

COVID-19 Operations Written Report for Lemoore Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Lemoore Union Elementary School District	Cheryl Hunt Superintendent	cherylhunt@myleusd.net (559) 924-6800	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.

When the school closure occurred, the district utilized its dedicated 1:1 technology program to quickly pivot to a distance learning model where every student had access to a device at home. A survey of all families was conducted to determine the need for wireless accessibility at home. Existing online tools and learning platforms (e.g. Google Classroom, Google Mail, ThinkCentral, ConnectEd, Twig Science) were immediately utilized to provide students with access to curriculum and assignments while new online tools (e.g. Zoom, Google Hangouts, Google Voice) were used to assist with two-way communication with students and families.

Once the distance learning lessons were underway, support personnel were utilized to provide additional support to specific student groups (e.g. Students with Disabilities, English Learners, Foster Youth and McKinney Vento). The Department of Special Services (DSS) used the SDC and RSP teachers and paraprofessionals to coordinate services to Students with Disabilities. English Language Development (ELD) teachers and paraprofessionals provided daily and weekly individual and small group language instruction to augment the instruction students were receiving through their classroom teacher. Students who qualified for McKinney Vento services were supported through school, district and county collaboration. All students, including foster youth, continued to have access to social and emotional behavior support through DSS which utilized all of the school counselors, district psychologists and its behavior specialist.

Providing students with healthy and nutritious meals continued immediately after the school closure in March. Breakfast and lunch were prepared every morning by the District's Child Nutrition department while administrative, classified and certificated teams worked together to distribute these meals from designated pickup locations at each school site as well as deliver them to remote areas around the city to persons aged 18 or younger. A total of 185,828 breakfast and lunch meals were served from March 18 through June 3.

The District limited the staff available on campus to follow social distancing guidelines immediately after the school closure but continued to bring staff in to prepare meals for students, strategically clean and sanitize work spaces and maintain the school grounds. Staff members adhered to social distancing and utilized masks and gloves when distributing meals, devices or instructional materials to students and

families. Although students learned remotely from home, teachers continued to hold zoom and small group sessions to check-in with students. Referrals were made to DSS whose staff continued to work with students, although remotely, during the school closure.

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

LUESD continues to be committed to meeting the academic and social-emotional needs of all students despite the school closure. The status, progress and needs of special populations of students including English Learners, Foster Youth and Low Income students remain a high priority for the district. During the school year, English Learners met with ELD staff to receive designated ELD support through small groups or 1:1 contacts via Zoom. ELD staff also worked with the classroom teachers to integrate and promote the use of academic language throughout the virtual lessons and live zoom sessions.

Foster Youth were supported through collaborative efforts of site, district and county staff. Foster Focus is utilized to help with communication efforts across school districts and county offices to ensure continuity of services for foster youth throughout the school year.

All students, including low income students, received a device to access distance learning from home. A home survey conducted early during the school closure helped assess the need for internet access for all of our families. Students who did not have access to WiFi at home were provided with MiFi units that would provide free internet access for the entire household.

Counseling services were available to all students and teachers continued to make regular contact with students and families, referring students for counseling services who were exhibiting heightened stress, depression or other irregular behavior.

Free meals were available to every student. Breakfast and lunch were provided every day through mid-April and were then made available on an every-other-day basis (i.e. M, W, F) with packages containing food items for multiple days.

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

Lemoore Union Elementary has an ongoing commitment for technology integration in every classroom (K-8). To this end, every student has 1:1 access to a chromebook at every grade level. The district coordinated a process to distribute the classroom chromebooks to students in order to begin distance learning on April 14, 2020. In addition to the device and charging cable, students who did not have internet access were given a MiFi device which would provide internet access to the student at home. Devices were picked up from the student's respective school during the week of March 30, 2020 using a schedule to promote health and safety and social distancing practices. Liberty Middle School already had devices distributed to students since the 7th and 8th graders use their devices daily at school and at home throughout the year.

Site administrators and other district staff members provided online training as well as training guides for Google Classroom, Zoom and other online resources to staff members who were unfamiliar with these tools prior to the launch of distance learning. Teachers communicated regularly with families and students using SchoolMessenger, Dojo, Zoom, email, and Google Classroom to orient them on using these tools in preparation for distance learning prior to beginning actual lessons.

