

COVID-19 Operations Written Report for Pacific 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.

Pacific Elementary decided to close our campus on 3/13/20 and converted to distance education on 3/16/20. Staff, parents, and students only had the weekend to make the transition. The Food Services staff continued to prepare meals (lunch and snack) for every student, but rather than serve students in the campus dining rooms, they prepare individually-packaged meals and distribute them for students to eat at home. This entailed a change in menus and purchasing proper containers. Teachers switched instruction to video chats, links, packets, and web-based applications. Aides changed from leading small groups, individual tutoring, and yard supervision to calling every family every week to offer support. The office staff now does their work remotely instead of in-person. Special Education staff has had to figure out a confusing legal landscape, technological challenges, and logistical hurdles to deliver services remotely. Program specialists have had to convert their hands-on offerings to high tech versions in order to continue. In short, every aspect of school has been dramatically affected and all have succeeded except for Drama and Life Lab, which were, by their nature, just not feasible to continue remotely on such a short notice.

Students and families have also been impacted tremendously. While the school loaned out Chromebooks and helped connect households to the internet, there was/is a steep learning curve and some families that live in remote locations are still unable to connect to the internet. Working parents struggle to support their children who need help beyond what the teacher can provide. Parents who have lost their jobs, have more time to give their children attention, but struggle with the economic ramifications of losing their income. The Davenport Resource and Service Center provides food and clothing to struggling families, and aides share resources with families, but many are stretched thin.

While parents and school staff are all doing their best, few believe that the quality of education is on par with what existed prior to the closing of the campus. Children miss their friends and yearn to return to school. Mental health has become a concern for some and the school provides resources to parents. The ceremonies that made spring so special at Pacific have either been cancelled or are being reinvented in digital form. Lunch is now food, instead of a communal meal. Assembly is on hiatus. Grades will be different: "credit" or "not observed" instead of a numerical scale. Graduation will be digital. The play was cancelled. Recess is a memory. Field trips have been cancelled. But the heart of the school is the people. Staff, students, and families are all still around. When it is safe, we will all emerge from our shelters and return with a fervor to make the school the best it can be.

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

Despite the conversion to distance learning, Pacific Elementary continues to meet the needs of our English learners and low-income students. Pacific does not currently have any Foster youth enrolled in our school.

Almost 15% of our students have been identified as English learners. While 4 classes have either 0, 1, or 2 ELs, the rest are concentrated in 2 classes that have 6 or 7 ELs. As such, the classroom teacher provides support to the "few and scattered" ELs on a 1:1 basis and sometimes they group them with EOs have present with similar challenges. The teachers who have the larger groups of ELs are able to group them for designated ELD instruction. All teachers with ELs provide integrated ELD during their language arts lessons, using the adopted ELA texts that have integrated ELD built-in to the program. During the period of distance learning, COE staff provided teachers with professional development about programs to support ELs remotely.

About 35% of our students are low-income (LI). Because LI students compose about a third of each class, their needs are addressed directly by the teacher in every lesson. They are also supported by all SpEd and special programs staff directly, as needed. Programs and strategies are school-wide but support efforts are principally directed to LI students.

As with the rest of the distance education curriculum, instruction is delivered via video chats, emailed and posted assignments, and work packets that are distributed weekly. The Resource Specialist supports struggling ELs and low-income students with extra time and small group instruction, as needed. The main challenges for both LI and EL students that we have observed during this period are the digital divide and social-emotional wellness for isolated students. Both issues negatively affect the achievement gap. The IT issue is addressed later in this plan. Families experiencing social-emotional problems are referred to community resources and services, and a staff member is assigned to check in with them weekly.

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

While the distance learning program began on the first day of school closure, the program continues to evolve as faculty and staff experiment with participation and effectiveness. Twice during the first two weeks of closure, the school distributed Chromebooks to every student who did not have a computer at home. The school also worked with a local internet service provider to install a radio tower on top of the school roof in order to beam our signal to a public parking lot so that our families who live in areas without internet connections can access the online education. Furthermore, the school has partnered with other districts and the COE to acquire hotspots to distribute to families who have cell reception but not internet access.

All six classroom teachers incorporate video chats or online discussions to conduct whole class lessons. Most also employ video chats for small group work as well. All teachers have emailed or posted a plethora of links to educational resource websites so that students and/or parents may utilize them asynchronously. All teachers have also distributed textbooks, workbooks, trade books, and work packets to

students so that they may continue to use these resources at home. Aides are calling each family every week to check in with them, troubleshoot, and provide connections to resources.

Pacific has several special programs that have had to adapt to distance learning as well. Food Lab, Life Lab, Drama, GATE, Media, Music, and Tech all flourished prior to closure. All but Life Lab and Drama have made the transition to remote learning. Now, GATE, Media, Music, and Tech are all conducting class via video chat and posted assignments. Food Lab posts recipe assignments for kids to cook at home. The Librarian distributed extra books before school closure. Since distance learning began, the librarian has created bi-weekly recordings of read-alouds, and posted links to online reading opportunities.

Special Education services have continued as well. The Resource Specialist, Speech and Language Pathologist, and Occupational Therapist deliver their services to each student with an IEP. Video chats and emailed activity packets are the primary method of continuing to help students meet their IEP goals. IEP team meetings are held via video chat.

All students are participating in distance learning despite the technological and supervisory challenges, and the steep learning curve for staff, students, and parents alike.

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

Pacific Elementary closed the campus on 3/16/20 and began the distribution of meals (lunch and snack) on the same day. Individually packaged meals are prepared by the Food Services staff in the campus kitchen. The staff then transports the meals one block away to the Davenport Resource and Service Center, where there is also a grocery distribution program for families of the North Coast. The meals are distributed there to children ages 3-19, regardless of whether they attend Pacific School. Staff members wear facial coverings and gloves in order to protect themselves, the children, and their families. The families are told to practice social distance protocols as they wait in line and retrieve their meals. Families are instructed to leave the site after they pick up their food so that crowds do not form.

On the first day of meal distribution, only 2 students participated. An extensive outreach effort was conducted to inform families and the number of meals distributed quickly rose to 65. An internal audit revealed that participants, on average, come from a variety of districts: 26 Pacific students, 25 Santa Cruz City Schools students, 8 Bonny Doon students, and 6 younger children who have yet to enroll in school. All receive meals.

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

While Pacific Elementary has been physically closed, we have been unable to supervise students directly during ordinary school hours. Instead, we have referred families to other resources that can supervise students. Office staff, teachers, aides, have been contacting families on a weekly basis via phone and email to inform them of these resources (and others). Furthermore, information has been shared with families in our weekly electronic memo. Below are some samples of shared resources from our partners:

CDRC: Families may contact the CDRC to request referrals to child care programs. The updated website provides quick links to that referral request, and other links to COVID-19 resources. The website is: cdrc4info.org Referral calls at 831-466-5823.

COE: County Office of Education staff facilitate weekly virtual meetings where resources are shared and connections are made. Child Care providers develop contacts that, in turn, we share with our parents, as needed.

Professional Contacts: Because our county is relatively small, Santa Cruz County LEAs know each other well, work closely together, and share resources. We frequently reach out to our colleagues for assistance and then share information with our families.