



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 Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Executive Summary
2. SCUSD COVID-19 Operations Written Report
3. Bowling Green Elementary Charter School COVID-19 Operations Written Report
4. George Washington Carver School of Arts and Science COVID-19 Operations Written Report
5. New Joseph Bonnheim Community Charter School COVID-19 Operations Written Report
6. Sacramento New Technology High School COVID-19 Operations Written Report
7. The MET Sacramento High School COVID-19 Operations Written Report

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

Continuous Improvement and Accountability and State and Federal Programs

COVID-19 Operations Written Report Adoption
June 25, 2020



I. Overview/History of Department or Program

On April 23, 2020, Governor Newsom issued Executive Order N-56-20. This order outlined key changes to the Local Control and Accountability Plan (LCAP) development and approval process for 2019-20 and 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 EO N-56-20 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 N-56-20 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 N-26-20, 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 2020-21 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 2020-21 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 impacts of school closures and the district's efforts to address those impacts and continue serving students and families.

Key impacts noted in the report include:

- a. Challenges to accessing basic services including food and technology/internet resources
- b. Physical separation from targeted supports and services, in particular those intended for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

COVID-19 Operations Written Report Adoption
June 25, 2020



- c. Isolation and disconnection due to physical and social separation from the 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, system processes from the date of closure. A daily student engagement survey and the more recently implemented Social Emotional Learning (SEL) Check-in 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

- 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.
- Foster Youth: Continued support from Foster Youth Service staff including case management, support to access technology, health/wellness check-ins, tutoring services, credit recovery, and transition support for graduating seniors.
- 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.
- 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

- Three-phase implementation of professional learning for teachers to launch distance learning. Training modules included Universal Design for Learning (UDL), use of distance learning tools with an emphasis on access for students with disabilities and English Learners, and integration of Social Emotional Learning (SEL) into academic content.

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

COVID-19 Operations Written Report Adoption
June 25, 2020



- Definition of essential standards by grade and content area. Provision of curricular materials to support instruction in these essential areas.
- Implementation of a hybrid instructional model that enables all students to participate, regardless of connectivity status.
- Use of engagement surveys to assess student needs and address other questions.

Provision of school meals

- Continued provision of school meals at 95-98% of the pre-closure meal count using less than half of the school sites and one third less staffing capacity.
- Implementation of a curbside, drive-thru model to minimize contact.
- Implementation of key social distancing practices and Personal Protective Equipment to limit total amount of staff and public exposure.
- Partnerships with the Sacramento Food Bank, volunteers from local organizations, and restaurants to distribute additional food resources including supplemental boxes of groceries, family meal kits to be cooked at home, and additional donated items from manufacturers.

Supervision of students during ordinary school hours

- Staff provide referrals to local agencies and services.
- Daily Distance Learning Student Engagement Survey provides check of student status and needs assessment for targeted outreach/support.
- Student Support Services and Family and Community Engagement (FACE) staff are conducting home visits to make contact with students who have yet to be engaged/reached.

School closures and the broad economic impacts associated with the COVID-19 pandemic have exacerbated existing inequities and presented new challenges. Overall, SCUSD is committed to making data-driven decisions that enable the district to continuously improve in its ability to meet the needs of students and families in the immediate future and for the long-term.

VI. Results:

Following adoption, the COVID-19 Operations Written Report will be submitted to the Sacramento County Office of Education (SCOE) and posted on the district's website. While the Written Report does need to be submitted to SCOE, it does not need to be approved by the county superintendent of schools.

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

COVID-19 Operations Written Report Adoption
June 25, 2020



Also included in this item for board adoption are the COVID-19 Operations Written Reports for the district's dependent charter schools. These include:

- Bowling Green Elementary Charter School
- George Washington Carver School of Arts and Science
- New Joseph Bonnheim Community Charter School
- Sacramento New Technology High School
- The MET Sacramento High School

Each dependent charter school is also required to post a copy of their adopted Operations Written Report on the homepage of their school website.

VII. Lessons Learned/Next Steps:

With the 2020-21 LCAP timeline extended to December 2020 and the next three-year LCAP cycle postponed to 2021-22 through 2023-24, the 2020-21 academic year will include two sequential LCAP approval timelines. Key dates for these timelines include:

- TBD: Release of 2020-21 LCAP Template
- November 2020: Approval of 2020-21 LCAP
- By Dec 15, 2020: Submit 2020-21 LCAP to SCOE
- June 2021: Approval of 2021-22 through 2023-24 LCAP
- By July 1, 2021: Submit 2021-22 through 2023-24 LCAP to SCOE
- Aug-Sep 2021: SCOE Feedback, Revisions, SCOE Approval

COVID-19 Operations Written Report



Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Sacramento City Unified School District	Jorge Aguilar, Superintendent	superintendent@scusd.edu , 916.643.7400	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.

Following close consultation with Sacramento County Public Health (SCPH) officials, SCUSD 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. With a student population comprised of over 70% socioeconomically disadvantaged students, ~14% students with disabilities, and ~18% English Learners, the closure of physical school sites and transition to a distance learning model has major implications for access to key resources/supports and engagement in the learning process.

The 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, with less staff and at fewer sites, continued to provide meals at pre-pandemic levels. To implement distance learning, over 25,000 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. Staff supporting English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have all shifted their service delivery models. For example, Special Education staff have received guidance outlining the need to continue meaningfully engaging parents/guardians, 'pushing into' virtual classroom activities, supporting students in their online coursework, conducting consultations/counseling sessions via videoconference or telephone, aiding students in the use of assistive technology, making materials available in a variety of formats, and supporting caregivers to deliver instruction at home. Additionally, training in Universal Design for Learning (UDL) was selected as a module for ALL teachers as part of their professional development prior to the launch of distance learning.

Students and families have also been impacted by the isolation and disconnection resulting from physical and social separation from the classroom and school community. To assess needs and facilitate connection, a Student Engagement Survey has been implemented across grades. The survey and targeted outreach actions, including home visits with appropriate safety protocols, are enabling staff to reconnect with students who have yet to be engaged. The district has also implemented a four-question Social Emotional Learning (SEL) check-in/survey that is providing staff valuable data to inform immediate supports and plan for school re-opening. To support the health and well-being of all, a virtual calming room has been created. This website features

supportive and healing tools and strategies to help students, families, and community members manage emotions and feelings. A 'Wellness Warmline' has also been established that allows for students and family to receive direct referral to district staff including school nurses, student support services, Foster Youth Services, and Homeless Youth Services.

As school closures have disrupted curriculum pacing and removed students and staff from their established classroom environments, the district has identified essential standards across subject areas and grade levels. These standards, and additional curricular resources, focused distance learning on key academic outcomes for the remainder of the 2019-20 school year. To address the numerous impacts of school closures on graduation, college application/eligibility, and matriculation through course pathways, the district has implemented a grading policy that ensured students were '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 grade.

