COVID-19 Operations Written Report for PACE Academy Enterprise Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
PACE Academy Enterprise Elementary School District	Brian N. Winstead Superintendent	bwinstead@eesd.net (530) 224-4100	06/10/2020

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.

PACE and all other EESD schools closed on March 17, 2020. From 3/17/20 until spring break which began on 4/6/20, teachers provided enrichment packets for students to work on at home. All teachers were asked to communicate with students and families during this time as well, and some teachers continued to push out virtual lessons. Some students checked out Chromebooks on the last day of in-person instruction (3/16/20), and others came to a widespread distribution of Chromebooks to students took place at school sites within 2-3 days of school closure. The goal was to provide one device per family and to prioritize families who did not have access to a device at home. During that first week, we also launched a distance learning resource webpage for parents with access to a variety of programs and information on access to free WiFi. When it became clear that we would not be able to reopen after spring break, distance learning officially began on April 14. In conjunction with our bargaining unit, we developed a distance learning plan for teachers to follow. Our priorities were to promote the health and safety or students and employees, provide high-quality educational opportunities for students, and continue full pay and benefits for employees. Each teacher had a device (Chromebook) to use at home. Every week, there were additional opportunities for families to check out a Chromebook or exchange a non-working device. A dedicated email address was established for providing families with technology support. Teachers were expected to check district email daily and to be available to students and families to offer support and answer questions. They were also expected to push out daily lessons in reading, writing, and math at a consistent time of day using platforms such as Google Classroom, Zoom ScreenCastify, Google Meet, etc. Virtual class meetings were also encouraged to allow students to connect with peers. Some primary teachers supplemented digital lessons with printed materials that were distributed to families at the school site, particularly in the primary grades. On at least a weekly basis, teachers were to post assignments in social studies, science, PE, and electives if applicable. Students had access to online libraries for reading material. Teacher training in digital platforms and best practices were provided multiple times throughout each week, and a weekly newsletter on teaching with technology was shared. A teacher website was developed to provide information and resources to our teachers. ELL programs and materials were provided to teachers as well. Student participation was reported by teachers through a weekly survey. Administrators could then reach out to students who were not participating. This also allowed teachers to report on what they needed additional support in. Grading guidelines were put into place for 6-8th grades so that all students were held harmless (no failing grades). School counselors provided online social-emotional support. Social-emotional curriculum lessons were provided to teachers in video format to be shared with students.

We had an increase in cleaning time and supplies needed. We also had an increased need for technology support staff to prepare and distribute devices to families and provide ongoing tech support to both families and teachers. We gave out enough devices for every family to have at least one.

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

English learners were supported in a number of ways. A district liaison provided translations of home communication and made personal contact to Spanish-speaking families to increase engagement and offer support. The district uses several digital programs to support ELD, including Raz Kids, BrainPop, Google Read & Write, and Newsela. Immigrant students have access to Rosetta Stone at home. We also used ELD Choice Boards developed by Sanger School District that provide activities by both grade level and English proficiency level. Some virtual small group designated ELD instruction has been provided for students as well.
Foster youth and low-income students were provided with a district Chromebook device to use at home. Meals were provided in a variety of locations. We used our school resource officer to conduct wellness checks if we were unable to reach a student or family. Virtual counseling services were provided virtually or by phone during school closure.

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

The systems in place to continue delivering high-quality distance learning include:
1. Increased communication with bargaining team on expectations
2. Weekly teacher survey to gather feedback, report on student participation, and provide follow-up support based on needs
3. Continued weekly distribution and exchange of student devices so that all students have equitable access.
4. Ongoing professional development in distance learning for teachers (multiple opportunities each week)
5. Increased communication with families includes weekly school newsletters and district video communication
6. Provided access to digital assessments at home in reading and math.
7. Report Cards provided electronically
8. VIrtual counseling
9. School Resource Officer wellness visits
10. Weekly virtual collaboration
11. Parent input survey
12. Dedicated email help line to support parents with technology
13. Webpage dedicated to parent resources and information during distance learning
14. Webpage dedicated to teacher distance learning resources and training.

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

Since closure, meals have been provided in a grab-and-go format. Two school sites are open for a period of time every day and food service workers handout grab-n-go meals while wearing gloves and masks and maintaining social distancing. All meals include a breakfast and lunch item, and at one school site dinner or a "super snack" is also included. These two school sites are neighborhood schools that have our highest number of low income students. We are also distributing meals via standard bus routes. The food is brought off the bus and handed out; families maintain appropriate distance while waiting their turn. The bus remains at each stop for 10 minutes before moving on.

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

Shasta County Office of Education (COE) Early Childhood Services (ECS) holds the contract for Resource and Referral (R&R) as well as Help Me Grow (HMG) Shasta to connect all families to support services, including referrals to the full range of existing early learning and care (ELC) services, child development education, and information on how to select appropriate and high-quality ELC services based on family need. In addition to supports for families, R&R provides technical assistance and professional development to current and potential ELC providers, maintains ELC provider information for referrals, and actively maintains vacancy data from ELC providers. Families can access HMG Shasta and R&R locally through a variety of modalities, including Shasta COE ECS website, First 5 Shasta website, 211, text, Facebook, YouTube, and e-mail.

R&R actively maintains ELC provider vacancy data to connect families in need of childcare in real-time. Families can request a referral to an ELC provider with a current vacancy/available slot through the above-mentioned modalities or by visiting the MyChildCarePlan website. This ELC provider vacancy data is actively collected through biweekly surveys to ELC providers as well as EverBridge, vacancy data collection through Community Care Licensing. Vacancies in ELC settings can change from day to day, and the active collection of data ensures families have access to the most up-to-date information to provide ELC referrals to families.

The ability to maintain current, real-time ELC provider vacancy data allows Shasta COE to refer families in need of childcare to ELC providers. This data is monitored by R&R in an effort to ensure families continually have access to childcare while school is in session as well as when school is not in session. If access to care becomes limited, Shasta COE has the capability to quickly open “popup childcare” where data shows limited access to ensure families continually have access to childcare services in times of need.