

COVID-19 Operations Written Report for Spencer Valley Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Spencer Valley Elementary School District	Julie Z. Weaver Superintendent	julie@svesd.net (760) 765-0336	June 17, 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.

Teachers provided weekly assignment calendars and paper packets and emailed the calendar of lessons to families each week. Instruction, lessons, assignments, and activities were presented in a variety of formats. Zoom lessons, including whole group, small group and individual group instructional sessions, were scheduled multiple times each week according to each class's schedule. Attempts were made to stagger instruction at grade levels to avoid overlapping session times for families with multiple children. Printed work packets with the included calendar were available weekly each Friday as a socially distant drive through at the school site or were picked up by arrangement. Students spent approximately 3 1/2 hours per day learning content, as outlined in the weekly work-flow calendar. Teachers provided content through a combination of face-to face video conferencing, pre-recorded videos, work tasks assigned using links from district purchased digital tools, independent work (including some hands-on projects), small group work, and in some cases, weekly individual check-ins. Teachers held office hours and or check-in times Monday through Friday to help support students who had additional questions or needed extra guidance. This included phone calls or email contact. Social and Emotional Well-being, students with a 504 or receiving services through an IEP, low income students, Homeless and Foster Youth, and English Learners all were served by having extra staff assigned or available to them. Support staff was sometimes scheduled through regular Zoom time. But more often, School Psychologist, Counselors, and other resource staff members held additional lessons online to provide services for students and individual families based on their needs or Individual Educational Program or English Learner designation. Students with disabilities were provided equal access to our learning programs and a free and appropriate public education to the "maximum extent possible". A review of each child's program was conducted and any updates to the IEP's were completed, if necessary, through collaboration and agreements between the families, case managers, teachers and service providers.

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

English Learners, Foster Youth and Low Income students received hotspots and devices to access online programs if need was indicated through a family needs assessment that was conducted by the staff. Family training for Zoom access was provided by teachers or the

district's technology staff if families were unable to access Zoom meetings. Follow up phone calls with a Spanish speaking liaison were conducted to ensure apps and processes were fully understood by parents who spoke Spanish only. Teacher and resource staff collaborated weekly to plan and evaluate the online, paper, and Zoom meeting results, as they were completed by students receiving differentiated and integrated ELD instruction. English Learners were invited to extra individual and small group instructional support Zoom meetings were held for students to access designated and integrated ELD instruction. A resource staff member created supportive extra assignments at each student's level to supplement the weekly work packets for differentiated and integrated lessons; and students also had the opportunity to complete these activities and paper and pencil assignments with their own teachers and designated resource staff each week during office hours. Special arrangements for class meetings and work exchanges were made for families that became homeless and had to move during this time so that they could still remain enrolled and engaged until the school year ended.

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

All students had books, consumables and materials available at home. The materials were taken home by students the Friday before school closure due to COVID-19 order. During the first two weeks in March, home packets were delivered to families through an on-site work exchange. A needs assessment regarding technology availability was conducted in March; and hotspots and devices were provided for all families who indicated they needed technology assistance during the second week of school closure. By the end of second week (of closure), all families did have access to a device, had access to online service, and had participated in a trial of Zoom with their teacher. On April 6th, (the first week in session after Spring Break and for each week thereafter), students were offered a distance learning calendar and a paper work packet containing all assignments and materials for hands-on projects, Zoom meeting times, and online learning assignments and resources. Online opportunities to access extra curriculum, and log-ins for assignments within district adopted online resources were sent to all students. Compass Learning, Wonders, Everyday Math, Khan Academy, PBS Kids, Newsela, and YouTube, were some of the adopted and supplemental online resources that were made available to families. Teachers kept logs tracking the level of engagement and participation in the plans. An online survey was sent to assess parent and student experiences at home. The teaching and support staff began training in June to learn how to use the online management system CANVAS, as the District was not using any formal online system at the time of the school closures. This training was held through San Diego County Office of Education. Student and class pages are expected to be functional in the fall of 2020.

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

Spencer Valley two room school in a rural community located in the mountains of north east San Diego County. At the time of school closure, the opportunity to receive school meals at the site wasn't feasible - as too many students lived in outlying areas and were unable to return each day for any meal pick-up. Alternative sites within the community were not available for the first two weeks of closure. Each family with students qualifying for free and reduced lunch was given a voucher to be used at the local grocery along with a letter explaining that the amount given was to go towards food for their child's lunch needs to cover a two week period until lunch program arrangements were set-up throughout the area. By April 6th, the summer lunch feeding schedule had been activated in the community of Julian and contact points. Families were notified by phone, all call, email and letter where the no cost lunches were available and the delivery schedule for the community of Julian and outlying areas of Shelter Valley and Ranchita. Bag lunches were delivered to locations by local school district van drivers, wearing approved PPE and using appropriate social distancing practices during delivery of the lunches.

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

Spencer Valley conducted a parent survey to determine if childcare arrangements would be needed during ordinary school hours within the District's zip code. Parents/guardians provided physical supervision of students, and educators supervised virtually during synchronous learning opportunities. Should the need arise for supervision, the District would consider each family's needs and partner with local resources and referral agencies to connect families in need of child supervision during school hours.