

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**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.**

Goleta Union School District began remote learning on Monday, March 16, 2020. Although our GUSD Community recognizes and appreciates the necessary measures of school closures to ensure the safety of our community, school closures and the move to remote learning have been very challenging for our students and families. As is the case across our nation, families are managing through reduced income from furloughs, lay-offs, and loss of business. All families are doing their best to support their children’s learning while working from home, but this is understandably a significantly challenging task. Some families have reported needing to move to live with relatives across the country to survive the stay-at-home orders. Still other families’ situations are complicated further by trying to stringently follow safe protocols to protect vulnerable, at-risk family members. Reports from our community partners indicate some of our most vulnerable families are struggling under extreme challenges.

GUSD immediately began offering breakfast and lunch for students, even through spring break. Efforts to distribute technology for access to remote learning also began promptly.

Due to the persistent support and follow-up of our teachers and staff, along with the above and beyond efforts of families, GUSD has an overall high level of participation of our GUSD students in one or more of the offered learning activities. Teachers have focused on the essential standards in English language arts and math, with continued opportunities in science and social studies. Teachers also attend to social-emotional learning as part of their instruction. Nonetheless, teachers and parents report how challenging it is for students to complete work independently and remain motivated to learn. Notably, students who have more intensive learning needs struggle to fully engage in remote learning opportunities.

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

## *The First Two Weeks of Remote Learning*

In Goleta Union School District, the last day of in-person school was Friday, March 13, 2020. In preparation of challenges due to COVID-19, our Instructional Services department had already provided teachers with two weeks of learning plans that could support their grade level in the event of staff illness. Teachers used those resources, along with their own grade-level materials, to provide families with online materials for the first two weeks of remote learning. Additionally, Instructional Services made hard copies of grade-level packets in English and Spanish for

two weeks of learning menus in English language arts, math, and social-emotional learning to support preschool through sixth grade. GUSD distributed over 3000 hard copy packets in the first days of remote learning. These materials were also posted on our district website. General and special education staff reached out to families to support wellness and guide remote learning.

### *Phase Two of Remote Learning*

Remote learning through video-conferencing and digital content began on April 4, 2020. Prior to starting, teachers and staff were provided access to training resources and workshops on remote learning management systems (Seesaw and Google Classroom), a video-conferencing tool (Zoom), and options for video recording lessons (Screencastify & QuickTime). Additionally, teachers and leadership at each site worked within an instructional framework to establish routines for synchronous and asynchronous remote learning with a blend of whole-class, small-group, instructional videos, and online assignments. Teachers and staff are encouraged to collaborate and share resources. A Google site for shared resources by subject is maintained by instructional services and grade-level zooms are available for teachers to connect across the district to share highlights and resources. Our @Afterschool and ASES/IVYP afterschool programs created resources for students and families to participate in for the non-academic portions of their day. Specialists in art, music, computer, and PE created videos and in some cases offered zoom sessions to their school communities. Teachers formatively assess and offer feedback through the learning management systems and directly through video-conferencing sessions.

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

During remote learning, teachers maintain a record of “attendance” to monitor students’ participation in at least one portion of the remote learning daily. For those students who are not having success participating, teachers or support staff makes contact with the family to offer additional support, if needed. Learning Center Teachers, who regularly provide intervention during traditional school, continue to provide additional intervention support during remote learning in additional small group or 1:1 sessions. Additional tutor support is also scheduled for support during class sessions, to provide additional small group sessions to help complete regularly assigned class work, or to provide additional intervention tutoring. All students who are English learners continue to receive English language development remotely as part of their instructional program. Intervention teachers report that in some cases, it is very challenging for students to participate in larger group settings or on a regularly established schedule. In these cases, the teacher works with the family to support with a flexible schedule or instruction via phone. Our after-school programming through the district’s @Afterschool and ASES/IVYP afterschool program also added additional enrichment and tutoring services online.

### *Access to Technology*

Through an online survey to families, GUSD conducted a survey requesting families share their technology needs. Over 4,400 responses were collected, representing the needs of our 3,650 students in preschool through sixth grade. During our spring break, the second week after school closure, we began a Chromebook distribution at several schools and a satellite site with social-distancing protocols in place. In addition to the online survey, our office staff and community liaisons called all families that we did not get a response from. We are proud to share that we have distributed over 2,000 Chromebooks and supported over 100 families with accessing Internet services. We also established a technology support line for parents in English and Spanish, posted getting started videos on our district website, and set up our web filtering to monitor the devices distributed for home use.

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

Immediately after school closures, our food services notified parents that breakfast and lunch would continue to be available through distributions across the district. Meals have been served Monday through Friday and through spring break. Meals are packed in to-go bags, allowing families to pick up food while maintaining safe social distance. Plans are in process to also serve meals throughout the summer to support families with food insecurities.

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

During remote learning schools provided families with schedules and routines for learning with meaningful academic and social learning opportunities online. Students participate in whole-class and small group instruction as well as social-emotional check-ins. Teachers monitor student participation and work with school staff to check in with families when students are struggling to access learning to offer additional or alternative supports. Additionally, GUSD has worked with families with essential workers and childcare supervision needs to partner them with resources in the community.