

COVID-19 Operations Written Report

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.

In an early response to the COVID-19 pandemic, with student health and safety being of utmost importance, Elk Grove Unified School District (EGUSD) made the decision, in consultation and with the cooperation of its seven labor associations, to start spring break a month earlier than previously scheduled (March 9-13, 2020) in order to remove students and staff from campuses with as little instructional impact as possible, and to use the time to assess and adjust to the fluid situation and the likelihood of students and staff being unable to return to the classroom for an indeterminate length of time. The District’s early decision to close schools proved to be prescient, as shelter-in-place recommendations were soon put into place across the nation.

The District immediately developed and implemented a distance learning educational program. Distance learning guidance was developed and provided to teachers, along with training on online pedagogy and digital platforms, and the provision of a variety of resource materials. Support services for our special populations, such as English Learners (EL), foster, homeless, low-income, and migrant students, were adjusted for the new platform and continued. Special Education services, to the greatest extent possible, were provided in alignment with students’ individualized education plans using District-approved distance learning platforms. All students continued to have access to mental health services while teachers were provided with guidance on how to respond to mental health concerns given the new teaching and learning environment.

Distance learning was also established for preschool students. Lessons were conducted via Creative Curriculum and supplemented with Rosie Ready for parent outreach, while Second Step was used for social emotional learning. Preschool instructional coaches created weekly learning packets that include a comprehensive list of community resources and materials, and met with teachers weekly via Zoom to review and discuss the lessons. Teachers conducted online lessons via various online platforms and checked in with families twice per week. In addition, a parent liaison contacted families to ensure they had access to community resources and resources for distance learning.

Electronic devices and hotspots were distributed to students and staff to augment existing digital connections. A concerted effort was made to reach and assist the District’s most vulnerable students as an assurance of equity of access. The District’s Food and Nutritional Services (FNS) department adjusted its distribution of breakfast and lunches, in accordance with county and CDC health and safety guidelines.

Clear and frequent communications through various mediums with our parents and staff was paramount to the District’s successful start of distance learning. District survey results noted 9 of 10 families reported receiving sufficient information to be ready for distance learning on day

one. 99% of students reported having internet access for distance learning. Approximately 95% of students and parents reported sufficient communication with teachers. The District will continue to gather data and feedback on the effectiveness of the District's actions and will use the information to improve EGUSD's educational program and to support students, families, and staff as the EGUSD navigates the changing health conditions and prepares for the next chapter of education programming for the Fall of 2020.

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

EGUSD continues to meet the needs of its EL through the distance learning platform. The English Learner Services (ELS) department contributed to the PreK-12 Teacher Distance Learning Guidance document, covering TK-12 designated and integrated ELD, with regularly updated best practice examples, training videos, and other support materials. For supplemental support, all EL students were offered Imagine Learning, available digitally through the District's portal. For EL newcomers, ELS collaborated with the Office of Family and Community Engagement (FACE) to assist families in the transition to the country and to help teachers connect to newcomer students and families. ELS continued to provide translation and interpretation services for District departments and schools for the new District learning documents, communications, and services required for the unique and changing situation, including translations for videos, parent calls, check-ins with students and families, lessons, and IEPs. EL instructional coaches continued to provide teacher check-ins, office hours, co-teaching, demos, and professional learning based on feedback and EL needs.

Support for foster youth continued through educational case managers, including needs assessments and ongoing outreach; resource referrals and access (e.g., meals, transportation assistance, mental health support, housing, school supplies, etc.); educational success plan development and monitoring; virtual student, family, and collaborative team meetings; the independent living program; and individual online tutoring. Homeless students were supported with school transitions, assistance with enrollment, transfer of school records, notification to District liaisons, graduation exemption plan development, and obtaining FAFSA verification letters. Foster youth and homeless student staff also received trauma-informed and McKinney-Vento Homeless Assistance Act/Foster Youth Educational Rights training and consultation to best support these students in need.

Low-income students (Title I and socioeconomically disadvantaged) needs continued to be met through supportive online educational programs and targeted efforts. The District provided Chromebooks (approximately 50% of the grades 1-12 population) and up to 1,000 hotspots for students who needed them to access distance learning and continue learning. The District's teachers served as the primary point of contact with students to check-in, monitor, and provide for social-emotional and educational needs. FACE conducted outreach via phone calls to provide and/or arrange support for the District's most vulnerable families, and school breakfast and lunches were provided to low-income students. Low-income high school student needs were also met through the District's credit recovery program. The four-week summer program allows students to make-up credits and get aligned to graduate on time, or to accumulate courses/credits to then allow for later flexibility for Career/Academy course-taking, both providing for more post-secondary opportunities.

