

# COVID-19 Operations Written Report for Washington Colony Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Washington Colony Elementary School District	Jesus Cruz Superintendent	jesuscruz@washingtoncolony.org 559.233.0706	6/23/2020

**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 the initial school closure, the LEA organized the distribution of learning packets focused on Distance Learning daily schedules addressing subject areas and a system for Grab 'n' Go lunches. As closures were extended, a schedule was developed to create learning packet distribution and collection of work for Credit/No Credit accountability. Parents and guardians were notified in English and Spanish of extensions to closures or modifications to learning expectations with Blackboard Connect phone calls, the district marquee, the homepage on the LEAs website, and with written notifications in the learning packets. A survey was extended to families to gather information regarding the availability of WiFi and devices. As a result, the LEA purchased Hotspots and organized a schoolwide plan to distribute Chrome books. Virtual learning is utilized as a supplementary resource. Google Voice accounts were purchased for staff to communicate with students and families as well as to assist in instruction. Instructional plans were developed for Special Education students to align with individual goals as per their IEPs. Continued assistance was established for students to continue progress toward meeting LEA goals in the areas of reading through an extensive plan for Accelerated Reader, access to library books, and individual reading instruction via Google Voice for students attending the LEAs Reading Intervention Lab. Professional Development was available for teachers to support virtual learning with Zoom meetings using varied interactive resources. Plans are in place to address eighth grade promotion and end-of-year recognition/ awards virtually. Summer school plans were made to extend the school year to provide the opportunity to assist students needing further support. The LEAs system for Distance Learning will be refined to facilitate the opening of the 2020-2021 school year with accommodations for social distancing, virtual learning, and professional development following health and safety guidelines.

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

Measures were taken to provide English learners with integrated ELD. A packet of strategies and activities aligned to the language demands of ELPAC accompanied the learning packets provided to EL students. Strategies and activities were focused on the listening, speaking,

reading and writing domains to promote understanding of the work expected. Designated ELD is supported with choice boards focusing on oral language in the home setting. Choice boards are included in the work packets for English learners. Supplemental to the learning packets, choice boards can be accessed virtually and websites are available for language development practice. A bilingual aide used Google Voice to connect with English learners to provide guided reading and language support with the distance learning work packets. Foster youth and low income students' needs were addressed with weekly phone calls and Zoom meetings to families by instructional staff, All-for-Youth counselors, or the school psychologist. Additionally Fresno County Superintendent of Schools provided a survey. The calls and survey were used to measure the impact of the effects of COVID 19 on the social, emotional and daily basic needs of families. Families needs' were monitored to determine the type of support needed and then provide assistance.

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

The steps that were taken to provide high quality distance learning opportunities include the following. All students were provided learning packets. Communication to parents was done in English and Spanish through robocall using Blackboard Connect and direct phone calls to parents were made to remind them of learning packet distribution and to deliver information regarding the school closure. All students were given the opportunity to receive Hotspots and Chromebooks to meet their educational needs. Students had Zoom core content instruction with their teachers; the After-School Program provided extra academic support; and students were given the opportunity to call or zoom during certain times if they were having difficulty with their learning packets. Teachers set- up time to meet with their students either by group or individually to work on their learning packets. The Special Education teachers collaborated with general education teachers as they developed their learning packets to include modifications and accommodations for special education students per IEPs. Special Education teachers provided separate packets for special education students based on the students' IEP goals. The students received books from the library chosen from a list of books at their independent reading level. The students emailed the book selected to the librarian. When parents came to pick up their learning packets the library book was placed in their packet. Students were given access to Accelerated Reader so they could take the Accelerated Reader Quiz. The Reading Intervention Lab provided support to students who were recommended by their teacher for additional reading support. The Reading Intervention teachers provided guided reading instruction to students through Google Voice. They also connected with parents to explain the strategies they were using. Professional Development was made available for all teachers to support their instruction with a variety of technology tools and resources. The content specialists demonstrated how to create Zoom meetings and how to use platforms and strategies during remote instruction. Distance Learning Summer School was offered for all students with the focus on Math, ELA, ELD, and Writing. Summer school teachers developed lesson plans and packets based on students' reading levels, math and benchmark scores. Students were grouped according to reading, math and writing skills. At the end of summer school the teachers used Illuminate standards based assessments to determine growth in math, reading and writing.

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

Breakfast and lunch are prepared on a daily basis and are bagged while exclusively using protective safety equipment. These meals are distributed to all children from 12 months through 18 years of age utilizing a drive-through operation. The California Department of Education and the Department of Social Services asked school districts to assist with outreach to eligible families to ensure that parents were informed about the P-EBT program that provided up to \$365 to children enrolled in school who are eligible to receive Free or Reduced -Price meals. Our school district sent out fliers to all of our families informing them about the program. The flier was also posted on our school website.

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

Due to the COVID 19 emergency school closures, the district did not arrange for supervision of students during ordinary school hours.