The impacts on students and families as a result of school closures are significant and changing over time. As the national, state, and local contexts evolve during the pandemic, SCUSD will continue to conduct needs assessments and adjust program offerings as appropriate. To support this process, the district has established a School Closure Dashboard that is tracking, in real-time, key system processes from the date of closure. Data being monitored include metrics for student engagement, academic achievement, human resources, and food services. This includes monitoring the number of students who are newly eligible for Free/Reduced lunch status following March 1, 2020. SCUSD is committed to making data-driven decisions that enable the district to continuously improve in its ability to meet the needs of students and families in the immediate future and for the long-term.

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

To meet the needs of unduplicated students, SCUSD is extending targeted supports into the distance learning context, reaching out directly to students, and monitoring student engagement and well-being to identify and respond to needs. The closure of schools and transition to a distance learning model has highlighted existing inequities and, in some cases, widened gaps. This is particularly true for unduplicated students, who have been overrepresented in the 'unreached' group of students during distance learning, are more likely to experience technology gaps, and require instructional/other supports that are still being adapted to the remote context. SCUSD acknowledges the urgency and critical importance of fully engaging and providing necessary supports to unduplicated students and will continue efforts to meet the needs of English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students during the time of school closures.

English learners' needs are being met by providing professional learning to staff, outlining key standards and instructional practices, and providing direct support to staff. Essential ELA, Math and ELD standards to be addressed have been outlined and communicated, along with corresponding core curricular materials, to support their study. Seven ELD training specialists (Instructional coaches) provide direct support to teachers and administrators as they serve ELs virtually, including use of the Universal Design for Learning framework when planning to ensure that EL needs are addressed throughout core lessons. Professional learning for teachers specific to the use of distance learning platforms with English learners was built into Phase 1 of the distance learning launch plan. A repository of web pages, web-based services, and other resources for teachers to support their ELs is available.

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 being provided and includes communication with college representatives to ensure students are on track with application and enrollment processes. Staff have also continued to enroll new Foster Youth, facilitate access to the district's meal service, make referrals to district and/or community resources, and support students in obtaining vital documents.

With over 70% of students eligible for free or reduced lunch, SCUSD has focused on meeting the needs of low-income students from the earliest stages of the pandemic. Cross-departmental efforts have resulted in a meal distribution process that is operating at pre-COVID levels with less staff and at fewer sites. Over 25,000 Chromebooks have been distributed to students who need devices in order to access distance learning. Partnerships with the city and local businesses have resulted in additional meal/food distribution, 'super hotspots' in wifi-equipped buses, and free internet access for eligible families. Staff continue to support low-income students by providing referral to resources as individual needs are identified. This is done by teachers directly and/or through referral of students/families to site administrators, the district's Connect Center, school-based Student Support Centers, and other departmental staff.

To specifically meet the needs of Homeless Youth, staff continue to implement targeted efforts to identify, connect with, and provide support to students and families experiencing homelessness. School staff are provided regular reminders to refer families/students to homeless services when identified. Homeless Services staff regularly collaborate with local shelters, county school districts, and county agencies to monitor and identify students. Outreach, case management, and health and welfare support is provided by a social worker designated specifically for Homeless Youth support. Staff continue to partner with schools to resolve lists of 'unreachable' students so that these students can be engaged in distance learning. Staff are also assisting with access to wifi for our students experiencing homelessness, including providing hotspots as needed to ensure full access to distance learning.

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

To effectively deliver instruction through a distance learning model, SCUSD has provided professional learning for staff, defined essential learning standards, and implemented a hybrid, flexible instructional model.

Prior to the formal launch of distance learning, teachers completed three phases of professional learning. The first of these provided a grounding in Universal Design for Learning (UDL) including instructional mindset and lesson design. The second phase familiarized staff with the range of distance learning tools to be used in delivering instruction. This included a specific module focused on support and accessibility tools for students with disabilities. The third phase provided grade-level specific guidance to teachers on essential standards, curricular materials, and instruction for students with disabilities and English Learners. Teachers are continuing weekly 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. For middle and high school, specific resources and guidance has been provided for each content area.

A hybrid instructional model has been implemented to enable all students to participate, regardless of their connectivity status. This allows for instruction to take place by conference call, phone, and printed materials in addition to online. Instruction is also on a flexible schedule to allow for students, teachers, and principals to identify the times that work best in their local context. Approximate times per subject area by grade span have been provided, along with sample schedules for families.

To facilitate implementation of online distance learning curriculum and supports, over 25,000 Chromebook devices have been distributed. Beginning with the distribution of one device per family in early April, the district has since provided a device to every student who is in need and is continuing efforts to connect with students who have yet to be reached. SCUSD has partnered with Sacramento Regional Transit and a number of other agencies to pilot a 'super hotspot' program in which city buses equipped with free internet/wifi travel to two locations each per day, providing 3.5 hours of free wireless broadband services to the community. A second partnership with Comcast and the City of Sacramento is providing eligible families with six months of free internet access. A 'Distance Learning Support for Families and Students' section of the district's website provides a range of technical support for Google classroom, Chromebook use, Student Accounts/Passwords, and Collaborative online tools. These supports are in addition to resources on Essential Standards, Curriculum Materials, and Best Practices for Distance Learning.

Through the districtwide Student Engagement Survey, teachers, schools, and the district continue to assess student learning needs. Students are asked daily what help or information they need and if they have any other comments or questions. The information received allows teachers to provide individual support and assess needs across their class(es). Staff continue to refine the definition of what it means for a student to be 'engaged' and also to monitor the various ways in which distance learning has been implemented by staff to understand the variation that exists within and across school sites. The district recognizes that providing a high-quality distance learning program is a work in progress and consistency and coherence of implementation remains an area of focus. Continued professional learning, collaboration with peers, and direct feedback from students, families, and staff will support continuous improvement.

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 included weekly distribution of supplemental food boxes with groceries for the entire family, family meal kits that can be cooked at home, and additional donated food from manufacturers. Nutrition Services has also partnered with the non-profit Food Literacy Center to support distance learning with in-home cooking assignments and aligned STEAM curriculum. These fresh produce kits are distributed at a different school each week during meal pick-up.

As May began, SCUSD served its one millionth meal since the closure of school sites with a daily meal count average of 36,000. The district is committed to maintaining meal service during the summer months and hopes to keep all 32 of the currently open sites in operation. The total number of sites the district is able to continue operating will depend on the number of available staff.

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 when questions arise.

SCUSD is committed to connecting with and assessing the needs of all students. For all students, staff are assigning a daily 'Distance Learning Student Engagement Survey' as classwork. This provides a daily check of each student's status and enables staff to identify students who may need additional support beyond academics.

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 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.

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.

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Bowling Green Elementary Charter School	Sylvia Silva-Torres – Principal Marinda Burton - Principal	Sylvia-silva-torres@scusd.edu Marinda-burton@scusd.edu 916-395-5210	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-19 emergency and the major impacts of the closures on students and families.

Following 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. With over 90% of our students being socio-economically disadvantaged, the closure of our school building and transition to a distance learning model has major implications for access to key resources/supports and engagement in the learning process.

The 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 professional development prior to the launch of distance learning.

Students and families have also been impacted by the isolation and disconnection resulting from physical separation from the classroom and school community. To assess needs and facilitate connection, a Student Engagement Survey and an SEL check-in/survey have been implemented across grades. The survey informs the targeted outreach actions provided by our Student Support Center staff.

