

COVID-19 Operations Written Report for Kingsburg Elementary Charter School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Kingsburg Elementary Charter School District	Melanie Sembritzki Assistant Superintendent	msembritzki@kesd.org 559-897-2331	June 15, 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.

On March 13, 2020, the State’s directive to cancel all nonessential school activities due to COVID-19 suddenly changed the lives of our Kingsburg Elementary Charter School District (KECSD) students and staff. In consultation with the Fresno County State Superintendent’s Office, other Fresno County School Districts, the school community, and the County Health Department, KECSD closed its schools and began the transition to distance learning.

Significant changes were made to our instructional programs. Teachers transformed the way they delivered instruction through online platforms and paper/pencil packets of work to support all learners. Student work focused mainly on the essential standards for core subjects. During the first weeks of the closure, our food services department began distributing meals to families and instructional staff developed distance learning expectations. Each school site began the process of distributing chromebooks to students, using a drive-through service. Every family was personally called and surveyed regarding distance learning and access to the internet. Teachers were able to talk to individual parents regarding this new way of learning for students.

Special Education: The district followed state and county recommendations related to closure and safety precautions. Based on established health concerns and recommendations, services to students were provided virtually. The staff met with students, twice per week, and checked on their students’ emotional and physical health, as well as provided academic instruction. A website was created with information about COVID, best practices for wellness and safety, how to maintain or develop emotional wellness, inclusive of social/emotional videos and lessons, and hotline numbers. The website was shared with the Kingsburg community through email and other online platforms. Counseling services continued to be provided to families, virtually through district and county providers. Staffs were also reminded that they are still mandated reporters.

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

The Kingsburg Elementary Charter School District is committed to meeting the needs of all students, including our EL, foster youth and low-income students. Beginning with student safety and the health and well-being of every student first, on March 18, teachers began calling individual students and their families to gain an understanding of how they were coping with the effects of COVID-19 and to find out what resources they may be in need of, as well as answer questions and concerns regarding the closing of our schools. In addition, teachers explained the process for distance learning and how instruction would be delivered through video conferences on Zoom, paper packets distributed via a drive-through format and by mail, and instruction through Google Classroom.

The following week teachers began delivering instruction on Zoom two times per week and set up dates for office hours to provide additional support. Students who were unable to participate in the bi-weekly Zoom meetings, were contacted by phone to answer questions regarding classroom/paper packets. Our district's two community liaisons monitored teacher logs and along with the teacher, kept track of student participation through Zoom and by phone. When staff were unable to contact students, the district's liaisons made home visits to check in with individual students and their families to identify needs and provide support.

Each site also designated one staff member to make individual phone calls (one day per week) to our English Learner families, making contact with parents in their primary language for our Spanish speaking families which make up more than 88% of our EL population. A log was kept to record any questions and concerns the families had and to provide follow up support. Non-Spanish and non-English speaking EL parents were contacted, with the support of a family member or a member of the Kingsburg community providing translation. These check-ins were meant to support the students and families with academics, but also with making sure the student had access to high quality instruction and were continuing to work on English language proficiency skills at home. Teachers also continued to provide students with ELD support as part of their distance learning plans and students had access to Imagine Learning and Rosetta Stone.

Our counselors, psychologists and nurse also assisted with connecting families with resources in the community to address specific needs. They reached out weekly to our most vulnerable families to remind them of food distribution locations and offer assistance.

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

In addition to the health and well-being of every student and their families, a primary goal for all of students was to ensure they were supported with quality resources for distance learning. The District remained vigilant in reaching out to families and scheduling school material pickup days (and through email, mail and in person drop-offs in cases where transportation was unavailable), as well as working with family's varied schedules and preferred days and times. Maintaining our connection to students was a priority. This took place in a variety of forms including Zoom meetings, pre-recorded lessons, emails, phone calls and in person. All students were expected to connect with their teachers, at minimum, two days per week. Teachers and support staff made individual phone calls to students who were unable to meet with their teachers.

Teachers studied previously established curriculum maps and scope and sequence documents to identify priority standards and essential learning for each grade and/or subject and focused student learning on the essential standards necessary to prepare students for the next level. KECSD's goal was to keep the primary responsibility for education with our teacher, as much as possible. We recognized that opportunities for student-teacher interaction are an important part of the teaching and learning process. We are also aware of the complexity of this in the virtual environment. Teachers narrowed the amount of content delivered and were committed to teacher-guided learning, as opposed to independent study or parent-provided instruction. Through the process, we continued to refine our strategies by using a variety of virtual learning tools, which were provided for both staff and families, through our district website and on the bookmark's page for each school.

Special education teachers worked with general education teachers to provide access to learning opportunities, as well as meet student's needs outlined in their IEP's. Parents who have concerns about their child's social or emotional well-being were encouraged to reach out to their child's teacher or principal. English Learner students continued to receive language acquisition and lessons through their classroom teacher.

School buildings were closed, but learning continued. Individual grades were assigned to selected pieces of work. Whenever possible, teachers provided students with detailed feedback, with recommendations to improve. End of the year report cards were not issued, as in accordance with the state's primary goal of doing no harm to students.

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

The Kingsburg Elementary Charter School District (KECSD) provided meals to students since the beginning of our school closures, March 16, 2020. Food service employees were divided into two separate crews, allowing us to observe social distancing when preparing meals. Furthermore, all food service employees were equipped with gloves and masks while preparing and serving meals. The meals were placed in bags in a "grab and go" format. The bags of meals were distributed in a drive-through setting, in the parking lot, behind our central kitchen. The food distribution was staffed with food service employees and district staff who volunteered their time to help. When families arrived at the distribution center, they indicated how many meals they needed. The families drove forward to the loading portion of the distribution area, where their meals were placed on a table. The families receiving the meals then exited their vehicle and loaded their meals in their car. This minimized contact between our food servers and the public.

In the beginning, we served meals every day. On April 20, we started serving meals two days per week - Mondays and Wednesdays. On Mondays, Team A prepared and served meals and on Wednesdays, Team B (a group of different employees) served and prepared meals. Families received two meals for each day. On Monday they received two meals for Monday and two meals for Tuesday. On Wednesday they received two meals for each day - Wednesday, Thursday and Friday. Our daily service high to date was 878 people, which consisted of a total of 5,268 meals.

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

NA - The district did not provide childcare for students.