

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Loleta Union Elementary School District	Autumn L Chapman Superintendent/Principal	achapman@loleta.org 707.733.5705 Ext. 100	July 30, 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.

Loleta Union Elementary school is a rural single school district with 100 students Tk - 8. Our five classroom teachers have two grade-spans. Our population is composed of almost 50% Native American, 30% Hispanic and 20% low socioeconomic white.

We closed March 16, 2020. First established professional development training for teachers on Zoom and google classrooms. The second week, we created 3 staff meetings a week, teachers were contacting families and made a weekly paper packet delivery system. Surveys were sent to all families to determine access to online connections in any form and teachers began interacting with students and families via cell phones zoom. The first two weeks of work was enrichment and established communication systems. Week 3 students received paper packets with the normal class curriculum using paper and pencil.

Surveys and phone communications, indicated 50% of our students were offline. All school chromebooks (30) were given out in April but Internet access was spotty. The eighth grade and special needs received chromebooks first. Access to use the school computer lab with strict protocols was offered as was amped up wifi in front of the school. Teachers continued their outreach with paper and pencil and online using google classroom and zoom meetings until the end of the school year. More students transferred to the online learning once the hotspots were available by May's end; currently 100% Internet and computer access is available.

We generated a "go fund me" page for 25 chrome books and money for hotspots (\$2500) and received both!The chrome books were functional by early May. The hot-spots arrived for students in mid-May. Extended our Internet access through mid-July allowing students time to catch up; lessons remain on google classroom. Any family asking for additional time has through mid-August.

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

Our EL, foster youth and low-income are of our highest priority. After identifying their ability to or lack of to access to on-line learning, the school took action to insure they were first in line to receive the 30 on-site chrome-books we had on site along with our special needs in April. The Loleta Community Resource Center partnered with us to personally reach out to our EL students. They along with our EL teacher did home visits (using health safety protocols), tutored and supported our EL population. All teachers kept logs of teacher/student interactions.

Our social worker, counselor, resource teacher and instructional aides worked as a team to personally support our foster youth and low-income students. Calls were made at least weekly if not more. Teachers reviewed their logs and then at our staff meetings on Wednesdays we went through teacher students lists and discussed as a team how specific students were doing in their school work and online access. If a student was not doing well, then we assigned a member of our team to reach out and report. From our statistics kept during the crisis even after we had 100% ability to be online, teachers reported in most classes that only 50%-75% of students were actually participating. The numbers did increase each week. Teachers began to visit houses when they were allowed to as both Reservations were on lock-down and we did not have social access. We developed a system where the bus would travel at specific times to various areas with a tutor on board to help students get on line and with homework while maintaining social distancing. Not successful at first, it did begin picking up and we intend to continue this.

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

From the first week the staff has been meeting three times weekly. The purpose of these meetings was to check in, share the breaking news, catch up on students needing assistance, discuss professional development we were participating in on our new staff google classrooms and share curriculum distribution/content updates. Teachers provided a paper packet or (once on line and during transition to being online) distance learning plan weekly to biweekly depending on the grade level. Homework, school news and finished packets were exchanged weekly by members of our staff or the local tribes physically visiting each students house to drop off and pick up. Teachers reviewed and graded work for feedback to students as they judged necessary. Teachers strove to create high standard work packets to meet the learning requirements of the individual students. Student engagement activities, social/emotional support resources, academic work, tools to further themselves and directions on how to access the work and tools on line were continuously provided. We extended access to the technology through mid-July and provided a tutorial bus once school closed for the year. The bus had a prescribed schedule with tutors (Spanish speaking and Native American) on board to help students who wished for help accessing on line. We plan to continue the tutor bus this academic year.

To support teachers and allow for better communication, we created google classrooms for classified and certificated. Our resident pschologist/school climate director, created professional development around available resources on a variety of topics. Staff worked for certifications encompassing topics from teaching students with trauma, dealing with current trauma, self care, implicit bias and developing curriculum with students in trauma. Teachers and staff kept logs of student contact and interactions. Teachers provided tutorial sessions and zoom sessions to connect and check with students in real time.

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

Loleta is a rural school that has 100 students spread across 60 miles. Our cafeteria staff made hot and cold breakfasts, snack and lunch daily for the students. Through partnership with the tribes (the reservations were on lock down and we were not allowed on the reservations) we hand delivered food bags as well as homework, communications from the school and supplies to each student. We also worked in partnership with a local high school who provided lunch to other students in the area. They brought the food/lunches to us, we packed them with our deliveries and delivered to them by hand also. Our bus took one run and delivered for 2 hours with the Loleta Community Resource Center Staff who provided Spanish translation, one of our staff members organized local volunteers to help deliver to students in the outlying districts which took up to four hours, the tribes provided a van or car and came for their food and we provided pick up at the school for local students within a quarter mile or whose parents wished to pick up their food. We continued this process through spring break until the end of the school year. We actively fed 185 students daily with breakfast, snack and lunch. All staff were trained with their food-handlers license, covid precautions and maintained at least 6 feet distancing protocols. Masks, gloves and distance with sanitizing gel and washing hands protocols were maintained.

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

Our LEA was unable to provide supervision of students during ordinary school hours. We provided access to our computer lab to give families the opportunity to work online with social distancing and sanitation under the guidance of a staff member. Families on the reservations were on lockdown (38 of our 100 students live on the reservations); our local and dairy families stayed home and sheltered in place. We have 100 students spread across 60 miles of rural landscape; transportation for all was problematic. Our one bus was used for transporting food and goods and for checking in with our students daily.