

COVID-19 Operations Written Report for Dunham Elementary School District; Dunham Charter School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Dunham Elementary School District; Dunham Charter School	Daniel Hoffman Superintendent/Principal	dhoffman@dunhamsd.k12.ca.us (707)795-5050	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.

In response to school closures to address the COVID-19 emergency, Dunham Charter School shifted to remote/distance learning. The goal was to provide a robust and engaging, blended learning experience for Dunham students. The primary focus was to reinforce and master the Common Core State Standards.

Following the statewide shelter in place orders issued during the school’s Spring Break, Dunham teachers met on March 23 to plan and finalize the steps for TK-6th grade distance learning. March 23, 24 and 25 was used for planning, preparing, and professional development to initiate and support distance learning.

TK-2nd grades provided learning materials for all students with three pickup and drop off days scheduled through the months of March, April and May. In addition to textbooks and hardcopy work, digital curriculum/programs were also used. TK-2nd grade teachers also met with classes and groups via Zoom.

3rd-6th grade classes were completely digital/online utilizing Google Classroom, online curriculum resources, as well as twice daily Zooms. This started on March 25.

Chromebooks were made available to students as needed and hardcopies of digital assignments were made available as requested.

Specialists worked diligently so children could continue to receive comprehensive learning experiences and provided support and instruction through Zoom and hardcopy curriculum.

The major impact to students and families was the lack of socialization for the students and the support that must be provided by parents, particularly in the lower grades. The school has focused on providing a comprehensive social and emotional program for children that

included spirit days, one on one counseling, class social "get togethers" over Zoom, music, awards/recognitions, ukulele lessons, digital field trips, guest presenters, gardening, two drive by parades, and letters from staff to students via U.S. Mail.

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

Dunham Charter School has continued to provide English Language learners and low-income students with targeted instruction and support services to ensure that these students are meeting and exceeding the State Standard. Dunham continued to provide English Language Development (ELD) to all students who are identified as EL through integrated ELD. Students were also able to access online intervention programs like Lexia and Dreambox. Our ELD Coordinator reached out to EL students including making a home visit to set up intervention software on the student's computer. Low-income students benefited from school counseling services, access to a Chromebook and access to free school meals. Dunham currently has no foster youth students enrolled.

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

Dunham Charter School teachers have delivered high-quality distance learning opportunities to each of their students by maintaining personal and individualized contact with each child and providing a comprehensive learning experience. Teachers quickly adapted to the use of technology for imparting instruction, have blended the educational activities, and have continuously assessed and provided feedback to students. Teachers effectively utilized Zoom Conferencing and Google Classroom to impart instruction. Many teachers created Google Sites to consolidate classroom activities into one location for easy access by students and families.

Staff used a variety of modalities to connect with students/parents and promote engagement.

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

The Dunham Charter School provides limited meal service through a neighboring school district during the school year. During the COVID-19 emergency, the District did not provide meals to students or families at our school site. 90% of Dunham students live outside of our attendance boundary. This being the case we partnered with neighboring school districts that have locations closer to our students' homes to provide lunch.

All students that qualify for the free/reduced food program were contacted three times in three different ways (phone call, US Mail and email). Information about school locations for free meals that practices social distancing practices was also shared to all the Dunham families via text message, email, Facebook and the District's website.

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

Dunham Charter School did not provide childcare. With 90% of Dunham students living outside of our attendance boundary our rural location was not convenient. Additionally, Dunham does not employ a daytime custodian so COVID-19 cleaning requirements were not feasible. Our campus was not contacted about providing an outside organization coming onsite to use the campus for childcare. 4C's of Sonoma County did offer childcare for essential workers at strategic school site locations throughout the County.