On April 14th, teachers began posting distance learning lessons and resources for students online while also providing weekly comprehensive educational packets to students upon request. Other resources that were available to students were printed workbooks and digital versions of the school's adopted curriculum, consumable manipulatives for hands-on activities, and in many of the primary grade classes, materials including crayons, pencils and paper to engage in some of the activities at home. Lessons centered around the core content areas including reading, ELA, math, science and social science with a focus on the guaranteed standards.

A Technology Help Desk was developed so that students and families would be provided with technology support from the district's technology department. A dedicated help desk phone line was used to support questions regarding hardware, software, internet or accessing online resources. All inquiries received through phone calls to sites, emails or conversations with teachers and administrators were funneled to the help desk if they related to technology support and access. Safety and security were also controlled through the district's use of GoGuardian which helps to filter and monitor every student device. The technology department also upgraded every elementary teacher's computer to make it more compatible with the demands of distance learning. Technology staff were able to support ide

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

Meals were provided to any person aged 18 and younger through the Summer Seamless Program beginning March 16 and ending June 3. These meals were served at the four elementary schools and the middle school every week. Child nutrition staff reported early in the morning to prepare breakfast and lunch. Administrative, classified and certificated staff members all wore masks and gloves and worked together to distribute these meals from designated curbside locations at each school site as well as deliver them to remote areas around the city between 10:30AM and 12:00PM.

Meals were originally provided on a daily basis but were curtailed to three days a week to support social distancing measures. Meals were provided on Mondays, Wednesdays, and Fridays with food items to span two days apiece on Mondays and Wednesdays. Families in each vehicle would indicate the number of meals needed for that day. Staff members would place these meals on a cart and someone in the vehicle would retrieve them from the cart. The District utilized school websites, social media, SchoolMessenger and printed notes in each lunch bag to update families with important information regarding the availability of meals.

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

Lemoore Union Elementary School District employs three school psychologists, six school counselors, one behavior specialist and contracts with one marriage family therapist (MFT). Each school site has created tiered social/emotional/behavioral supports for students. Students are referred to the school counselor via the Student Study Team, the school's MTSS team, or by the parent. During the period of school closure, teachers, parents, and administration contacted the school counselors or school psychologists directly for student support. School counselors also provided individualized counseling and group counseling to students as appropriate. School counselors utilized a variety of resources and curriculum to help teach students appropriate social skills. School counselors also consulted and collaborated with classroom teachers on social/emotional strategies for students who were struggling with the closure of schools. Counselors and psychologists conducted suicide risk assessments. The behavior specialist consulted with classroom teachers and parents regarding student behavioral needs while participating in distance learning. School psychologists and the MFT provided tier 3 social/emotional support by meeting with students on a one-on-one basis. The Marriage Family Therapist provided educationally-related mental health services through AB114 for students on IEP plans who required this level of counseling to be successful in school. The MFT also met with parents and consulted with special education teachers, general education teachers and site administration to ensure that students were reaching their social/emotional goals and were supported during the school closure. During the period, the aforementioned staff reached out to students via virtual platforms such as Zoom or Google Meets, phone calls, emails, and text messages multiple times per week. During this time, parent consultation and collaboration increased as parents were requesting resources to help their students at home.

In terms of direct supervision, with the enactment of Executive Order N-33-20, the Governor of California issued a "stay at home" order effective March 16, 2020. Within those stay at home orders, at that time, all but essential services were expected to follow the stay at home order. Further, social gatherings were restricted/limited, and staff compliance under the executive order was expected. Thus, supervision of students during ordinary school hours was precluded due to these circumstances and limitations. Moving forward, the District will continue to examine school reopening procedures consistent with the Resilience Roadmap. Upon entering the appropriate Stage in the reopening, and with County Public Health guidance, the District will move forward with a planned school reopening keeping student and staff safety in the determination of school practices. The District will also continue to work closely with the Kings County Action Organization and child care center to partner when possible to provide parents with assistance should student supervision be needed.