



2020/2021 COVID-19 OPERATIONS WRITTEN REPORT

EVERGREEN UNION ELEMENTARY
SCHOOL DISTRICT

Board Adopted: *6/23/20*

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Evergreen Union Elementary School District	Brad Mendenhall Superintendent	bmendenhall@evergreenusd.org 530-347-3411	Expected June 23, 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.

EUSD made changes to educational program offerings in response to the school closure. During the first week, optional digital resources were provided for our families on our website and virtual PLC meetings were held to backwards map standards to be reviewed and those that still needed to be covered during the academic year. During the next four weeks, two, ten-day, optional learning packets were provided that included ELA and Mathematics review as well as supports for SEL, Music, Health, and PE. Staff met frequently during this time to prepare for the expected learning packets that were distributed after spring break; this constituted seven weeks of work, spread over three, ten-day and one, five-day packets. Students received instructional work for standards not yet covered and support for parents was offered. These packets included ELA, Mathematics, History-Social Science, and Science in addition to supports for SEL, Music, Health, and PE. Students who had digital access were able to check out a Chromebook or use their own device to access this same work in a digital platform. A Feedback Form was provided so that parents /students understood the topic covered, expected learning, and what they could show for a demonstration of understanding; teachers then provided feedback for students using this form, and teachers held regular office hours to attend to any questions. Students with IEPs, 504s, and ELs were provided with the appropriate supports.

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

EUSD ensured that during the extended school closure, the needs of English Learners, foster youth, and low-income students were being met. Beyond providing them the appropriate supports in their educational packets and access to Chromebooks, the Asst. Supt. organized a list of all subgroups (EUSD Families on Watch) and shared this information with Principals. In turn, Principals reached out to the students in each subgroup to determine if they knew about the Grab and Go Meal offerings and what the school could do to support their participation, if they were engaging in learning opportunities (optional digital resources, optional learning packets, required learning packets/online platform, teacher office hours) and what the school could do to support their engagement, and if they required any other support services for basic needs at this time and how to gain access to them. Principals were able to connect with 86% of our English learner families and provide support (with translation when needed); all families contacted were engaged. Principals were able to connect with 87% of all families with

students who identify as homeless; most all families were able to access meals, were engaging in learning, and were provided support when necessary. The Tehama County SARB officer escorted Principals on home visits for families who were difficult to connect with. Last, principals followed up with foster youth; 88% of students were contacted to ensure they were aware of meals, educational offerings, and services provided 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.

During the first week of school closure, staff made contact with each family to determine their capability for digital distance learning; it was determined that only 34% of our families have reliable internet and would be able to access a digital platform for instruction. As such, we sought to access curriculum products that offered a digital platform with a comparable paper format so that students could access learning opportunities in a mode that fit their need. In the initial round of optional packets/digital work, we aimed to ensure we were meeting the needs of all students by providing review practice in ELA and Mathematics so that they could complete this work on their own, if needed. Once it was determined that we would roll into a year-end school closure, we moved to expected packets/digital work in all core areas (ELA, Math, History-Social Science, Science) and provided support/guides for parents in those packets to ensure they could assist their child in learning new concepts; in addition, teachers were available by phone and email during their office hours. Due to our rural geographic location, we cannot equitably provide online instruction for our students; thus, we have had to get creative with other ways to ensure they are able to access these learning opportunities and highlight their learning. By providing parents with the Feedback Form and listing possibilities for Demonstration of Understandings in each subject area, families have been able to have their child show, in new ways, what they have learned. SEL, Music, Health, and PE also provided learning opportunities in the packets as well as on our website. On our year end survey, 82% of families noted taking advantage of the learning opportunities we provided and 76% noted using teacher office hours to obtain support.

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

EUSD provided school meals to students during the extended school closure. Grab and Go Meals included a breakfast/lunch and were offered five days a week at three locations across our 575 square mile District: at our Middle School, at our rural Elementary School, 20 miles south, and within the local gated community where 20% of our students reside. Prior to spring break, students were provided with enough meals for the break. On our end of the year survey, only 25% of families noted that they did not participate, and 72% noted that they were satisfied and participate regularly. Staff who prepared meals wore appropriate PPE when preparing food and face coverings/gloves were used during distribution which was provided curbside at all three locations.

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

EUSD was a closed campus during this extended school closure. As such, there was no supervision of students during ordinary school hours.