The impacts on students and families as a result of school closures are significant and changing over time. As the national, state, and local contexts evolve during the pandemic, the school staff will adapt as needed to meet the needs of students and families in the immediate future and for the long-term.

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

To meet the needs of unduplicated students, the school is extending existing targeted supports into the distance learning context, engaging in additional outreach to students, and continuously monitoring student engagement and well-being to identify and respond to needs.

English learners' needs are being met by providing professional learning to staff, outlining key standards and instructional practices, and providing direct support to staff. Essential ELA, Math and ELD standards to be addressed for the remainder of the year have been outlined and communicated, along with corresponding core curricular materials to support their study. A district provided ELD training specialist (Instructional coaches) provides direct support to teachers and administrators as they serve ELs virtually, including use of the Universal Design for Learning framework when planning to ensure that EL needs are addressed throughout core lessons. Professional learning for teachers specific to the use of distance learning platforms with English learners was built into Phase 1 of the distance learning launch plan. A repository of web pages, web-based services, and other resources for teachers to support their ELs is available through the district.

Foster Youth continue to receive support services from district staff, including case management services and daily check-ins. Check-ins allow students to discuss their current health and wellness and to provide input on what is working and what needs improvement with regards to distance learning. Foster Youth attendance is monitored ongoing and intentional outreach is made to the families of students with more than 3 days of non-participation. Students who were already receiving tutoring services prior to COVID-19 now have the ability to continue that service virtually

School staff has worked diligently to connect families with available services, including district meal distribution, chromebook access, free or reduced cost internet access, and other community-based resources.

The closure of schools and transition to a distance learning model has highlighted existing inequities and, in some cases, widened gaps. This is particularly true for unduplicated students, who have been underrepresented in the “engaged students” group during distance learning, are more likely to experience technology gaps, and require instructional/other supports that are still being adapted to the remote context. Staff is working exhaustively to connect students and families to necessary supports for fully accessing learning opportunities.

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

To effectively deliver instruction through a distance learning model, SCUSD has provided professional learning for staff, defined essential learning standards, and implemented a hybrid, flexible instructional model.

Prior to the formal launch of distance learning, teachers completed three phases of professional learning. The first of these provided a grounding in Universal Design for Learning (UDL) including instructional mindset and lesson design. The second phase familiarized staff with the range of distance learning tools to be used in delivering instruction, including Google Classroom. The third phase provided grade-level specific guidance to teachers on essential standards, curricular materials, and instruction for students with disabilities and English Learners. Teachers are continuing weekly collaboration sessions to share best practices and support each other. 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.

A hybrid instructional model has been implemented to enable all students to participate, regardless of their connectivity status. This allows for instruction to take place by conference call, phone, and printed materials in addition to online. Due to the inability for teachers to provide adequate support and feedback with printed materials, online instruction has been the goal for student in 1st-6th grades. Instruction is also on a flexible schedule to allow for students and teachers to identify the times that work best for them. Approximate times per subject area by grade span have been provided, along with sample schedules for families.

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 'Distance Learning Student Engagement Survey' as classwork. This provides staff a daily check of each student's status and enables staff to identify students who may need additional support beyond academics. 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.

COVID-19 Operations Written Report for George Washington Carver School of Arts and Science

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
George Washington Carver School of Arts and Science	Allegra Alessandri Principal	allegra-alessandri@scusd.edu 916-395-5266	June 16,2020

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.

Following close consultation with Sacramento County Public Health (SCPH) officials, Sacramento City Unified School District closed all schools on Monday, March 16, 2020. School closure at GW Carver has impacted students and families greatly, exacerbating existing inequities and presenting new challenges. With a student population comprised of over 48% socioeconomically disadvantaged students, ~24% students with disabilities, and ~5% English Learners, the closure of physical school site and transition to a distance learning model has major implications for access to key resources/supports and engagement in the learning process.

The school closure has impacted some 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 implement distance learning, over 80 Chromebooks were distributed and we are directing families to wifi/broadband through local partnerships.

Families and students have also been impacted by the physical separation from targeted supports and services. Staff supporting English Learners and Students with Disabilities have all shifted their service delivery models to the new context of a socially-distanced environment. For example, our Special Education staff has continued meaningfully engaging parents/guardians, 'pushing into' virtual classroom activities, supporting students in their online coursework, conducting consultations/counseling sessions via videoconference or telephone, aiding students in the use of assistive technology, making materials available in a variety of formats, and supporting caregivers to deliver instruction at home. Additionally, all teachers completed training in Universal Design for Learning (UDL) prior to the launch of distance learning.

Students and families have also been impacted by the isolation and disconnection resulting from physical and social separation from the classroom and school community. To assess needs and facilitate connection, teachers conducted a Student Engagement Survey and a Parent Survey. The surveys and targeted outreach actions, and have enabled staff to reconnect with students who are identified as unengaged. GW Carver teachers us the district designed four-question Social Emotional Learning (SEL) check-in/survey that provides staff data to inform immediate supports and plan for school re- opening. To support the health and well-being of all, GW Carver promotes the use of the district crated virtual calming room.

As school closures have disrupted curriculum pacing and removed students and staff from their established classroom environments, CGW Carver teachers focus on the the district identified essential standards across subject areas and grade levels. These standards, and additional curricular resources, focused distance learning on key academic outcomes for the remainder of the 2019-20 school year. To

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 grade. As the national, state, and local contexts evolve during the pandemic, GWCarver will continue to conduct needs assessments and adjust program offerings as appropriate.

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

To meet the needs of unduplicated students, GW Carver is extending existing targeted supports into the distance learning context, engaging in additional outreach to students, and continuously monitoring student engagement and well-being to identify and respond to needs. Currently there are no students who are Foster Youth or Homeless. English learners' needs are being met by providing professional learning to staff, outlining key standards and instructional practices, and providing direct support to staff. Essential ELA, Math and ELD standards to be addressed for the remainder of the year have been outlined and communicated, along with corresponding core curricular materials to support their study. A repository of web pages, web-based services, and other resources for teachers to support their ELs is available. With over 48% of students eligible for free or reduced lunch, GW Carver worked to meet the needs of low-income students from the earliest stages of the pandemic. Cross-departmental efforts through SCUSD have resulted in a meal distribution process that is operating at pre-COVID levels with less staff and at fewer sites. Carver families access meal distribution at the neighborhood elementary. GW Carver distributed 80 chromebooks to students who need devices in order to access distance learning. Partnerships with the city and local businesses have resulted in additional meal/food distribution, 'super hotspots' in wifi-equipped buses, and free internet access for eligible families. Staff continue to support low-income students by providing referral to resources as individual needs are identified. This is done by teachers directly and/or through referral of students/families to site administrators, the district's Connect Center, school-based Student Support Centers, and other departmental staff. The closure of schools and transition to a distance learning model has highlighted existing inequities and, in some cases, widened gaps. This is particularly true for unduplicated students, who have been overrepresented in the 'unreached' group of students during distance learning, are more likely to experience technology gaps, and require instructional/other supports that are still being adapted to the remote context. GW Carver acknowledges the urgency and critical importance of fully engaging and providing necessary supports to unduplicated students and will continue efforts to meet the needs of English Learners and Socioeconomically Disadvantaged students during the time of school closures.

