students continue to receive tutoring services virtually and will also be provided access to summer programming and credit recovery as needed. Transition support for graduating seniors is provided. (12.13.8 re fr4 (t)ing s)-1y

SCUSD has focused distance learning instruction on the essential standards needed to reach grade level proficiency. Instruction aligned to these standards will build on skills students have

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

The provision of school meals during the COVID-19 emergency is a critical need for SCUSD. With nearly 80% of the student population eligible for free/reduced lunch, the district serves a community in which food insecurity was already present at significant levels and has increased in the current emergency. To meet the community's needs, SCUSD has continued to provide school meals at 95-98% of the district's meal count prior to school closures. This capacity has been maintained by the Nutrition Services department with one third less staffing and by using only half of the school sites. Factors used to select school sites included the proportion of students/families eligible for free/reduced lunch and physical capacity to accommodate drive-thru/parking. Overall, selection also ensured that each region of the district has access to a meal distribution point. Families and the community have been notified through e-mail, districtwide phone calls, website postings, flyers, and social media. Program operations have been supported by a pool of over 500 volunteers. Each night, open assignments are sent out and volunteers sign-up for sites that need support.

Nutrition Services has implemented several key steps to maintain social distancing practices and limit the total amount of public exposure while continuing to provide the most meals possible to students and families in need. Currently Nutrition Services is offering 5 days of meals served Mon-Thur. Each child 18 years of age or younger receives breakfast, lunch and snack daily. Meals are delivered through a drive-thru, curbside process that ensures 6-10 feet of social distancing for staff and community members. Staff serving meals are provided several types of masks and cloth face coverings, personal hand sanitizers, and 6 foot-distancing buttons. Appropriate signage is posted at the curbside meal distribution to reinforce social distancing practices.

The district has also partnered with the Sacramento Food Bank, volunteers from local organizations, and restaurateurs to provide SCUSD families additional resources. This has

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
		395-5210	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-closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic

impacts of the pandemic, including increased unemployment, have amplified these challenges. To maintain access to meals for those dealing with food insecurity the district has continued to provide meals at neighboring school, Fern Bacon. To implement distance learning, over 250 Chromebooks have been distributed and the district is facilitating access to wifi/broadband through local partnerships.

Families and students have also been impacted by the physical separation from targeted supports and services. Both site-based and district staff supporting English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have shifted their service delivery models to the new context of a socially-distanced environment. For example, our RSP teacher is 'pushing into' virtual classroom activities, supporting students in their online coursework, conducting consultations/counseling sessions via videoconference or telephone, and supporting caregivers to deliver instruction at home. Additionally, training in Universal Design for Learning (UDL) was completed by all teachers as part of their

Students and families have also been impacted by the isolation and disconnection resulting from physical separation from the classroom and

A 'Distance Learning Support for Families and Students' section of the district's website provides a range of technical support for Google classroom, Chromebooks use, Student Accounts/Passwords, and Collaborative online tools. These supports are in addition to school staff who reach out regularly and provide technical supports in the moment as needed.

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

As a dependent charter school, Bowling Green is able to leverage district efforts to provide meals during the school closure. For a brief time, meals were provided at our site. Then the district moved to a regional model, continuing to provide meals to Bowling Green students at the neighboring Fern Bacon

Nutrition Services has implemented several key steps to maintain social distancing practices and limit the total amount of public exposure while continuing to provide the most meals possible to students and families in need. Currently Nutrition Services is offering 5 days of meals served Mon-Thur. Each child 18 years of age or younger receives breakfast, lunch and snack daily. Meals are delivered through a drive-thru, curbside process that ensures 6-10 feet social distancing for staff and community members. Staff serving meals are provided several types of masks and cloth face coverings, personal hand sanitizers, and 6 foot-distancing buttons. Appropriate signage is posted at the curbside meal distribution to reinforce social distancing practices.

Student Support staff has also connected families who marked "Food/Basic Needs" on their daily engagement survey with information on local food banks, and other community-based organizations that are providing meals during the shut-down.

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

SCUSD examined the feasibility of providing child care for essential employees. It was determined that, with current staff providing distance learning, there was not sufficient capacity to operate a 'pop up' care program. To support families in arranging for supervision, referrals are provided to local agencies/services. These include Child Action, Inc., the YMCA's emergency child care site program, and the Essential Worker Childcare program operated by the City of Sacramento's Youth, Parks & Community Enrichment Department. Information for these programs is located on the district's website and referrals are made by staff if questions arise.

Bowling Green Elementary is committed to connecting with and assessing the needs of all students. For all students, staff are daily assigning a

address the numerous impacts of school closures on graduation, college application/eligibility, and matriculation through course pathways, GW Carver has implemented the district grading policy that ensures students are 'held harmless' for the time of closure. Students cannot receive a grade lower than that earned prior to the time of closures, though they can improve their

Worker Childcare program operated by the City of Sacramento's Youth, Parks & Community Enrichment Department. Information for these programs is located on the district's website and referrals are made by staff if questions arise.
SCUSD is committed to connecting with and assessing the needs of all students. For all students, staff are daily assigning

To connect with students that have not been reached through the survey, specific family packets are sent to homes. These packets include a letter from the Superintendent, list of community resources, and outline of ways to connect with district supports. A third tier of intervention involves coordination between the Student Support Services and the Family and Community Engagement (FACE) departments. Under their shared leadership, district teams are conducting student safety home-visits to directly connect with students and families who have not been reached via other means. To verify accurate contact information, staff are coordinating with county agencies who interact with SCUSD families in other contexts.

