

# COVID-19 Operations Written Report

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone	Date of Adoption
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**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.**

In order to respond to the health and safety of all students and staff, EUSD began a distance learning model of instruction on March 16, 2020.

The district worked to ensure that distance learning opportunities were available to all students, including foster youth, economically challenged students, students with disabilities, and English learners. Teachers used multiple methods of providing instruction to meet student needs. All online programming and internet content meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies.

**March 16 – March 20, 2020**

Planning for distance learning.

**March 23 – March 27, 2020**

Spring Break

**March 30 – April 10, 2020:**

All grade levels (Tk – 8) were provided with enrichment packets. Enrichment packets were developed through the Educational Services department. Packets could be picked up in person, drive-through style, or electronically from the district website.

Teacher laptops were outfitted with a “soft-phone” allowing them access to their school phone remotely.

Teachers were trained on soft-phone, google classroom, MS TEAMS, and various other technology.

Teachers were provided a grade level Independent Study Lesson Plan template, along with a video training. Principals worked with grade levels to create a lesson planning schedule.

Teachers began contacting all students by phone and conducted a survey to ascertain family needs (food, technology, mental health) with parents and guardians. Principals monitored the contacts and worked with counselors and the district social worker to make home visits for missing students or students who needed additional support.

Chromebooks were deployed to all grade 5 and 6 students. Student in grades 7 and 8 already had take-home Chromebooks.

**April 14 – June 5, 2020** (Seven weeks)

District expectations:

- Teachers develop grade level specific lessons by school, including accommodations and modifications for Special Education students, and English Language Development lessons for English learners, utilizing adopted curriculum and the online materials for these programs.
- P.E. teacher, art teacher, music teachers, and counselors provide lessons for all grade levels.
- All Teachers contact each student at least once weekly by phone. Parent liaisons were scheduled to provide Spanish translation on a three-way call.
- Special education teachers provide IEP services via work packets and phone calls. IEPs were held telephonically. District translator provided Spanish translation.
- Teachers provide feedback to students regarding completed work.
- Principals monitor lesson plans and ensure that hard copies were made for all students.
- Principals monitor contact list and ensure students are accounted for and refer concerns regarding missing students to the student services team in a timely fashion (a tracking system was established in the student information system, Aeries).
- Teachers on Special Assignment (TOSAs) provide synchronous and asynchronous professional learning and support for all teachers.
- TOSAs offer daily office hours for technical and instructional support.
- Counselors contact all students on their caseload at least weekly and provide counseling services as practicable.

Work packets were disseminated and collected throughout the seven week distance learning period and posted on the district website, in two week cycles.

Based on identified need, approximately 150 hotspots were disseminated to students in grades 5 – 8.

Teachers in grades 5 – 8 provided google Meets for students.

Teachers in grades TK – 4 provided virtual meetings as practicable.

Grading:

A committee (administrators, teachers, union representatives) was assembled to address grading guidelines. The committee developed a new report template for use in grades K – 6, and modified the gradebook application to ensure no student in grades 7 – 8 would receive a lower grade than they had on March 16. TK students were provided with the Desired Results Developmental Profile (DRDP) Report. The grading guidelines were presented to the EUSD board of trustees on May 20, 2020. The DRDP (TK), new template (K -6), and the regular report card (grades 7-8) were mailed home during the week of June 8 – June 12, 2020.

Advisory Groups:

Final District English Learner Advisory Committee (DELAC) meeting was held virtually on May 7, 2020.

Reopening Schools Task Force was convened and three virtual meetings were held:

May 27, 2020; June 11, 2020; and June 25, 2020

Members: Superintendent, Assistant Superintendent Educational Services, Assistant Superintendent Human Resources, Eastside Teachers Association President, CSEA President, RISE Education (ASES), DELAC President, LCAP Advisory Parent Member, Elementary Principal, Middle School Principal, Student Transportation of America Representative, Child Nutrition Manager, Maintenance and Operations Manager.

School Site Councils and English Learner Advisory Committees were held virtually at all school sites.

### Communication:

Throughout the closure of schools the district communicated with community staff through multiple modalities:

Aeries Communication (phone, text, and emails):

- Superintendent letters to the community and staff
- Principal announcements
- Child Nutrition
- Childcare

Communications were also posted to our website, Facebook, Instagram, and Twitter accounts.

### Major impacts

School closure: March 16, 2020 – June 5, 2020

Two surveys were conducted at the end of the school year to assist with planning for the reopening of schools in the fall.