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

To effectively deliver instruction through a distance learning model, GW Carver teachers have completed the SCUSD provided professional learning, defined essential learning standards, and implemented a hybrid, flexible instructional model. Prior to the formal launch of distance learning, teachers completed three phases of professional learning in Universal Design for Learning (UDL), understanding the range of distance learning tools to be used in delivering instruction; and understanding essential standards,

curricular materials, and instruction for students with disabilities and English Learners. GW Carver staff and teachers meet weekly as an entire staff and three times each week in committees to continually refine instruction, curriculum, intervention and nurturing our community. GW Carver teachers collaborate throughout the week in a variety of ways with Kinder through 12th grade teachers from our sister Waldorf schools in SCUSD to develop weekly curriculum available to all families called The Families Project.
<https://www.carverartsandscience.org/post/families-project-0>

GW Carver uses the SCUSD established essential standards in addition to the Families Project weekly curriculum, and they have adjusted their high level instruction to the distance learning model.

A hybrid instructional model has been implemented to enable all students to participate, regardless of their connectivity status. This allows for instruction to take place by conference call, phone, and printed materials in addition to online. Instruction is also on a flexible schedule to allow for students, teachers, and principals to identify the times that work best in their local context. Approximate times per subject area by grade span have been provided, along with sample schedules for families.

GW Carver connects families to the myriad of supports provided by SCUSD at the 'Distance Learning Support for Families and Students' section of the district's website which provides a range of technical support for Google classroom, Chromebooks use, Student Accounts/Passwords, and Collaborative online tools. These supports are in addition to resources on Essential Standards, Curriculum Materials, and Best Practices for Distance Learning.

Through regular surveys phone calls and outreach, GW Carver staff and teachers continue to assess student learning needs. Students are asked daily what help or information they need and if they have any other comments or questions. The information received allows teachers to provide individual support and assess needs across their classes. Staff continue to refine the definition of what it means for a student to be 'engaged' and also to monitor the various ways in which distance learning has been implemented by staff to understand the variation that exists within and across school sites. GW Carver faculty and staff recognize that providing a high-quality distance learning program is a work in progress and that continued professional learning, collaboration with peers, and direct feedback from students, families, and staff will support continuous improvement.

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 some Carver families. With nearly 50% of the student population eligible for free/reduced lunch, GW Carver 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, Carver is linking families to the SCUSD meal distribution sites. Carver announces information about meal distribution through e-mails, districtwide phone calls, website postings, flyers, weekly newsletters and social media. Program operations have been supported GW Carver volunteers.

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.

SCUSD is committed to connecting with and assessing the needs of all students. For all students, staff are daily assigning a 'Distance Learning Student Engagement Survey' as classwork. This provides staff a daily check of each student's status and enables staff to identify students who may need additional support beyond academics.

To connect with students that have not been reached through the survey, SCUSD send specific family packets 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: district teams conduct 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. 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.

COVID-19 Operations Written Report, New Joseph Bonnheim Community Charter School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
New Joseph Bonnheim	Christie Wells-Artman, Principal	Christie-wells-artman@scusd.edu 916-277-6294	June 5, 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.

Working with SCUSD and the Sacramento County Public Health (SCPH) officials, NJB closed its school, along with the district, on Monday, March 16, 2020. The school closure has impacted students and families greatly, with many challenges in the following: existing inequities and access to technology, services, and social emotional supports. NJB is a title I, low income school, with a student population comprised of over 93% socioeconomically disadvantaged students, ~12% students with disabilities, and ~26% English Learners, the closure of physical school sites and transition to a distance learning model has major implications for access to key resources/supports and engagement in the learning process.

The closure of NJB 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, with less staff and at fewer sites, continued to provide meals at pre-pandemic levels. To implement distance learning, over 150 Chromebooks have been distributed and the city and SCUSD is facilitating access to wifi/broadband through local partnerships.

NJB school closure has disrupted curriculum pacing and removed students and staff from their established and positive classroom environments, the school, along with SCUSD has identified essential standards across subject areas and grade levels. These standards, and additional curricular resources, focused distance learning on key academic outcomes for the remainder of the 2019-20 school year. NJB worked with the district in implementing the remote learning plan for attendance and grading. Students cannot receive a grade lower than that earned prior to the time of closures, though they can improve their grade.

The impacts on our NJB students and families as a result of school closure, are significant and changing over time. As the national, state, and local contexts evolve during the pandemic, the school will work with the district to continue to conduct needs assessments and adjust program offerings as appropriate.

Most importantly, NJB families and students have also been impacted by the physical separation from targeted supports and services. Staff supporting English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have all shifted their service delivery models to the new context of a socially-distanced environment. For example, guidance for Special Education staff has communicated the need to continue meaningfully engaging parents/guardians, ‘pushing into’ virtual classroom activities, supporting students in their online coursework, conducting consultations/counseling sessions via videoconference or telephone, aiding students in the use of assistive technology, making materials available in a variety of formats, and supporting caregivers to deliver instruction at home.

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

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

English learners' needs are being met by providing professional learning to staff, outlining key standards and instructional practices, and providing direct support to staff. Teachers have created online instructional lessons in Google classrooms using Guided Language Acquisition and Development (GLAD) Essential ELA, Math and ELD standards to be addressed for the remainder of the year have been outlined and communicated, along with corresponding core curricular materials to support their study. Professional learning for teachers specific to the use of distance learning platforms with English learners was built into Phase 1 of the distance learning launch plan. A repository of web pages, web-based services, and other resources for teachers to support their ELs is available.

Our Foster Youth continue to receive support services from staff and district. Case management services, including daily check-ins, are ensuring that students have access to Chromebooks and are actively engaged in distance learning. Check-ins also allow students to discuss their current health and wellness and to provide input on what is working and what needs improvement with regards to distance learning.

Foster Youth attendance is monitored ongoing and intentional outreach is made to the families of students with more than 3 days of non-participation. Students who were already receiving tutoring services prior to COVID-19 now have the ability to continue that service virtually. Foster youth will also be provided access to summer programming and credit recovery as needed. Continuous support of our graduating seniors to ensure a successful transition to post-secondary education is also taking place. Foster Youth Services staff are in contact with various college representatives to ensure that students are on track with the application process.

To specifically meet the needs of Homeless Youth, NJB has submitted to the Connect Center and other SCUSD support services to continue to implement targeted efforts to identify, connect with, and provide support to students and families experiencing homelessness. School staff are provided regular reminders to refer families/students to homeless services when identified. NJB, along with the district, are also assisting with access to wifi for our students experiencing homelessness, including providing hotspots as needed to ensure ready access to distance learning.

The closure of NJB and transition to a distance learning model has highlighted existing inequities and, in some cases, widened the achievement disparity. This is particularly true for unduplicated students, who have been overrepresented in the 'unreached' group of students during distance learning, are more likely to experience technology gaps, and require instructional/other supports that are still being adapted to the remote context. NJB acknowledges the urgency and critical importance of fully engaging and providing necessary supports to unduplicated students and will continue efforts to meet the needs of English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students during the time of school closures.