NJB students who are identified as Foster Youth or Homeless Youth were referred to the district's resource and support specialists. Guidance has also been provided to all staff on appropriate steps to take should there be any indication of need to conduct a suicide risk assessment, notify Child Protective Services (CPS), or other mental health resources. Staff also have guidance for appropriate referrals when they become aware that a student or family is dealing with food insecurity, loss of stable housing, or illness.

California Department of Education
May 2020

COVID-19 Operations Written Report



Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Sacramento New Technology High School	Chad Sweitzer, SCUSD Instructional Assistant Superintendent	Chad-sweitzer@scusd.edu (916) 643-9136	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

implemented across grades. The survey and targeted outreach actions, including home visits with appropriate safety protocols,

credit recovery as needed. Transition support for graduating seniors is being provided and includes communication with college representatives to ens

collaboration sessions to share best practices and support peers. Also included in phase three was guidance (in the form of an exemplar lesson outline) for integrating Social Emotional Learning (SEL) into academic content for distance learning.

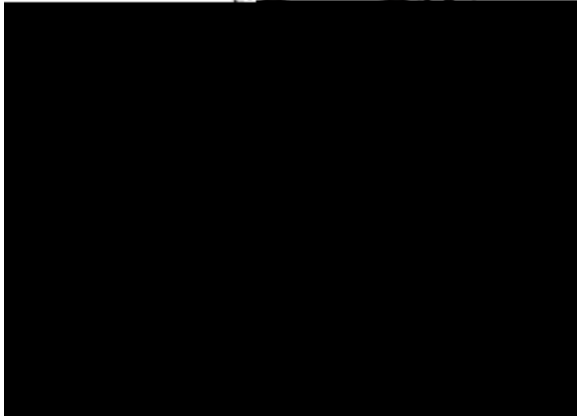
SCUSD has focused distance learning instruction on the essential standards needed to reach grade level proficiency. Instruction aligned to these standards will build on skills students have previously mastered and prepare them for success in future content. At grades K-6, teachers have been provided with outlines in both Math and English Language Arts (ELA) that detail, for the remainder of the school year, identified essential standards, links to resources from the adopted instructional materials, and related external resources.



who have not been reached via other means. To verify accurate contact information, staff are coordinating with county agencies who interact with SCUSD families in other contexts.

Students who are identified as Foster Youth or Homeless Youth are referred to the district's resource specialists. Guidance has also been provided to all staff on appropriate steps to take should there be any indication of need to conduct a suicide risk assessment, notify Child Protective Services (CPS), or other mental health resources. Staff also have guidance for appropriate referrals when they become aware that a student or family is dealing with food insecurity, loss of stable housing, or illness.

California Department of Education
May 2020



COVID-19 Operations Written Report for The Met Sacramento

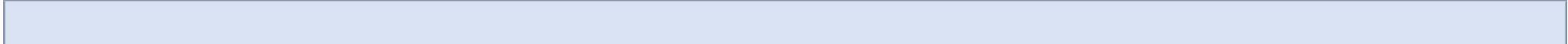
Local Educational Agency (LEA) Name			Date of Adoption
The Met Sacramento	Denise Lambert Principal	Denise-lambert@metsacramento.org (916)395-5417	June 18, 2020

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.

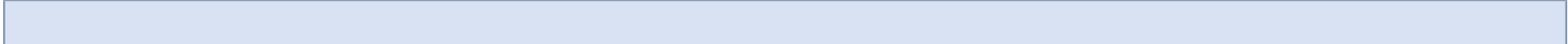
Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

The Met High School is a dependent charter within the Sacramento City Unified School District (SCUSD). The Met worked closely with SCUSD who with close consultation with Sacramento County Public Health (SCPH) officials, Sacramento City Unified School District closed all schools on Monday, March 16, 2020. School closures in SCUSD have impacted students and families greatly, exacerbating existing inequities and presenting new challenges. The closure of physical school sites and transition to a distance learning model has major
The Met High

As a dependent charter The Met has access to the various services and programs that SCUSD has been offering to its families. Met families and students have also been impacted by the physical separation



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



Provide a description of the steps that have been taken by the LEA

Worker Childcare program operated by the City of Sacramento's Youth, Parks & Community Enrichment Department. Information for these programs is located on the





COVID-19 Operations Written Report

Overview

Executive Order (EO) N-56-20 was established on April 22, 2020, to address the impact of continued school closures in response to the COVID-19 pandemic.

Parents as well as waiving certain budgetary requirements. The Executive Order also established the requirement that a

school closures to address the COVID-19 emergency and the major impacts of such closures on students and families.

Guidance for Completing the COVID-19 Operations Written Report

The COVID-19 Operations Written Report must include:

- x 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.
- x A description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.
- x A description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.
- x A description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.
- x A description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

The descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes the LEA has put in place.

LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Requirements for the COVID-19 Operations Written Report

The COVID-19 Operations Written Report must be adopted by the local governing board or body in conjunction with the adopted annual budget by July 1, 2020.

While the COVID-19 Operations Written Report does not need to be approved by the county superintendent of schools or the Superintendent of Public Instruction, the Written Report must be submitted in conjunction with the submission of the adopted annual budget.

Once adopted, the COVID-19 Operations Written Report must be posted on the homepage of the LEA's website, if such a website exists.

LEAs are not required to use the COVID-19 Operations Written Report template developed by the California Department of Education. The template was developed as an optional tool for LEAs to meet the COVID-19 Operations Written Report requirements established by EO N-56-20.