



COVID-19 Operations Written Report for La Mesa-Spring Valley School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
La Mesa-Spring Valley School District	Guido Magliato Assistant Superintendent	guido.magliato@lmsvschools.org (619) 668-5700	June 30, 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 COVID-19 pandemic resulted in the closure of La Mesa-Spring Valley School District (LMSV) schools on March 16, 2020. In response to the national emergency, the District engaged stakeholders for input to guide our decision making as we transitioned to distance learning. Every school site surveyed families to gather information about distance learning, including content delivery, devices, and internet access. A staff survey was also sent to determine the strengths and challenges educators faced moving to a distance learning model. In addition, families of students with disabilities were provided with a survey to share their needs and concerns during this time. The input gathered helped guide and refine our distance learning plan.

Families received frequent communication from site principals and classroom teachers in addition to weekly communication from the District.

To support distance learning, device distribution occurred multiple times at every site. 4,830 devices were distributed to all students for whom they were requested in grades EAK-8. Families were also connected with free/low-cost internet services.

10-day curriculum packets for each grade level were distributed at all school sites every two weeks as the core program. Online instruction took place as well, once student access was established. Supplemental learning resources were also shared by classroom teachers and on the district website for parents to access.

In an effort to reduce the impacts of the school closures on our families, we continued to provide outreach and support. Much of this outreach was initially conducted at the same time meals were distributed to our families. We provided learning resources, community resources, and access to sign up for additional support. A resource line, monitored by our district social workers, was also established for families who were seeking help connecting to resources.

A second survey was later distributed to all families to solicit additional feedback regarding the challenges and successes of distance learning and their thinking around the start of the new school year.

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

To ensure we met the needs of our students, including our unduplicated pupils (English learners (ELs), foster youth, and low-income students), teachers were expected to share a weekly log with their principals highlighting progress and connections they were making with their students/families. This allowed the principal to respond to the needs of individual students/families as they surfaced.

ELs continued to receive designated and integrated English Language Development (ELD) as part of their educational curriculum to the extent possible. Professional learning and resources were provided to support teachers in meeting the needs of our ELs including:

- A supplemental EL packet aligned to the core curriculum packets distributed every two weeks
- Imagine Learning (ELs engaged in use of Imagine 30 minutes per day)
- Achieve 3000

Our foster youth and socio-economically disadvantaged families were provided support in several ways. First, they were supported by our school meal outreach program, receiving 10 healthy meals every week. Second, they were prioritized as students in need of technology access and were ensured device access regardless of grade, so that there would be equitable access to learning. Third, they were provided information and assistance signing up for low/no cost internet services if they did not have internet access at home.

Our foster youth were provided targeted support through our district community supports liaison and district social worker. Both provided ongoing communication to families to ensure students received their independent study packets, were able to access supplemental online learning, and had the resources to be successful learners during school closures.

Our socio-economically disadvantaged families were additionally supported by our district's social workers and counselors; they provided connections to community resources, food donations, links and support for filing for unemployment and other state/local benefits, as well as met immediate and ongoing needs that families faced.

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

Our distance learning was implemented in two phases. The first phase was a "soft launch" to allow time for teachers to connect with families, review and adapt curriculum, and obtain professional development. The second phase, two weeks later, was the official structured launch of our distance learning program.

In order to ensure that all children had the same learning opportunities, the distance learning program was composed of three elements: independent study, teacher support, and supplemental online learning:

- Independent Study - The core of our distance learning program was based on the district's existing independent study (IS) program. IS was provided through self-paced curriculum packets (digital or hard copy) that were supported by the classroom teacher. Curriculum packets and pacing guides included two weeks worth of learning materials and were distributed at all schools and on the district website. Additionally, EL students were given an additional English learning support packet while students in special education placements with alternative curriculum were provided packets with resources from those curriculum sources.
- Teacher Support - Teachers engaged their students to support their continued learning. Depending on student access, support occurred over the phone, email, Zoom, Google Classroom, in Jupiter Grades, or another online platform. Parents and students were encouraged to reach out to their teachers for support. Two-way communication was critical.
- Supplemental and Online Learning - Schools offered a myriad of online learning and supplemental learning opportunities by grade level for students. This included our adopted curriculum as well as vetted resources provided to the teaching staff.

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

The District was diligent in its outreach to families to provide information on the availability of meals using email, social media messages, website announcements, and direct contact in multiple languages. Beginning on March 16, 2020, the first day of school closures, the District began operating under the provisions of the Seamless Summer Option program via an approved waiver due to COVID-19. Non-congregate grab-and-go meals were served daily out of our four middle schools to students 18 years and under through the end of March, including our spring break. Beginning in April, grab-and-go meal distribution was expanded to include an additional site to accommodate families in a particular community that struggled to get to the local middle school. We also began serving multi-meal packs twice weekly to include breakfast and lunch for multiple days at a time. The District was also approved for the parent meal pick-up waiver that allowed the distribution of meals to a parent or guardian to take home to their children. Both the multi-meal distribution and the parent meal pick-up waiver reduced the number of trips to the meal distribution sites by parents and children. At all meal distribution sites, social distancing and sanitation protocols required by the County of San Diego were posted and followed. Approximately 257,000 meals were distributed to our community families.

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

LMSV provided direct support to families in need of childcare in a number of ways. First, the Community Resources page on the district website linked families to the YMCA child care referral line where they could access the available childcare slots in the county. Second, our Extended School Services program provided information on YMCA and CDA child care available to families. Third, the district's social workers and counselors provided information to families who requested support through emails or calls to the district's resource line or info line. Each of these steps put families in need of childcare support in touch with community resources that could help them. In addition, the District participated in ongoing training and communication from the San Diego County Office of Education (SDCOE) regarding the ongoing need for childcare in our community. SDCOE conducted a survey of families in the community and shared the results of that survey, disaggregated by zip code. Based on those results, LMSV determined what additional childcare supports were needed and developed a plan to resume Extended School Services at several sites, effective June 22, 2020.