1. Panorama Education Surveys of community and staff to ascertain needs.
  - a. Families indicated food and resources as major needs
  - b. Families indicated assistance with distance learning materials as a need
  - c. Teachers indicated lack of face to face with students was challenging
  - d. Teachers indicated it was difficult to ensure all students were participating in learning sessions.
2. District developed a survey to ascertain concerns regarding distance learning program and preferences for how school should reopen in the fall.
  - a. 43% want their children to physically attend school daily
  - b. 28% want a blended model of physically attending and distance learning
  - c. 18% want distance learning only
  - d. 11% want more information before making a decision

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

The Educational Services Department coordinated the work of the principals, assistant principals, district social worker, school site counselors, Teachers on Special Assignment (TOSAs), teachers, and parent liaisons to collaboratively work together to meet the needs of EUSD foster youth, McKinney Vento families, EL students and our low socioeconomic families.

During the first week of school closures, teachers and counselors connected with families by phone and conducted a survey to ascertain family needs: food, shelter, technology – devices, internet, preferences for picking up work and returning work, and other concerns. We collected data from approximately 98% of our students.

#### Meeting the needs of English Learners:

In order to best meet the needs of all English learners a multi-prong approach was implemented. It included:

- Requiring the use of a lesson plan outline that instructs teachers in the inclusion of ELD as a designated content area and integrated language support in other content areas.
- Creating and providing professional learning experiences for teachers by Teachers on Special Assignment (TOSAs) in using a variety of effective lesson development and online tools for teaching through distance learning (Google Sites, Google Slides, Screencastify, Flipgrid, Google Meet, Choice Boards, etc.)
- Continuing to provide access to online tools for ELD lessons, intervention, leveled reading resources, and other adopted curricular resources.
- Using ELD Teacher Leaders and grade level teacher teams to develop accessible lesson plans.
- Offering teachers guidance from TOSAs through virtual Office Hours
- Providing teachers with resources, both print and online, to assist in creating effective distance learning lessons and activities, both print and online for equitable access, for all curricular areas
- Providing translation services for phone calls and written communication for parents of children whose primary home language is a language other than English.
- Providing educational resources for parents in English and Spanish on the district website.
- Arranging for virtual stakeholder meetings (ELAC, DELAC, SSC) and providing assistance with technology, through personal phone calls, and translation services to parents.
- Requiring teachers to make personal phone calls to parents and students weekly to assist in assignments and check on the health and emotional well-being of each student.
- Bilingual staff maintained detailed schedules to assist teachers and counselors with weekly check-ins by providing translated communications and community resource flyers for parents/guardians

#### Meeting the needs of McKinney Vento families, Foster Youth, and economically challenged families:

- At the onset of the COVID-19 school closure student services staff made individual phone calls to each of our McKinney Vento families to assess family well-being and to offer community resources and supports. McKinney Vento families have been provided with groceries, local food distribution lists, school supplies, utility bill assistance, internet hot spots, Chromebooks, and homework packets as needed. In an effort to eliminate any transportation barriers to obtaining resources and/or services, staff have made home visits and household deliveries to ensure that the family's needs have been met.
- Our foster families have also received individual phone calls from school and district staff providing support in the areas of caregiver support, home behavior management, online tutoring services, and community resources.

- For further support, school site counselors conduct reoccurring check-ins with families to provide stress relief, conflict resolution, calming strategies, and SEL concepts through google meet. Staff have continued to keep an open line of communication with the school based mental health providers to check students' progress and engagement. We have also continued to submit mental health referrals at families request to address mental health needs during COVID-19.

During the COVID-19 school closure we created a special “Family Support Form” for teachers to utilize when a family expresses a need. Through the submissions of those forms families have been provided with a host of resources including emergency services due to house flooding, household income decrease, and mothers giving birth during COVID-19. The district has been able to help with furniture, appliances and necessities for new born babies through the Community Centers’ Family Closet, which operates entirely on donations. Lastly, the district will continue to conduct the 1x monthly food pantry while adding an additional day for fresh produce distribution as the demand for groceries across district populations grows.

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

The district established a system of planning, teaching and learning, and instructional feedback to develop a high-quality distance learning system. In order to do this we:

- communicated with all stakeholders weekly (staff and community)
- developed a professional learning plan for teachers
- ensured staff and students had the appropriate technology
- developed a system of documentation in our student information system
- planned support for parents and guardians

Communication:

- Superintendent communicated via a weekly memo to all stakeholders. This was delivered via Aeries Communication system which provides a phone call, text message, and email.
- Principals shared site specific information on a regular basis via Aeries communication to all site level stakeholders.
- Major announcements were posted to all social media accounts (Facebook, Instagram, Twitter, and, district website).
- Weekly phone calls to every student TK – grade 8.