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

To effectively deliver instruction through a distance learning model, SCUSD has provided professional learning for NJB staff, defined essential learning standards, and implemented a hybrid, flexible instructional model.

Prior to the formal launch of distance learning, teachers completed three phases of professional learning. The first of these provided a grounding in Universal Design for Learning (UDL) including instructional mindset and lesson design. The second phase familiarized staff with the range of distance learning tools to be used in delivering instruction. This included a specific module focused on support and accessibility tools for students with disabilities. The third phase provided grade-level specific guidance to teachers on essential standards, curricular materials, and instruction for students with disabilities and English Learners. Teachers are continuing weekly 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. Principal and staff held zoom remote meetings to collaborate in the development and implementation of remote distance learning.

To facilitate implementation of online distance learning curriculum and supports, over 150 chromebook devices have been distributed to our NJB families. Beginning with the distribution of one device per family in early April, the school/district has since provided a device to every student who is in need and is continuing efforts to connect with students who have yet to be reached. SCUSD has partnered with Sacramento Regional Transit and a number of other agencies to pilot a 'super hotspot' program in which city buses equipped with free internet/wifi travel to two locations each per day, providing 3.5 hours of free wireless broadband services to the community. A second partnership with Comcast and the City of Sacramento is providing eligible families with six months of free internet access. 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 resources on Essential Standards, Curriculum Materials, and Best Practices for Distance Learning.

Through the districtwide Student Engagement Survey, NJB teachers, school, and the district continue to assess student learning needs. Students are asked daily what help or information they need and if they have any other comments or questions. The information received allows teachers to provide individual support and assess needs across their class.. Staff continue to refine the definition of what it means for a student to be 'engaged' and also to monitor the various ways in which distance learning has been implemented by staff to understand the variation that exists within and across school sites. The district recognizes that providing a high-quality distance learning program is a work in progress and that continued professional learning, collaboration with peers, and direct feedback from students, families, and staff will support continuous improvement.

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 NJB. With nearly 93% of the student population eligible for free/reduced lunch, the school/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, NJB/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. Our scholars were able to access the meals at other local nearby school sites.

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

No children were on site during school closure. NJB along with 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.

NJB/SCUSD is committed to connecting with and assessing the needs of all students. For all students, staff are daily assigning a 'Distance Learning Student Engagement Survey' as classwork. This provides staff a daily check of each student's status and enables staff to identify students who may need additional support beyond academics.

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 of the closures on students and families.

Sacramento New Technology High School is a charter school within the Sacramento City Unified School. SNTHS worked closely with SCUSD who, through close consultation with Sacramento County Public Health (SCPH) officials, 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 implications for access to key resources/supports and engagement in the learning process.

The 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, with less staff and at fewer sites, continued to provide meals at pre-pandemic levels. To implement distance learning, over 25,000 Chromebooks have been distributed and the district is facilitating access to wifi/broadband through local partnerships.

As a dependent charter school, SNTHS has access to the various services and programs that SCUSD has been offering to its families. SNTHS families and students have also been impacted by the physical separation from targeted supports and services. Staff supporting English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have all shifted their service delivery models. For example, Special Education staff have received guidance outlining the need to continue meaningfully engaging parents/guardians, 'pushing into' virtual classroom activities, supporting students in their online coursework, conducting consultations/counseling sessions via videoconference or telephone, aiding students in the use of assistive technology, making materials available in a variety of formats, and supporting caregivers to deliver instruction at home. Additionally, training in Universal Design for Learning (UDL) was selected as a module for ALL teachers as part of their professional development prior to the launch of distance learning.

Students and families have also been impacted by the isolation and disconnection resulting from physical and social separation from the classroom and school community. To assess needs and facilitate connection, a Student Engagement Survey has been

implemented across grades. The survey and targeted outreach actions, including home visits with appropriate safety protocols, are enabling staff to reconnect with students who have yet to be engaged. The district has also implemented a four-question Social Emotional Learning (SEL) check-in/survey that is providing staff valuable data to inform immediate supports and plan for school re-opening. To support the health and well-being of all, a virtual calming room has been created. This website features supportive and healing tools and strategies to help students, families, and community members manage emotions and feelings. A 'Wellness Warmline' has also been established that allows for students/family to receive direct referral to district staff including school nurses, student support services, Foster Youth Services, and Homeless Youth Services.

As school closures have disrupted curriculum pacing and removed students and staff from their established classroom environments, the district has identified essential standards across subject areas and grade levels. These standards, and additional curricular resources, focused distance learning on key academic outcomes for the remainder of the 2019-20 school year. To address the numerous impacts of school closures on graduation, college application/eligibility, and matriculation through course pathways, the district has implemented a grading policy that ensured students were '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 grade.

The impacts on students and families as a result of school closures are significant and changing over time. As the national, state, and local contexts evolve during the pandemic, SCUSD will continue to conduct needs assessments and adjust program offerings as appropriate. To support this process, the district has established a School Closure Dashboard that is tracking, in real-time, key system processes from the date of closure. Data being monitored include metrics for student engagement, academic achievement, human resources, and food services. This includes monitoring the number of students who are newly eligible for Free/Reduced lunch status following March 1, 2020. SCUSD is committed to making data-driven decisions that enable the district to continuously improve in its ability to meet the needs of students and families in the immediate future and for the long-term.

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

To meet the needs of unduplicated students, the district is extending targeted supports into the distance learning context, engaging in additional outreach to students, and continuously monitoring student engagement and well-being to identify and respond to needs.

English learners' needs are being met by providing professional learning to staff, outlining key standards and instructional practices, and providing direct support to staff. Essential ELA, Math and ELD standards to be addressed have been outlined and communicated, along with corresponding core curricular materials to support their study. Seven ELD training specialists (Instructional coaches) provide direct support to teachers and administrators as they serve ELs virtually, including use of the Universal Design for Learning framework when planning to ensure that EL needs are addressed throughout core lessons. Professional learning for teachers specific to the use of distance learning platforms with English learners was built into Phase 1 of the distance learning launch plan. A repository of web pages, web-based services, and other resources for teachers to support their ELs is available.

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 being provided and includes communication with college representatives to ensure students are on track with application and enrollment processes. Staff have also continued to enroll new Foster Youth, facilitate access to the district's meal service, make referrals to district and/or community resources, and support students in obtaining vital documents.

With over 70% of students eligible for free or reduced lunch, SCUSD has focused on meeting the needs of low-income students from the earliest stages of the pandemic. Cross-departmental efforts have resulted in a meal distribution process that is operating at pre-COVID levels with less staff and at fewer sites. Over 25,000 Chromebooks have been distributed to students who need devices in order to access distance learning. Partnerships with the city and local businesses have resulted in additional meal/food distribution, 'super hotspots' in wifi-equipped buses, and free internet access for eligible families. Staff continue to support low-income students by providing referral to resources as individual needs are identified. This is done by teachers directly and/or through referral of students/families to site administrators, the district's Connect Center, school-based Student Support Centers, and other departmental staff.

