

# COVID-19 Operations Written Report

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.

Lone Pine Unified School District, closed its school for face to face instruction on March 17, 2020 in response to the COVID-19 emergency. Instruction from this day forward evolved from packets to instruction mainly through the Internet. At the start of the face to face closure, teachers provided 10 days of instructional materials in the form of packets for students to complete independently. The spring break was moved to occur immediately after the 10-day closure to allow for another full week of no students or staff on campus. This was in anticipation of the schools reopening after the spring break.

Some teachers provided Internet based instruction constructed from the content of the 10-day packet of materials by creating schedules for students independent of the other teachers. Teachers were to check in with each student either via email or phone and to enlist the services of administration when individual contact was not successful.

Also, administration, teachers, and staff were asked to identify students with households who did not already have Internet access in the event the closure would continue beyond the 10 days. Teachers were also asked to prepare an additional 10 days of instruction in the event the closure would be extended. The District extended to closure to the end of April and reassess whether it would remain closed for face to face instruction. Toward the end of April, the District closed the school until the end of the year, June 12, 2020.

The Branson Foundation, through its Lone Pine TV Internet service company, immediately after the schools closed, volunteered to provide Internet access for all the high school households who did not already have it. They extended this offer to the elementary school to a large degree as well soon after. Inyo County Office of Education also provided mobile hotspots to our students who did not have it and the District deployed devices (Chromebooks or I-pads) to all students who still needed them. Eventually, all students had access to online instruction, approximately 1.5 months into the closure. Prior to Internet being available for all students, parents and students dropped off completed assignments for teachers and picked up work for their children from teachers' classrooms outside their doors. This remained an avenue for collection and distribution for many classrooms and students.

Regarding "the major impacts of the closure on students and families," although a few to several students seemed to thrive with the distance learning model, the face to face closure seems to have disproportionately and negatively impacted a greater number of students as estimated by the degree of engagement in assignments waning.

The District attributes the falling engagement to a number of influences. First, students in many households lack a number of factors critical to students' success. These factors include but are not limited to 1) whether or not a parent, guardian, or other adult in charge is present and able

to ensure students complete assignments and get individual assistance when needed, 2) parents' ability to help their child in the academic content, and 3) parents' ability to help their child with issues with their devices.

Second, the face to face closure seems to have placed more of a burden of responsibility on the individual student than many could successfully manage. For example, remembering schedules, due dates, and other tasks require a more sophisticated development of organizational skills. This development occurs at different rates among our student body.

A third contributing factor could have been a transportation burden on parents and students to turn in assignments. Some of our students live well over 10 miles from their school. Also, some parents are simply not available to turn in assignments in this manner routinely.

A fourth contributing factor could have been this substantially different medium for learning simply not being a good match for many students.

Finally, another factor could have been the isolation from students' peers and teachers adversely affecting many students' social emotional well-being making learning more difficult. There are undoubtedly more factors that contributed to the falling engagement that are not able to be clearly identified.

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

The Lone Pine Unified School District has continued to provide English learners, foster youth, and low-income students with targeted instruction and support services toward the purpose of ensuring that these students are meeting and exceeding the State standards. However, for reasons described above, student engagement has been waning and maintaining all students' same rate of improvement rate had challenges, not only for English learners, foster youth, and low-income students.

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

As stated in the first response above, schools started with independent study packets for 10 days. Some teachers prepared their own live delivery of instruction for those students that had access and developed packets for those that did not. Teachers prepared an additional 10 days in this fashion for students without Internet access as the District was working with the local internet provider, Lone Pine TV, and the Inyo County Office of Education to provide Internet access for all students. These packets were continued for students who did not have the access. When access for all students was achieved, Google Classroom and Zoom were the primary modes of delivery. The packets still continued for a few students who opted out of the online instruction.

Teachers developed office hours and online face time schedules for students. Teachers made themselves available by email as well. Teachers called home and emailed students and parents when students lacked engagement. Administrators additionally supported teachers in making the calls when students and parents were not able to be contacted.

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

Meals were provided to all school aged children and those from three to 18 years of age. This was announced to parents through the website, email, and text message. A breakfast and lunch were provided to each student either by direct pick up in a grab-and-go fashion from the District's elementary K-8 school, Lo-Inyo or they were delivered, depending on how far from the school the students' lived.

All staff who prepared or delivered meals were trained in ServeSafe and received their certificate. All staff additionally viewed the information related to COVID-19 and obtained proper authorization.

Students coming to the school site followed a line drawn by staff to ensure a minimum of six feet between one another in the event a line formed. The line allowed for different entry and exit points.

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

Although no onsite supervision was provided, supervision of students during school hours Lone Pine Unified School District provided families with schedules, meaningful activities and combination of on and offline coursework to assist parents, guardians, and caregivers with supervision. District staff, school administration, school staff, and teachers, maintained contact with families through a variety of communication tools include phone calls, texts, and emails to assess attendance, and other needs.

In addition, Lone Pine Unified School District was able to refer families to the County Office of Education which houses the county-wide child Care Resource and Referral contract (R&R) from the California Department of Education's (CDE's) Early Learning and Care Division. The R&R is able to provide the District and any family referral information and services for those in need of child care services and supervision during school closures. The R&R can provide:

- Referral to child care providers that best match the family's needs (center-based and home-based)

- Information regarding the child care supply (i.e., capacity, open vacancies by age, site closures)

- Child care subsidized for low-income families (Alternate Payment Program).

- R&R website as an available resource that explains all services. (<https://childcareconnect.inoycoe.org/>)

**Additional Resources:**

[COVID-19 Operations Written Report Guidance \(CDE\)](#)

[LCAP Executive Order FAQ Webpage](#)