

# 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.

Governor Gavin Newsom declared a State of Emergency on March 4, 2020. As the number of COVID-19 cases grew, schools throughout the state had to close as a means to prevent the spread of the virus. Southern Kern Unified School District (SKUSD) ended regular school at all six schools on March 19, the onset of the Spring Break vacation.

During our break, we immediately began to implement the Governor’s second directive for LEA’s, which was for *Schools to provide meals in non-congregate settings* for our unduplicated student populations. Our Child Nutrition Staff volunteered to work a shortened schedule for extra-duty pay to prepare and distribute breakfast and lunch initially at three school sites and one community park daily. Parents could pick up their meals at the most convenient location regardless if it was their child’s school.

Although we began immediately feeding children on Monday, March 23, Spring Break enabled us to put procedures in place to focus on the delivery of a high quality education and to provide Supervision for families as needed. On Monday, March 30, we began implementing distance learning in grades 3 – 12 using Google Classroom and for our TK – 2 grade, teacher created packets were provided that covered two weeks of instruction blended with digital learning. We provided hot spots to those families as needed. Distance learning continued through June 3.

In order to assess the need for supervision of children of essential employees on staff and in the community, SKUSD sent out a survey to acquire information on the number of essential employees who would benefit from this service. The data collected from the survey implied that we had to open a school to accommodate parent need. Supervision began on March 30 at one elementary school during regular school hours and continued for eleven weeks.

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

Throughout the COVID-19 crisis, SKUSD has continued to meet the needs of its English Learners, Foster Youth and Low Income students. Every student in grades 3 – 12 has a laptop or Chromebook. Students in grades K – 2 worked with a blend of paper packets and digital learning. The Technology Department provided hotspots for students without Internet access. For those students who were not able to get Internet access even with a hot spot, packets were provided.

SKUSD students use adaptive learning software, including IXL, which acclimates to a student's master level, providing immediate feedback and support when students need help. The printed packets provided differentiation. Teachers communicated with their students through Google Classroom and Zoom meetings. This enabled students to maintain relationships with classmates and teachers, which is critical in continuing students' social and emotional learning.

Our English Learners engaged in ongoing English language development through the district's ELD curricula. This includes the ELD component of CA Wonders ELA and iLit ELD curriculum. ELD instruction was provided using synchronous learning through Zoom meetings.

We ensured that families had access to all communications in English and Spanish to further support the English Learner, Foster Youth and Low Income students. Throughout the COVID-19 crisis, we communicated regularly with the school community through phone and email, and by posting updated information on our website. We shared the *SKUSD Guide to Distance Learning for Families* with families in the District.

Our counselors worked with students and families on their caseloads through the end of the school year. They also communicated with students who refused to engage. If a teacher or administrator reported a student was experiencing emotional or behavioral issues, our counselors reached out to the family to provide support. We continued to locate homeless families and children to provide additional resources to them.

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

On March 19, in consultation with the Kern County Superintendent of Schools (KCSOS), SKUSD suspended in-person learning at its six schools and transitioned to distance learning. During the first week of Distance Learning, SKUSD used a blended learning model of packets and digital learning. Students in grades 4 – 12 had either a laptop or Chromebook and immediately began receiving instruction from the teachers using Google Classroom learning management system along with Zoom meetings everyday hosted by their teacher. Teachers used Zoom to provide face-to-face, synchronous learning experiences, including direct instruction. At the beginning of April, through a collaboration with KCSOS, laptops were provided to all of our 3rd grade students. Most of the students in SKUSD are used to receiving instruction in Google Classroom, as it is part of their traditional learning experience.

Teachers of students in grades K – 2 created Learning Packets, covering grade appropriate standards based lessons, for their students and were distributed and collected every two weeks.

Special Education teachers worked collaboratively with core content teachers as needed to accommodate and adapt lessons to meet the needs of the student as outlined in the IEP. Special Education teachers of students with moderate to severe disabilities provided continuity of learning through a variety of distance learning resources as appropriate.

Despite having many of our teachers extremely competent and well trained in using digital curriculum, we initially experienced some negativity towards implementing distance learning. This led us to provide Professional Development on Google Classroom to refresh and update their knowledge on how to best use this platform when delivering instruction. In early April, we held trainings on using Zoom safely and effectively. Students and staff received support from the IT Department from home. If a problem could not be resolved remotely, students came to school to get in-person support.

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

SKUSD was able to provide daily school meals during the COVID-19 to the children in the community by offering a drive through meal service at three different school sites and one neighborhood park. Parents could pick up the meals at the location most convenient for them, not necessarily their child's school. Volunteers from our Child Nutrition Department were paid extra-duty hours to work during their Spring Break vacation. Parents of students could drive or walk to the site during the hours of 8:30 – 10:30 am through June 3 to receive daily nutrition for their child.

On April 6, we decided to add a dinner meal as part of our daily offerings for our students. We are currently serving breakfast, lunch and dinner in a one-time pick up daily in order to keep our staff safe with less exposure to the public. All of our Food Service team were provided facemasks or they could bring and wear theirs from home. The staff work area was set up in the Multi-Purpose Room with tables spread out to provide them adequate separation for social distancing. Staff members volunteered to work at different shifts so there were no more than eight employees at one time in the same room.

At the drive thru areas, meals were dispersed from a tray into the vehicle on the passenger side eliminating any direct contact between the driver of the vehicle and the Child Nutrition employee for safety. Parents, who choose to walk to the site to receive their meals, simply took meals from a cart for their children. This eliminated any contact between the service provider and parent. Food service workers changed their gloves and washed their hands frequently. Sanitized carts and trays, being used for meal distribution, were often exchanged to allow for cleaning and disinfecting.

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

SKUSD began the process of providing supervision for students during ordinary school hours by assessing the need for such provision. We decided we would communicate to all parents providing them with a survey to assess how essential this service was in our community to meet the needs of our essential employees. SKUSD is very close to Edwards Air Force Base and the Antelope Valley so we felt confident that we would have parents who required supervision of their children during the COVID-19 pandemic. Our feedback was extremely interesting. Many of our parents and employees responded that they did not need the service, but the response of 26 parents indicated they had a necessity for student supervision. After verifying the need in the community, we felt compelled to provide the supervision at one of our elementary sites. The decision of which elementary school to use was predicated on the school which most of the needed families normally attended during regular school.

Moving forward, we made phone calls home to all of the parents who expressed a desire for the supervision. We informed them that on March 30, first day back from Spring Break, we would begin the supervision at Westpark Elementary School during the regular school hours. Our next step was to ask for volunteers from both the Certificated and Classified Staff.

Emails went out to the necessary job classifications such as Teacher, Nurse, Custodians, School Secretary, Admin, and Campus Safety Officer. We immediately received a response from several employees volunteering their service. We had many employees offer to serve so we decided that for their protection we would change personnel weekly to make it also more equitable among staff. To our astonishment, the site principal and school secretary volunteered every day. We provided Supervision of students for eleven consecutive weeks.