To specifically meet the needs of Homeless Youth, staff continue to implement targeted efforts to identify, connect with, and provide support to students and families experiencing homelessness. School staff are provided regular reminders to refer families/students to homeless services when identified. Homeless Services staff regularly collaborate with local shelters, county school districts, and county agencies to monitor and identify students. Outreach, case management, and health and welfare support is provided by a social worker designated specifically for Homeless Youth support. Staff continue to partner with schools to resolve lists of 'unreachable' students so that these students can be engaged in distance learning. Staff are also assisting with access to wifi for our students experiencing homelessness, including providing hotspots as needed to ensure full access to distance learning.

The closure of schools and transition to a distance learning model has highlighted existing inequities and, in some cases, widened gaps. This is particularly true for unduplicated students, who have been overrepresented in the 'unreached' group of students during distance learning, are more likely to experience technology gaps, and require instructional/other supports that are still being adapted to the remote context. SCUSD acknowledges the urgency and critical importance of fully engaging and providing necessary supports to unduplicated students and will continue efforts to meet the needs of English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students during the time of school closures.

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

To effectively deliver instruction through a distance learning model, SCUSD has provided professional learning for staff, defined essential learning standards, and implemented a hybrid, flexible instructional model.

Prior to the formal launch of distance learning, teachers completed three phases of professional learning. The first of these provided a grounding in Universal Design for Learning (UDL) including instructional mindset and lesson design. The second phase familiarized staff with the range of distance learning tools to be used in delivering instruction. This included a specific module focused on support and accessibility tools for students with disabilities. The third phase provided grade-level specific guidance to teachers on essential standards, curricular materials, and instruction for students with disabilities and English Learners. Teachers are continuing weekly

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. For middle and high school, specific resources and guidance has been provided for each content area.

A hybrid instructional model has been implemented to enable all students to participate, regardless of their connectivity status. This allows for instruction to take place by conference call, phone, and printed materials in addition to online. Instruction is also on a flexible schedule to allow for students, teachers, and principals to identify the times that work best in their local context. Approximate times per subject area by grade span have been provided, along with sample schedules for families.

To facilitate implementation of online distance learning curriculum and supports, over 25,000 Chromebook devices have been distributed. Beginning with the distribution of one device per family in early April, the district has since provided a device to every student who is in need and is continuing efforts to connect with students who have yet to be reached. SCUSD has partnered with Sacramento Regional Transit and a number of other agencies to pilot a 'super hotspot' program in which city buses equipped with free internet/wifi travel to two locations each per day, providing 3.5 hours of free wireless broadband services to the community. A second partnership with Comcast and the City of Sacramento is providing eligible families with six months of free internet access. A 'Distance Learning Support for Families and Students' section of the district's website provides a range of technical support for Google classroom, Chromebook use, Student Accounts/Passwords, and Collaborative online tools. These supports are in addition to resources on Essential Standards, Curriculum Materials, and Best Practices for Distance Learning.

Through the districtwide Student Engagement Survey, teachers, schools, and the district continue to assess student learning needs. Students are asked daily what help or information they need and if they have any other comments or questions. The information received allows teachers to provide individual support and assess needs across their class(es). Staff continue to refine the definition of what it means for a student to be 'engaged' and also to monitor the various ways in which distance learning has been implemented by staff to understand the variation that exists within and across school sites. The district recognizes that providing a high-quality distance learning program is a work in progress and consistency and coherence of implementation remains an area of focus. Continued professional learning, collaboration with peers, and direct feedback from students, families, and staff will support continuous improvement.

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 included weekly distribution of supplemental food boxes with groceries for the entire family, family meal kits that can be cooked at home, and additional donated food from manufacturers. Nutrition Services has also partnered with the non-profit Food Literacy Center to support distance learning with in-home cooking assignments and aligned STEAM curriculum. These fresh produce kits are distributed at a different school each week during meal pick-up.

As May began, SCUSD served its one millionth meal since the closure of school sites with a daily meal count average of 36,000. The district is committed to maintaining meal service during the summer months and hopes to keep all 32 of the currently open sites in operation. The total number of sites the district is able to continue operating will depend on the number of available staff.

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 when questions arise.

SCUSD is committed to connecting with and assessing the needs of all students. For all students, staff are assigning a daily 'Distance Learning Student Engagement Survey' as classwork. This provides a daily check of each student's status and enables staff to identify students who may need additional support beyond academics.

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 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.

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	Contact Name and Title	Email and Phone	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 implications for access to key resources/supports and engagement in the learning process.

The 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, with less staff and at fewer sites, continued to provide meals at pre-pandemic levels. To implement distance learning, Chromebooks have been distributed and SCUSD is facilitating access to wifi/broadband through local partnerships.

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 from targeted supports and services. Staff supporting English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have all shifted their service delivery models to the new context of a socially-distanced environment. For example, guidance for Special Education staff has communicated the need to continue meaningfully engaging parents/guardians, 'pushing into' virtual classroom activities, supporting students in their online coursework, conducting consultations/counseling sessions via videoconference or telephone, aiding students in the use of assistive technology, making materials available in a variety of formats, and supporting caregivers to deliver instruction at home. Additionally, training in Universal Design for Learning (UDL) was selected as a module for ALL teachers as part of their professional development prior to the launch of distance learning.

Students and families have also been impacted by the isolation and disconnection resulting from physical and social separation from the classroom and school community. To assess needs and facilitate connection, a Student Engagement Survey has been implemented across grades. The survey and targeted outreach actions, including home visits with appropriate safety protocols, are enabling staff to reconnect with students who are identified as unengaged. The district has also implemented a four-question Social Emotional Learning (SEL) check-in/survey that is providing staff valuable data to inform immediate supports and plan for school re-opening. To support the health and well-being of all, a virtual calming room has been created. This website features supportive and healing tools and strategies to help students, families, and community members manage emotions and feelings. A 'Wellness Warmline' has also been established that allows for students/family to receive direct referral to district staff including school nurses, student support services, Foster Youth Services, and Homeless Youth Services. As school closures have disrupted curriculum pacing and removed students and staff from their established classroom environments, the district has identified essential standards across subject areas and grade levels. These standards, and additional curricular resources, focused distance learning on key academic outcomes for the remainder of the 2019-20 school year. To address the numerous impacts of school closures on graduation, college application/eligibility, and matriculation through course pathways, the district has implemented a grading policy that ensured students were '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 grade. The impacts on students and families as a result of school closures are significant and changing over time. As the national, state, and local contexts evolve during the pandemic, the district will continue to conduct needs assessments and adjust program offerings as appropriate. To support this process, the district has established a School Closure Dashboard that is tracking, in real-time, key system processes from the date of closure. Data being monitored include metrics for student engagement, academic achievement, human resources, and food services. This includes monitoring the number of students who are newly eligible for Free/Reduced lunch status following March 1, 2020. SCUSD is committed to making data-driven decisions that enable the district to continuously improve in its ability to meet the needs of students and families in the immediate future and for the long-term.

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

To meet the needs of unduplicated students, the district is extending existing targeted supports into the distance learning context, engaging in additional outreach to students, and continuously monitoring student engagement and well-being to identify and respond to needs.

