

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|------------------------|---|------------------|
| College Elementary School District | Maurene E. Donner | mdiaz@collegeschooldistrict.org (805) 686-7300 | 06/16/2020 |

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.

In response to school closures, in order to address the COVID-19 emergency, College Elementary School District adopted a Remote/Distance Learning Plan. The goal of the Remote Learning plan is to provide a robust and engaging, blended learning education for students, with extra needed support for low income, English learner and foster youth students. The primary focus of this plan is to continue work towards mastery of the ELA and Math Common Core State Standards, as well as all other CA State Standards; at the same time supporting students' physical and emotional well-being by providing meals to those in need. In addition, the district worked with parents to coordinate supervision of students, during the early days of school closure.

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

In the week before COVID-19 closure, the district issued communication to parents and caregivers explaining the resources available to English learners, foster youth and low-income students. These resources include online learning platforms and supplements targeted to each student's individual needs. In addition, the ELD and Intervention teachers are teaching and monitoring the progress of all English learners and foster youth, and most low-income students. Some of the online resources are: Reading Plus, Lexia, iReady along with other resources provided by teachers on an individualized basis. Reading Plus, Lexia, iReady all provide individualized learning targeted to English learners, foster youth and low-income student's specific needs.

To facilitate the use of these online platforms, the district made sure that English learners, foster youth and low-income students have devices at home by distributing Chromebooks and iPads to all who needed them. The district is also in the process of trying to secure wifi hotspots for those families who need them. The district also provides remote counseling services to families of English learners, foster youth and low-income students. Additionally, the district continues reaching out to English learners, foster youth and low-income students, through the daily instructional and guidance offered by the students' teachers and the district's administrative staff.

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

The district has taken actions in five areas to ensure the delivery of high quality distance education.

1. Access to Resources: The district distributed devices to any family that needed one. This included arranging for pickup of Chromebooks by parents for students to use at home. The district's website provides helpful guides to the district's online resources. The district also provided families with information on where to acquire wifi hotspots in the community and how to use your phone as a hotspot. Through these efforts the district has ensured that all students have devices to use and access to distance learning resources.

2. Access to Curriculum: The district provides Reading Plus, Lexia, iReady and other online learning platforms. The district has converted classes to online format and hosts them in Google Classroom. Teachers are effectively utilizing Zoom Conferencing, Google Classroom, Reading Plus, Lexia, iReady, etc., for delivery of online curriculum. Using these curricula as a base, teachers provide grade-level curriculum and activities that are organized by daily schedules which are posted on the district's website. In the event that students do not have internet access, the district provides for pick up of instructional materials.

3. Access to Instruction: The district provides online instruction in every core class. This instruction includes both synchronous and asynchronous methods of instruction and both digital and physical learning materials. Teachers regularly monitor students' progress toward completion of distance learning activities and progress toward learning mastery as applicable. On a regular basis connect with students during their office hours and the RTI, MTSS, and Excel programs provide additional monitoring and check of student progress. The district support staff also assists teachers in providing a comprehensive learning experience by helping to maintain personal and individualized contact with each child.

4. Teacher Capacity: The district provides for staff, professional development focused on digital resources and tools, best practices on delivery of synchronous and asynchronous online instruction, setting online norms, Google Classroom strategies, etc. The district also created a uniform set of expectations and standards regarding distance learning grading policies and expectations of quality distance learning.

5. Parental Support: The district provides a support line that families can call for help in accessing services. The district webpage has a parent support information which features: a Google Classroom reference guide, sample schedules for students, extended learning resources, and other resources. If needed, District staff call families to provide technical support. Teachers provide regular student progress reports to parents.

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

In planning for school closures, College Elementary School District recognized that there is still a need for access to food in the community. Beginning with the first week of school closures, the district partnered with Solvang Elementary District to provide "grab and go" to the community. These "grab and go" meals consist of a lunch and breakfast for the following morning. This service is provided 5 days per week. During the COVID-19 emergency, the district has used this arrangement to provide meals to students or families in need and will continue to do so through the duration of the school closures.

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

On the first two days of school closure, the district did a "soft closure". During these two days the district provided childcare at school sites to any families that needed it. The district has also partnered with Buellton Unified School District to provide childcare for families. Parents were notified of this resource through Parent Square. The district notified families of nearby childcare and after school care options. These services have been reviewed and are discussed weekly with parents during the school's weekly Parents' Update.

California Department of Education, May 2020