



## COVID-19 Operations Written Report

1. 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.

Due to concerns regarding the COVID-19 outbreak, the Riverside County Public Health Officer mandated school closures effective March 16, 2020. Immediately San Jacinto Unified School District (SJUSD) administrators limited access to buildings and sent most employees home to work remotely. Essential staff were identified to remain at the district office to check-out electronic devices to every student across all grades. Hand sanitizer was distributed to every office and the use of masks and social distancing was made mandatory. Schools and offices were sanitized. All student activities including sports, concerts, awards assemblies and in-person graduation were canceled. Optional educational resources for all grades were made available through the district website and hard copies were also made available. A Board resolution was adopted which established a temporary grading scale for spring semester which included the opportunity for students to improve grades and/or be “held harmless.” The revised grading scale only included options for students to earn passing grades in all courses. Report cards for all grading periods ending during closure were made available in the digital Parent Portal instead of mailing or sending home with students. Plans were made to hold virtual graduation ceremonies and the San Jacinto Teachers Association provided lawn signs for high school seniors. Weekly online “Parent Chats” were held in English and Spanish to provide support for online education. Board of Education meetings as well as DELAC and parent advisory meetings were held via Zoom. Resources for child care and mental health support were made available to all families and advertised on the district website, Peach Jar and posted at school sites. Communication increased with district leadership, bargaining units, City government, faith based organizations and the community through Zoom and social media. A drive up meal distribution system was enacted and student enrollment was also made available online as well as “drive-thru” opportunities to pick up and drop off enrollment paperwork.



**Next week is...**  
**SJLA Virtual Spirit Week**  
May 4<sup>th</sup> - May 8<sup>th</sup>  
Show your **LION PRIDE** by participating & sharing your school spirit on SJLA's new Twitter & Instagram accounts.

Instagram: @sjlions  
Twitter: @SJLA\_Lions\_ASB  
Snapchat: sjlions\_2020

**Monday - May the "4th" be with you!**  
Wear and post a picture of your favorite Star Wars attire.

**Tuesday - What are you Watching or Playing?**  
Share what you have been watching or playing during quarantine.

**Wednesday - Tik Tok Day**  
Upload your best Tik Tok video (appropriate content).

**Thursday - Virtual Show and Tell Day**  
Upload a quick video of one of your favorite things in Virtual Show & Tell.

**Friday - Crazy Fun Fridays**  
Upload something fun and/or crazy you are doing during quarantine!

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

Teachers engaged in weekly PLC meetings to strategize best practices to reach all student groups.

**English Learners:**

Through the use of instructional curriculum, English Learners received designated support. Teachers were able to assign lessons to support their language needs. The instructional curriculum allowed teachers to adapt lessons to provide language support (stems, scaffolds) during integrated time. Additional resources such as Rosetta Stone were available on the website to support students online. ELL TOSA developed Google classrooms to support teachers providing online instruction and also participated in district ELAC meetings to answer questions from families. The Parent Center provided several Zoom meetings and tutorials in Spanish for parents to help them understand distance learning, technology and ways to help their students.

**Foster/Homeless Students:**

PBIS TOSA were each given a caseload of Foster and Homeless Youth to check in with every week to ensure students had sufficient technology and internet and were engaged with distance learning.

**Low Income Students:**

All students had the opportunity to check out Chromebooks and hot spots in order to access the distance learning curriculum. Technology staff offered ongoing and continuous support to students and families during the school closure period.

In addition to advertising services, counselors and therapists proactively reached out to specific families and students to provide mental health and social emotional support to families in need.

**Estudillo Elementary Virtual Meetings**

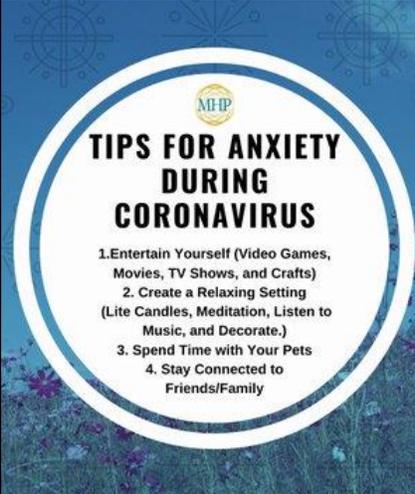


**Join us for live meetings via Zoom Meeting App. | from the comfort of your home.**

**“Principal Chat” with Dr. Scott**  
 Presentation: **Distance Learning and End of School Year**  
 Monday, May 4, 2020 ~ 10:00 am – 11:00 am  
 Zoom Meeting: <https://bit.ly/2VNuh?m> Password: T8Ffx1

**School Site Council (SSC) Meeting**  
 Presentation: **School Plan for Student Achievement**  
 Thursday, May 7, 2020 ~ 8:45 am – 9:15 am  
 Zoom Meeting: <https://bit.ly/2SLfvoA> Password: vj7Pvh

