



COVID-19 Operations Written Report for Buttonwillow Union School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Buttonwillow Union School District	J. Stuart Packard District Superintendent	spackard@buttonwillowschool.com (661)764-5166	6/8/2020

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.

Prior to March 18th, the day our school transitioned to Distance Learning, 100% of students had a Chromebook assigned to them. In January of 2020 we began piloting Kajeet HotSpots with our 6th grade students. On March 16th, once we knew we would be closing the school campus, we ordered additional HotSpots to allow for one per household. The day students were scheduled to leave we checked devices (Chromebooks and HotSpots) out to students in grades 3 – 8. Students in grades Pre-K through 2nd were given printed two week learning packets. On March 28th, K – 2nd grade students were allowed to begin checking out Chromebooks and Hot Spots (if needed). By April 3rd 100% of students who needed a Chromebook and/or HotSpot to access Distance Learning Materials had checked them out. Our first priority of Distance Learning was to provide social/emotional support for students and parents. Over the first couple of weeks, every teacher established contact with their students and/or families through one or more of the following: Google Classroom, Zoom, Class Dojo, Remind (App), Go Guardian, and/or Google Meet. This continued until the end of the school year, including Spring Break. Following our Spring Break teachers built on the academic component utilizing online programs already in place including: Achieve 3000, NextGen Math, Google Classroom, SmartyAnts, Reflex Math, NearPod, FlipGrid and other websites that students were familiar with. A few of our teachers piloted the Canvas platform in conjunction with the Kern County Superintendent of Schools office who gave us access to lessons and activities they curated. Weekly staff meetings were held for teachers to share successes and ideas with the rest of the staff. This summer we are offering a Distance Learning Summer School to continue to support all students academically and emotionally through engaging content such as cooking, STEM, and Gaming.

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

Once we were able to ensure all students had devices, internet access, and a point of contact with the classroom teacher we shifted our focus to meeting the academic needs of our students. Prior to the transition to distance learning we were implementing research based programs that address the unique needs of English Learners (EL), low-income students (SED), and Special Education (SE) students (our district does not have any foster youth students). The primary programs include: AVID, Achieve 3000, Smarty Ants, NearPod, NextGen Math, Canvas, and Reflex Math. These programs continued to be accessed and implemented during Distance Learning, our EL students continued to have primary language support, vocabulary support, and scaffolded instruction built into each program. Our SE students had access to materials that addressed IEP goals, their ability level, as well as their grade level. Classroom and SE teachers held regular face-to-face (Zoom, Google Meet, Facebook Live, FaceTime) meetings with EL and SE students to provide additional assistance support towards meeting grade level standards and for SEL support.

Feedback regarding distance learning was collected from students, parents, and families through several online surveys. Survey links were distributed to students, parents, and families through teacher communication systems (Class Dojo, Remind, gmail, etc) flyers in lunch bags, phone/text messages, Facebook, Twitter, and the district webpage. Student participation data was collected from each teacher weekly based on students they were not able to have contact with. These results were used to make adjustments to delivery of lessons, communication with parents, support needed by students, and the development of our summer school. The district leadership team is continuing to analyze the data to help develop our plan for returning in the fall and the systems necessary for addressing the increased achievement gap, specifically the increased gap for our EL, SED, and SE students.

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

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On a weekly basis, teachers documented students that they were not able to connect with and/or those that were not completing work during the prior week. District and school staff made weekly phone calls to help identify why the student was not able to connect with the teacher. Information, resources, and technology support were provided to ensure the students and teacher could connect. The school office remained open daily to support parents and students with information, resources, and technology support for those that could not call or have issues resolved over the phone.

The district leadership team developed a Distance Learning grading policy that outlined how grades were earned in the 4th quarter. Grades were based on participation in online programs, class work, and class meetings.

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

On Thursday, March 19th, the day we began distance learning, our cafeteria staff was serving Grab and Go meals for Breakfast and Lunch once a day. Our families were notified that this service would be available through the District/School messaging system that notifies parents by phone and text message, the Marquee, and flyers sent home with all students in English and Spanish. These meals were prepared by Wasco Union School District and delivered to our campus for placing in individual bags by our staff. Breakfast and lunch meals for students who walk to school were served in a drive-through method with all staff wearing masks, gloves, and social distancing by keeping 6 feet from the car and other staff members. Students that ride the bus to school had their meals delivered to their normal bus stop, again staff members wore masks, gloves, and practiced social distancing. These services continued through Spring Break and will continue through the summer. The staff counts the number of meals served daily and weekly. These averages are used to determine the number of meals ordered for the following week.

In addition to the daily meal service, the Buttonwillow School Resource Center has and continues to provide emergency food boxes for families in the community that are distributed twice a month. Resource center staff, school staff, and community members help with these food distributions utilizing masks, gloves, and social distancing.

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 feedback from our community and families, there was not an identified need for supervision in our community. We believe the lack of interest in this service is due, in part, to parents' genuine apprehension to send their children into the public setting during the COVID-19 pandemic. Additionally, we surmise parents and extended family members are home as a result of the Shelter in Place Order resulting in responsible adults available to supervise their children during this time.