



COVID-19 Operations Written Report for Ojai Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Ojai Unified School District	Dr. Tiffany Morse Superintendent	tmorse@ojaiusd.org 805-640-4300	June 24, 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.

Beginning on March 13, 2020, all staff in the Ojai Unified School District (OUSD) and some community members began working on student and family needs: food, clothes, hot spots, devices, mental health counseling, medical needs, and even housing. Student Care Teams were formed. As staff began to navigate the unique situation of school closures, a three-phase plan was implemented. This was a collaborative, coordinated but ever evolving effort. All OUSD students transitioned to distance learning beginning March 16, 2020. District staff, teachers and administrators worked to ensure that students had equitable access. OUSD developed a Help form, which was on the website and was communicated on ParentSquare. The help form included needs such as food, clothing, mental health support, shelter, transportation,

devices, internet service, as well as random things like a need of a bicycle or bike helmet. The district staff assessed family needs before and during the three-phase roll out. On March 16, the district implementation of the three-phase program for online learning began. Phase one included enrichment activities, which were optional activities and not specific assignments during this phase. Phase one lasted for two weeks. Phase two was extension learning. This two-week phase connected students with current curriculum, learning platforms and assignments. Again this phase was optional but highly recommended as the district realized the need to ensure all students had access to the proper devices and internet connection. The distance learning of Phase Three started on April 20. This was the full implementation of distance learning on which teachers and administrators collaborated since learning of the school closures in mid-March.

The impacts on students, families, and staff of school closures were immediate but also may be long lasting as the situation continues to evolve. Families can visit our website at <https://www.ojaiusd.org/> for school closure updates.

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

OUSD offered differentiated instruction and a multi-tiered system of supports for our English learners, low income students, and foster youth. Teachers tailored the instruction to meet individual needs in content, process, or products. This targeted assistance was accomplished by telephone, text, email or Zoom for those students who were struggling academically or for small groups of students. Staff would do check-ins with students using the same technology. OUSD provided counseling for those students who had not made adequate progress on virtual assignments. Many students accessed the Help form when needed. OUSD also provided mental health support for unduplicated students. English learners continued to receive designated and integrated English Language Development delivered remotely often using programs with an oral component. Because oral language has a profound impact on children's preparedness for kindergarten and on their success throughout their academic career, the district distributed hundreds of both English and Spanish books (intended to be read by adults to children from birth to second grade.) Staff felt strongly that oral language ability and development in the early years, attributable in part to factors such as children's experiences in the home and their socioeconomic status, was imperative for future academic success during these times of distance learning. The school closure enabled staff to distribute books during the meal distribution. Teachers also developed novel ways of connecting with our unduplicated students. One kindergarten teacher rode her bike to each child's home in order to make contact with that family. Other teachers sent texts or Zoomed with vulnerable students. Methods of meeting the needs of English learners, low income students and foster youth was as varied as the students.

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

OUSD implemented a phased plan to allow time for the teaching staff to be trained in technology, for parents and families to adjust, and for teachers to collaborate by grade levels or by departments. Professional development for teachers was ongoing and emphasized high quality distance learning. All students were given access to devices and hot spots. The focus was on coordinating efforts and plans to ensure the best possible learning environments for all students. OUSD standardized the technology needs: Zoom district wide, Google Classroom at the middle school, and Canvas at the high school. At the elementary level, students and families were able to access hard copy if they preferred that rather than screen time. Once a week, teachers did a weekly "Show and Tell" with activities that had worked particularly well.

Grading varied by grade level. The district wanted to ensure that no harm was done to students. This meant that teachers would provide the best learning experience possible for students. Students would not be penalized if they were unable to participate for reasons that were out of their control. For elementary students, no student would fail or be held back due to assignments not completed. However, required work would be reported in a narrative format on the report card. At the middle school, students would receive a pass or an incomplete with the ability to make up the incomplete. High school would have letter grades for the fourth quarter. If students could not complete assignments or check-ins with the teacher, they could work individually with that teacher to come up with a plan; they would receive a pass. If a student never checked in and completed no assignments, he/she would receive an incomplete.

Finally, OUSD provided engaging learning opportunities for students during summer, which included summer camps and classes for all grades.

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

OUSD distributed meals at every site in the district three days per week. Initially the meals (two days of breakfast and lunch) were prepared at the high school's central kitchen; however, this changed after two weeks. It was more efficient to have each site (with the exception of the preschool and the continuation high school) prepare and distribute the meals. Each staff member wore a mask, gloves, and maintained a physical distance of six feet. Most sites had a drive through at curbside or a grab and go while practicing social distancing. We discovered many advantages to distribution at each school. Families and students were able to see a familiar face. It was an opportunity to connect with families by passing out devices, books, and packets for distance learning. The site distribution of meals also served as a vehicle to address food insecurity and other needs with many families. For example, many farmers and businesses in the valley donated produce, other food stuffs, and supplies. One week we distributed digital thermometers, diapers, freshly baked bread, kale, and pixie tangerines in addition to the prepared meals. On May 15, we sent all families information about a new food assistance program for children who were living in households struggling with food insecurity. The Pandemic Electronic Benefit Transfer (P-EBT) program would provide benefits to families of \$365 per child to use on food and groceries. We provided easy directions and links for how to apply.

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

Because all sites are closed, the district does not currently provide supervision. However, OUSD does have a link on its website: Child Care for essential workers in Ventura County is available: <https://www.vcoe.org/childcare>. Looking forward, OUSD has a reopening committee to address options for the summer and the 2020-21 school year.