

COVID-19 Operations Written Report for Oxnard School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Oxnard School District	Dr.Karling Aguilera-Fort Superintendent	kaguilerafort@oxnardsd.org (805)385-1501	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.

During the week of March 16-20, Educational Services started work on a multi-phase instructional plan. For Phase 1 (March 23-April 3), Directors and TOSAs created hard copy packets for each grade level, to be picked up at each school site or district office. The work was posted on our website, along with slide shows (in English, Spanish and Mixteco) explaining the plan. While students were working on these packets, all teachers were developing lessons in grade level teams following guidance from Ed Services in terms of content and standards. Along with Counselors and Outreach Consultants (ORCs), they were also making contact with each family. Information was gathered regarding internet access, available devices, and any needs such as, food, counseling or other services. Principals also delivered weekly messages to families.

Spring break occurred from April 6-17 and Phase II began on April 20 (through May 1). Hot Spots were purchased for those who did not have Wi-Fi access, as were iPads for 1st graders. All students in grades 2-8 already had access to iPads, so teachers delivered lessons using various platforms (e.g. Seesaw, Google Classroom) and created Zoom or Google Meet sessions. For students in Pre-School, TK and Kindergarten, teachers created packets which could be picked up at each site. All teachers, including Special Education case managers, had to maintain regular contact with families and establish office hours. Teachers continued to meet in grade level teams to collaborate and develop lessons. Principals monitored family contact and lesson delivery.

A Distance Learning Task Force was created which was made up of district and site administration at all school levels, representing all types of instruction (SpEd, DLI, ELD, social-emotional) to provide specific guidelines for Phase III for the time period of May 4 to the end of the school year. Items included were: expectations for all stakeholders, guidelines for synchronous and asynchronous standards-based instruction, best practices, pedagogy, time frames for engagement, grading and district provided support.

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

Approximately 85% of our students are socio-economically disadvantaged and 51% of our students are English Learners. In order to ensure that the needs of all students are being met, Principals are using a log for teachers complete to monitor student contact as well as, conducting grade level/PLC virtual meetings on a regular basis to share information, receive requests for additional support and monitor instruction. There is a Counselor and Outreach Specialist (ORC) at each site to provide support and connect families with services as indicated from the contact teachers are making.

As teachers began planning lessons, a formal ELD Distance Learning Guideline plan was shared with principals and teachers from our Director of EL Services. Principals were asked to collect weekly lesson plans and ensure that designated ELD times were allotted for working with EL students. This same information was also shared during bi-weekly meetings for teachers in grades TK-5. Within the guidelines, teachers were given resources and ideas for working with students who do not have access to wi-fi. Additionally, packets of instructional materials were delivered to the homes of students in our Newcomer programs, of whom many did not have access to the internet. We have 2 Mixteco translators who are available to support families by appointment. Our students have access to the MyON program for books in both English and Spanish. Students can load 20 books at a time on to their iPads to read.

Currently, we have about 70 Foster Youth students. We have a district Community Liaison who keeps in contact with all of our foster families. He has maintained contact with them during the closures to link them with any necessary services. All sites know who their foster students are and are using the ORCs to maintain contact as well.

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

Phase III of our Distance Learning Plan outlines our expectation that new, standards-based teaching takes place in all grade levels with differentiation provided to all groups of students (ELD, SpEd, DLI, etc). A Board resolution to change current policy to use hold harmless for grades TK-5 and Credit/No Credit for grades 6-8 was approved. The policy was shared directly with teachers and with families through site communications, the district website, DELAC, SSC and ELAC. Each site will hold these meetings to conduct regular business and communicate new information regarding instruction and services.

Professional development was offered to teachers for available platforms and apps through Live Support Sessions with our Ed Tech TOSA and other teachers who have expertise. District-wide Teacher Collaboration Meetings by grade level were created so they could share ideas and make connections with their colleagues across the district. Use of virtual meetings allow more accessibility and we may continue these into the new school year. A Twitter group (#oxnardk8) which “meets” once a week for an hour has become another place teachers from our district, as well as from other districts, can share ideas related directly to distance learning.

In order to provide alternatives for our preschool, TK and Kindergarten students, instructional videos were created by our Reading, Math and Science Specialists on foundational reading skills and math and science concepts. These videos are broadcast on our cable channels as well as our website. While adult participation is ideal, students in this age group can watch the videos by themselves.

Looking to the future, subcommittees of the Distance Learning Task Force are researching options of alternative school platforms for our families who may choose not to send their children back to school when we re-open. We are also looking into a district-wide Learning Management System to facilitate more options in regard to teaching through technology.

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

Oxnard School District Child Nutrition Services Department began serving students under the Seamless Summer Feeding program on Monday, March 16, 2020. Initially the district served “Grab and Go” breakfast and lunch to students daily at three school locations. As participation increased steadily and heightened shelter in place guidelines were enacted, OSD took advantage of USDA and CDE waivers to change the style of service to a once a week pick up option. Starting March 30th, OSD expanded service to four locations that included one school within each of the four geographic quadrants of the city of Oxnard. CNS teams are preparing 1000 meal bags for each of the four service locations. Service occurs on Monday of each week. Each meal bag includes five breakfast entrees, five lunch entrees, various fruits, vegetables, and bulk milk. CNS has been able to partner with various local farmers who donated bulk fresh produce to enhance the meal bag.

The weekly meal bag community feeding program will continue after school ends on June 18 through July 27. The meal bags will consist of five breakfast meals and five lunch meals and will meet all required food components. When donations are available from farmers, they will be included.

The CNS Department provided information, guidance and resources to school sites regarding communication to families for the P-EBT Program. Flyers were created to be posted on their websites and through our flyer communication system, Peach Jar. The website link was provided: <https://www.cdss.ca.gov/home/pandemic-ebt> . We also have site staff who can reach out to families by phone to inform them of the benefit.

During food distribution, safety guidelines are followed, including: staff wearing masks and disposable gloves and aprons; social distancing with taped marks on the pavement; requests for families to wear masks and additional personnel to monitor compliance.

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

Since all school sites are closed for regular operations, we are not offering supervision of students, however, we have communicated to families resources which are available to them. We have links to various organizations which provide services to families on our website, including those for child care: <https://www.ventura.org/departments/hsa/community-events/coronavirus-remote-resources/essential-childcare-centers-open/>
<https://www.venturalpc.org/Emergency-Child-Care>
<https://www.vcoe.org/childcare>

We also have Outreach Consultants (ORCs) at each site who make contact with families and connect them to a variety of services.

Students who normally participated in the After School Program were provided a supervised virtual environment to interact, play games and receive homework help from After School Program staff during the regular hours of that program (school close to 6:00pm).