

# COVID-19 Operations Written Report for Salida Union School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Salida Union School District	Twila Tosh Superintendent	ttosh@salida.k12.ca.us 209-545-0339	June 16, 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.

On Monday, March 16 the district announced that it would close schools and transition to distance learning beginning on Thursday, March 19. For students in Grades TK-K, comprehensive packets were provided that included basic materials (scissors, crayons, etc.) and technology resources to support early literacy in English/Spanish at home. (<https://www.footsteps2brilliance.com>) In grades 1 – 5 home learning packets were provided and accompanied by online learning resources for core and intervention curriculum. In Grades 6 – 8, all curriculum was deployed to students using their take-home chrome book devices. On March 18, the district deployed devices to all elementary special education students. During the week of April 6 the district deployed chrome books to all students in grades 1 – 5 and teachers were trained to transition to a blended remote/distance learning experience for students. Families were provided information including: website resources, tech support, connectivity options, including Wi-Fi hotspots, and QR codes for students to access curriculum. Any families who requested learning packets were provided printed materials. By April 13 all students in grades 1 – 8 had transitioned to remote/distance learning using district deployed technology. For a listing of resources for Distance Learning, please go to: [www.salida.k12.ca.us/COVID-19](http://www.salida.k12.ca.us/COVID-19).

The major impact of school closures to students and families has been transitioning the learning experience to homes while many parents are working from home. Many families have also been impacted by unemployment and the financial stressors and uncertainty to meet basic needs during this Pandemic. The district counseling team, office staff, administrators have stood in the gap to communicate with families, students, staff and community members to connect them to needed resources. Our school staff misses students and welcome the return to normalcy as soon as possible. Regardless of the timing, staff will rise to the occasion and provide the best education for Salida students.

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

The Salida Union School District continued to provide English language learners and low-income students targeted instruction and support services to ensure students are meeting and exceeding California state standards. Schools provided regular check-ins with foster students to meet social-emotional needs and every Friday check-in meetings were focused on student assignments. Administration and counseling staff

reached out to families of students that were not accessing learning opportunities to identify issues and offer support. Families were encouraged to connect with their children through games, play and activities and reminded of the importance of having conversations with their children.

All chrome book devices were deployed in grades 1 – 8 to ensure equal access to all students. Over 100 Wi-Fi hotspots were provided to families for home internet access. Teachers were creative and used a variety of ways to meet students' needs. Through online core curriculum students accessed audio and vocabulary features to support students while reading texts. ELD curriculum lessons were tailored for student learning. English learners participated in Imagine Learning. During instruction students and teachers could chat in GoGuardian as students were learning to provide “just in time” support. Through Flipgrid students were encouraged to practice speaking skills.

To further support student learning, teachers created lessons in Google classroom and provided students visual support using a variety of video tools. (Class Dojo, ScreenCastify, GoogleMeet, SeeSaw, FlipGrid) Instructional videos supported students with visual aids, graphic organizers and students experienced stories and songs. Through Epic and Readworks students experienced read-aloud stories and practiced vocabulary. Through Class Dojo students submitted portfolio work to teachers. Through portfolios teachers were able to monitor learning and provide feedback. In addition, students turned in work in a variety of ways: photographs, Google classroom DocHub, and email. Desmos platform of Illustrative Mathematics provided visual feedback to students during learning.

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

The Salida Union School District teachers have delivered high-quality distance learning opportunities to their students during these unprecedented times. General Education and Special Education teachers built and navigated through the crisis of COVID-19 teaching from their hearts and bringing social-emotional learning opportunities to children. Through this they transformed classroom instruction to cross a virtual divide. High priority was given to relationships and connection each week reaching every family, every child. Classrooms connected through virtual spirit weeks. If teachers were not able to connect, principals and counselors reached out to families to offer support and remedy concerns to keep every child engaged and connected.

Staff supported families to build schedules and routines for learning at home. Purposeful planning began with core curriculum and blended-learning opportunities. Personalized learning was provided using the district-wide Tier 2 online intervention curriculum. Teachers assessed and provided feedback to students through Go Guardian and Google Classroom. Additional home learning resources were shared for families to offer virtual learning field trips (San Diego Zoo, Yellowstone National Park Virtual Field Trip, etc.). Teachers video recorded science experiences to ensure a lack of materials at home was not a barrier to learning. Physical Education staff shared daily videos to get children up and moving. The district music teachers provided virtual music experiences for all students in the district. Teachers communicated with families using a variety of tools: Google Voice, Google Classroom, Remind, Class Dojo, Seesaw and emails.

The District provided technology classes that over half of the staff attended. Teachers participated to grow experiences with a variety of tools to support distance learning. The technology education coordinator provided virtual office hours each week to support teachers as they were providing real-time instruction to students.

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

During COVID-19 school closures the Salida Union School District provided meals to any child under the age of 18. The District served a daily breakfast, lunch and supper meal program. Meals were served drive thru and "grab and go" style to adhere to social distancing practices. Families from district Child Development programs were able to access boxed meals using EBT debit cards. The District also provided meal service to neighboring school districts and their families could go to any school in the district to be served. Approximately, 841 children were served 2,523 meals per day.

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

During the COVID-19 closure the Salida Union School District collected information through a survey to families. Results of the survey showed only three essential worker families were in need of childcare. Families were referred to the Resource and Referral program through Stanislaus county that provided support for essential worker families. The survey reported that other families of essential workers were utilizing a spouse at home that was not working relative to assist. These families preferred not to take their children to care outside of their home.