



## COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Briggs Elementary School District	Deborah Cuevas	dcuevas@briggsesd.org 805 525-7540	June 10, 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.

Briggs School District's last day of traditional instruction for both sites was on Friday, March 13. The initial plan was to be closed for one week. It was soon determined by county officials on advice from Ventura County Public Health that school closures were going to be on going for an undetermined length of time. Administrators of Briggs School District, with the input of certificated staff through several district Zoom meetings, started to construct a phased plan for distance learning. Phase 1 was an Enrichment Phase from March 25, 2020 to April 9, 2020. In this phase, classroom teachers began by calling each student and family individually to check on their well-being and take a survey of the technology needs in the home. This data was collected and shared through Google Drive. These weekly check-ins by the teacher continue throughout distance learning. During this Enrichment Phase, teachers also made a paper packet that reviewed material learned in the classrooms up until this point. Parents were able to pick up these packets on a coordinated day and time and those that could not pick up had their packets mailed to them. Spring Break was observed by Briggs School District staff and families from April 10, 2020 to April 17, 2020. On April 20, 2020, Phase 2 began which was the Extension Phase. Through the survey of families, it was determined that the majority of families preferred receiving paper packets for their children. The classroom teachers then began a schedule of creating a packet every two weeks for the remainder of the school year. Every other Friday, a coordinated pick up/drop off schedule was given to families to return completed work and receive new work. Over 90% of families participated in the pick-up. The goal of the district throughout the crisis was to connect and support our families emotionally as much as academically. Updates were continually given to families in English and Spanish through automated phone calls, emails and texts, as well as on the district and schools' websites, Facebook and Instagram.

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

Approximately 40% of students in the Briggs Elementary School District (BESD) are identified as English Learners, our low-income student population is 71%, and our foster youth population is 1%. During COVID-19 closures, our English learners received Distance Learning packets with embedded ELD. To further support the needs of English learners, all staff members connected with every student each week to provide on-going support via email, phone call, text message, Zoom meetings, Instagram, and/or postcards, to ensure that families had a clear understanding of how to access their distance learning packets and to help students with content as needed. Additionally, in the 5<sup>th</sup>-8<sup>th</sup> grade levels, our English Learner Support Teacher made weekly phone calls and provided general education teachers with support in providing integrated and designated ELD lessons. Foster youth students received weekly phone calls and/or messaging via texts, emails, etc. School counseling was available for any student who needed access to support services and the district provided information on outside community resources that were also available as needed. Low-income youth represent 71% of our student population. All students and parents were surveyed in our small, rural, school district to determine their immediate needs. Parents responded that the best mode of delivery was via distance learning paper packets. The district continues to look at internet delivery methods for our most remote rural areas. Teachers, site administration and staff utilized support activities such as phone calls, consistent correspondence via mail, email, zoom meetings and curbside pick-up of needed supplies such as crayons, markers, pencils, erasers, glue, and pencil sharpeners.

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

Once it was determined that schools would be closed long-term, Briggs School District began planning a phased implementation of distance learning as mentioned previously. Making and maintaining student/family connection was our key message to all district personnel. Teachers prepared paper packets on two-week intervals which served as the base of our distance learning. In addition, teachers supported student learning in a variety of ways. In grades TK-8, Zoom meetings were offered at least once a week in a group setting where students could receive extra guidance and participate in additional learning opportunities. Some of these additional learning opportunities included virtual field trips, art through directed draw, science experiments, math videos, and theme days. Teachers also offered one-on-one academic support to students through either Zoom or phone calls. Student/family connections were maintained through phone calls, texts, emails, postcards and some teachers started Instagram accounts.

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

Briggs School District is located in a rural area of Santa Paula. With no sidewalks and 75% of our students needing to be bused in, the school closures made it difficult to provide meals on our own sites. In addition, we operate non-cooking kitchens. However, information was sent out

to our families in English and Spanish via automated calls, emails and texts, as well as posts on our website and social media accounts to access breakfast and lunch (Grab & Go meals) at a neighboring school district. In addition, community resources, such as Food Share, was also provided for our families to access. Follow up calls were made by staff to make sure families were utilizing the local services that were available to them.

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

Because all school sites in BESD are closed, the district does not currently provide supervision. BESD does have a link on its website: Child Care for essential workers in Ventura County is available: <https://www.vcoe.org/childcare>. Community Resources were posted in English and Spanish on the district website as well. Although the sites were closed, a district phone number was provided to all families so they could call and request assistance if needed.

California Department of Education  
May 2020