

COVID-19 Operations Written Report for Las Lomitas Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Las Lomitas Elementary School District	Dr. Beth Polito Superintendent	bpolito@llesd.org 650-854-2880	6/3/2020

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.

LLESD has made the following changes in response to school closures to address the COVID-19 emergency:

- **Delivery Model:** LLESD has engaged in a blended model of synchronous and asynchronous learning at all grade levels. Our teachers use Zoom primarily, but also Google Meet, FaceTime, and telephone calls to meet with their students in whole group, small group, and in 1:1 conferences throughout the week, depending on the age of the students. In addition, the teachers have office hours 4-5 times per week, where they are available to support students and families, plan lessons, and communicate with families. Each site has weekly grade level meetings and staff meeting/office hours as a means of maintaining a connection among the adults.
- **Technology:** Teachers are using SeeSaw in grades K-2 and Google Classroom and Schoology in grades 2-8 to deliver and hold asynchronous learning. Many teachers are using Loom and Youtube to create videos shared in Google Classroom and Schoology. The District distributed Chromebooks, iPads, and internet hotspots to any student, family, and teacher who requested technology resources. The District's Student Acceptable Use Agreement was modified to incorporate Distance Learning practices and security issues. Remote support of teachers and staff is an extension of our regular technology support structure, but the addition of remote support of students/parents was required. On-Site Tech Office Hours were added to address teacher, staff, and student support issues that are difficult to resolve via remote support.
- **District Website:** The District has created a website for the community to access information on the COVID emergency, communications from the Superintendent, and resources for parents and staff on distance learning and wellness supports.
- **Survey Data:** To be responsive and elicit feedback to the changing needs of staff and families during this emergency, after the first four weeks of distance learning, the District launched a survey for the parents, staff, and students in grades 3-8. The survey data, coupled with Superintendent Zoom video chats, gave the district information on areas of the program that were working and areas

that needed adjustment. Some of the suggestions were implemented immediately, and some ideas will support the design of a summer program and distance learning in the fall. In addition to the survey, each teacher conducted an empathy interview with each student. During the interview, the teachers gathered information on reading, math, the student's adjustment to distance learning, both academically and emotionally.

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

LLESD is meeting the needs of its English learners, foster youth and low-income in the following ways:

Distance Learning:

- Chromebooks, iPads, and WiFi hotspots were procured and provided for every family who needed them. School supplies (scissors, glue, pencils, papers, crayons, markers, etc.) were also made available for families who needed them. During weekly grade level meetings and 1:1 teacher meetings, site administration specifically discussed and progress monitored the needs and response of focus students (socioeconomically disadvantaged, English Learner, students with disabilities, and Hispanic subgroups) Extra support to these students were provided as needed through teacher, counselor, paraeducator, or site administration check ins via email, text, and phone.

Technology: Devices and Hotspots

- The district distributed Chromebooks, iPads, and internet hotspots to any student, family and teacher who requested technology resources. The District's Student Acceptable Use Agreement was modified to incorporate Distance Learning practices and security issues. Remote support of teachers and staff is an extension of our regular technology support structure, but the addition of remote support of students/parents was required. On-Site Tech Office Hours were added to address teacher, staff and student support issues that are difficult to resolve via remote support.

English Learner Outreach:

- Each English Learner facilitator and teachers held group zoom meetings 2x a week which students were invited and encouraged to stop in and participate. They assigned and encouraged Imagine Learning usage as well as other English practicing activities. They had check-ins with families via e-mail, phone, and text. as well as weekly support sessions with paraeducators for students/families who requested more support during check-in times. They held 1-1 meetings for students with the greatest need and assisted in the end of the year assessment of all the English Learners through a 1:1 interview. They encouraged participation in the student and parent survey and supported families at the DELAC meeting held on May 27, 2020.

Paraprofessional support:

- Paraprofessionals served in a variety of capacities during Distance Learning. Those who were assigned specific students during the traditional school year continued to meet with those students virtually under the guidance of the students' case managers. They assisted in outreach efforts for students who were not initially accessing class meetings and materials for distance learning. They also helped manage whole and small group meetings and assisted teachers in compiling and distributing hard copy materials to students.

