



# COVID-19 Operations Written Report for San Pasqual Valley Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
San Pasqual Valley Unified School District	Rauna Fox Superintendent	rfox@spvusd.org (760) 572-0222 x2098	6-23-2020

**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.

The San Pasqual Valley Unified School District has made several changes to program offerings in response to school closures that took place on March 17, 2020 to address the COVID-19 emergency. Prior to April 21, 2020, the students were offered enrichment resources via paper/pencil packets and online resources when available. The District offered educational games to families via a Google Doc before April 21, 2020.

As of April 21, the schools adopted a Remote Learning Plan. Students are offered coursework via paper/pencil packets and online resources when available. Packets are available for pick up on Tuesdays between 8 and 12 at all 7 sites. Students may drop off work at that same time. ASES students are provided enrichment activities during this time. Students in grades 11 and 12 were offered the opportunity to check out a laptop to assist with completing work in Google Classroom due to the fact that the 11th and 12th grade English Classes were exclusively online.

All teachers contact students weekly via phone, text, or email to answer questions and assist with any needs. Counselors and support staff such as Student Behavior Alternative Discipline Specialist also make additional contact with students via phone, text, or email in need of emotional, social, or behavioral support. ASES staff also contacts students weekly phone, text, or email to assist with homework and/or enrichment activities.

There has also been a change in the grading program. The SPVUSD 4th Quarter Grading and Credit Policy was adopted by the Board. It includes credit/no credit for 4th quarter and a “hold harmless” policy for semester grades in 6-12 and Adults. It does require, however, active participation of all students during the remainder of the 2019-2020 school year.

Special Education services are also conducted remotely via teleconferencing or video conferencing. All students continue to receive speech, psychological, and educational services in a remote learning style. Special Education Teachers collaborated with General Education Teachers to create packets that meet the individual needs of all students in special education and assist them in reaching their goals in their Individualized Education Plans.

There are several major impacts of closure on students and families that center around transportation, internet connectivity and basic needs. First, about 65% of our families relied on school district transportation to get to and from school daily. With school facilities closed, many families are not able to come and pick up meals and/or coursework. In these cases, they are being delivered to them by staff when staff was available and when practicable. Second, 40% of our homes do not have strong internet connectivity which prevents students from accessing additional resources via the internet. These students are provided with their coursework via paper/pencil. The last major impact is basic needs. Many of our families have lost their jobs and can not provide meals and housing. This has caused many families to move out of state or live with other families. We provided homeless services when necessary and breakfast and lunch to all community members 18 years old and younger.

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 have access to all services and programs provided to all students in the District. In order to provide additional support, the LEA is doing the following:

#### English Learners:

- English Language Development teachers provided additional resources for students in the paper/pencil packets provided to students. Resources such as links to dictionaries, glossaries, and additional supports.
- The EL/Migrant Teacher provides additional phone calls to ensure that the needs of students are being met and that they can access coursework and meals. If they are not other options are provided such as delivery, email, messenger, or WhatsApp. Students who are struggling or not submitting work are also contacted by the EL/Migrant Teacher.
- All letters and communication regarding distance learning, coursework, or letters from teachers are provided in both English and Spanish.

#### Foster Youth:

- Communication is ongoing with the Foster Youth Liaison for Imperial County
- Foster Youth in need of additional support and/or counseling are provided services through CHAT (Rigel Garibay) and/or Student Behavior Alternative Discipline Program (Ms. Chavez) through weekly phone calls and videoconferencing.
- Meals are provided to them at their homes if they are unable to come to the distribution sites.

#### Low-Income Students:

- Food insecurity is a concern for our low-income students. Many take advantage of the 10 meals per week provided by the District. Others are still in need of further assistance and take advantage of the USDA monthly

food distribution provided at the Family Resource Center or the Commodities Distribution provided by the Quechan Tribe.

- Low-income students in need of additional support and/or counseling are provided services through CHAT (Rigel Garibay) and/or Student Behavior Alternative Discipline Program through weekly phone calls and videoconferencing.
- Meals are provided to them at their homes if they are unable to come to the distribution sites.

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

All sites in the San Pasqual Valley Unified School District are delivering curriculum that is aligned to the California Content Standards including English Language Arts, Science, Social Studies, Math, PE, Health and electives. Students are given course work weekly or bi-weekly. Students are given directions to complete tasks and resources for extra support. Timelines are given for assignments and accommodations and modifications are made for English learners and students in special education.

Teachers meet in grade level teams to determine the work to send home with students and to ensure that the work is aligned to both the grade level and content standards. Social/Emotional support lessons are also included to address the social/emotional needs of the students. Students have access to support via email, telephone, and/or video conferencing. Staff calls student at least weekly to offer support and more often when students are struggling. Some students receive phone calls from the classroom teacher, special education teacher, counselor, ASES Instructor and others weekly offering support.

Every week students submit work completed and the following week teachers will grade the work and provide feedback when necessary. Students will receive either credit or no credit for the work completed.

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

On March 17, 2020 San Pasqual Valley Unified School District began distributing breakfast and lunch at 4 distribution sites. These sites were chosen to meet the needs of families who would be needing meals for the times school facilities were closed. The distribution sites are SPVUSD Cafeteria, Winterhaven, Bard, and the IID Imperial Dam Housing. Meals were distributed to any students in the vehicle 18 years of age and younger. Cars drove up to the site and informed the employee how many students were in the car, then drove to the next station to pick up the meals. Families did not exit their cars. All employees were given personal protection equipment including gloves and masks.

On March 21, 2020, the process was switched to a multi-day distribution and students were not required to be present to acquire the meals. This limited contact for both families and employees. Cars would drive up and inform the employee how many meals were needed, then drive to the next station to pick up the meals. Meals are also delivered to home-bound families or families without transportation upon request. Families do not exit their cars. All employees are given personal protection equipment including gloves and masks.

In partnership with the USDA, San Pasqual Valley Unified School District holds a monthly food distribution for qualifying families. They drive up to the Family Resource Center and inform the workers and volunteers how many families. Their names are taken and workers and volunteers place the food in their vehicles. All employees and volunteers are provided personal protection equipment and community members do not exit their cars.

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

The San Pasqual Valley Unified School District is not providing supervision of students during ordinary school hours since it is not practicable for several reasons.

1. Although there are many essential workers and first responders that work in our area, most of these workers do not live in the Winterhaven area. These workers include, but are not limited to, Imperial County Sheriff's Office, California Highway Patrol, Clinicas de Salud, and Department of Homeland Security. Most of these employees either live in Yuma or in other parts of Imperial County.
2. Most of the students at San Pasqual are transported to and from school by District transportation. Without the operation of District transportation, parents do not have a way to bring their children to and from school.
3. San Pasqual Valley is remotely located in the southeast corner of CA by the Arizona border. Many families are currently residing in Mexico or live over 30 minutes from campus.
4. At this time, there have been no requests from agencies or parents to supervise students during ordinary school hours.