COVID-19 Operations Written Report

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<th>Local Educational Agency (LEA) Name</th>
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<tr>
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<td>To Board on June 18, 2020</td>
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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 13, 2020, Claremont Unified School District (CUSD) notified its families that effective Monday, March 16, 2020 schools would close through April 13, 2020 in an effort to prevent the spread of COVID-19. During that time, the District would provide information regarding their Continuum of Learning Plan and nutrition program via Blackboard Connect and our District website. In preparation for this possibility, the District Educational Technology Team began brainstorming and planning the week before classrooms closed their doors. On March 11, 2020, training was provided at the high school for teachers not currently utilizing Canvas, our District adopted learning management system. Tutorials and resources were developed to assist teachers with using tools within the program to build Canvas courses. Student passwords were created and distributed to all students in person or mailed home. Teachers gathered tools and materials to assist in their planning prior to dismissal on March 13, 2020. Educational Services staff began to collect and share vetted tools and resources via a new webpage for both teachers and families while teachers began to prep for distance learning utilizing various digital tools.

Anticipating student and staff technology challenges throughout the shutdown, a web-based help form was developed and monitored by staff, allowing students and parents to seek technical assistance and problem solve during school hours. Likewise, a process was created for staff to seek help both digitally and in-person. On March 18, 2020, the superintendent notified parents that all students should have been contacted by their teacher regarding distance-based implementation of meaningful and relevant activities which were optional, but highly encouraged. Throughout this time, the superintendent assured families that the District would continue to offer support with devices and internet, understanding the fluidity of the current situation with our families. On March 19, 2020, the superintendent notified families that students’ grades could be improved, however not penalized, for the completion and submission of enrichment assignments during this closure. On March 23, 2020, the superintendent shared updates on state testing and other assessments, student registration for the 2020-2021 school year, the closure of playgrounds and courts, and food distribution. Food distribution began on March 23, 2020 and was served daily at two sites throughout Spring Break. On March 27, 2020 the superintendent shared reminders about technology support along with an update that meal distribution would be consolidated to twice a week at one location following Spring Break. He also shared a video created by the District’s Board Certified Behavior Analyst on how to engage and support your children at home. Information on Care Solace and financial resources for residents impacted by COVID-19 were also shared.

On April 1, 2020, parents were notified that the Los Angeles County Superintendent of Schools extended the recommendation to close all schools in the county for the remainder of the school year. With many students being reported as not participating in distance learning and with one third of the school year left, the District worked collaboratively with the bargaining unit to develop a more comprehensive continuum of learning plan (Phase 2). Phase 2 included the requirement of assignments and participation as well as issuance of letter grades. On April 14, 2020, students and families were notified of the change scheduled to take effect on April 20, 2020, and were provided a copy of the Continuum of Learning Plan along with information regarding a new Mental Health Support for Families website created by our Mental Health Team. In addition, both the District and bargaining unit shared with teachers the state’s vision of “hold harmless” and advised being very careful with grading due to lack of knowledge of students’ home environment. On April 16, 2020, the superintendent wrote to families explaining the decision making process and rationale that went into the update regarding grading, and (once again) strongly encouraged that students having difficulty managing class work reach out to their teacher(s) to develop a plan that would work for their family. Additionally, it became clear that other committees and meetings had to resume. Necessary committees, meetings of 504 Plans and Individual Education Plans (IEPs) had to resume virtually or by phone. Based upon feedback, the
superintendent informed families on May 4, 2020, that students could request the option of receiving a Pass/Fail grade in lieu of a traditional letter grade. Students selecting this option would be contacted by administration or a counselor so their families could be advised on the possible impact to weighted GPAs, college entrance, etc. On May 7, 2020, the CUSD Board of Education put Distance Learning on the agenda and heard reports from teachers, counselors, and administrators and listened to public comments from students and parents. On May 8, 2020, the Educational Services staff sent information to families regarding the process and web links for requesting a pass/fail grade. On May 18, 2020, the superintendent sent out End-of-the-Year Timelines and Procedures as well as updates regarding summer programs, free coding and computer science courses, and information on the California Department of Education’s Virtual Student Support Circle.

