

COVID-19 Operations Written Report for Savanna Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Savanna Elementary School District	Dr. Sue Johnson Superintendent	superintendent@savsd.org (714) 236-3805	June 9, 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 school dismissal period of 3-16-20 through 5-22-20 clearly brought on many necessary changes to program offerings. The largest program offering that changed during the school dismissal period was the online teaching that took place. Teachers were quickly instructed on how to use Class Dojo, Zoom videos and screen recordings. Teachers had previously been trained on how to use and access online Benchmark Advance, Go Math, iReady, Accelerated Reader, Typing Agent, Moby Max and CAASPP Practice Test programs and all were available for at home use for our students. In addition, online enrichment activities were available every week for at home use which included activities in the areas of English Language Arts, Math, Science and Physical Education. Additionally, Instructional Practice for Students and Strategies for Parent Support for English Learners was available as an online resource in both English and Spanish. Savanna was able to offer our Strings music program to students via an online platform so that we were able to support the arts as well through Distance Learning. The changes to our food services program is further detailed below.

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

Meeting the needs of our English Language learners, foster youth and low-income students continued to be a focus during the school dismissal period of 3-16-20 through 5-22-20 much the same as during the regular school year. English Language learners have been given instruction using GLAD strategies and SADAIE techniques through live and recorded video lessons. Teachers have had the opportunity to have specific increased oral interaction with their English Language learners, foster youth and low-income population and are able to target a specific group of students at a time through Zoom lessons. Through the use of visuals and charts, English Language learners have continued the opportunity to have designated English Language Development instructional time. Teachers have been able to record lessons that students are able to view repeatedly to help increase the instructional reinforcement. Teachers have done both recorded and live video lessons through various electronic platforms. Instruction has been available for all students through video instruction as well as hands on hardcopy consumable workbooks. Hardcopy consumable workbooks were provided for all students in the Savanna School District. Additionally, Instructional Practice for Students and Strategies for Parent Support for English Learners was available as an online resource in both English and Spanish.

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

High quality distance learning opportunities were offered to students of the Savanna School District throughout the Distance Learning time frame. At the start of Distance Learning, teachers were instructed via the Director of 21st Century Teaching and Learning, TOSA support and “How-To” videos on how to engage in instruction using Zoom. An educator’s guide was created with additional support of Tips and Tricks to Zoom, screen recordings, videos in Photo Booth, and Class Dojo. Parent guides to Zoom were also created and distributed. A document titled “Guidelines for Distance Learning” was created to give clear guidance to staff members to continue delivery of high quality instruction via a Distance Learning model. Additionally, online enrichment activities were created every week for at home use which included activities in the areas of English Language Arts, Math, Science and Physical Education. Instructional Practice for Students and Strategies for Parent Support for English Learners was available as an online resource in both English and Spanish. Services for RSP, Speech and SDC were continued by our specialists. Psychologists have been in contact with students and provided support for those students in need of support. Savanna was able to offer our Strings music program to students via an online platform so that we were able to support the arts as well through Distance Learning. Each week a Distance Learning Newsletter was sent to all teachers with additional support for high quality instruction. For those students who were not able to access technology, hardback consumables were available for pick up for any Savanna student in both ELA and Math. A Distance Learning Survey was administered to all teachers to gather valuable feedback on the needs of teachers and our community. Principals held weekly staff Zoom meetings to support staff and answer any questions.

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

In a ‘Grab and Go’ format, Savanna School District is providing breakfast and lunch meals for five days each Monday for every student, age 18 and under. Food services staff, under strict social distancing guidelines, prepackage bags with five breakfast meals, five lunch entrees, fruits and vegetables for five lunches, and milk/juice for breakfast and lunch.

In this format, families drive through and indicate the number of children in the vehicle. Parents are asked not exit the vehicle; meals are placed into the trunk of the car to minimize person to person exposure. Instructions on how to heat the breakfast and lunch entrees is included in each bag of entrees. For families without transportation, they walk to pick up meals. We provide these families with rolling ice chests which include the appropriate number of meals for children in the family for the week. They are asked to return the ice chest the following Monday at which time it is sanitized prior to placing meals for the following week inside. During the first six weeks of Grab and Go meal distribution, we served over 40,000 meals to children in our community.

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

During the first week of school dismissal, we worked with the City of Buena Park and an existing outside agency providing before and after school child care to continue to provide childcare services for essential workers at the City-owned Veterans Hall. Child Development, Inc.

established a child care facility at Veterans Hall and has served children of essential workers since March 23. They are following guidelines established for childcare facilities.

In addition, we have worked with the City of Anaheim and Anaheim Family YMCA to determine the need for additional childcare for essential workers. We are currently expecting a start date of May 26th for additional childcare to be provided at the West Anaheim Youth Center. Supplies will be purchased to limit the sharing of items and breakfast and lunch will be served daily for each child in attendance.

Finally, we are planning to return childcare services to one of our school sites beginning June 1 under the supervision of ChildsPace, another outside agency currently under contract with the District. They will follow guidelines established for childcare facilities.