

COVID-19 Operations Written Report



Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Central Union High School District	Sheri Hart Assistant Superintendent	shart@cuhsd.net 760-336-4530	June 23, 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

CUHSD schools made a swift transition from classroom to online instruction after closing on March 17th and resuming via distance learning just one week later. Effectively communicating with parents, students, and teachers to inform them of expectations, availability of resources, and schedules was deemed critical. Outreach efforts included use of the phone dialer system, emails/texts, district/school websites, and social media.

Guidelines for instruction were developed in the first week that included daily teacher check-ins and established a regular schedule of 8:00 to 3:15. The guidelines provided broad flexibility, but encouraged teachers to utilize Google Classroom and the Google Suite of instructional tools. When delivering synchronous instructional activities, teachers were asked to do so during the time of their regular class period. Unlike many others, the district made an early determination that student work and participation would count towards students' grades. A modified grading policy was developed that established the third quarter grade as the base, but allowed for teachers to drop the grade by one grade level or improve it as warranted and allowed for the issuance of Credit/No Credit or Incomplete marks. Methods for keeping attendance were left to the discretion of teachers. Names of students who were not participating were placed on lists and provided to counselors who used all communication methods to contact students and parents. Counselors also set up their own grade level Google Classrooms as a tool for keeping students informed; provided support for students with academic and social emotional needs through virtual meetings; and identified students in need of summer school.

While it was originally believed that campuses may reopen prior to the end of the school year, it quickly became evident that this was not likely. Nearly all professional development and meetings, including Board meetings, were switched from in-person to Zoom or Google Meet. All events were canceled, including athletics, field trips, the Prom, various awards nights, and Senior Picnic. Graduation posed the greatest dilemma and elicited diverse opinions as to how it should be done. Ultimately, principals, after considering the input of stakeholders and weighing the options, made the tough decision to conduct graduation virtually. A professional media company was hired to produce the event. Although some parents and students initially voiced dissatisfaction with this choice, it turned out to be very well received.

As the district moves toward the 2020-21 school year, stakeholder input has been solicited via a parent survey, teacher survey, and a "Think Tank" of certificated and administrative staff. A decision regarding the model(s) of instruction will be based on public health guidelines and conditions, California Department of Education recommendations, stakeholder input, and the practicality of implementation.

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

As school closure became imminent, the first priority was student access to the Internet and devices, particularly for the district's low income population. Quickly, the decision was made to distribute the schools' Chromebook inventory that were part of the on-campus Computers on Wheels (COWs). Preparations were immediately underway and the process for disassembling carts and preparing devices for distribution began. Within the first two weeks following the announcement of campus closures, nearly 1,300 Chromebooks and over 100 MiFi devices were checked out to all students who indicated they had a need. Overwhelmingly, these devices went to students who were low income and/or English Learners who didn't already have their own personal laptop or tablet.

English Learner program staff recognized an immediate need to reach out and ensure students were kept abreast of what was occurring with the instructional program. They facilitated access to technology resources and assisted counselors in contacting parents and students in an effort to get them on track with their assignments. Classroom tutors for English Learners became online tutors providing individualized and small group assistance. EL program teachers utilized digital tools, such as FlipGrid, to help build communication skills and scaffold the learning.

Foster Youth have been closely monitored by the CUHSD FY Liaison/Psychologist, who continued her work with students' social workers, probation officers, and legal representatives. As needed, the Liaison has ensured access to basic resources such as clothing, toiletries, and school supplies. Counselors on Special Assignment have been in contact with every FY, regularly checking on their social emotional well-being, academic progress, credit accrual, and graduation status. Referrals to other service providers have been made when special needs have arisen.

The priority for students with disabilities has been maintaining continuity of educational and support services. While most Special Education teachers have provided instruction via Google Classroom and Google Meet, some teachers also provided packets based on the students individual needs. Instructional Aides have been able to supplement learning both one-to-one and in small groups in virtual meetings. Speech services were offered by the district's Speech Pathologist as well as through an outside vendor utilizing Zoom therapy sessions. Students with autism have engaged in PEERS program activities focused on social skills and proper emotional behaviors. All IEPs were conducted virtually with the exception of those for students whose parents opted to postpone.

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

As the news around the country and the state circulated regarding the potential need to close schools to slow the spread of COVID-19, the district's preparation for distance learning began. After rapidly formulating a plan for ensuring all students who needed a device were able to access one, instructional delivery became the focus of the district's efforts. Teachers were provided four days to prepare online lessons and to set up or update Google Classrooms, and on March 23rd all schools began instructional delivery using digital content and virtual class meetings.

Having already provided significant professional development related to Google Classroom, many teachers were prepared to use this web service as the platform for communicating with students, linking to instructional resources, assigning work, and providing feedback. The Instructional Coaching team quickly went into overdrive, establishing a virtual warehouse of online tools and resources, and posting an extensive list of videos that included step by step guidance for using the vast arsenal of teaching tools that make up the Google Suite of educational resources. The coaches also made themselves available to answer questions and provide one-to-one training for all teachers who requested assistance.

The majority of teachers have also participated in online professional development offered by the CDE, private vendors, Imperial County Office of Education, and other public agencies. August workshops occurring

just prior to the beginning of the next school year will focus on distance learning and other digital tools necessary to increase the effectiveness of online instruction.

A Distance Learning Plan has been drafted that includes guidance regarding online instruction expectations for Teachers and Students, and includes information about tools and resources, infrastructure and devices, grading, and credit issuance.

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

On March 17th, the first day of the district's school closure, provision of meals at Southwest, Central Union and Desert Oasis High School began. Offered daily between 11:00 a.m. and 12:30 p.m., bagged lunches along with a breakfast meal for the following morning were provided curbside at all three school locations. CUHSD food services staff utilized personal protective equipment and served food items on outdoor tables. Students were required to be present and one individual from each vehicle was able to pick up the meals from a table while maintaining appropriate distance from other students/parents and district employees. District staff disinfected each table top after every individual package was picked up. When an incident of COVID exposure temporarily shut down one site, production at the other school increased their volume of meals to help mitigate the impact. The district's plan was to discontinue service at the conclusion of the regular school year on June 3rd. However, when our sister district, El Centro Elementary School District, had to close several of their school distribution sites, Central Union HS was called back into action to help provide meals to our community through June 19th.

While some uncertainty remains regarding the opening of the 2020-21 school year, it is currently anticipated that school meal distribution will resume in mid-August. When students begin to return to campus in the fall, plans are underway to utilize the existing cafeterias at 25 to 35% capacity in order to ensure physical distancing of at least six feet.

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

As a high school district, concerns regarding student supervision were not a significant factor. In order to attempt to keep students engaged during time when they would have been in school, teachers were advised to maintain a fairly normal day schedule. When teachers provided synchronous instruction via Zoom or Google Meets, they were asked to do so during the same time frame as their regularly scheduled class.

As a community service, the childcare center located at Central Union HS that normally serves infant and toddler children of teen parents was opened up to provide care for children of employees of the local hospital.