**English Learner Advisory Council (ELAC) Meeting**  
 Presentation: **Site Goals for English Language Learners**  
 Thursday, May 7, 2020 ~ 9:30 am – 10:00 am  
 Zoom Meeting: <https://bit.ly/2faj3dM> Password: 524J20



**TIPS FOR ANXIETY DURING CORONAVIRUS**

1. Entertain Yourself (Video Games, Movies, TV Shows, and Crafts)
2. Create a Relaxing Setting (Lite Candles, Meditation, Listen to Music, and Decorate.)
3. Spend Time with Your Pets
4. Stay Connected to Friends/Family

**COPING TOOLS: What Helps Me**

<input type="checkbox"/> Read A Book or Magazine	<input type="checkbox"/> Ride a Bike or Skateboard
<input type="checkbox"/> Hug or Climb a Tree	<input type="checkbox"/> Create Origami
<input type="checkbox"/> Journal or Write a Letter	<input type="checkbox"/> Cook or Bake
<input type="checkbox"/> Use Kind & Compassionate Self-Talk	<input type="checkbox"/> Ask for Help
<input type="checkbox"/> Make a Collage or Scrapbook	<input type="checkbox"/> Talk to Someone You Trust
<input type="checkbox"/> Rest, Nap or Take a Break	<input type="checkbox"/> Weave, Knit or Crochet
<input type="checkbox"/> Go on a Hike, Walk or Run	<input type="checkbox"/> Build Something
<input type="checkbox"/> Take Good Care of the Earth	<input type="checkbox"/> Get a Hug
<input type="checkbox"/> Drink Water	<input type="checkbox"/> Visualize a Peaceful Place
<input type="checkbox"/> Play a Board Game	<input type="checkbox"/> Stretch
<input type="checkbox"/> Do Something Kind	<input type="checkbox"/> Make Art
<input type="checkbox"/> Make and Play with Slime	<input type="checkbox"/> Use Positive Affirmations
<input type="checkbox"/> Discover Treasures in Nature	<input type="checkbox"/> Take Slow, Mindful Breaths
<input type="checkbox"/> Take a Shower or Bath	<input type="checkbox"/> Clean, Declutter or Organize
<input type="checkbox"/> Exercise	<input type="checkbox"/> Use Aromatherapy
<input type="checkbox"/> Drink a Warm Cup of Tea	<input type="checkbox"/> Cry
<input type="checkbox"/> Forgive, Let Go, Move On	<input type="checkbox"/> Try or Learn Something New
<input type="checkbox"/> Practice Yoga	<input type="checkbox"/> Listen to Music
<input type="checkbox"/> Garden or Do Yardwork	<input type="checkbox"/> Use a Stress Ball or Other Fidget
<input type="checkbox"/> Jump on a Trampoline	<input type="checkbox"/> Get Plenty of Sleep
<input type="checkbox"/> Cuddle or Play with Your Pet	<input type="checkbox"/> Kick, Bounce or Throw a Ball
<input type="checkbox"/> Practice Gratitude	<input type="checkbox"/> Take or Look at Photographs
<input type="checkbox"/> Do a Puzzle	<input type="checkbox"/> Eat Healthy
<input type="checkbox"/> Blow Bubbles	<input type="checkbox"/> Play Outside
<input type="checkbox"/> Smile and Laugh	<input type="checkbox"/> Sing and/or Dance

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

The Riverside County Public Health Officer mandated school closures effective March 16, 2020.

During the week of March 16 – 20: District office staff distributed Chromebooks and printed materials to families. The district website was expanded to include Family Resources for education, mental health and social-emotional well-being. Students and families were encouraged to access learning resources through our Clever Portal.

March 23 – 27: Teachers created Google Classrooms, shared it with all of their students and confirmed the rosters were accurate. PBIS TOSA began to reach out to Foster and Homeless Youth to connect them with technology and resources. iReady Home Study Packets were available in hard copy form as well as printable format on the district website for each grade K-8.

March 30 – April 3: Policies regarding live video conferencing with students were developed. All Google Classrooms were active by Friday, April 3. Site staff agreed to meet for two hours per week for staff meetings and collaboration to establish consistent resources and practices. Learning activities and resources were developed through grade levels and departments. Teachers accessed Distance Learning PD resources through Alludo and/or PowerSchools and used existing district resources through the Clever portal. Teachers worked with administration to resolve possible student access issues. The MTSS TOSA created Google Classrooms and continued to work with Foster and Homeless Youth. The district communicated with parents and students via the website, email and automated caller updating them on progress and directing them to check their Google Classrooms and respond to their teacher’s message. District and school administration began to monitor the percentage of students that were actively accessing learning resources through the Clever portal. Weekly reports were developed and shared with district and school administration and individual students were contacted to resolve any access issues.