English learners' needs are being met by providing professional learning to staff, outlining key standards and instructional practices, and providing direct support to staff. Essential ELA, Math and ELD standards to be addressed for the remainder of the year have been outlined and communicated, along with corresponding core curricular materials to support their study. Seven ELD training specialists (Instructional coaches) provide direct support to teachers and administrators as they serve ELs virtually, including use of the Universal Design for Learning framework when planning to ensure that EL needs are addressed throughout core lessons. Professional learning for teachers specific to the use of distance learning platforms with English learners was built into Phase 1 of the distance learning launch plan. A repository of web pages, web-based services, and other resources for teachers to support their ELs is available.

Foster Youth continue to receive support services from staff. Case management services, including daily check-ins, are ensuring that students have access to Chromebooks and are actively engaged in distance learning. Check-ins also allow students to discuss their current health and wellness and to provide input on what is working and what needs improvement with regards to distance learning. Foster Youth attendance is monitored ongoing and intentional outreach is made to the families of students with more than 3 days of non-participation. Students who were already receiving tutoring services prior to COVID-19 now have the ability to continue that service virtually. Foster youth will also be provided access to summer programming and credit recovery as needed. Continuous support of our graduating seniors to ensure a successful transition to post-secondary education is also taking place. Foster Youth Services staff are in contact with various college representatives to ensure that students are on track with the application process. Staff have also continued to enroll new Foster Youth, facilitate access to the district's meal service, make referrals to district and/or community resources, and support students in obtaining vital documents.

With over 70% of students eligible for free or reduced lunch, SCUSD has focused on meeting the needs of low-income students from the earliest stages of the pandemic. Cross-departmental efforts have resulted in a meal distribution process that is operating at preCOVID levels with less staff and at fewer sites. Over 25,000 chromebooks have been distributed to students who need devices in order to access distance learning. Partnerships with the city and local businesses have resulted in additional meal/food distribution, 'super hotspots' in wifi-equipped buses, and free internet access for eligible families. Staff continue to support low-income students by providing referral to resources as individual needs are identified. This is done by teachers directly and/or through referral of students/families to site administrators, the district's Connect Center, school-based Student Support Centers, and other departmental staff.

To specifically meet the needs of Homeless Youth, staff continue to implement targeted efforts to identify, connect with, and provide support to students and families experiencing homelessness. School staff are provided regular reminders to refer families/students to homeless services when identified. Homeless Services staff regularly collaborate with local shelters, county school districts, and county agencies to monitor and identify students. Outreach, case management, and health and welfare support is provided by a social worker designated specifically for Homeless Youth support. Staff continue to partner with schools to resolve lists of 'unreachable' students so that these students can be engaged in distance learning. Staff are also assisting with access to wifi for our students experiencing homelessness, including providing hotspots as needed to ensure ready access to distance learning. The closure of schools and transition to a distance learning model has highlighted existing inequities and, in some cases, widened gaps. This is particularly true for unduplicated students, who have been overrepresented in the 'unreached' group of students during distance learning, are more likely to experience technology gaps, and require instructional/other supports that are still being adapted to the remote context. SCUSD acknowledges the urgency and critical importance of fully engaging and providing necessary supports to unduplicated students and will continue efforts to meet the needs of English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students during the time of school closures.

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

To effectively deliver instruction through a distance learning model, SCUSD has provided professional learning for staff, defined essential learning standards, and implemented a hybrid, flexible instructional model.

Prior to the formal launch of distance learning, teachers completed three phases of professional learning. The first of these provided a grounding in Universal Design for Learning (UDL) including instructional mindset and lesson design. The second phase familiarized staff with the range of distance learning tools to be used in delivering instruction. This included a specific module focused on support and accessibility tools for students with disabilities. The third phase provided grade-level specific guidance to teachers on essential standards, curricular materials, and instruction for students with disabilities and English Learners. Teachers are continuing weekly 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. For middle and high school, specific resources and guidance has been provided for each content area. A hybrid instructional model has been implemented to enable all students to participate, regardless of their connectivity status. This allows for instruction to take place by conference call, phone, and printed materials in addition to online. Instruction is also on a flexible schedule to allow for students, teachers, and principals to identify the times that work best in their local context. Approximate times per subject area by grade span have been provided, along with sample schedules for families. To facilitate implementation of online distance learning curriculum and supports, over 25,000 chromebook devices have been distributed. Beginning with the distribution of one device per family in early April, the district has since provided a device to every student who is in need and is continuing efforts to connect with students who have yet to be reached. SCUSD has partnered with Sacramento Regional Transit and a number of other agencies to pilot a 'super hotspot' program in which city buses equipped with free internet/wifi travel to two locations each per day, providing 3.5 hours of free wireless broadband services to the community. A second partnership with Comcast and the City of Sacramento is providing eligible families with six months of free internet access. A 'Distance Learning Support for Families and Students' section of the district's website provides a range of technical support for Googleclassroom, Chromebooks use, Student Accounts/Passwords, and Collaborative online tools. These supports are in addition to resources on Essential Standards, Curriculum Materials, and Best Practices for Distance Learning. Through the districtwide Student Engagement Survey, teachers, schools, and the district continue to assess student learning needs. Students are asked daily what help or information they need and if they have any other comments or questions. The information received allows teachers to provide individual support and assess needs across their class(es). Staff continue to refine the definition of what it means for a student to be 'engaged' and also to monitor the various ways in which distance learning has been implemented by staff to understand the variation that exists within and across school sites. The district recognizes that providing a high-quality distance learning program is a work in progress and that continued professional learning, collaboration with peers, and direct feedback from students, families, and staff will support continuous improvement.

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 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 included weekly distribution of supplemental food boxes with groceries for the entire family, distribution of family meal kits that can be cooked at home, and distribution of additional donated food from manufacturers. Nutrition Services has also partnered with the non-profit Food Literacy Center to support distance learning with in-home cooking assignments and aligned STEAM curriculum. These fresh produce kits are distributed at a different school each week during meal pick-up.

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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.

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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.

**EXECUTIVE DEPARTMENT
STATE OF CALIFORNIA**

EXECUTIVE ORDER N-56-20

WHEREAS on March 4, 2020, I proclaimed a State of Emergency to exist in California as a result of the threat of COVID-19; and

WHEREAS on March 13, 2020, I issued Executive Order N-26-20, which ensured continued funding for public schools that close in response to the COVID-19 pandemic so they could continue, during the period of a school closure, to deliver high-quality distance learning opportunities, access to school nutrition programs, and supervision of students during ordinary school hours and to pay their employees; and

WHEREAS continued school closures in response to the COVID-19 pandemic will impact important annual planning, budgetary, and other processes specified by statute and regulation, necessitating immediate relief from associated deadlines in the short term; and

WHEREAS further action in partnership with the Legislature is necessary to address future deadlines that are not imminent, including certain requirements related to the California School Dashboard; and

WHEREAS under the provisions of Government Code section 8571, I find that strict compliance with various statutes and regulations specified in this order would prevent, hinder, or delay appropriate actions to prevent and mitigate the effects of the COVID-19 pandemic.

