



COVID-19 Operations Written Report for Pope Valley Union Elementary School District (CDS: 28-66282)

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.

PVUESD's last day of in-person instruction was Friday, March 13, 2020. Teachers reported to duty on Monday, March 16, compiling three weeks of printed materials for distribution. That work, along with one-to-one Chromebooks and login credentials were delivered to each student/family the next day. Staff conducted family interviews to determine Internet availability. Administration acquired mobile hotspots for distribution to families without adequate access. Additional hotspots were acquired as families began to have difficulty connecting using their regular satellite connections. All families now have either personally-acquired Internet access or district-provided hotspots. Two families (four students) have minimal connectivity even with hotspots due to the topography around their homes. Both need to walk to another part of their neighborhood and sit to have remote access.

During the first two weeks of closure, staff began researching and learning about online teaching methods, including, but not limited to Google Classroom and Zoom Meetings. Staff met via Zoom and created a plan for delivery of online remote educational opportunities. The plan was implemented and now all but one family actively participate in online instruction, (that family stating “too much screen time” as a reason for not participating).

Each of the four classes meet daily via Zoom for 30-45 minutes. The younger grades mostly focus on social/emotional well-being of the students, engaging in brief activities including reading a story or use of flashcards, while the older grades are utilizing this time for more academic check-ins and lessons. All classes utilize Google Classroom and teachers record lessons for posting and collect work as appropriate (online and in person). Teachers and instructional aides check in with students who appear to be falling behind or not participating in online lessons through Zoom or Google Classroom. Teachers maintain office hours, daily from 12:40-2pm and are available by phone, email, or Zoom to any students. Additionally, teachers arrange for small group Zoom meetings as necessary. Teachers and instructional aides take turns delivering art, music appreciation, science projects at home, etc. for the entire school, daily at 11am via Zoom. Finally, the staff take turns taking the school on “Virtual Fieldtrips” to museums, aquariums, animal sanctuaries, reference websites, etc., four days a week at 2pm.

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

The LEA is working with EL, FY, and low-income (unduplicated) students the same as students who do not fall in these categories. Instructional staff is available for all students. All students have access to meal kits, school materials (art supplies, paper, etc.), regardless of their classification. EL students, whose parents do not speak English, have additional support from the school’s parent liaison, who translates as necessary, but most staff are able to communicate to all parents directly through phone, email, or text messages. This unprecedented situation is unique, and all students deserve the best possible services, regardless of classification. From the LEA’s perspective, all families will receive any materials or services possible to accommodate remote learning. Teachers continue to provide ELD instruction to students, with early learners (only two, both in kindergarten), receiving intensive daily live instruction. Teachers continue to use ELD strategies, including visual cues and vocabulary development throughout their lessons.

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

Through various online curriculum platforms, including Google Classroom, ScootPad, Code.org, Starfall, and Flipgrid, teachers are creating dynamic, standards-based instruction. Teachers are recording math and ELA lessons using district-adopted and support curriculum, addressing the state standards in those lessons and units. Teachers are providing multiple lessons each day for each student group. Students are being held accountable for their progress in lessons and parents are contacted if their children are not participating as needed.

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

Pope Valley UESD does not maintain a food program and instead contracts with Howell Mountain ESD to provide meals services. That being said, PVUESD is working with HMESD to assist in making meal kits available for all children in the Pope Valley community. HMESD prepares meal kits on Mondays and Thursdays, transporting 40-50 kits to PVUESD which then brings hands out at two locations, delivering to families that can not readily reach the two distribution points. All staff members involved from both districts maintain social distancing and wear masks and gloves as appropriate.

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

In response to the COVID-19 pandemic all Napa County school districts closed in mid-March to comply with public health orders to maintain social distancing. Since that time school districts and the county office, to the extent practicable, have ensured that our 20,022 public school students have been engaged with the continuity of learning via localized distance learning plans and virtual synchronous and asynchronous instruction. When the closures began the districts and the county office immediately recognized that there might be a need to find supervision for the children of essential workers to during school hours. The Napa County Office of Education, as a member of the Napa Valley Community Organizations Active in Disaster (COAD,) co-chaired a committee with other local agencies to develop a plan in case the need increased. The COAD Committee developed a process run by the Napa Community Resources for Children (CRC) to connect the children of essential workers with child care. However, due to very low incidents of COVID-19 infections and hospitalizations in the county, the demand for child care from essential workers has been very low. At this time CRC is meeting that demand. PVUESD is providing multiple online activities each day, including guided virtual field trips, art, cooking, and music appreciation lessons, as well as regular instruction delivered through recordings or live virtual meetings.