April 6 – June 4: Teachers provided suggested learning resources and activities, as determined through grade level and department collaboration, with a maximum student time of 12 hours for elementary and 15 hours for secondary. Teachers developed and shared a schedule with a minimum of ten hours per week for immediate accessibility and availability during their contract time and a policy to respond to emails and questions within 24 hours excluding weekends, breaks and holidays. A “no harm” grading system was used for spring grading. In addition to optional educational coursework, teachers provided opportunities for students to make up missing work and complete corrections or alternative assignments to improve their overall grade.

Case Carriers notified families of distance learning services being provided for students with disabilities. Accommodations for students with IEPs or 504 plans were made.



**OASIS Summer Bridge online**  
**Distance Learning Program**

\*Enrollment closes May 15, 2020 at 5:00pm.  
 Participation is limited!

**Summer Bridge Steam**  
 Science and Art Enrichment  
 Incoming 1-8 students

**Live Science Lessons!**

**Summer Bridge ELD**  
 English Language Development  
 Reclassification via Science & Art Enrichment  
 Incoming 1-8 students

**Summer Bridge Dual Immersion**  
 English & Spanish Language Acquisition  
 via Science/Social Studies Enrichment  
 Incoming 1-6 DL students

**Take-home toolkits**  
 provided to support learning!

June 9-25, 2020

**Enroll online at [sanjacinto.k12.ca.us](http://sanjacinto.k12.ca.us)**

For more information, call Dr. Vince Record: (951) 929-7700 Ext. 4303,  
 or email: [vrecord@sanjacinto.k12.ca.us](mailto:vrecord@sanjacinto.k12.ca.us)

**25 WAYS TO GET MOVING AT HOME**

American Heart Association

- 1 Run in place for 30 seconds.
- 2 Dance party for 1 minute.
- 3 Stand up and sit down 10 times.
- 4 Read standing up.
- 5 Hot lava! Keep as low to the ground as possible without touching the ground. (Make it harder by only using heels or elbows).
- 6 Sit the hocking pocking.
- 7 See how many squats you can do in 15 seconds.
- 8 Stand up, touch your toes.
- 9 Sit the hocking pocking.
- 10 Wall sits while reading.
- 11 Stretch your hands high over your head.
- 12 Arm circles forward for 30 seconds, arm circles backward for 30 seconds.
- 13 Stand on one leg, put your hands up, put your hands out to the side.
- 14 10 frog jumps.
- 15 Standing mountain climbers for 30 seconds.
- 16 5 lunges on the right leg, 5 lunges on the left leg.
- 17 30-second plank.
- 18 Practice spelling, do a squat for every word.
- 19 Run in place for 30 seconds, check your heart rate.
- 20 Practice spelling by doing a jumping jack for each letter.
- 21 30-second plank.
- 22 Practice math problems, do a jumping jack every time the answer is an even number.
- 23 Ball toss spelling practice. Toss the ball and say a letter then toss the ball to someone else to say the next letter.
- 24 High knees for 30 seconds.
- 25 20 leg lifts.

[heart.org/KidsActivities](http://heart.org/KidsActivities)

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

Upon notification of the mandated school closures, immediate action was taken by the SJUSD Nutrition Services Department to provide nutritionally compliant meals to students. Detailed protocols were created that outlined expectations and ensured sanitization of outdoor distribution areas and equipment. A drive up system was implemented to ensure social distancing requirements were met. In addition, staff wore masks and washed hands and/or changed gloves every 30 minutes or as necessary. Whenever possible, staff members placed meals in vehicle trunks, effectively avoiding all physical contact with parents and students.

The initial distribution schedule began on March 16 as a daily meal pickup (one breakfast and one lunch) and was modified to a weekly service where each child received a bag containing ten meals (five breakfasts and five lunches). Beginning May 6, seven snacks were also included. This weekly distribution resulted in a minimized time in line for parents and students and less risk of exposure for staff.

Meals were packaged in the SJUSD Central Kitchen (where staff also adhered to strict sanitization protocols, wore masks and observed social distancing guidelines) and distributed at three elementary school sites. Each week over 26,000 meals were distributed to area children. The gratitude from our community has been amazing. Parents and families continue to tell us how much the weekly service is helping during these uncertain times. For staff, seeing smiling children's faces each week is a blessing.



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

SJUSD provided information on resources to help families of essential workers find childcare. Many families worked from home. Some essential workers took advantage of the Emergency Family and Medical Leave Expansion Act authorized by the Federal government. The Parent Center provided several Zoom meetings and tutorials in English and Spanish for parents to strategize ways to keep kids safe and engaged in learning.

Information regarding additional child care supports being offered through Riverside County Public Health and Riverside County Office of Education were also advertised through Peach Jar and posted on high profile offices and locations.