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

EGUSD provided teachers and service providers with a PreK-12 Teacher Distance Learning Guidance document covering distance learning purpose, scope, expectations, digital platforms, communications etiquette, legal guidance, and content/lesson planning support. Content specialists and instructional coaches provided 50 professional learning opportunities over three weeks on 15 digital platforms; developed a distance learning website containing resources such as online tutorials, FAQs, and technology support; offered office hours; and scheduled

collaborations for teachers. Every week, a communication was emailed detailing what to expect the following week, professional development offerings, bright spots in the District, and ongoing resources and supports being offered.

EGUSD complied with legal mandates to provide special education services to the greatest extent possible, using a variety of learning modalities to ensure each student has access to distance learning materials through District-approved distance learning platforms. EGUSD developed a comprehensive Special Education FAQ document that included important information related to new processes for IEPs, confidentiality, consent, dual-identification, and assessment to accommodate District learning platforms. Ongoing training and support were provided to special education teachers, related service providers, and administrators on new procedures and legal mandates and provisions.

While everyone is affected by COVID-19, not everyone is impacted in the same way. Some students are more dramatically impacted than others. Distance learning was implemented with an equity lens, addressing students' various educational and social emotional learning needs. The Office of Educational Equity collaborated with various departments to assure and affirm all identities were welcomed and included in the new format. FACE supported parents in this transition, leveraging the assets, talents, and interests of families to support student learning in this new format. FACE also developed online family resources, provided a resource line, professional learning focused on communication and connecting with families, and outreach and support for the District's most vulnerable families.

While the state released districts from ADA reporting requirements, it was important to continue to record and track student attendance to assure all students were connected and continued their learning. The District developed a process whereby a student-teacher communication through a Google form would not only generate an attendance measure, but also serve as a daily opportunity for the student and teacher to check in with each other. The teacher would be able to track student attendance as well as see how students were feeling and if and what support the students needed. For students who were not checking in, teachers reached out to families to offer assistance. If that did not work, school administrators, Tier 2 MTSS teams, and/or the District's Attendance Improvement Office (AIO) followed up to remove any impediments to regular attendance and staying connected in school.

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

During the school closures, EGUSD immediately mobilized to provide well-balanced, nutritionally-sound meals. As the need for meals increased, EGUSD's capacity to serve quickly ramped up to meet the needs of the community. In early March 2020, FNS worked with the California Department of Education (CDE) and received approval to operate the Summer Seamless meal program to provide free meals to children 18 years and younger. Children were provided both breakfast and lunch in a non-congregate service model by first providing a drive-thru meal service at 13 of the District's highest need schools. A week later, FNS added seven meal sites to serve free and reduced eligible students enrolled at all schools in the District. Secondary schools were strategically chosen for this expansion to provide at least one meal service location in each community. These schools quickly became busy due to an increasing need and FNS added more schools for a total of 37 schools by the latter half of March 2020. In addition, five bus routes were added to serve high need families residing in apartment housing a notable distance from schools. One bus route was later converted to support two schools to meet the needs of EGUSD's distant and rural communities. On average, the District served 10,700 students, providing 21,400 meals per day at 39 schools and four bus routes. According to many families, the meal service created a sense of normalcy and routine that they have missed during this crisis.

FNS's meal service model was designed to be safe for families and employees, eliminating human touch points by using a cart service for meal pickups. Families drove up, meals were provided on a cart at their driver side window, drivers took the meals off the cart, the cart was sanitized, and readied for the next service. All FNS staff were provided with sufficient personal protective equipment (i.e., masks, gloves, disposable aprons, hand sanitizer) and maintained social distancing protocols.

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

To support EGUSD families with child care, EGUSD continued collaboration with existing child care providers housed on and near school campuses, with a priority on families that work in essential areas such as health care operations, agencies that provide food, shelter, safety, or social services, or families experiencing economic hardships. As of early May, 25 of 32 elementary schools' child care programs were open, with more opening if need and demand increases. Child care programs incorporated County Public Health and CDC guidelines for maintaining a healthy, safe environment during the pandemic, including disinfecting touch points every hour, daily health checks, and limiting family members' physical access to facility during drop-off and pick-up routines. Programs focused on children's well-being, including social emotional support, trauma informed care, supporting families with outside referral and resources, and directly supplying families with basic necessities, if needed (e.g., paper towels, toilet paper, soap, gloves). District-provided breakfast and lunch services were also available to students in the child care programs. Program staff worked with students on their distance learning assignments, provided teaching and tutoring, as well as providing technical support for the digital distance learning platforms.

California Department of Education
May 2020