

# COVID-19 Operations Written Report for Encinitas Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Encinitas Union Elementary School District	Dr. Amy Illingworth Assistant Superintendent	amy.illingworth@eusd.net (760) 944-4300	June 2, 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.

When schools were closed for EUSD on March 13, our entire system had to transition to distance learning. Our families were immediately impacted with having their children home all the time, while working from home or while also losing their job due to the community closures. We saw a quick increase in the students and families in need, with requests for help to buy groceries and pay bills coming in right away. We began to offer school meal pick-ups at one central school location, five days a week. Due to changing regulations, we were able to change this process to two days a week, and students were not required to be present for meals to be picked up. This was a significant support to our families, many of whom had to walk to pick up their weekly meals. Each week we learn of more families who have lost wages, lost work, and are struggling to make ends meet. Our generous community has provided a number of donations, and we have worked to partner with community members who have supplied weekly groceries to families when they come to pick up school meals. We are using the produce we grow at our EUSD Farm Lab, normally used in our school lunches, as a donation for families in need.

As distance learning progressed, we learned of families without Internet, or families with Internet that cannot support our distance learning platforms when multiple family members are online at the same time. We provided 49 hotspots to families without access to the Internet, and we used staff to help an additional 75 families sign up for local free or low-cost cable options. We transitioned our after school program staff to serve as support in this capacity and to serve as mentors for students.

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

EUSD is meeting the needs of our English Learners, Foster Youth, and Low-Income students through a variety of individual supports. 225 students have been assigned a 1:1 mentor, who is checking in with them via daily phone calls. Our English Learners have been assigned a bilingual mentor, where applicable, to ensure the family has access to on-going communication. These mentors are ensuring that the

students have Internet, have access to the distance learning platforms, and serve as a connection between the student and family and the classroom teacher. Our community liaison is also making individual phone calls to these families to ensure they know about our school meal service, which includes a variety of community donations in addition to the weekly meals, and to determine if the families need additional services or supports.

Our classroom teachers are providing daily instruction and feedback to all students, differentiating by student needs. In addition, our intervention teachers are providing targeted support to students based on academic needs. Our TRAC teachers are providing weekly Social Emotional Learning lessons, small group and 1:1 support for additional SEL connections.

Our vulnerable populations were also the same families, in general, who needed access to the Internet. To support this need, we have checked out 49 district hotspots to our families in greatest need. We have helped another 75 families sign up for local free or low-cost cable services.

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

Upon the school building closure, EUSD created a Learning at Home website with parent resources and support for initial learning at home opportunities for students, while providing professional development to all staff to begin delivering distance learning. All teachers selected one of three Learning Management Systems (PowerSchool, Google Classroom, or Seesaw), and we collaborated with our stakeholders to determine what would be provided through distance learning. All students receive daily academic tasks for ELA and math, with other content areas integrated. Teachers are using a blend of synchronous and asynchronous lesson delivery methods. Students receive one Social Emotional Learning lesson each week from their site TRAC teacher, following the same schedule as the in-person school day. In addition, all students receive eight enrichment lessons a week, including PE and Yoga, as well as additional optional work provided by the teacher. Students are provided opportunities to connect with their teacher, with their peers, and to receive feedback on their work. Teachers are differentiating their instructional tasks and delivery methods based on student interests and needs. All teachers continue to receive on-going professional development and support for both technology and pedagogy needs, with daily office hours provided by the Educational Services team. After our first week of full distance learning, we surveyed staff and families and made adjustments to our supports based on feedback. We began to offer weekly district grade level collaboration meetings for all teachers and we continued to communicate updates to all.

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

In efforts to maintain social distancing guidelines on a daily basis while serving and prepping meals, the Child Nutrition Services (CNS) Department has implemented the following standards:  
While preparing meals in the kitchen, staff are to maintain a 6-foot distance at all times. Only a certain number of people are allowed in the kitchen at one time to ensure distance is maintained. Standards/signage are posted in multiple areas throughout the kitchen and staff have been trained on multiple occasions.  
In order to maintain social distancing at all times while serving meals at Ocean Knoll School, the following steps have been taken:

- o The community has been informed about social distancing guidelines via district all-calls, emails, social media, and signage posted at the site.
- o The site is set up to serve the community in two ways, via car and by walking into campus:
  - § For walkers: Cones and tape are placed on the ground to create a line dictating for people to maintain a 6-foot distance between one another. Once walkers are guided to step forward to receive their meal, the CNS staff steps back to maintain a 6-foot distance.
  - § For Drivers: drivers stay in their cars and bagged meals are placed into the trunk of the car. If the trunk does not open, the person receiving the meal will get out of their car to pick up a meal. The CNS staff will step back to maintain a 6-foot distance.
- o All CNS staff that are serving meals at Ocean Knoll have been trained to maintain a 6-foot distance between themselves and the community at all times.

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

When we closed schools and transitioned to distance learning, we sent daily, and then weekly communication to our families updating them on community resources. We made sure all of our families were aware of local daycare options that were still available. We surveyed families on a variety of topics and we have provided individual check-ins with families by teachers, by mentors, by principals, and additional support staff. If families needed support accessing childcare or other community resources, they were provided resources or information directly by our staff. Our community liaison maintains a list of over 100 families that she is in contact with each week, checking in on their current needs and providing access to additional resources. We have been in contact with local Health Care Workers, the local YMCA, and the City of Encinitas during this time, communicating about available resources. In addition, we have partnered with local resource and referral agencies to connect families in need of care.

Through their distance learning, our teachers have kept track of their students' engagement in the school work. Teachers have reached out to families to discuss individual situations that require more attention or support. For any student who needed additional support, a 1:1 mentor was assigned. Our mentors make daily phone calls to their students for social, emotional, and academic support. In some cases, our staff made home visits, maintaining social distance, to check in on families and students.