

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
JCS-Cedar Cove	Hillary Gaddis (Bertran-Harris), Principal	<a href="mailto:hbertran-harris@jcs-inc.org">hbertran-harris@jcs-inc.org</a> 760-765-5500 x575002	6/12/2020

**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.

JCS-Cedar Cove has two programs - TK-12 Home Study and TK-6 Academy (Encinitas).

Changes to our Home Study program were minimal and had to deal with individual family needs related to sheltering in place more than school closure. Program offerings that could not be transferred to virtual offerings could be swapped for something that could be done at home or online for example art classes etc. Monthly meetings with teachers moved to phone calls or Zoom meetings. Student work was exchanged via photos, Google docs, and mail.

Our Academy program, which normally meets four days/week for onsite instruction, transitioned to full distance learning and homeschooling after March 13th, 2020. Zoom sessions with credentialed teachers were offered for daily synchronous core instruction and social-emotional connection. Recorded video lessons were provided for asynchronous learning. Students and families were already accustomed to working from home one day a week, on Fridays; therefore, the school utilized established homeschool resources and procedures. Chromebooks were distributed to students and home learning surveys were conducted to determine if families needed additional resources, including internet connectivity.

Major impacts for families included all children at home, parents without jobs, and limited ability to help children with schoolwork.

IEP and 504 modifications and accommodations are still being followed. Meetings have changed to Zoom meetings and IEP's have been amended as needed.

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

A designated ELL provider has been meeting with English Learners weekly, via Zoom, to continue instruction in our designated ELL curriculum, Cengage. ELL families are also completing Cengage lessons at home, as part of their distance learning assignments. Brain Pop ELL was also offered for supplemental practice. We have conducted multiple distance learning surveys to determine if students and families have essentials (food, water, shelter, wifi, etc.) As needed, we have called families on a weekly basis to ensure their needs are met. Weekly phone calls and parent surveys have shown where there were needs. We have offered a grab-and-go breakfast for no-contact pick-up, loaned Chromebooks,

and inquired about childcare needs. We have also applied with the state for free hotspots. We do not currently have an foster youth in either of our programs.

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

We have continued to provide standards based curriculum to all students. Needed materials were mailed or available for no-contact pick-up and delivery. Teachers provide daily instruction via Zoom, send weekly emails on upcoming assignments and tips, hold office hours for tutoring and support, and opportunities for socialization during Community Zoom meetings. Special Education and Intervention teachers meet with students virtually throughout the week to provide services. Home Study families were already familiar with Canvas, our learning management system, for assignments and grades. Academy families received directions for utilizing Seesaw and Google Classroom as a learning management tool for assignments, work submission, and teacher feedback.

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

Although we do not have a funded food program, we have offered a Grab-and-Go Breakfast using shelf stable items (2 grains, 1 dairy, 1 fruit) for daily no-contact pick-up. Additionally, we have provided a list of community resources for food including the local food bank, school district distribution sites, and family food drive through local churches.

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

We have surveyed all of our parents and regularly ask if anyone needs childcare. We have had no families request it or indicate that they are in need of it. Weekly email communication has provided information about childcare options through the local YMCA.