

COVID-19 Operations Written Report for Pleasant View Elementary School District

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|--|---------------------------------|---|------------------|
| Pleasant View Elementary School District | Mark Odsather Superintendent | marko@pleasant-view.k12.ca.us (559) 784-6769 | 06/23/2020 |

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.

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. Pleasant View Elementary School District serves 475 students in TK-8th grade. PVESD moved to a distance learning program starting on March 23rd, 2020. We met with our teaching staff and decided the best course of action was to pick up where we left off before spring break. We immediately distributed over 400 chromebooks. Our 4th-8th grade curriculum is fully online through the Summit Learning Platform, which enabled our students and teachers to transition quickly to distance learning. Students without internet access were given printed packets, which included the printed versions of the online lessons and resources the students with internet access were engaging in. To support the students who were offline, teachers and instructional aides continuously reached out through phone calls, and written feedback weekly to ensure students were supported. In addition, we continued the use of other online programs for students TK-8th such as Lexia, Dreambox and Reading Plus. Many teachers chose to use Google Classrooms to give our students and parents access to curriculum. Live meetings between teachers and students; as well as parents were created using Zoom and/or Google Meet daily. Teachers created a wide variety of on demand videos to help students as they began working from home. Hands on experiences were created to provide opportunities for students and their families to engage in instructional activities together. Data was monitored daily and teachers and instructional aides provided individual and small group support to students. Intervention was also provided through the Read Live program, for students who needed more intensive reading support and intervention. We also continued to deliver services to all special education students in one-on- one or small group online classes. Speech and counseling were also offered during this time as online meetings. Teachers were available for office hours and to answer questions every day of each week for one hour. Teachers used Class Dojo, Seesaw, and Parent Square to communicate with parents and provide an additional way for students to upload and share their responses and student work. Teachers also communicated with every parent on a weekly basis. We feel offering a wide variety of ways in which our teachers could engage students not only made the curriculum more meaningful, but also added a much needed social outlet for our students. We were pleased with the teamwork that took place between students, parents, and teachers.

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

Pleasant View Elementary School District met the needs of our English learners in several ways. Our teachers worked hard to differentiate instruction. Many students participated in one-on-one and small group sessions. At times, students were grouped for Zoom meetings according to their ELPAC levels and teachers delivered instruction and provided support in accordance with students' language abilities. Teachers provided scaffolds such as sentence frames, graphic organizers and word lists to support students' writing. Videos, pictures, and graphics were used to ensure that students had a deep understanding of the content taught. Instructional aides were utilized to provide one-on-one support for low academic level EL students on their online programs and class assignments. Rosetta Stone continued to be available to our newcomers. As always we support our low income families in many ways. We made sure technology devices were made available for their online classwork, and assisted in getting internet connections for all families that were interested. Free breakfast and lunch was provided to any child under the age of 18. At this time we have no students identified as foster youth.

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

Pleasant View Elementary School District took several steps to ensure high-quality distance learning. We felt that as a district we were well positioned for the move to Distance Learning. Our students are used to being the leaders of their learning. They are accustomed to setting their own goals weekly. So as we moved to Distance Learning our kids still knew their role and responsibilities in learning. We felt live online opportunities were necessary to create meaningful instruction and discussions. More importantly they were needed to maintain the relationships we have worked so hard to build with students and our families. Peer interaction and input from peers makes for an environment conducive to higher learning experiences. Teachers effectively utilized Zoom Conferencing, Google Classroom, Google Meet and a variety of other social media platforms to impart instruction. Many teachers created Google Classroom sites to consolidate classroom activities into one location for easy access by students and families. Teachers have continued to support students by providing instructional videos to introduce content followed by Zoom meetings to provide feedback. Students with limited online capability were provided instructional packets and offered teacher support through a variety of communication options. Teachers spent many hours planning and delivering instruction keeping in mind the current needs of students and their families. Supplying students with other academic websites was important for those students wanting to work beyond the current workload. It was also very important to have opportunities available for students who had questions during non-scheduled class days, which we provided. We pride ourselves on being a small school and personalizing instruction for all of our student's needs. We were able to continue to do that even during distance learning.

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

The food services staff, including the manager continued to work throughout the pandemic. We provided meals for pick-up/drive thru. We made sure that meals were accessible by all. Food services staff limited their contact to the best of their ability during preparation and delivery. For about half of the time we delivered daily, as we progressed through the pandemic we made alterations, including but not limited to; multiple meals being delivered limiting days and exposure. We delivered to all homes in the country and also provided three different locations in the community for students to pick up meals. All of our locations provided drive thru service, parents and students stayed in their vehicles and staff wearing PPE would hand the meals to them. We also allowed for walk up grab and go at all locations, we maintained social

distancing the whole time. Our staff provided multiple stations at our main site at the school in order to keep people and cars spread out and moving. We feel that the whole process went very smoothly.

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

Right after state guidelines were provided the district posted on its website for all first responders to notify the district if they were in need of child care. The district received no notifications from first responders or inquiries from parents or community members. If necessary, we would provide supervision to the best of our abilities, albeit they would be very limited. No questions or inquiries were received. Pleasant View School District was available to provide child care if needed but we are located in a very tight knit community and parents were able to make their own arrangements to provide supervision. The district was not approached by any families looking for assistance.