

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Cuddeback Union Elementary School District	Blaine Sigler Superintendent/Principal	bsigler@cuddebackschool.org 707-768-3372	June 24, 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.

The most significant program change in response to the COVID-19 emergency was that Cuddeback School implemented a distance learning model in the first week of the school campus closure to ensure that student’s learning was the least impacted as possible. All grade level teachers embraced this change in the learning platform and delivery from the beginning stages. Classroom instruction moved from face-to-face to synchronous and asynchronous online models (Zoom, Google, FaceTime, YouTube, telephone) very quickly. The distance learning program continued to expand and evolve over the weeks as the familiarity and abilities of teachers and students developed.

Our Special Education program immediately reached out to those families to discuss IEP goals, create approved amendments, and develop distance learning plans to address student needs. The SPED educational program closely modeled the blended platform of the regular education classrooms.

The school counselor and school support personnel adapted their programs to address the social/emotional needs of students as well. This included online and telephone sessions with impacted students and families, and an increase in home visits as appropriate to check on the overall mental and physical health and well-being of their clientele.

Although our Cuddeback staff performed remarkably in this task, the largest impact on students has to be accountability in learning. Student learning was negatively impacted by many factors such as a lack of supervision at home to ensure full participation and completion of assignments, insufficient technology and connectivity issues, and missing daily social interaction with peers. The “digital divide” is very evident in rural communities like ours where quality bandwidth and connectivity are limited even with donated hotspots for families.

Another program change was how students obtained daily meals from school. Even with our implementation of a plan to provide free meals to any youth at various locations around the area, food insecurity had a noticeable impact on students.

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

Our district's Foster Youth Liaison has made connections with the families of each foster and homeless child to make sure their needs are being met regarding distance learning, social/emotional well-being, and meal distribution. She works in coordination with both general ed. and special ed. teachers and staff to contact these students and their families through phone calls, emails, text messages, virtual meetings, and home visits, to make sure their needs are being met and they are receiving individualized support. English Learners, Foster Youth, and low income students have been offered/provided Chromebooks to more easily access online educational content, and provided resources on obtaining free/low cost internet where available.

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

Cuddeback has provided every student with paper-based educational materials packets each week starting from the first week of the school closure. This has provided a great opportunity to stay physically and emotionally connected to students and parents weekly as they drive by to pick up packets at the school. Students are provided all the textbooks and instructional materials necessary in both paper and digital formats as available. Any student needing a Chromebook is provided one to allow access to online learning resources. Weekly paper packets are hand delivered to families that are unable to pick up materials at the regular day and time.

In addition, teachers hold multiple online virtual classroom sessions each week to deliver high quality, CA standards-based lessons in core content areas for students. Teachers conduct surveys of their students/families to determine which instructional platform is best suited for them. Teachers are able to use on-going assessments of student performance in online, digital, virtual, and traditional paper-based formats to guide instruction. Teachers are available for small group and individual learning support via phone, texts, email, and virtual platforms.

Teachers and classified staff have worked collaboratively amongst each other to build skills in distance learning practices and procedures, and especially virtual platform learning. Teachers share best practices and conduct grade span PLC's in support of each other to provide high quality distance learning to students.

SPED services for students have continued as outlined in their amended IEP's and distance learning plans. SPED and GE teachers work closely to make certain that all student's needs are met. Our prim

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

Cuddeback partnered with the local high school district to provide daily breakfast and lunch meals for any student (youth under 18) in the district area. The bagged meals are delivered weekdays at various locations throughout the district for ease of pick up by families. The families drive through the pick up location without getting out of their vehicle to collect however many meals they need from the staff member distributing the food. The district has also continued its practice of providing weekly food backpacks through our school support and community center for those students who were already receiving this service prior to school closure.

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

After reaching out to the community for input during our weekly learning packet distribution and through our community center contacts, and not receiving any feedback inquiring about such child care; we've decided that there is not a sufficient need for such a program in our district. Therefore, the school has not arranged for any student supervision during ordinary school hours.

California Department of Education
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