NOW, THEREFORE, I, GAVIN NEWSOM, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes of the State of California, and in particular, Government Code sections 8567 and 8571, do hereby issue the following Order to become effective immediately:

IT IS HEREBY ORDERED THAT:

1. For purposes of this Order, Local Educational Agency (LEA) means school districts, county offices of education, and charter schools; and the Local Control and Accountability Plan (LCAP) refers to a local control and accountability plan and annual update adopted using the template specified in Education Code section 52064.
2. The deadline for a local school district governing board, county board of education, or a governing body of a charter school to adopt the LCAP and the budget overview for parents by July 1 of each year, pursuant to Education Code sections 47604.33, 47606.5, 52060, 52061, 52064.1, 52066, and 52067, is extended until December 15, 2020, on the conditions that:
 - (i) The governing board or body of the LEA adopts, during the same meeting at which the governing board or body of the LEA adopts the annual budget due July 1, 2020, a written report to

the community that explains 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 such closures on students and families, which shall include, at minimum, a description of how the LEA is meeting the needs of unduplicated pupils, defined consistent with Education Code section 42238.02(b)(1), during the period of school closures and the steps taken by the LEA, consistent with Paragraph 2 of Executive Order N-26-20, to support the following during the period of school closures:

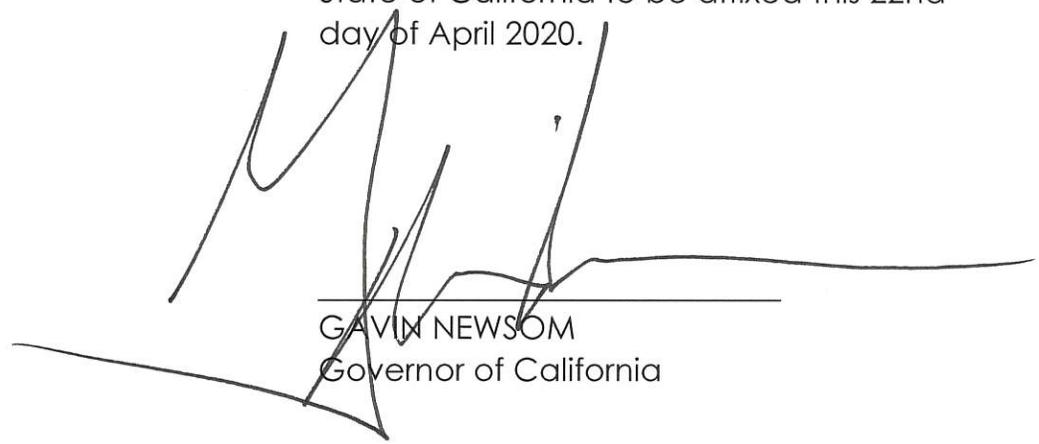
- a. Continue delivering high-quality distance learning opportunities;
 - b. Provide school meals in non-congregate settings; and
 - c. Arrange for supervision of students during ordinary school hours.
- (ii) School districts and county boards of education submit the written report adopted pursuant to clause (i) to the county superintendent of schools or the Superintendent of Public Instruction, respectively, in conjunction with submission of the adopted annual budget.
- (iii) A charter school submits the written report adopted pursuant to clause (i) to its authorizer in accordance with Education Code 47604.33.
- (iv) The LEA posts a copy of the written report adopted pursuant to clause (i) on the homepage of the internet website maintained by the LEA, if such website exists.
3. The California Department of Education shall develop a form that LEAs may use for the written report specified in Paragraph 2.
 4. The deadline for a county superintendent or the Superintendent of Public Instruction to approve the LCAP pursuant to Education Code section 52070(d) and 52070.5(d) is extended until January 14, 2021.
 5. The deadline for a charter school to submit the LCAP to its chartering authority and the county superintendent of schools is extended to December 15, 2020.
 6. Education Code section 52064(j) is waived with respect to any LCAP adopted pursuant to Paragraph 2.

7. For the budget adopted by a governing board of a school district on or before July 1, 2020, the requirements that the governing board adopt a LCAP prior to adopting a budget and that the budget include the expenditures identified in the LCAP pursuant to Education Code section 42127(a)(2)(A); that a county superintendent of schools disapprove the budget by September 15, 2020 if the budget does not include the expenditures necessary to implement the LCAP pursuant to Education Code sections 42127(c)(3) and 42127(d)(1); and that a county superintendent of schools shall not adopt or approve a budget before the LCAP for the budget year is approved pursuant to Education Code section 42127(d)(2), are waived.
8. For the budget adopted by a county board of education on or before July 1, 2020, the requirements that a county board of education adopt a LCAP prior to adopting a budget and that the budget include the expenditures identified in the LCAP pursuant to Education Code section 1622(a); that the Superintendent of Public Instruction disapprove the budget if the county board of education has not adopted a LCAP or if the budget does not include the expenditures necessary to implement the LCAP pursuant to Education Code section 1622(b)(2); and that the Superintendent of Public Instruction disapprove a revised budget by November 8, 2020 if the Superintendent of Public Instruction determines the budget does not include the expenditures necessary to implement the LCAP pursuant to Education Code section 1622(d), are waived.
9. Education Code section 52064.5(e)(2), requiring the governing board of a school district, the county board of education, and the governing body of a charter school to review data to be publicly reported for Dashboard local indicators in conjunction with adoption of the LCAP, is waived with respect to the review and adoption that would otherwise be required by July 1, 2020.
10. Paragraph 3 of Executive Order N-29-20, including the conditions specified therein, shall apply to meetings held pursuant to Article 3 of Chapter 2 of Part 21 of Division 3 of Title 2 of the Education Code and Education Code section 47604.1(b).
11. The requirements specified in Education Code sections 51210(a)(7), 51220(d), 51222, and 51223, related to minimum instructional minutes in physical education for grades 1-12 are waived, and the requirements specified in Education Code section 51241(b)(2), related to providing adequate facilities for physical education courses, are waived.
12. Education Code section 60800, requiring each LEA maintaining any of grades 5, 7, and 9 to administer a physical fitness performance test to each student in those grades, and Education Code sections 33352(b)(4) and (5), requiring the California Department of Education to collect data regarding the administration of the physical fitness test, are waived for the 2019-20 school year.

IT IS FURTHER ORDERED that as soon as hereafter possible, this Order be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Order.

This Order is not intended to, and does not, create any rights or benefits, substantive or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

IN WITNESS WHEREOF I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 22nd day of April 2020.



A large, stylized handwritten signature in black ink, which appears to be "Gavin Newsom". The signature is written over a horizontal line that serves as a separator between the signature and the printed name below.

GAVIN NEWSOM
Governor of California

ATTEST:

ALEX PADILLA
Secretary of State



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 and the local educational agencies' ability to conduct meaningful annual planning, and the ability to meaningfully engage stakeholders in these processes.

EO N-56-20 issued timeline and approval waivers for the Local Control and Accountability Plan and Budget Overview for Parents as well as waving certain budgetary requirements. The Executive Order also established the requirement that a local educational agency (LEA) adopt a written report (COVID-19 Operations Written Report) explaining to its community the changes to program offerings the LEA has made in response to 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:

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