

COVID-19 Operations Written Report for Adelanto Elementary School District

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

On March 13, 2020, Adelanto Elementary School District made the difficult decision to close all schools, and on March 17, 2020, district and school closures were extended for an additional two weeks which eventually led to extended closure through the end of the 2019-20 school year. These decisions were not taken lightly and were influenced by federal, state and local guidance. Immediately it was clear that school closures had a significant impact on students, families, staff and the community at large. In order to mitigate some of the most pressing challenges, attention was primarily focused on providing meals, adapting to delivering instruction via a distance learning model and ensuring stability for students, families, and staff.

All staff and students were impacted with the transition to distance learning by not only moving teaching and learning online, but all services including, business services, personnel, pupil services, special education and academic services shifted to working remotely.

Since school closures, our Operations department has been deep cleaning each and every classroom and office across the district to maintain healthy environments for our staff and students for when we return. Student meals were provided to all children under the age of eighteen five days a week. Meals were distributed at four locations using a “grab and go” grab model to adhere to social distancing guidelines. We distributed approximately 227,282 meals to students and families between March 17, 2020 and June 3, 2020.

Our Academic Service divisions knew how imperative the continuity of education was for our students, so was the importance of the social and emotional health and safety during this unprecedented time. Not only did our Academic Services team design academic packets to create educational learning opportunities for students, we began distance learning the following week in the form of preparing academic packets. Hundreds of parents picked up academic packets to ensure their students were connected with educational opportunities to further their learning. In addition, many teachers reached out to their students the following week of school closures as well. On April 16, 2020, Adelanto Elementary School District entered into a Memorandum of Understanding (MOU) with Adelanto District Teacher Association regarding COVID-19 CORONAVIRUS and Distance Learning. Per the MOU, teachers created a flexible work schedule within their normal workday. Teacher work schedules included, but was not limited to virtual office time for emails or phone calls, designing make-up work, engaging in student discussions, creating enrichment activities, providing tailored interventions, and/or exposure to new materials at teachers’ discretion. Any work collected and graded was used only to enhance students’ final grade.

IT administered a Technology Survey resulting in approximately 2000 requests for Chromebook devices. These devices were distributed to students who did not have a device or internet access at home. Distribution took place for a period of two weeks using a drive-through model adhering to the social distancing regulations at four school sites, across the district, during Phase One. We finished Chromebook distribution from the central office during the second week. Site administration ensured Chromebooks were delivered to students who could not pick one up at the school site. Our IT department provided guidance documents for parents on how to use and take care of their devices. The Board approved the purchase of 200 mobile hotspots, but due to high demand, we did not receive them in time for distribution. Parents were provided with a list of companies offering free internet located on our District website. Teachers who requested technology were provided with a laptop or Chromebook device to support teaching from home.

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

The Adelanto Elementary School District provided and continues to support to English learners, foster youth, and low-income students with a variety of services. During the last three weeks of distance learning, our I.C.E.S staff leaders provided tutoring to approximately 120 students from our high need student groups (i.e.,SWD, ELLs, Foster Youth, and Socio-economically disadvantaged students) three days per week for approximately one hour. Tutoring schedules were set for the same day and time each week for each group of students. Selection of students was made in collaboration with teachers and site principals. Students received support in the area of their academic need based on student assessment data.

Academic Services provided teachers of English Learners (EL) with strategies for working with EL students that would strength students in the areas of speaking, listening, reading and writing through the English language Development Curriculum. Board approved ELD programs for our district includes the following: ELD Wonder for grades K-6th grades, English 3-D for grades 7-8, and Elevation for data tracking. Teachers were provided with training including, but not limited Google Classroom, Zoom, and IXL Online Curriculum, Class Dojo. To increase parent engagement with English Learners, we held two virtual meetings with our District English Language Advisory Council Committee (DELAC) where we shared the District's Distance Learning Plan.

