

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Hughes Elizabeth Lakes Union School District	Lori Slaven	lslaven@heluesd.org 661-724-1231	June 18, 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.

Hughes Elizabeth Lakes Union Elementary School District (HELUS) is a one school district in LA County. Following close consultation with LA County Office of Education (LACOE) and the LA County Public Health Officials, HELUS complied with their recommendation and closed the school as of Monday, March 16, 2020, due to the COVID-19 pandemic.

The closure of school has impacted many students and families by challenging their ability to learn remotely. Students and families have also been impacted by the isolation and disconnection resulting from physical and social separation from the classroom and school community. In addition, student missed out on events such as field trips, state tests (CAASSPP, PFT, CAST, ELPAC), assemblies, and 8th grade graduation ceremony.

Even though school was closed, learning continued. During the school closure, education continued through distance learning. HELUS provided distance learning for all students in TK-8th grades. HELUS families fit into one or more of the following categories. HELUS' distance learning plan accommodated all categories listed. 1. Have internet access and devices for online lessons. 2. Have internet, no devices or online lessons. 3. No internet and no devices for online lessons. 4. Out of range for internet access, cellular access and no landline.

Distance Learning Options: Distance learning methods of continued education were differentiated to meet the needs of students and families of all four categories listed above. Options for providing distance learning included any method or combination of methods of the following. A. Online instruction and/or assignments – Google Classroom, Google Hangouts, Zoom, Class Dojo, or other platforms using electronic assignments such as core content ebooks, online quizzes, online essays, online teacher made video lessons, and small group live sessions. B. Work packets – paper-pencil instruction, anthology assignments. C. Projects – project based activity, research based displays.

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

Hughes Elizabeth Lakes Unions Elementary School District has five English learners, one foster youth, and 40% low-income students.

Our teachers use ELD embedded curriculum to support EL students. Our bilingual instructional assistant contacted our ELL families and offered support weekly.

Teachers and instructional assistants provided Zoom, phone, or email check-ins for low-income students and foster youth offering extra support on assignments.

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

The first school day of each week (Monday or Tuesday if Monday was a holiday) was established as the day to drop off and pick up student work. Teachers prepared work packets for one –three week stents. Following social distancing and the health department guidelines on being in public, parents or students would enter the cafeteria when numbers allowed to pick up a new work packet and leave the completed work pack.

During the week, teachers and instructional assistants did check-ins with students/parents on work assigned. In addition, our TK/K teacher provided weekly live meetings with small groups of students as well as shared recorded videos of read-a-louds and lesson demonstrations. Our 3rd grade teacher recorded weekly direct instruction lessons in mathematics for students to view, rewind and rewatch as needed. Our 7th and 8th grade teacher held virtual classes on Tuesday and Thursday mornings weekly.

All teachers were offered multiple distance learning professional development opportunities. Teachers selected professional develop trainings based on their individual needs. Teachers participated in trainings to learn how to maneuver Google Hangouts, Class DoJo, and more.

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

HELUS contracts with AVUHSD Food Service and Nutrition for school lunches. AVUHSD continued to provide school lunches for HELUS students Monday – Friday. The meal program was extended to include all person 18 years or under were eligible to receive meals at no-charge at any of the 8 locations.

HELUS students on free and reduced lunch program also automatically received an EBT food debt card with approximately \$360 monthly for each school age child. The EBT food debt card could be used to purchase food at all participating grocery stores and restaurants providing pick up food service.

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

HELUS' essential workers were given the option of bringing their children to work with them. A list of local community childcare resource options was also made available to staff and parent of HELUS students. In addition, the statewide consumer education hotline 1-800-KIDS-793 and corresponding website <https://rrnetwork.org> were shared.

California Department of Education
May 2020