

COVID-19 Operations Written Report for San Diego County Office of Education, JCCS and Special Education Schools

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| San Diego County Office of Education, JCCS and Special Education Schools | Bruce Petersen Executive Director | bruce.petersen@sdcoe.net 858-571-7274 | June 10, 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.

SDCOE Juvenile Court and Community Schools serve approximately 1,200 students daily throughout the county. Our educational services are provided to youth impacted by expulsion, incarceration, pregnancy/early parenting, foster care, chronic truancy, substance dependency, neglect, abuse and homelessness. Our first step was to contact our students and families to offer immediate assistance with accessing basic needs, such as food, healthcare, housing, etc. In addition, we inquired about whether they had access to the internet and to a device that could help facilitate distance learning.

We initially made contact with approximately 1050 students/families (89%). We determined that 516 (44%) students had internet access and 663 (56%) still needed a device, including 240 incarcerated students.

Based on our data, we prepared our distance learning curriculum in two formats: online platforms (Google Classroom, Haiku, Seesaw, Canvas) and curriculum which is printed. This is a hybrid of the work that teachers were already facilitating, for students in the classroom and for independent study (online), and for those in institutions and without technology (printed). Every three weeks, this curriculum is curated by Instructional Coaches, Teacher Leaders and Administrators and is delivered alongside food distribution. In addition, via ZOOM and phone calls, we have ensured that all credentialed and classified staff are utilized to ensure students are receiving the support they need in both their academic and their social/emotional needs through scheduled times of contact.

To date we have engaged 989 students/families (82%). We have distributed 825 Chromebooks for a total of 73% of students with a device to access the curriculum. Students with access to the curriculum (online and printed) include: All 78%, English Learners 78%, Foster Youth 91%, Socio Economically Disadvantaged 79%, Homeless 93%, Students with Disabilities 73%, African American 69% and Latino students 81%. We have 68% of students actively engaged and making progress with their teachers and the curriculum weekly. We currently have 123 of 196 students incarcerated with access via ZOOM to teachers. Finally, we are working with our local internet providers to place service in the homes of students that need it.

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

SDCOE has an enrollment of unduplicated pupils in excess of 89% who qualify as low income. Per our needs' assessment and stakeholder feedback, there is a continued need for improving our English language arts (ELA) and mathematics performance. While all of our students are in need of great assistance, we noticed that our foster youth and our English learners (ELA 117.8 and math 181.5 points below standard) have a significant need for improvement. In addition, in mathematics, our students who are low income had the most significant need (178.3 points from standard) for improvement. In order to address this condition, we have increased our support for professional learning, personnel, and curriculum development to target efforts at improving our outcomes for all unduplicated students. In addition, to further support our distance learning, we are having specific professional learning, and materials to support ELs. To this end, 54% of both students who are ELs and low-income respectively have internet access; in addition, 42% ELs and 46% SED have computers to use in order to access the online piece of our distant learning program.

Our data tell us that our foster youth need greater assistance in the areas of behavioral and academic interventions and support. In addition, their suspension rates are greater than all of the others in the district (26.6%). Finally, their need to feel connected and belong to an environment is often hindered, as indicated by the results of the School Safety Survey (53% felt safe at school). This information leads us to direct support for our foster youth both in dedicated instructional and support staff, in wrap-around services such as mental, social and emotional supportive services, and ensuring there is a plan for transition for each student as they progress through our system. Eighty-one percent of our Foster youth have internet access and 75% have access to computers.

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

Our LCAP Goals drive our commitment to high-quality instruction and distance learning opportunities for our students and families.

Goal 1: Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.

Goal 2: Cultivate stakeholder engagement to support excellence in each student's success.

Goal 3: Multi-Tiered System of Support: Develop and successfully implement a positive school culture for each student's success academically and behaviorally.

Goal 4: Support for all Students: Support the integration and transition of students who are at-risk, expelled, English learners, incarcerated, and foster youth to be prepared to succeed in college and career.

We provide both the personnel to reach our students and the support they need to adjust to this online environment. In addition, our professional development plan includes the training of teachers and staff members to effectively utilize online tools and help create the printed curriculum that is available for those without technology.

We know the welfare of our students is paramount, therefore our curriculum includes Social Emotional Learning strategies to cope with the changing world our students and families are experiencing. The ELA/ELD curriculum includes strategies as well as content to ensure the needs of our English learners are being met through Integrated and Designated ELD. Our history courses are based on the framework in World/US history, economics and government. The mathematics curriculum is in the middle of a pilot year so there are those continuing with the piloted materials as well as the created curriculum covering a review of standards to be mastered this school year in Integrated Math I, II, and III. Finally, the science curriculum is in the process of being vetted for pilot as well. Students are currently receiving National Generation Science Standards driven biology and earth science themed coursework. Finally, we have been able to continue to provide CTE offerings and VAPA opportunities via online platforms as well.

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

While maintaining all social distance orders and ensuring staff wear proper masks and gloves, we have been supplying food for our JCCS sites since the closures. Our first two weeks were staffed by JCCS food service professionals at four regional locations. Due to lack of participation from JCCS students, families, and public in general, as well as food waste, we determined that food distribution in the form of meals families can make would better serve the JCCS regional communities. With the recommendation of our teachers, and assistance from our superintendent, our food services supervisor devised a schedule that would bring much needed food to our communities in a more comprehensive and consistent manner.

The realization of more need and more availability of food also required that we become more intentional and organized about regional distribution. With safety and efficiency in consideration, this meant that we worked with our SDCOE staff and created a schedule of days for delivery to coincide with Chrome book, school supplies, and curriculum distribution. In addition, staff was tasked with identifying our most vulnerable families in need by calling families directly and listing those who responded to our auto dialed phone calls. After speaking with families, we realized barriers existed to food access. Some would be able to pick up, and some would need the food to be delivered due to transportation issues, the weight of the boxes, and consideration for essential work schedules.

Today, our food distribution has grown to almost 700 emergency food boxes being delivered on alternating weekly schedules using two non-profits; The San Diego Food Bank and Feeding San Diego. Allocated food is organized and distributed by the site administrator and staff, including teachers, who volunteer weekly in addition to the food service personnel. Our regional distribution sites are:

Metro: Lindsay, CTEC and 37ECB ~ Mondays

South: SCREC ~Tuesdays

East: ECREC and La Mesa ~ Wednesdays

North: Escondido and Fallbrook IS (at library) ~Thursdays

North: Innovations and NCREC ~ Fridays

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

Juvenile Court and Community Schools is committed to providing ongoing support to our students and families during school closures due to COVID-19. The steps we have taken to ensure that students are supervised during school hours during this time include the following:

1. Identification of known programs that remain open during this time as well as community resources developed. Information is provided to all staff.
2. Parent Liaisons as well as site staff provide ongoing information to parents regarding programs that are currently open. The following resources are specifically disseminated via phone calls, website, social media outlets, and/or at food distribution locations:
 - a. Enhanced Referrals for Essential Workers offered through the YMCA Childcare Resource Service (CRS) information is provided. In addition, SDCOE's Emergency Child Care Toolkit is updated weekly to reflect the latest open childcare slots by zip code.
 - b. List of known programs in the community
3. For our parenting students who are part of the essential workforce, we coordinated childcare services through our partnership with Children of the Rainbow.
4. Our district leadership receives weekly updates regarding the Local Planning Council, YMCA CRS, and the County of San Diego's Child Care Disaster Council to ensure continuity of services to families in need of childcare is delivered.
5. Work with community organizations and partners to continue our goal of providing linkages to valuable community resources.