Parents who were unable to pick-up academic packets, Academic Services mailed packets home to ensure students had access to instructional learning. The IT department created a survey to determine which students did not have technology in the home. Approximately 2000 parents completed the survey and priority was given to low-income students. We distributed approximately 1500 Chromebook Devices to parents who completed the survey. With the digital devices, students had access IXL, online curriculum as well as many other digital platforms including but not limited to Lexia, Accelerated Reader through their CLEVER single-single sign-on. The district currently had 2500 licenses for IXL, as a result school closures, we purchased approximately 6500 additional licenses to ensure all students had access to the online curriculum. Utilizing the IXL Online Curriculum, as a personalized learning opportunity, all students, specifically English learners, foster youth and low-income students had access to a comprehensive K-12 curriculum designed to meet their unique needs. This created consistency across the district and provided equity and access to high-need student groups (English learners, foster youth and low-income students).

The Special Education Department continued to collaborate with CDE/SELPA to garner information during the COVID-19 closures to ensure that the needs of SWDs were met. This information was used to direct special education services to students. Special Education teachers provided academic support for SWDs through the digital platforms including, but not limited to e.g Zoom, Class Dojo, Google Classroom. APE teachers collaborated with parents to provide instructions by phone and/or through a virtual platform. Students continued to benefit from interventions from Non-Public Agencies through virtual platforms as per the IEP document or as a result of a settlement.

Adelanto Elementary School District has 295 foster youth and 83 McKinney Vento Homeless youth currently enrolled. While the Student Services Department offers services specifically for students who are foster and/or McKinney Vento, we also supported the social emotional needs of all students in the District through a variety of programs during the school year and have adapted many of those programs for our distance learning digital platforms.

Our district counselors provided 1:1 and group counseling with the support of social workers and school counseling interns to students. As of March 9, 2020, the counselors and interns continued to provide 1:1 and group counseling utilizing Zoom and phone calls. For those students they could not make contact with, they sent positive notes, texts and emails resulting in on-going contacts between more than 400 students and parents, 35% of whom were foster and 11% of the students were McKinney Vento. In addition to these supports, the counselors provided crisis intervention, grief counseling and support, established car caravans to support foster youth on their birthdays, delivered food and Easter Baskets to students, mailed incentives to students meeting their individual goals for behavior, partnered with community agencies to deliver food and other necessities to more than 30 families.

Attention2Attendance (A2A), the company that assists our district by sending attendance letters, provided support by making contact with those families that our school site and district staff have not been able to reach. Upon the receipt of updated contact information, the Student Services team reached out to identify the best way to serve the students and families. The counselors updated their Twitter and Facebook sites daily with activities for students such as Virtual Spirit Week, videos of adults reading books, and academic games. They also posted resources for parents such as community agency information, mental health support available locally, information about COVID-19 and guides on how to talk with children of all ages, and grief resources as several families have suffered a loss during this time.

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

Academic Services worked diligently to provide our teachers with the technology and technical support needed to connect with their students while working remotely from home. Teachers' ongoing professional learning is a critical element to the success of any instructional program. During the school closure crisis, Academic Services provided a variety of online professional development opportunities, and teachers had the option to seek small group or individual support from the AESD's Academic Services team.

As AESD educators moved to a distance learning mode, we all knew that we needed to provide high quality distance learning for our students and that there were steps that must be taken. We allowed the already utilized learning platforms to continue with the teachers that had content established, so that we did not disrupt 100% of our teachers. With a majority of teachers migrating to an online forum to teach

from, we knew that we needed ensure they had the equipment to do so as well as build their expertise in various digital platforms. Academic Services provided teachers with ongoing professional development opportunities through Google Classroom with technical support through our help desk system to address any technical issues. Once technology needs were stabilized, the professional needs were addressed through weekly training.

Special education teachers utilized web based applications to provide direct instructions to students. Teachers updated IEP goals, timelines, Present Levels of Performance and other areas of the IEP document. Teachers generated students' progress reports for the grade reporting period. Wherever possible parents were directed to websites to access special education lessons for students.

