

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Pleasant Valley Joint Union Elementary School District	Wendy Nielsen	wnielsen@pleasant-valley-school.org 805-467-3453	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.

On March 13, 2020, the Pleasant Valley JUESD sent messages to all parents to let them know that as of March 16, 2020 the school would be closed and the teachers and staff would all begin transitioning to distance learning. On March 17 (Monday was a local holiday), teachers worked on creating materials. Other staff, collected, labeled and organized all technology and support materials needed for handing out to student. A spreadsheet was created that listed all 57 students. An individual phone call was made to every parent who was then asked about computer needs, food needs, internet needs, and additional resources needs. This information was recorded on the PVS shared spreadsheet. On March 23 all families came and picked up materials. These materials included Chromebooks for students who needed them (all grades), a packet of student work to cover the next 2 to 3 weeks depending on the grade level, library books that students had left, textbooks, student workbooks, and information sheets explaining how to access Google Classroom, Google Meet, and the various online educational resources that the students had already been utilizing in class. Information was shared with all students and parents regarding two new ways they could access online independent reading books since checking out books from the PVS library would not be possible. Regular communication with parents using phone calls, emails, and the ParentSquare platform were used throughout the remainder of the school year. Distance learning began for our students on March 24th.

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

Every staff member not including custodial and maintenance and one of the office staff was assigned to work with an individual class and/or with individual students who had special needs. The special needs students included English learners, low income students, and students who were struggling with the online format or with instruction in general were given additional support. We held one-on-one Google Meet meetings with students to help them complete their assignments, get additional support, support their reading and language acquisition and provide for social emotional support. Students with 504 plans and with IEP's were given additional help by the resource teacher. Change of placement IEP's were held for all students with an IEP to indicate the change to distance learning. The school does not currently have any foster youth or homeless students. Communication continued to be shared with parents and students from administration and teachers. This communication was done in the preferred home language. Individual phone calls by either the teacher and/or the principal were made for any student who did

not appear to be fully engaged or successful in the distance learning. Connections with Ranch Wi-Fi were fostered for those families who did not have home Internet service. With the exception of one family, those connections proved to be successful. For that one family who still did not have Internet access, individual phone calls and specially made packets were created. (An attempt was made to purchase a Verizon hotspot for the student, but that also failed.) Teachers met with their classes at least twice a day and also provided one-on-one sessions for the students who were struggling or who had gotten behind. Weekly attendance was taken on a Google spreadsheet and the administrator made phone calls when students missed more than three days.

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

Fortunately, all students from kindergarten through sixth grade had already been very familiar with the use of their Chromebooks and various online programs. The transition to distance learning went very smoothly, especially after most connectivity issues were resolved. Teachers provided daily English language arts and math lessons every day. They also included some social studies, science and physical education. Online version of the core materials were projected for students. iXL, Fastbridge, and other online academic programs were regularly assigned and monitored by the teachers. Upper grade teachers brought home their document cameras, which further enhanced their ability for students to see the work modeled especially when it came to math. At the weekly staff meetings, individual student's progress was discussed and staff was assigned to follow up on or to work one-on-one with those students who were struggling either academically or social/emotionally. Students were not penalized for turning in late work and a grading policy was approved by the board that allowed students to receive marks that were fairer given the situation. All staff included the school principal in all online invitations for all online sessions. Every day that was possible, the principal visited the various classes to check in on instruction and on the students. One of the aides created a weekly cooking/art lesson that students were invited to. After the initial first two weeks when we were all getting accustomed to distance learning and when we were still trying to ensure all of our families had the ability to access the online components, the teachers communicated with parents that moving forward the instruction would, to the extent possible, simulate the rigor that is possible in an in person setting. Accommodation still needed to be made for certain students, but the degree of rigor was conscientiously and systematically increased. This was communicated with parent and students in weekly ParentSquare lesson plan messages sent by the teachers.

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

During the regular school year, PVS contracts with a neighboring district for food services since we do not have the capacity ourselves. In the phone survey that was taken during the first week after closure, only six of the families that qualified for free and reduced indicated that they wanted information about how to receive free food. Four of those families also had siblings who attended the much larger school district that abuts Pleasant Valley. That school district also qualifies, because of their Title I percentages, for the program that provided for food for child between the ages of zero and 18, which provides more food than we would have qualified for to give. Once food distribution centers were established, we contacted all of our families and let them know that they could pick up food there.

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

Pleasant Valley JUESD, along with all the LEAs in San Luis Obispo, formed a partnership with local government agencies, Cuesta College, Cal Poly San Luis Obispo, and the San Luis Obispo County Office of Education to provide childcare supervision. Specific childcare locations were determined following a survey of stakeholders, and potential participants, resulting in childcare centers being strategically placed in the north

and south areas of the county. Programming support was provided through community partners that included Champions Childcare, and the SLO YMCA.

Childcare was provided from 7:00-6:00 daily for families who complete online registration forms. The children of first responders, health care staff, and essential service workers were given priority enrollment. Children beginning at age three were eligible for services. Activities included support with distance learning assignments, language instruction, social development, outdoor education, athletics, movement, dance, and dramatic play. Nutrition was provided by various partner agencies.

Data indicates that families requesting childcare services have had them provided.

California Department of Education

May 2020