Counselors, ACS:

- During the COVID-19 Pandemic, a brief teacher survey was created by the School Counselor, Psychologist, and Behavior Therapist. The purpose of the survey was to identify students who appeared to be struggling socially and emotionally and provide check ins. The list of students compiled was followed up with student and family meetings by available staff to support student and family needs. Further, during grade-level meetings, a standing agenda item focused on unengaged students. Teams updated their lists and if attempts by the team members were ineffective, the counselors followed up with these families. In some instances, families struggled with creating structure and systems at home to provide successful homeschooling experiences. These parents and families required a higher level of support in the form of consistent communication and check-ins. For these extreme cases, our counselors and ACS program provided reinforcements. Finally, for students who were having difficulties coping with their home environments, our counselors and ACS team were instrumental in offering support.

Website, Wellness Resources

- During distance learning the Wellness Coordinator partnered with the nursing team to develop a health and wellness website from which teachers could use posted articles, lesson plans or videos (developed by the wellness coordinator/nurse), and other resources. They presented topical information to students during virtual class sessions, such as a health-focused Earth week lesson and a nutrition review and recipe demonstration that complemented homework assigned by other specialist teachers (music and PE). In addition the Wellness Coordinator supported school and district tasks, such as helping launch the district's COVID-19 website/resources and connecting with teachers to understand their wellness needs during the school closure.

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

A. The first step LLESD did to continue delivering high-quality distance learning opportunities was to design Distance Learning in three stages. Each stage began with a teacher planning day followed by a family instructional materials/technology pick up day.

- The focus of stage one was for students and teachers to get used to the new teaching and learning environment. Each site established teacher office hours based on the age of the students and coordinated office hours as an attempt to lessen the burden on families as they adjusted and assessed their needs. Stage one also included asynchronous instruction in a matter that was most comfortable for each teacher as he/she adjusted and assessed personal and professional needs.

- Stage two distance learning focused on student engagement. It included many conversations on assessing and supporting the students who were isolated due to technology, language, academic struggles, and emotional state. To make more personal contact with the students, the district established minimum expectations for the whole group, small group, and 1:1 contact with each student. Specialists and itinerant staff were assigned to each grade level to support content delivery and student contact.
- During stage three, each student in grades K-5 and focus students in grades 6-8 were given a short assessment in reading and mathematics. They also participated in an empathy interview focused on their success and adjustment to distance learning. In addition to the 1:1 interviews, the district surveyed all 3-8 grade students on their distance learning experience regarding content, technology platform, and social interactions. The data collected throughout the spring will be collected and used to inform the summer program and instruction in the fall.

B. The second step LLESD did was to offer professional development. During the first part of distance learning, the district provided “just in time” professional development delivered by the technology staff on each campus for any teacher, paraeducator, or staff member who needed support. Some of the areas and needs for professional development were distance learning platforms, engaging students, refining curriculum maps, and assessing and providing narrative progress reports to students and families.