Teachers participated in IEP meetings (by phone or other web portals). Teachers will also participate in other special education meetings, webinars and trainings organized by the school site and/or special education department. Apart from scheduling IEPs, site administrators invited parents and all other relevant services providers to the meetings. IEP meetings were convened by phone or by other virtual platforms. Psychologists completed all assessments that had begun before the closure. Whenever possible, psychologists collaborated with parents by phone or virtual platforms to garner pertinent information to complete students' assessments. Psychologists updated all Behavior Support Plans for students who were exhibiting significant behaviors before the closure. Psychologists provided PWN to parents who requested psychological assessments for students during the school closure. Psychologists attended IEP meetings as facilitators and or to provide other technical advice.

The following three elements formed the core of Adelanto Elementary School District's approach to supporting students' academic needs through distance learning:

1. Grade-level appropriate Academic packets
2. Weekly Assignments from each student's teacher(s)
3. Instruction directed by the teacher

The AESD School Board approved the use of IXL, an online curriculum, to provide additional intervention and support for students in core subject areas. IXL Online Program was implemented during the last six weeks of instruction. Students had access to IXL Online Curriculum provided a comprehensive K-12 curriculum designed to meet their unique needs of students. With the usage of this program, students made steady progress academically to address their learning gap. Academic Services provided training for parents on how to use IXL, online curriculum. We provided parents with a step-by-step guide on how to use the program. In addition, we provided training for our teachers on how to utilize IXL Online Curriculum to assess students and assign skills and concepts that addressed learning gaps. Academic Services' Coordinators created weekly sets of grade-level academic packets packets for students in grades TK-8. These academic packets included a learning plan for the week that could be followed by students, with resources including online reading, digital worksheets, use of online applications through CLEVER, and other at-home activities.

IXL provided the following:

- Access to every grade level and unlimited practice

- Breadth of content covering over 8,000 unique topics
- Personalized learning that adapts to your child's learning level
- Meaningful, up-to-date tracking on the child's progress

Grade-level appropriate Academic packets included:

- Key learning objectives that were accessible to students and caregivers
- Recommendations about a weekly schedule for Distance Learning
- Suggestions to students and parents about online learning activities available on our district website
- Specific lessons in Math, Language Arts, History/Social Studies, Science, and Social Emotional

Academic packets consisted instructional learning up to approximately 15 hours:

- 4-6 hours per week for students in grades TK-1
- 10 hours per week for students in grades 2-3
- 12-15 hours per week for students in grades 4-5
- 15 hours per week for students in grades 6-8

Weekly Assignments from Each Student's Teacher(s):

In addition to sharing the weekly Academic packets with their students, teachers included their own additional guidance about how to approach the weekly instructional assignments, and teachers included other Distance Learning resources, such as:

- Digital Content for Board adopted curriculum in math and English Language Arts along with additional supplemental recommendations for reading, writing, or projects
- Feedback to the class, to small groups, or to individuals
- Live streamed Whole Class Meetings or Lessons
- Facilitated discussions to encourage virtual student interaction through breakout rooms, live chats discussions on Google Classroom or via Zoom
- IXL, Online Curriculum

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

Adelanto Elementary School District provided Grab and Go breakfast and lunch simultaneously for all student in need at four pick-up school sites (Adelanto Elementary, George, Morgan Kincaid, and Ted Vick) across the district. Locations for meal distribution were strategically selected to ensure all students were able to receive meals geographically throughout the district. Nutrition Services served meals from 11:00am to 12:30pm weekly from Monday through Friday. Gathering and consumption of the meals were not permitted at any of the school sites. Administrators along with Child Nutrition Services' staff supported meal distribution on a daily basis. Staff was provided with masks and gloves in order to be compliant with Executive Order N-56-20 regarding personal protective equipment and social distancing to ensure the safety of our staff and the families of Adelanto Elementary School District. Staff maintained six foot minimum social distancing both in the

workplace and when dealing with the public. Parents were notified in English and Spanish of meal distribution days, times and locations with a flyer posted in Peach-jar, on District's website, and through the Intouch automated phone messaging system.

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

When schools closed and stay at home orders came into effect, childcare became a very difficult venture to address. For anyone inquiring, we offered to provide information about child-care in the community. There were no requests for supervision during school hours; therefore, this was not a major component of our distance learning program.