

# COVID-19 Operations Written Report

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.

The entire staff at Pleasant Grove School collaborated to develop a distance learning plan that would maintain student and staff safety and minimize the disruption to student learning as a result of school closure beginning March 17, 2020 and lasting through the remainder of the school year. This plan articulated procedures for distance learning, food services, and support services for families.

Instructional planning took into consideration the standards students had mastered in the first two trimesters, the third trimester standards that would have been taught in the classroom as well as student needs, social-emotional needs of students and families, and the challenges working parents and non-English speakers faced while supporting their child(ren) during distance learning. Knowing that distance learning would be different for each student and taking equity into consideration, an alternate grading scale for ELA, mathematics, science and social studies was developed:

S The student met distance learning expectations and work is at the level of Primary:  $\sqrt{+}/+$ , Upper grades: 3/4, or 75% or better.

S- The student participated in distance learning expectations & work is at the level of Primary:  $\sqrt{}$ , Upper grades: 2, or 50%- 74%

N The student minimally participated in distance learning expectations & work is at the level of Primary: N, Upper grades: 1 or <50%

Special education services continued with social distancing and safety in mind. Our SCSOS Special Education teacher worked closely with general education teachers to determine learning goals. Special education staff held weekly Zoom meeting with students where support was given for class assignments as well as work on IEP goals. Speech services were delivered through weekly Zoom sessions. Students with 504 plans were offered support as indicated on the student's 504 plan.

Essential services continued remotely and on campus using a staggered schedule so only one person was on campus at a time. Each person had their own workstation, but high touch areas were disinfected after each day. School board meetings and staff meetings were held via Zoom.

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

Among our student population, 32% are on the free and reduced lunch program, 3% are English Learners, and 4% are students with disabilities. One of our first steps was to ask families to complete a Technology/Internet Access survey so we could determine optimal learning platforms and needs of our students. Based on the technology survey, teachers determined which students would need paper packets and supplies, laptops loaned to them, or support with internet access. Twenty-four laptops were loaned to students for use during distance learning. Our Technology Specialist worked with other technology specialists and the county office on best practices and solutions for lack of technology and internet. She also worked with local internet providers to try to provide hotspots or internet services to families. However, the high demand for hotspots and the rural location of many students made this impossible. Less than five families were without internet and they were offered the use of an empty room at the school to access internet and complete work if they did not want to work from paper packets.

The PGJUSD provided support and equitable access to all resources that support the needs of our English learners. Teachers continued instruction of the Academic Vocabulary Toolkit, held Zoom meetings where they had informal conversations with students, facilitated conversations among peers, and provided instructional support on weekly lessons. Additional online supports such as links to instructional videos, and books read aloud in English and Spanish were provided to families. Teachers had to be especially mindful of the potential difficulties non-English speaking parents faced during distance learning and the need to connect these families with resources in their native language as much as possible.

Teachers found that the students needing support under normal circumstances, needed as much, if not more support during distance learning. To support these students, teachers adjusted assignments, found alternative delivery methods, held one-on-one Zoom meetings, and gave students other ways to demonstrate their learning.

Currently, the PGJUSD does not have any identified foster youth students.

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

Instruction and learning continued using our current state adopted curriculum supplemented with online programs and resources. Weekly lessons and suggested schedules were created by teachers and all essential materials provided either digitally or in paper packets and were distributed every three weeks. To minimize potential exposure, students were encouraged to scan or take pictures of completed work and “turn” that work in. Students could also turn in packets to a box in front of the office. Work was reviewed and feedback given to students.

Student and family needs varied during school closure, so teachers customized their support based on feedback and needs. Teachers supported students through weekly group and individual Zoom meetings, check-in via the online learning platform, daily contact on Teams for 6<sup>th</sup>-8<sup>th</sup> graders, Class Dojo, and emails and phone calls. Additional resources used:

ELA: TK-5: SIPPS phonics, Lalilo, Scholastic Learn at Home, Ready A to Z, ReadWorks, Academic Vocabulary Toolkit; 6-8: Novels, Listenwise, MobyMax, Academic Vocabulary Toolkit

Math: TK-5: Bridges Math Home Connect, Bridges Home Resources, Xtra Math, NextGen Math; MobyMax; 6-8: Khan Academy

Science: TK-5: Projects/presentations, teacher created packets, Science A to Z; 6-8: MobyMax

Social Studies: TK-5: Projects/presentations, TCI 6-8: MobyMax

Teachers and administration regularly communicated with families through phone calls, emails, and Zoom meetings. Teachers made it a point to have some type of contact with each student/family each week. In addition to teachers and staff, Sutter County Superintendent of Schools counselors and psychologist provided social emotional support to students in need via online, in person, phone calls, and texting.

Weekly staff meetings were held via Zoom focusing on supporting teachers through the school closure with a focus on instruction, lesson planning, lesson delivery, supporting parents and the social emotional learning needs of students. TCIP activities continued for our mentor and participating teacher. Teachers shared research-based resources through their Office 365 share file.

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

During the school closure Pleasant Grove operated a “Grab and Go” pickup at the school campus each Monday between 11 am and noon starting the first week of closure, March 25 through June 2, including Spring Break week. Staff, trained in food safety procedures, assembled meals that met the nutritional guidelines. To further maintain safe practices and social distancing, parents drove through the parking lot where staff members wearing masks and gloves handed out five breakfasts and five lunches per child. On average 390 meals per week were distributed. Since many students live outside of the school boundaries, parents were also informed about other food distribution sites that were available in surrounding school districts that might be more accessible.

Information regarding meal service was sent to parents through email, posted on the school’s webpage, posted on the window of the school office and our automated school messenger program.

Additionally, during their weekly check in with parents, staff ensured that no family needed food or had difficulty accessing meals for their children. If families had food needs, we accessed our food closet as well as food donations to provide a bag of staples.

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

We networked with agencies offering supervision of students and had information regarding available childcare options in the Sutter County and surrounding areas in the event a family inquired. This information was updated as new information was shared with superintendents. Office staff was instructed to direct families inquiring about care to one of these agencies. We did not have any families express the need for care.