COVID-19 Operations Written Report for Anaheim Elementary School District

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

AESD has adapted its program offerings in response to school closures to address the COVID-19 emergency by shifting to a primarily online Distance Learning format. Lessons are prepared by teachers and uploaded to virtual classrooms on Google Classroom or SeeSaw every school day. Teachers also upload personalized video and audio messages for students, and students are able to respond. In addition to the lessons prepared by teachers, the LEA has provided supplementary digital content through customized education-based live programming offered Monday through Friday on YouTube. In order to maintain a sense of community during the school dismissal, all schools now have Instagram accounts to interact with staff, parents, and students (through their parents). This digital school system has been made possible through the on-going investment that our district has made in technology; we have been able to offer a Chromebook computer to every student and had close to 4,000 internet hotspots to provide to families. For those parents that prefer lessons away from online formats, paper packets have been made available to them for continuity of instruction.

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

With (89%) percent of our students under-served, (unduplicated) the Anaheim Elementary School District takes the following student groups into consideration when planning for instruction and support. During the COVID-19 school dismissal we took the following steps to ensure that all students were able to access high-quality instruction as well as Social Emotional support, and meals.

English Learners: All English learners are developing their English through the use of Rosetta Stone Foundations, an ELD program that provides immediate, corrective feedback on language use in the domains of speaking, listening, reading, and writing.

Foster Youth: The Foster Youth Liaison coordinated with Social Services and school administrators to ensure Foster Youth were provided with the technology support needed to engage in distance learning specifically for students with a placement change that occurred during school closures. The district's liaison collaborated with Social Workers to ensure immediate enrollment of foster youth upon their placement in a home within AESD boundaries. AESD's Foster Youth Mentoring program nurtures connections and positive relationships between

Foster Youth and caring adults on school campuses. These connections were allowed to continue through the district's distance learning guidelines for adult to student interactions.

Low-income students: All students were provided with a Chromebook (either on the day of dismissal, or at various pick-up dates). Any families needing assistance with internet access were provided with a hot spot. To date, we have given out 2,800 hot spots and over 16,300 Chromebooks.

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

PK-6

AESD created a distance learning plan that focused on leveraging existing technology structures, digital curriculum and deliberate instructional practices.The plan was created by the Educational Services division and addressed the following: Provision of chromebooks to students TK-6, access to wifi via hotspots and the instructional "Continuity of Learning" plan. Over 16,000 chromebooks were issued to students both prior to dismissal and thereafter. Access to wifi through distribution of hotspots has been provided to any family who has indicated a need in AESD. The Continuity of Learning Plan focused on
prioritizing learning for students during the dismissal. The plan specifically outlined the instructional platform, curricular areas of focus, essential learning
standards and digital curriculum resources that teachers would use to guide their daily instruction. The plan aligned with AESDs mission and vision, the state priorities as well as needs that have been expressed by the community. The plan focused on ensuring it was flexible, addressed the Quality course of study, social emotional learning, the needs of multiple student groups and dual language programs.

For AESDs 1000+ state preschool students, a similar plan was created. The PK plan focused on the preschool learning foundations providing parents with developmentally appropriate activities that highlight talking, reading, and singing. To ensure that high quality distance learning was provided by teachers, dynamic professional learning opportunities were provided in multiple ways to support anytime, anywhere learning. Daily open google meets were also made available to provide just in time support along with one on one coaching with both site and district coaches and specialists.

Students with Disabilities

Services for students with disabilities were implemented within the same time
frame as those provided for general education students. The Special Services team worked closely with the Curriculum and Instruction team to develop distance learning opportunities that aligned with general education instruction and addressed the individual needs of students. Distance learning activities were provided in a similar manner to general education. For example, teachers used Google Classroom and See Saw as means of assigning work and communicating with students and parents regarding learning. If parents requested paper packets, individualized work was created by the student's teacher.

Special Education educational staff contacted families to explain distance learning and the means of delivering services during the District's

dismissal.

Individualized Emergency Learning Plans were created for each student to create an explicit link between the goals and objectives in students' IEPs and the assignments/activities assigned through distance learning.

Staff members maintained regular and consistent contact with families to support the distance learning activities, to problem solve with families, and to provide IEP services remotely to the best of their abilities.

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

From Monday, March 16, 2020 the first day of school dismissal due to COVID-19 we have provided families with multiple options for access to meals. Our food service provider began to serve "Grab and Go" breakfast and lunch at 8 central locations throughout the City of Anaheim, including one of our school sites. The Anaheim YMCA provides "Grab and Go" lunch at six AESD locations and "Grab and Go" snack/supper at 17 AESD locations. In addition we provide our families with information about weekly local food bank distributions.

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

We have identified community partners (YMCA, Boys and Girls Club, and Higher Ground) that could provide childcare as needed and requested by parents.