

# COVID-19 Operations Written Report

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

The Hueneme Elementary School District (HESD) made the decision to physically close our schools for the remainder of the 2019-20 school year on March 16. The district immediately began to mobilize the necessary material and human resources to address the COVID-19 emergency and the major impacts on students, families, and staff. Our initial efforts focused on ensuring that the nutritional needs of our students were being met. The district selected three sites (two elementary and one middle school) where families could drive through and pick up meal packages containing breakfasts and lunches.

Due to the timing of school closures, our plan for meeting the instructional needs of our students was rolled out in phases. For the first two weeks, students were provided with optional enrichment and review activities. During this time, the district began to formulate a plan for device and material distribution as well as provide professional learning and support to our staff. In order to determine need and resource allocation, our middle school families were surveyed in regards to device and wifi availability at home. Our teachers were provided daily professional learning and time to prepare for distance learning. Phase two of our distance learning plan began on April 20. Devices (chrome books or Ipads) were distributed in grades 3-8 and instructional packets in grades TK-2. During this phase, we purchased and began distributing Wi-Fi hotspots. Our professional learning focus remained on distance learning platforms as well as strategies for connecting with and engaging students. On May 4, phase three of our plan began as we rolled out devices to all students in grades TK-2, continued to provide Wi-Fi hotspots as needed, and instituted a centralized tech support center for our families.

HESD provides frequent updates and information to all stakeholders regarding school closure, meal services, distance learning, and community resources through direct messaging and on our website at [hueneme.org](http://hueneme.org).

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

HESD believes that while many of our students will demonstrate uneven learning losses, English learners, low income and foster / homeless youth may be the most disadvantaged by interrupted education associated with COVID-19. In order to mitigate the effects of what research refers to as the “[Covid Slide](#)”, we have been providing extra support to these student populations.

**English Learners:**

- ELSTs (English Learner Support Teachers) make weekly phone calls to the newcomer and English learner students they had previously been working with in small groups for continuity of student engagement. The ELSTs created Google classrooms with their students to provide extra support with English Language Development (ELD). ELSTs keep a log of their contacts with families, students, as well as a record of the instruction provided.
- Teachers, administrators, and counselors reach out to students and parents to ensure they have the necessary technology and learning materials.
- ELSTs support teachers with integrated and designated ELD lessons.

### ***Foster Youth:***

- Our foster youth are receiving weekly phone calls from a district support person to ensure they have the technology and materials needed for learning. Based on these calls, referrals are made to site administrators, technology support and/or to the Senior Director for extra support.
- School counselors make weekly contact with our foster youth and provide social emotional support as needed. Our foster youth have been informed of our meal service schedule and [Counseling Corner](#) website.

### **Low Income Youth:**

- All students in grades TK-8 were provided devices (iPads or Chromebooks).
- Wi-Fi hotspots were provided to students lacking an area with an accessible wireless network.
- Live classroom instruction and/or meetings are scheduled in order to not conflict with district meal distribution times.
- Teachers, site administration, and staff utilize support activities such as phone calls, mail, zoom meetings, curbside “grab and go” of needed supplies, and home visits.

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

On March 16, 2020, HESD began planning for the distribution of enrichment workbooks and packets for all students in grades TK-8 to work on independently at home. This allowed a two-week period for staff planning and preparation for distance learning. [HESD Distance Learning Mission Control](#) was created as a website to support our staff with professional learning and strategies. The district also launched an online enrichment learning site called the [HESD Virtual Learning Gym](#).

Initially, the plan was to distribute take-home packets for grades TK-2 and distribute devices to all students in grades 3-8. When the district decision was made to close our schools for the remainder of the school year we transitioned to online distance learning for all students in grades TK-8. Devices were distributed to all students along with support materials such as core curriculum texts and workbooks. A distance learning plan was developed in collaboration with our teacher union leadership which outlined district expectations and a temporary grading structure.

### ***Student Expectations:***

- Follow the guidelines established by their teachers for distance learning.
- Regularly (or as assigned) log into their teacher's learning platform.
- Engage in and complete assignments/activities posted by teachers
- Submit work through the teacher's specified learning platform by the expected due dates.
- Contact the teacher with any learning issues or needs.
- Submit work that is completed without any additional assistance, unless specified by the teacher.
- Each day on distance learning assignment/activities, spend: TK-2: 45 - 60 minutes, Grades 3-5: 60 - 90 minutes, Grades 6-8: 90 - 120 minutes

***Teacher Expectations:***

- Provide instruction through the use of a variety of distance learning platforms and online resources (Google Classroom, Google Meet, SeeSaw, FlipGrid, etc.).
- Live contact with students a minimum of once per week - whole group, small group or one on one (Google Meet, Zoom, phone calls, etc.)
- Monitor student participation/learning and be available for support on a daily basis.
- Use online platforms and tools to provide regular opportunities for students to demonstrate learning.
- Give feedback to students on their performance in order to support learning. Teacher feedback could be communicated through email, online meetings or web-based applications, and will give students valuable insight into their understanding, guidance on how to improve, and motivation to learn and grow.
- Ensure that students with disabilities have equitable access to comparable opportunities, appropriately tailored to the individualized need of a student to ensure meaningful access, as determined through the IEP process to the extent feasible.

***Temporary Grading Structure:***

After reviewing guidance from the California Department of Education (CDE), the Hueneme Elementary School District instituted a credit/incomplete credit grading structure for the remainder of the school year. This shift in grading practice ensures that all students have an equitable opportunity for success in distance learning lessons and activities.

Our shared overarching goals for distance learning are to keep students engaged, focused on the essential skills that will allow them to be successful, and maintain social connections with others in order to provide stability and decrease social isolation. The new, primary focus for our teachers is to provide meaningful and formative feedback to students in lieu of assigning a letter grade/progress mark for the rest of this school year.

The district understands that distance learning creates hardships for many of our students and families. It was thus necessary to establish a temporary grading structure with the primary goal of equity as well as "doing no harm" to students during this period of school closure.

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

HESD is closely adhering to the California Department of Education requirements for school meals during COVID - 19. We currently serve non-congregate meals at three of our school sites - Haycox Elementary, Parkview Elementary, and Blackstock Middle School. The meal type being offered is “breakfast and lunch” and meals are distributed twice a week. On Mondays, families receive a meal package providing two days of breakfast and lunch. Three days of breakfast and lunch are available for pick-up on Wednesdays. Meals are available to every child, ages one through eighteen. Children do not need to be present during the distribution pick-up for families to receive meal packages. If children are not present, parents or guardians may request up to three meal packages at the elementary school sites and up to five at Blackstock Middle School. All food is prepared by the HESD food service department. Each distribution site offers a drive through at curbside. Staff members are provided personal protective equipment and maintain a physical distance of six feet. On May 18, information was sent to all HESD families regarding [Pandemic EBT Benefits \(P-EBT\)](#). Due to COVID-19, children who are eligible for free or reduced-price meals at school will get extra food benefits. P-EBT benefits help families in California buy food when school is closed. HESD also partners with other community agencies to distribute information at our meal distribution sites. A current partnership was formed with the Ventura County Backpack Medicine Program where physicians go out into the community treating and educating the homeless as well as local fieldworkers.

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 all HESD school sites being physically closed, the district does not currently provide for the supervision of students during ordinary school hours. We maintain links on our district website with options for our families - <https://www.venturalpc.org/Emergency-Child-Care> and <https://www.vcoe.org/childcare>. HESD has created a Reopening Task Force in order to address child care and student supervision options for the upcoming school year.