

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Cutten Elementary School District	Susan Ivey, Superintendent	sivey@cuttensd.org ; 707-441-3930	June 8, 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.

Immediately following the decision to close school campuses in the Cutten District, a survey was sent out to all families to determine needs for devices, connectivity, food insecurity, and child care. All teachers made contact with each student's parent to make a personal connection and further determine needs the first day of the closure. Once needs were determined, they were quickly addressed.

The District has utilized a combination of packet work and digital enrichment to meet the educational needs of students. Chromebooks are checked out to families and Zoom or Google Meet schedules are utilized to communicate with students and to deliver the curriculum. Teachers have vetted a massive amount of materials to provide the most appropriate distance learning opportunities without overwhelming students and families.

Maintaining communication with families is a top priority, as is addressing the social-emotional needs of our students. Teachers, administrators, and school social workers have a layered approach that includes individual and mass notification texts and emails, personal phone calls, surveys, newsletters, virtual 1:1 meetings, community meetings, home drop-off of materials, and links to community services.

Administrators are on site daily in order to meet needs for students/families, whatever they may be. The District IT specialist has been available consistently during the school closure to provide technology support and consultation for families and teachers.

All district staff monitor district and school communications for up-to-date information regarding school closures, instructional continuation plans, and Distance Education resources.

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

Chromebooks were offered and distributed to students in need. We continue to work on providing WiFi access to the 3-5% of families that are experiencing issues with accessibility. Paper packets are modified to meet the needs of individual students. Teachers and classroom aides are available to students who need support in completing the work. Our small EL population is provided with strategies that are embedded in our core curriculum. Bilingual staff members provide translation services as necessary. Staff members make home visits, helping with access to internet, providing devices and support for students. The school social worker distributes a weekly electronic newsletter with suggested

strategies, links to resources and articles, and contacts to community resources. She has surveyed families to assess social-emotional, academic, or any other needs, and is following up with all families who indicate a need for support. Teachers check in with families via direct texting (Remind, Class DoJo, Bloomz) and/or by telephone to assess needs and provide support. A concerted effort has been made to personally connect with our foster youth and our most at risk families. We follow up with families on a regular basis. Teachers make referrals to social workers as needs arise and when they recognize a family needs intervention and support.

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

Cutten District surveyed families to assess needs. Based on data and personal contacts with families, the district distributed Chromebooks and hotspots as needed. In some cases, the devices were delivered to the home. The school social workers have collaborated with local internet providers to facilitate connectivity for families in need.

Teachers have:

- developed high quality Distance Education lessons/assignments for students that address standards while balancing online learning, volume of work, and student/teacher interaction.
- provided a blend of packet work and online learning means such as Google Classroom, SeeSaw, IXL Math, adopted curriculum resources, or other tools of choice.
- utilized strategies for students designated English Learners and provided accommodations for Students with Disabilities and students with Section 504 plans, amending plans as necessary,
- observed established virtual office hours and meeting times during the regularly scheduled school day that include, but are not limited to, communicating with and providing feedback to students, facilitating whole and small group lessons, or answering student questions.
- made themselves available for consultation and online virtual meetings with students in the late afternoon and evening as necessary.
- communicated regularly with parents regarding expectations and student progress; if students are not participating in the lessons and assignments, teachers have contacted parents and/or the school social worker.
- participated in professional development and virtual learning sessions intended to support distance education as applicable.

Instructional assistants support student learning under the direction of the classroom teacher, providing small group or individualized sessions via Zoom or Classroom Meets.

The District conducted a second survey six weeks after initiating distance learning to poll families on effectiveness of services and further assess needs. Responses were received from nearly every family in the district. Results were positive overall, and all concerns from families are being addressed.

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

In anticipation of a potential school closure, a survey was sent out on March 13, through our mass communication system. One question on the survey solicited input on family food insecurity. There were 392 responses. The survey revealed that 13 families expressed food insecurity.

Meal service began on the first day of our district school closure. After two days of providing meals via a bus stop schedule, we notified our families that meal service would be shifted to Eureka City School District (ECS) and that meals would be available at ECS designated bus stops and also at their school sites. This decision was made to streamline the process of meal pick up for our families, especially families who have children attending ECS Middle and High Schools and with the knowledge that ECS has successfully been implementing a Summer Food

Service Program for many years. Our social workers also made personal telephone connections with families to ensure those in need had information and the ability to access the ECS Program. The number of meals served greatly increased during the second week of the closure necessitating the need for ECS to adjust their bus service schedule. Cutten families were notified of the changes through our mass communication system. An updated ECS schedule was also posted on our district website. Social workers continue to reach out to parents to ensure family meal needs are addressed. There is ongoing communication between ECS Cafeteria Staff and Cutten District. We feel confident our families have access to meals provided by ECS. Social distancing practices are followed at bus stops and school sites during preparation and meal distribution.

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

Cutten District has assessed the needs of families for student supervision via parent-teacher phone calls, administrator and school social worker communication with parents. The online survey included questions about student supervision during school hours (who is caring for the student?). In a district with just over 600 students, we received nearly 400 responses. If the student has parents who are essential workers and they are in need of childcare, the district referred the families to Changing Tides Family Services, our local resource and referral agency for childcare, to match care to the need. School social workers at both sites are reaching out to parents and helping them access community resources. Teachers are providing a weekly report to administrators that includes identification of any student in need. Regular contact is made with all families that are at risk or have been identified as in need of support.

California Department of Education
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