



San Pasqual

Union School District

The Little School in the Valley

COVID-19 Operations Written Report for San Pasqual Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

Following guidance from local and state health officials, on Friday, March 13, 2020, the San Pasqual Union School District, as authorized pursuant to emergency board resolution #R19-20-11, announced school would be closed from March 16, 2020, until April 14, 2020, due to the COVID-19 pandemic emergency.

A Distance Learning Plan was developed which included three (3) phases: Phase 1, Initial Response; Phase 2, Long-Term Distance Learning, and Phase 3, Recovery/Return to School. Phase 1 lasted from March 17, 2020, through April 3, 2020. Instruction and supports were delivered through synchronous, asynchronous, and low/no-tech models. Google Classroom was the primary online learning platform while Zoom was used to provide both direct instruction and social/emotional supports and connectedness. During this time, academic work was optional. Additionally, teachers received professional support to promote proficiency and success with online instruction.

On March 29, 2020, the return to school date was extended indefinitely. On April 14, 2020, Phase 2, Long-Term Distance Learning, commenced with academic expectations increased and students receiving feedback (including grades) reflecting both work completion and proficiency. Consistent with a “do no harm” grading policy, TK-5th grade students received a narrative third-trimester grade report describing their distance learning experience coupled with recommendations to promote future success. In the middle school (grades 6-8), most students received letter grades. However, no students received ‘D’ or ‘F’ marks, instead, receiving ‘Credit’ or ‘No Mark’ grades, respectively.

The abrupt and prolonged school closures were extremely challenging for students and families. Parents and guardians were tasked with supporting the educational program of their children while simultaneously tending to their social, emotional, and health needs. Reports of anxiety and social isolation were pervasive. The Principal hosted weekly (9 total) parent sessions (Virtual Coffee with the Principal) during which time updates were shared, questions answered, and resources provided. Among these resources included Care Solace, a mental health and substance abuse referral service. As of June 1, 2020, the system was accessed 139 times and numerous families referred for treatment and support. Additional, specialists, counselors, and aides facilitated social-emotional learning sessions and social skills playgroups in support of students struggling with social isolation.

School remained closed until the end of the 2019-20 school year. At the time of this writing, the District is preparing plans for Phase 3, Recovery/Return to School, to start the 2020-21 school year on August 19, 2020. If safe for our students and staff, the preferred plan is to educate 100% of students on the school site. As governmental regulations and health conditions mandate, blended and 100% distance models are also being considered.

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

Among the District’s student population, nearly 25% of students are considered socioeconomically disadvantaged. 10.4% of students are English Learners while 2.2% are foster youth. Immediately upon school closure, the District made a concerted effort to support these, our most vulnerable and at risk, students.

For our English Learners (EL) and Reclassified Fluent English Proficient (RFEP), case managers were assigned to each family. These case managers communicated with them at least weekly via their preferred method of communication. ELs participated in small group sessions with their classroom teachers, the English Learner Coordinator, and the EL instructional aides. English Learners in 6th, 7th and 8th grade engaged with Designated ELD materials via vocabulary activities and the How English Works curriculum.

From March 17 through May 13, 2020, contacts from the EL Coordinator and instructional aides included 160 phone calls, 86 home visits, 35 school visits (school parking lot), 14 Zoom lessons, 7 Facetime calls, and hundreds of texts. During this time, EL staff met in-person with every EL family either at home or school to deliver books, work packets, and devices. While those with Internet access performed most work online, work packets were provided to families who lacked reliable Internet. By the end of the school year, all families had been provided with devices (either an iPad or Chromebook) and hotspots, as needed.

The majority of our foster youth reside at the San Pasqual Academy, a group foster home. A case manager was assigned to directly support students at the Academy. Due to health restrictions, visitors to the Academy were prohibited. Through communications with the Academy Director, it was determined that students lacked sufficient technology to complete online assignments. As such, devices were purchased and deployed. Additionally, paper packets were provided to supplement online work. During this time, the liaison maintained regular and frequent communication with the Director, Court Appointed Special Advocates (CASAs), educational rights holders, county social workers, clinicians, and Academy staff. A document was created to track student supports and an additional liaison was designated by the Academy to facilitate student supports and work completion. While some students thrived, others struggled with engagement and work completion. Team meetings and personalized programs were devised to meet the needs of all students and comply with a “do no harm” grading policy. In addition to academic supports, a school counselor and social worker intern provided social groups for students in need of additional supports. Toward the end of the school year, high school transition meetings were conducted to facilitate a successful matriculation to high school.

