



# COVID-19 Operations Written Report for Palm Springs Unified School District/Cielo Vista Charter

| Local Educational Agency (LEA) Name                      | Contact Name and Title          | Email and Phone                        | Date of Adoption |
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| Palm Springs Unified School District/Cielo Vista Charter | Juanita Perezchica<br>10/2/2019 | jperezchica@psusd.us<br>(760) 416-8250 |                  |

**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 Cielo Vista Charter community was committed in their efforts during the COVID-19 Pandemic and worked collaboratively with PSUSD and followed the 3-Phase Educational Continuity Plan focused on equity of access and exposure to standards.

In order to ensure that all students in grades 1st - 8th grade at Cielo Vista Charter had equitable access to technology our site distributed devices and Hot Spots to families with internet access challenges. Paper packets and workbooks for primary grade students were also distributed. Cielo Vista administrators provided multiple days, times, and opportunities for pick-up of materials in order to meet the needs of all of our families. We also created a tracking system to ensure that each family was contacted to ensure they had both a learning device and internet access.

To support students' social and emotional needs, school counselors were available via email or phone. Our school counselor communicated with our families via Class Dojo, through her own already existent Grade Level Google Classrooms, and Via Middle School Zoom office hours. Our school counselor also made individual contacts with students who they were meeting with regularly prior to school closures.

To continue to strengthen the connection amongst our school community, and especially for our students, our school clubs and organizations continued to meet and connect through Zoom. Our CVCTV video production class continued to produce weekly broadcasts, in which they engaged the school community to contribute to the episodes using Flip Grids.

To support and validate parents' and students' excellent effort with distance learning during these unprecedented times, hundreds of phone calls were made home to commend their efforts; special CVC stickers were also mailed home. Awards ceremonies were conducted via zoom; CVC had an 8th grade virtual honors dessert as well as a virtual 8th grade ceremony. A monthly coffee chat and PTG meeting was held via zoom as well. Parents appreciated the on-going communication during this unprecedented time. Communication was sent out via a wide variety of platforms and in both English and in Spanish. Also, school administration made over 300 weekly phone calls to families. These phone calls were weekly check ins.

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

Cielo Vista Charter used the system that our district created to monitor which students are regularly logging into the online instructional opportunities. We then have a multi-tiered approach to support students, with a focus on our English learners, foster youth, and low-income students, who are not engaging in online sessions or not turning in materials. CVC staff worked to identify what obstacles are in place for these students and how we as a school can support the students and families in overcoming them. Both our Academic Coach and Math Intervention teacher reached out to their Tier 3 students and provided small group support during this time. They also held office hours to accommodate the various needs of our tier 3 students. Our English learners utilize the Imagine Literacy and Listen Wise to continue building the necessary skills to build language skills.

CVC students were given the same lessons that the district content team creates. These lessons included strategies to address the needs of English learners for both Integrated and Designated English Language Development. Teachers began to further differentiate lessons based on the individual needs of English learners during Phase II of the Educational Continuity Plan which began May 4th. Additionally, all English learners in grade TK-8 have access to an online program called "Language and Literacy for Designated ELD," to enhance and enrich their English skills. The recommendation was for students to use this program for at least 30 minutes, five days a week.

CVC partnered with California Scottish Rite Foundation and provided literacy support to 60 students who are SED, ELL's or foster youth. The support will be approximately 12 weeks and will bridge the gap for our reluctant readers. We also utilize FEV tutoring and Moby Max for our ELL's and foster youth students who are performing below grade level in English-Language Arts or math.

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

The first phase of the 3-Phase Educational Continuity Plan included the provision of links to TK -12 resources. Our district, school website, and teachers provided a link to the Supplemental Learning Resources Site which provides learning opportunities for each grade span in reading, writing, math, science, and social studies.

In preparation for Phase II of our Education Continuity Plan, teachers received professional development on creating an online system to effectively deliver high quality instruction.

During our scheduled Spring Break online core content lessons, aligned to identified priority grade level and subject standards, were created by teams of teachers, TOSAs, academic coaches and intervention teachers, including our very own Cielo Vista Charter Reading and Math intervention/coaches.

After Spring Break, all teachers reached out to parents and students to communicate their plans for providing instruction and support via virtual platforms. Cielo Vista set the goal of 100% and documented communication with families. Also, this week, certificated staff were engaged in a second round of professional development to ensure that all teachers had the necessary skills and strategies to provide effective Distance Learning. Clear expectations were set for how Cielo Vista Charter teachers were to provide consistent and regular communication to their students and families.

All Cielo Vista Charter teachers submitted schedules, including when Special Ed services would be provided and how. Our distance learning educational program continued to provide instruction and experiences in Physical Education, Art, Music, and Band.

During this time Cielo Vista Charter site administrators required staff to complete a weekly feedback Google Form in which teacher's provided the percentage of students that were engaged, as well as offered to help in reaching out to families that were facing any challenges and barriers to engage during distance learning. Staff also provided information in regard to the support needed in order to assist them in continuing to deliver high-quality distance learning opportunities for our students.

Phase III of our Education Continuity Plan is focused on providing summer learning opportunities to all district students TK-12.

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

Modifications to our meal distribution plan began on March 16th. The modifications began with daily distribution of meals at 14 sites, including Cielo Vista Charter. A weeks' worth of breakfast and lunch meals were distributed every Wednesday during school closures. All attempts were made during this weekly service to limit staff, parent, and student exposure.

School meals were offered curbside via drive-up or walk-up service. Parents and guardians arriving by car were asked to remain in their car. All staff kept a minimum of 6 feet of distance while asking the driver the number of students needing meals. Parents were then asked to open their trunk or roll down a backseat window for district staff to then place meals inside, working to ensure no physical contact. The driver then proceeded to the service station where employees placed pre-bagged meals into the trunk or passenger/back seat window. The driver then exited the service area.

Parents arriving on foot were directed to a walk-up station. They were kept 6 feet from the serving table where the employees recorded the number of students needing meals. The meals were placed on the table and the employee stepped back 6 feet, allowing the parent to

retrieve the meals. Once the parent left, the employee sanitized the table before the next group was served. Meal distribution will continue over the summer with some additional modifications including no bus route delivery service and school site distribution will be reduced to 8 locations.

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

Cielo Vista Charter recognizes the fact that school closures have put an incredible strain on working parents and essential workers who are in need of child care. PSUSD has worked with our community partners to determine how to best mitigate the impact closing schools is having on working families.

Information was sent to families notifying them that they should contact the PSUSD District Office if they were in need of a child care program. Families and essential workers who contacted the district office were provided assistance in securing appropriate child care during the regularly scheduled school day.

Families were also provided with a list of known local programs that remained open during the COVID-19 Pandemic. Various resource links, including the statewide consumer education hotline, were sent to families which provided them with safe and reliable child care options.