

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Lakeport Unified School District	Jill Falconer, Superintendent	jfalconer@lakeport.k12.ca.us 707 262 3000	June 17, 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.

Lakeport Unified School District is a small, rural school district located on the shores of Clear Lake in Northern California. We serve approximately 1450 students in grades TK-12. We have three comprehensive school sites (CLHS grades 9-12, TMS grades 4-8, and LES grades TK-3) and three alternative school sites (Natural Continuation High School, Lakeport Community Day School and Lakeport Alternative School). Over 75% of our students qualify for the National School Lunch Program.

Throughout the SIP order, LUSD has been in constant consultation with the Lake County Office of Education, other Lake County school districts, and the County Health Department in order to adhere to directives while still serving our students.

During the first three weeks of the SIP order, our teachers contacted individual families to conduct a survey of technology needs. The response showed that approximately 28% of our families did not have internet access and approximately 35% needed the use of a district Chromebook to access online learning opportunities. While we were able to provide devices to all students and families that requested them, because of the nature of our situation, we could not provide internet access to those families that were in need.

Beginning with the fourth week of the SIP, we began providing a hybrid model of paper packets and online learning opportunities. Teachers began holding Zoom instructional meetings and office hours along with Google Classroom lessons. Para-educators also provided Zoom support sessions. In some individual Special Education cases, we provided one on one, in person socially distanced lessons.

During the entire campus closure period we kept our families updated with emergency messaging through our Aeries communication system along with social media updates. Teachers also use the Aeries platform to communicate with families in addition to phone calls and texts.

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

LUSD provided a variety of supports for all of our students, including English Learners, Foster Youth and Low-Income students and their families during the school closure. Teachers attempted to make weekly contacts with all students and we estimate that we had contact with 95% of all students including these subgroups. In addition to the teacher/classroom supports listed above, we used our Student and Family Advocate to perform home visits and provide additional food and materials to identified students. Support services included packet and computer device delivery, transportation, laundry and hygiene supplies along with clothing as necessary. We used our Healthy Start Bilingual Family Advocate for translation services and additional family support for our ELL students. She helped with IEP translations, food security and academic issues. School counselors provided referrals to outside agencies and

community based organizations to help meet the needs of all students. Counselors also offered counseling via phone and Zoom to individuals with identified needs. Our high school counselor maintained a Google Classroom for scholarship opportunities and AP classes and exam information. Our Intervention Para-Educators also provided daily Zoom sessions to identified ELL students.

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

Because we are located in a rural low-income area with about 30% of our students having no internet access, the administrative team determined that a hybrid approach to providing student work and instruction would be in the best interest of our students. Grade level teams worked to develop paper packets that were picked up or hand delivered to students. In addition classroom teachers provided Zoom instructional meetings and lessons along with pre-recorded video lessons. In addition Special Education Teachers and para-educators along with ELL teachers provided additional support and learning opportunities. Some of our more challenging SPED students were allowed to come onto campus for individual social distancing lessons and services. Our Student and Family Advocate made daily individual home visits to follow up on the academic and emotional needs of our students. Counselors at each school site were also available to all students via phone, email or Zoom. Counselors shared online resources with our students through social media and Google Classroom.

Teachers received support in learning new platforms and technology from our Instructional Coaches and our Administrators to better support our students. Teachers tried several new distance learning techniques including project based instruction, videotaping science experiments, using Kahn Academy instructional videos, videotaping story time with teachers and other staff along with new and innovative modalities.

Our Technology Department mobilized within the first two weeks and provided over 500 students with Chromebooks in addition to setting up a Parent Help Line to work out issues of connectivity and access. They supported classroom and distance instruction and provided professional development to teachers in the set-up of various systems including, Clever, Zoom, Google Meets, FlipGrid, Class Dojo and Google Classroom.

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

During the first three weeks of the emergency school dismissal period, we provided families a daily drive through opportunity to pick up breakfast and lunch for their students. During the fourth week we added three food delivery routes in addition to still offering pick up at our central kitchen. During the sixth week we transitioned from daily delivery or pick up options to once a week. On average we provided over 2000 meals to our students each week. We worked with our local Native American reservation to deliver meals to all of our students. We coordinated with the tribe's Boys and Girls Club to share the food delivery schedule and ensure delivery to the houses of every student residing there.

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 first two weeks of the SIP, the Lake County Office of Education coordinated with local childcare providers and determined that there were 100 openings in our local child care facilities. LUSD provided referrals to any families that needed childcare during regular school hours. After conducting a needs survey of our essential employees, we determined that they could bring their children to work as needed, provided that they could adhere to social distancing and hygiene rules. We opened our summer day care program to our families beginning on Monday, June 1.