Professional Development Plan

- TOSAs developed on-line synchronous and asynchronous teacher trainings (offered daily at 9:00 / 11:00 / 1:00 p.m. and posted through Google for anytime access). Topics included:
  - Google Basics / Google Meet / Google Classroom / Google Forms / Google Slides / Google Sites
  - Programs: Reflex Math / Think Central / My HMH
  - Software: Flipgrid / Screencastify / YouTube / Interactive Whiteboards
  - Specific training on using the required Lesson Plan template
  - MS Teams

- Developed TOSA office hours for in the moment assistance

#### Appropriate technology for staff and students

- Ensured all teachers have access to phones on their computers to make regular calls home
- Ensured all teachers could access MS Teams for collaboration and Google Classroom
- Provided hotspots for teachers who lacked reliable internet in their homes (approximately 5)
- Surveyed families to determine access to devices and internet in the home
- Provided Chromebooks to students in grades 5 – 8 (approximately 1,500)
- Provided approximately 200 hotspots to families
- Provided both written and video explanations of processes and procedures on district website, and through social media accounts.

#### Documenting student communication:

- Developed a tracking system in the student information system where teachers recorded successful calls with students, attempts at contact, and flagged students who were not communicating with the teacher or school.
- Principals monitored flagged students and attempted to make contact via phone or by conducting a home visit.
- Serious concerns were communicated to the district social worker via an electronic form, submitted by the principal.

#### Parent and Guardian Support:

- Within the first weeks of school closures all families were surveyed via phone to ascertain needs (internet connectivity and technology in the home, child care, social-emotional, and basic needs)
- Hotspots were distributed to families in grades 5-8 who needed internet connectivity
- Packets are distributed and collected during meal pickup every other week
- All work packets are posted on the district website for downloading and reference
- Social worker, parent liaison, and principals conduct home visits to families in need (following social distancing protocols) and connect families with needed support.

Grading guidelines were established by a committee to ensure that students' grades would reflect the entire year of work and no student's grade would be decreased due to our learning from home program.

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

Meal distribution sites were set up to provide non-congregate meals to all eligible children. In four out of the five of the schools, the parking lots were set up to operate like drive through systems to minimize contact. Family members are able to pick up meals for all eligible children in their household by driving up to designated area. If there are any family members walking up to the school, there are floor markings indicating where they must stop to wait. If there is a line, there are markings for other family members to wait as well in order to facilitate social distancing.

For the fifth school, all meals are distributed through our meals on wheels program. Meals are prepared in advance then loaded onto the busses for distribution at all bus stops. Floor tape was placed at the stops where students would normally wait to ensure families maintained a distance of six feet. As each family member walks up to the bus they pick up the meals for all the eligible children in their household. We encouraged our community to have one person per family claim meals for all eligible children in order to reduce large groups.

During the school year we normally serve between 80,000 to 90,000 breakfast and lunch meals a month. In the month of April we served 143,291 meals and in the month of May we served 127,992. We are very happy to be able to serve more meals to our community especially during a time of dire need. Not only were we able to serve our students but also many children that live in our area that were 18 years of age or younger. We are very pleased to be able to continue serving during the summer break, we will continue with the same schedule of 10:00 a.m. to 12:00 p.m. Monday through Thursday at Columbia Elementary, Tierra Bonita Elementary and Cole Middle School. Our last day of meal service will be Thursday, July 30<sup>th</sup>.

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

Based on the governor's executive order N-26-20, EUSD began the process to offer child care to families of essential workers in the first weeks of school closures. To meet this need, all families were surveyed through individual phone calls from classroom teachers. The survey questions were:

- As a parent or guardian, are you an essential worker? (A resource explaining what jobs were considered essential workers was provided to teachers and parents).
- If you are considered an essential worker, are you in need of child care for your school age children in your household?

Through this process we contacted over 95% of all families and were able to develop a list of families in need of child care, which allowed us to determine how many facilities and staff members would be needed to provide services for families.

We partnered with our After School Education and Safety (ASES) grant provider, RISE Education to develop programs. RISE Education established two Learning Centers, one at Eastside Elementary and one at Columbia Elementary to provide care from 6:30 a.m. – 6:00 p.m.

Communications regarding the programs were sent out via Aeries Communication, and registration packets were available for pick up at school sites or downloaded from the RISE website. The program provided child care to approximately 40 students (TK – grade 8). The program was in operation, April 6, 2020 – June 5, 2020, the last day of the regular school year.

Services included:

- Breakfast, lunch, dinner, and snack provided by EUSD Child Nutrition department.
- Academic programming including ELA, Math, Science, and Social Studies, enrichment, art, and physical education
- Support for students with academic instructional activities assigned by classroom teachers
- Chromebooks for use while attending a Learning Center.
- Assistance logging into online instruction provided by classroom teachers.