Throughout this period, the superintendent regularly communicated with staff via email as they worked to support all stakeholders. Feedback has been very positive in terms of the amount of communication shared throughout the shutdown. Counselors and teachers, with the help of administrators, continuously reached out to students and families at risk of failing and/or students that weren’t participating. Our District Parent Liaison assisted Spanish speaking families to help guide them through this transition. Both the Student Services and Educational Services Departments worked tirelessly to identify families lacking internet access and devices in order to provide essential items to families. When necessary, home visits were made, especially in the case of students who had not yet engaged in distance learning.

As we know, this has been a very difficult time for seniors and their families. The high school quickly brought together a group of stakeholders, including students, to plan graduation and senior activities to ensure that all seniors were honored in a deserving way and families were surveyed for guidance. Both the middle school and elementary schools followed suit and made plans to honor their outgoing students.

The impact of school closures on students and families has overall been very challenging; not just academically, but social emotionally. Many families have shared success stories, and many have shared the frustrations and challenges they’ve encountered such as balancing working from home and helping their child/children with distance learning. Families were surveyed to give feedback on the prior three months and to seek input on how CUSD can better serve them this fall. Just as in the traditional classroom, there is no one-size fits all model for distance learning. However, through emails, personal phone calls, and many virtual meetings, overall, our students, families, and staff have persevered.

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

Families were initially contacted and a quick inventory developed of any supplies they would need during this time. iPads with access to all the curriculum along with textbooks were checked out to all English learners, foster youth, and low-income students. Everyday school items like paper, pencils, markers, etc. were also provided. In addition to all of the steps/actions taken for all students in the District, below are steps/activities that were taken to meet the needs of English learners, Low-income and Foster Youth during school closures:

- SED, EL, and Foster Youth were contacted to ensure all students had technology and internet access during online distance learning.
- Teachers made phone calls, sent emails, and messages to families.
- Administrators personally checked in with each family.
- Administrators visited homeless families at motels or the family’s last known location to assist students with reconnecting and engaging in their learning.
- iPads were provided to students (including personal phone calls/emails, arranging pick up times at school, and in several cases, delivering them to homes).
- District staff proactively sought out families who required internet support via personal and Blackboard emails, phone calls, and flyers with local internet information. Translators were utilized when necessary.
- Our District Parent Liaison was utilized to assist families navigate distance learning and to assist with translations.
- Staff provided virtual 1:1 and small group intervention along with tutoring support.
- TOSAs worked to utilize online remote learning apps, such as CANVAS and Seesaw, for all students to provide intervention.
- Site TOSAs provided designated ELD lessons.
- Teachers used Canvas and Seesaw to differentiate and individualize instruction for our SED and EL students who might require more targeted instruction on a daily basis.
- Brief home visits were completed, when needed.
- Printed materials were provided, as needed.
- Materials and meals were delivered for families without access to transportation, as needed.
- Access to mental health, technology, and socio-economic support resources was provided through weekly email newsletters.
- The District collaborated with community partners to provide extra tutoring sessions.
- A specific EL Canvas course of resources was developed and made available for teachers to support EL students.
- TOSAs ensured that the four domains were being addressed within lessons provided to ELs.
- Staff made personal phone calls to check on academic progress or general needs of students during distance learning. Parents were called in their home language or through Language Line.
- Families were provided with information on mental wellness and community services during distance learning and provided support to those affected.
- Provided all students with digital Positive Behavior Intervention Services (PBIS) to support student emotional needs (spirit week, staff videos to children, frequent celebrations of positive online learning, etc.).
- ELs and Foster Youth will participate in 1:1 and small group virtual instruction during Summer Camp.
- ELs, Foster Youth, and SED students can continue to keep their school device and access iReady throughout the summer.
- School lunch and breakfast was provided during distance learning.