To promote equity in learning, the District made technology deployment a top priority. Immediately upon school closure, devices (iPads and Chromebooks) were immediately deployed to English learners as needed. Subsequently, 100 additional Chromebooks were donated by the SP School Foundation for at home deployment. In total, 66 iPads and 153 Chromebooks were checked out for home use, supporting nearly 40% of all students. Those that lacked sufficient connectivity to participate in online distance learning were assisted in obtaining upgraded services and/or low/no cost plans. To address the 9 families (3.5% of school population) who still lacked reliable Internet at home, the District purchased hotspots and data plans for home deployment. Unfortunately, the delivery of these hotspots were delayed by the vendor and arrived too late in the school year to provide meaningful benefit. However, the hotspots were still deployed in support of a summer learning program designed to mitigate learning loss.

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

The District took immediate and decisive steps to provide a continuity of learning through high-quality distance learning opportunities. On the first day the school was closed, administration and teaching staff embarked on a four-step approach to developing a distance learning program.

First staff identified program goals and determined the scope of curriculum needed. Immediate goals focused on providing social/emotional supports to students and ensuring a continuity of learning. During this step, available content was reviewed, reflective of digital content

currently in use (including BrainPop, Common Sense Media, IXL Math, Lexia, Nearpod, Vocabulary/Spelling City, Zearn, Accelerated Reader) and content available for use (including Acellus, Discovery Education, Heggerty, Khan Academy, NewsELA, Scholastic Learning at Home).

In Step 2, content delivery platforms were reviewed. Again, the discussion focused on in-use resources (GSuite, Flipgrid, Seesaw) already familiar to students and staff and available for use resources (Screencastify, Zoom). Teachers were provided with tutorials and training sites for the aforementioned resources.

Collaborating in grade level/departmental teams and guided by school administration, responsibilities and expectations for teachers, students, parents, and administrators were developed along with communication plans to share information (Step 3). In Step 4, these plans were shared with parents and students on the second day of school closure (March 17, 2020). Those plans included synchronous (learning online or distance education that happens in real time), asynchronous (learning that occurs through online channels without real-time), and low/no tech (packet work, paper/pencil book tasks, experiential learning) offerings.

In upper grade classrooms, Google Classroom (contained within GSuite) was the primary learning management system with students receiving and submitting assignments through this forum. For younger students, Flipgrid, NearPod, and Seesaw also served this purpose. Teachers utilized Zoom webcasting to address both instructional and social/emotional needs. Additionally, some teachers found success broadcasting lessons through the use of Screencastify.

For content delivery, grades 4th-8th grade utilized the Acellus Learning Accelerator to deliver, assess, remediate, and advance learning in various subject areas, including language arts, math, history, and science. Acellus, a self-paced learning platform, provided for student advancement including opportunities for students to advance and complete high school coursework. For grades TK-3rd, teachers utilized more familiar resources (district adopted curriculum) with less tech reliance and more teacher instruction via Zoom to support and connect with students. Additionally, our reading specialist provided targeted and explicit phonics instruction for struggling readers via small group Zoom sessions. For those students lacking technology, packets were provided to facilitate home learning. Additionally, students were provided books to read via a Curbside Library program. During 6 Curbside Library sessions, 921 books were checked out to students.

Survey results reflect that while parents, teachers, and students were satisfied with the distance learning program (85% rated it 'OK', 'Good', or 'Great'), only 5% would want to continue 100% distance learning if given the choice when school resumes.

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

As San Pasqual Union School does not have at least 50 percent of the student enrollment eligible to receive free and reduced price meals, it does not qualify for the Seamless Summer Option (SSO), the program utilized to feed students during the statewide school shutdown. However, the Escondido Union and Escondido High School Districts did qualify and provided these services to all children.

These Escondido school-sponsored programs opened the first day of school closure. Eight (8) food distribution centers were operational, the closest within 1 mile of San Pasqual Union School District boundaries. Students and families were informed of these food distribution centers via the English Language coordinator (texts, phone calls), a posting outside the main school office, school website, mass emails, weekly Principal's Coffees, and through social media (Instagram, Twitter, and NextDoor).

In order to promote meals for children, families were also notified of the state-sponsored Pandemic EBT or P-EBT program. Under this program, families of a child who qualifies for free and reduced lunch can receive up to \$365 per eligible child on a P-EBT card to use on food and groceries.

Additionally, on May 19, 2020, San Pasqual Union School hosted a drive-thru food drive in support of Interfaith Community Services, a local organization that provides meals, housing, and other services to families within the local community. The food drive generated over 150 donations and totaled 4000 pounds of food.

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

San Pasqual Union School offers before and after school childcare services with part-time staff through a Kids Club program. The program is fee-based and does not receive state or local funding. Program days coincide with the days school is in session. As such, providing supervision of students during ordinary school hours was not practicable. Families in need of childcare were provided with the following local options: Boys and Girls Clubs, Escondido Community Child Development, Oak Hill Day Care, Palomar Family YMCA, Salvation Army Escondido, San Diego County Family Child Care Association, and YMCA Childcare Resource Service.