

COVID-19 Operations Written Report for Lodi Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Lodi Unified School District	Dr. Cathy Washer Superintendent	cwasher@lodiUSD.net 209-331-7010	

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 behalf of the Board of Education, we want to thank our Lodi USD staff for their tremendous effort to provide remote services to our students. This global health crisis has created a very challenging situation but Lodi USD’s staff has risen to the occasion. There are many examples of creative and engaging lessons from our teachers and support personnel. We also want to extend a big thank you to our students and families for their support to ensure Lodi Unified students continued learning during the school closures.

The District heard from countless parents, students, and teachers about the need to move instruction and learning forward during school closures. No one wants Lodi USD students to be at a disadvantage due to a lack of opportunity to learn content appropriate for this time of year. In order to develop a long term plan, we convened a Distance Learning Task Force. The task force was divided into three sub-groups (elementary, middle school, high school) and represented teachers, counselors, registrars, and administrators. This group worked hard under a short timeline to develop recommendations based on research, deep thought, and creative problem-solving. The District’s direction is based on this work.

The District recognized the importance of maintaining safe learning opportunities for students, staff, and parents. For the purpose of this direction, “distance learning” means instruction in which the student and instructor(s) are in different locations. This includes delivering instruction and interacting with students through the use of technology and printed material. Teachers had options to communicate with parents and students by phone, email AERIES, Naviance, video chat, or other district approved communication platform as appropriate. Distance Learning began during the week of April 13, 2020 and continued through the remainder of the 2019-2020 school year.

Access for students is being addressed through several avenues. Lodi USD has requested assistance from the state-wide effort to expand internet access, purchased WiFi hotspot devices, and contacted internet providers. Our Special Education Department developed a plan in alignment with guidance from the state and federal levels.

The Board of Education is confident that our staff will continue implementing engaging lessons to move learning forward and support students. Our staff have already done so much and will continue providing essential services to our community.

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

During the COVID-19 School Closures, our staff made great efforts to address the needs of English learners, foster youth, and low-income students. The following provides a brief description of our efforts to address the needs of each group:

English Learners

Throughout the delivery of distance learning, our teaching staff made efforts to provide supports to our English Learners during virtual classroom meetings. During their distance learning lessons, our teaching staff used adopted curriculum resources for English Learners, including the English Language Development Materials from our Houghton Mifflin Harcourt curriculum. In addition, students were able to access online software resources from home using their Chromebook devices, including Rosetta Stone, Dreambox in Spanish, Amplify Reading for Kindergarten-2nd Grade, Read 180, and StudySync Software.

Foster Youth

Our Community Liaison and Child Welfare and Attendance staff conducted initial outreach to foster youth to determine any additional needs of the families during the school closures. After initial outreach, our staff worked to obtain supplies for foster youth, including Chromebooks, school supplies, internet access, among others. Staff also assisted with delivery of instructional materials to students when families lacked transportation. Our staff helped connect foster youth students with outside agencies who could provide additional support when needed.

Low-Income Students

We provided resources for our low-income families regarding how to acquire low-cost internet access. We worked with vendors to purchase WiFi hotspots to provide for our low-income families. In addition, our community liaisons conducted outreach regarding availability of meal pick-up for our students. During the month of June, teachers at Title 1 elementary and middle schools will be providing ongoing support for our low-income students to extend their learning beyond the regular school year. We realize our low-income families may experience a loss of learning during the school closures and want to take efforts to extend learning to the extent practicable.

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

The delivery of distance learning instruction began during the week of April 13, 2020 and continued through the remainders of the 2019-2020 school year. Teachers and other support staff delivered instruction and interacted with students through the use of technology and printed material. Our teaching staff had the options to communicate with parents and students by phone, email, AERIES, Naviance, video chat, or other district approved communication platform as appropriate.

1. Focus of Distance Learning Content

The focus of instruction and student learning for all classes is moving students forward by teaching new material that aligns with essential standards and prepares students for their next grade level with appropriate remediation as necessary. Lessons/activities in all grade levels may also include social-emotional learning and self-care.

2. Learning Management Systems

Each elementary student will receive instruction and have their assignments posted through a district approved platform. Consistency is best for parents and students, therefore, a consistent platform will be utilized throughout the duration of Distance Learning. Strategies and/or programs will be utilized which best align with students' needs. (i.e. Zoom, Google Classrooms, WebEX, video) to deliver instruction. Google Classroom will be utilized to post assignments for middle and high school students and parents. Activities and instruction will be delivered to students through platforms such as: Zoom, Google Classrooms, WebEX, video or other programs.

3. Hours per day of instructional lessons/learning activities

Elementary (TK-6): 1-2 hours a day (10 hours per week) and 30 minutes of physical activity per day. Middle School (7-8): 2-3 hours a day, all courses combined will be a total of 10-15 hours per week. For high school, 9-12th grades, all courses combined will be a total of 15-18 hours per week.

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

Emergency Plan for Serving School Meals during School Closures

1. The Central Kitchen was the main first response production site in the event of an emergency. Meals were prepared at the Central Kitchen and delivered to serving sites as determined.
2. If the Central Kitchen was not in operation as a result of emergency, or meal preparation exceeds production capabilities, meal preparation was moved or added to the next largest production sites to include: High School, and Middle School site locations. When needed, all other school kitchens and staff remained in service, and on-call, to prepare, deliver, staff, or other duties as assigned based on changes or frequency of meals.
3. If a school was not in operation due to a disaster, meals were delivered to the nearest school in proximity to feed students. District communicated updates to our communities and provided information regarding alternate feeding locations. District continually updated plans to notify students and offered the option of transporting students to the feeding location or transported meals to a pre-determined central location for distribution.
4. Drive-up Grab-n-Go method was used for meal distribution which was allowable by state direction. Meal service was provided in a non-congregate setting and was not be consumed on site.

Drive-up Grab-n-Go method service included:

- a. Pre-packed grab-n-go lunch, and next day breakfast.
- b. Meals were pre-plated and contained all components of a reimbursable meal.

- c. Meals were available to anyone 18 years and under.
- d. Per the state direction, children receiving meals did not need to be currently enrolled students with Lodi Unified School District to receive a meal.
- e. Meals were served based on number of children present or a record of students eligible to receive meals.
- f. Families and children remained in their vehicles, unless otherwise directed, and followed direction from school staff on site to ensure social distancing protocols.

Our staff followed these guidelines and made adjustments as necessary. There were several instances where staff worked with our communities to provide information regarding alternative feeding locations.

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

In response to school closures, Lodi Unified, Adventist Health, Lodi Memorial Hospital and the City of Lodi have partnered-up to coordinate & provide emergency childcare services to families of first responders. Prior to launching the program, a survey was administered to first responders to determine childcare needs and help identify hosting locations. Health Care practitioners also participated in the planning stages to ensure safety measures were in place at each location and establishing protocols when checking-in/out students. Our partner agencies also assisted with outreach regarding the availability of child care services.

The emergency childcare services in Lodi were designed to provide full supervision to children of essential employees from 7am – 6pm, Monday – Friday. Students participating in these services are provided with healthy snacks and meals, adhering to a restricted environment throughout the day to minimize student interactions.

We recognize there is an ongoing need for childcare during the school closures. If any of our families are in need of childcare, we encourage them to call the statewide consumer education hotline at 1-800-KIDS-793 or access information at <https://rrnetwork.org/> to find out about childcare that remains open for services during COVID-19 school closures.