- The Literacy Teachers on Special Assignment (TOSA) supported teachers based on requests and anticipated needs. Supports included helping teachers find and learn to use technology to support reading and writing workshop, helping teachers plan, assisting teachers to find and learn technology (such as Loom, FlipGrid, and Padlet) to meet their instructional needs, supporting teachers learning to implement small group support remotely, identifying online libraries, supporting librarians in identifying online books to purchase, joining synchronous classes, and creating asynchronous content for grade level teams. Recorded lessons provided content for teachers to share with students so that they could devote more time to meeting with students in small groups and individually to provide support. In conjunction with coaching and training from Teachers College Reading and Writing Project trainers, the TOSAs recorded lessons to give examples of how reading and writing workshop could be implemented remotely. After attending online trainings about various online library options, speaking with company representatives, and having options researched and cleared for use by the school district, information about virtual libraries was shared. Collaboration with the middle school librarian also connected school library ebooks (SORA) into Google Classrooms of teachers. Videos such as “tours” of virtual libraries and how to find a “reading buddy” at home that supported multiple grades were also created and shared with teachers. TOSA literacy coaches also trained and supported teachers in the remote assessment of many students.
- The math TOSA provided supported to teachers in several ways. First, she located and shared exemplar videos to provide a model of how teachers could continue engaging students in low-floor, high-ceiling math tasks through distance learning. These resources also demonstrated ways to incorporate other instructional routines like Number Talks or Counting Collections. In addition, the math TOSA provided one-on-one curriculum support, discussing with teachers ways to bring best practice instruction to life in a virtual environment. Finally, the math TOSA produced some videos to support teachers in using free digital resources like Braining Camp (virtual manipulatives/whiteboard) and Screen Cast.
- The Technology TOSA provided support to teachers K-8 during Distance Learning. She met with teachers via 1-1 Zoom video conferencing as needed. Distance Learning Technology Support was made available daily. Many teachers needed support and

mentoring in the usage of an LMS (Google Classroom and SeeSaw). Other teachers and some entire teams needed support and mentoring on the usage of Google G Suite applications to help deliver standards-based and best practices in teaching as related to their online learning platforms. Connecting through Distance Learning is and was important. As a result, Google Calendar training became essential in organizing Zoom calls for meetings with students and families. (1-1 teaching, classroom teaching, and small group teaching became imperative to meet student needs) Creating a commonplace for teachers to find resources was a priority during Distance Learning. The Technology TOSA and technology support staff developed a Distance Learning website. Curriculum, enrichment, professional development, and student/family enrichment support were included on this site. Lastly, the TOSAS created screencasts and tutorials that were utilized throughout the coaching and support period.

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

LLESD is continuing to provide meals to students eligible for free/reduced lunches. The district is working with neighboring districts to procure the meals which are then delivered to students using employees of the transportation department. Excess meals are provided to the contracted day care program located on Las Lomas campus.

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

In order to arrange for the supervision of students during ordinary school hours, LLESD provided essential services for children and families in their communities through distance learning and collaboration with local partners and other entities.

- Coordinated with Champions Child Care to ensure that our programs remained open for the children of essential workers. Hours of operation remained intact, and Champions staff worked with district staff to ensure the emergency childcare requirements were met in terms of bubble cohort size, designated bathrooms, and room cleanliness. District staff worked with Champions staff to provide daily lunch delivered to Champions to ensure consistency in food provisions.
- On the district website, parents were provided helpful links to resources to support families in need of care for their children, including lists of available care facilities in the area. Through the website, the district informed families that they can call the statewide consumer education hotline at 1-800-KIDS-793 or go to the website at <https://rrnetwork.org/> and <https://rrnetwork.org/family-services/find-child-care> for additional information.
- The school sites posted the teacher scheduled class meetings/office hours on the websites as a way of informing families of the expectations for participation throughout the day. Planning days and pick up days were strategically planned across the several weeks of Shelter in Place. In all, three teacher planning days and three instructional materials pick up and drop off days were coupled together on April 6 & 7, April 20 & 21, and May 11 & 12. In each cluster of dates, the preceding day was the teacher planning day, and the subsequent day was the instructional materials pick up and drop off. Communication from site administration

and teachers to the parent community informed them of these dates. Materials that were not picked up were delivered to homes the following day via district school bus. LLESD utilized bus drivers to deliver meals, technology, and instructional materials throughout the distance learning program.

- During Distance Learning, each grade level maintained lists of students who were having challenges connecting with their classes. Teachers in each grade level constructed living documents to track unengaged students and document attempts to connect. In weekly grade level meetings, teachers visited the living document to discuss action plans for re-engaging these students moving forward. In addition to grade level teachers, counselors, paraeducators, and site administration conducted regular check-ins with families of students on these lists via phone and email. On the end of the year assessment questionnaire/interview documents, each teacher indicated how they were connecting with each child and assessed through an interview what a child might need moving into summer and in the fall.