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

CUSD immediately began identifying students requiring devices and internet access to ensure they received the tools necessary for distance learning. iPads had already been distributed to students at both the middle school and continuation high school, AVID students, and some secondary English learners at the beginning of this school year. The high school and all elementary schools were able to provide iPads to students who did not have devices at home. Phones were purchased to provide internet access to those in need. As previously mentioned, the District has focused on supporting the use of Canvas, our learning management system, but did not prevent teachers from utilizing other online tools they were comfortable with such as Google Classroom, Seesaw, and other digital platforms. As the possibility of distance learning became more likely, the District Educational Technology Team began brainstorming and planning the week before classrooms closed their doors. On March 11, 2020, training was provided at the high school for teachers not currently utilizing Canvas. Tutorials and resources were developed and shared to assist teachers in utilizing functionality within the program to create Canvas courses. Student passwords were printed for all students and distributed in-person or mailed home on March 13, 2020. The team spent endless hours via telephone and Zoom/Canvas video chats supporting teachers with course development. Based upon teacher feedback, this team created a Canvas course to support teachers and provided professional development via Canvas Conference. Staff constantly monitored our web-based student technology help form providing white glove service for students and families experiencing difficulty. The District’s initial Canvas license only supported grades 3-12 and it quickly became necessary to expand access to all grade levels, including special education teachers. Instructure (Canvas’ parent company) graciously offered free licenses to all CUSD students for the remainder of the academic year. The Educational Tech Team quickly developed prebuilt courses for teachers so they could get up and running quickly. Additionally, CUSD accepted free digital expansions from other partners such as Amplify, EdPuzzle, Gizmos, iReady, NewsELA, News-O-Matic, Renaissance Learning, Scholastic, Showbie, Socrative, Stemscopes, and Vista Higher Learning. The Educational Services Department continued to seek out vetted resources and send them to teachers and families. Outlined below are steps the District already had in place, which allowed us to move quickly to an online environment:
Courses were already created for all teachers, preloaded with students and parents. Most teachers had previously participated in some type of Canvas training. Teacher resources had previously been integrated with Canvas. Site Teachers on Special Assignment (TOSAs) provided support with online resources. All teachers had iPads and laptops. All teachers had multiple opportunities for educational technology training and integration. CUSD had one type of device that stayed consistent TK-12. Teachers were already familiar with District online resources and subscriptions.

Following are additional steps the District took to provide high-quality distance learning:

- **Canvas courses** were created by grade level for SLPs, APEs, Elementary P.E., RSPs, counselors, registration along with counseling information pages for El Roble and CHS students.
- **Canvas integrations** such as Conferencing (Big Blue Button), Google apps, Flipgrid, and Newsela were added to help simplify the process for students.
- Webinars were offered using online tools already in our possession - Wonders, Canvas, Flipgrid, Explain Everything, Think Central, Nearpod, and Turnitin.
- TOSAs developed a teacher support document to share solutions to common problems.
- Stemscopes, Gizmos and Newsela professional development training webinars were recorded and added to our online learning support page for use by teachers and cohorts - SLPs, APEs, Elementary P.E. teachers.
- Template courses were created in Canvas to expedite course design.
- Teachers shared Canvas resources with each other at the secondary level, including quizzes, assignments, and courses.
- Educational Technology Team staff provided white glove service to teachers both remotely, via Zoom chat, Canvas Conference, phone, text, and email as well as in person. They also met with teachers and administrators, while practicing social distancing protocols, to resolve computer and iPad issues.
- Teachers use other digital resources including Youtube, Bloomz, Class Dojo, Odysseyware, Shmoop, Khan Academy, Listenwise, Learn Zillion, Reflex Math, Mystery Science, EdPuzzle, Google Meet/Hangout, and OBS Project.

At the site level, principals assisted their teachers with ensuring high quality distance learning which looked a little different for each classroom. Most delivery of curriculum was asynchronous, but there was much synchronous delivery occurring as well. In collaboration with the Claremont Faculty Association, the District provided guidelines and expectations for office hours/student check-in opportunities, classwork/student workload, flexibility with due dates and late work, homework, and grading. Distance learning ranged from daily Zoom/Canvas meetings with direct instruction to sending resources and packets home for students, and everything in between. Staff held virtual staff meetings and teachers continued to collaborate, share ideas, and grow throughout this experience. Following are some steps/activities that were done at the site level:

- Teachers, counselors, and administration called families to ensure ALL students were engaged and determine what supports were needed for the student to succeed.
- Administrators made home safety checks with students experiencing social emotional related concerns in an effort to reengage them in learning.
- Teachers made follow up calls for students who were not participating. If unsuccessful, they referred the names of these students to counselors and administrators who reached out to other family members listed on the student’s contact list.
- Digital tools such as Canvas, Google Classroom, Seesaw, Remind and Class Dojo were utilized to push out materials to students, and send information and updates to parents.
- Textbooks and packets were sent home to students.
- Elementary TOSAs assisted their teachers in getting on Canvas and provided ongoing support.
- Virtual tutoring sessions were offered to struggling students.
- Teachers and instructional aides held 1:1 Zoom meetings with students.
- Weekly small group lessons were held to meet the needs of different instructional levels.
• Teachers administered BPST and Dibels assessments via 1:1 Zoom/Canvas conferencing.
• Speech and OT service providers offered instruction via, packets, videos, and live sessions.
• RSP Teachers provided additional tutoring sessions to students receiving RSP services.
• Printed materials were provided to families through mail, site pick-up, home delivery, and to our out-of-district SELPA program students’ homes via our bussing company.
• Our paraeducator team assisted with student engagement by joining teachers in virtual classrooms to support instruction and social opportunities.
• Paraeducators supported visual schedules by preparing and sending home tactile materials to support a structured home learning environment.
• Paraeducators recorded themselves reading books and modeling activities which were shared with students to facilitate continued connectedness with their school supports.
• School psychologists and the mental health team performed social emotional check-ins with students and families.
• Parents were counseled in supporting students’ behavioral needs at home by our behavior analyst.
• Mental health and school psychologists/BCBA teams created a wellness resource page on the District website to provide much needed resources for students, parents, and caregivers.
• The Educationally Related Mental Health Services Team continued to provide services per the student’s IEP throughout distance learning. The need for parent counseling increased as a result of parents being more accessible and needing extra support during the closure.
• K-12 Intern programs continued to provide mental health support for general education students deemed in highest need.
• Care Solace referrals were made to students, parents, and caregivers requiring mental health support during the closure.

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

On March 16th, 2020 Claremont Unified School District closed its campuses to delivery of direct instruction due to COVID-19. In order to be responsive to the needs of our local community that were experiencing food insecurity, our Nutrition Services department consulted with the California Department of Education (CDE) regarding emergency feeding, and applied for Seamless Summer Option (SSO) waiver. This allowed us to serve young people in our community in a non-congregate manner. We initially distributed meals from two district school sites, however as the pandemic expanded and our available workforce was impacted, we condensed the program, with the knowledge of the CDE, to one site (El Roble Intermediate School) beginning April 13th, 2020. We now provide a weeks’ worth of breakfast and lunch to 850 children ages 18 and under by distributing meals twice weekly. We currently have 11 employees who have volunteered to work under COVID-19 recommended best practices, and this includes two administrators that deliver approximately 35-40 meals to families that have no transportation. Masks are worn at all times, hands are washed and sanitized frequently, gloves are used at all times, and employees stay as far apart as possible. Employees have been previously trained in ServeSafe procedures, and these are enhanced when combined with Los Angeles County recommendations and health department requirements. We will continue to serve in this fashion until the conclusion of the 2019-2020 school year.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours. Out of concern for the safety of our students and staff, childcare/supervision of students was not offered to our families. However, we did post the State of California child care portal at covid19.ca.gov/childcare on the website to assist families in need of child care service. This resource was also shared through a letter to families in regards to summer camps.