COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Pacific View Charter	Erin Gorence, Director of Curriculum	egorence@pacificview.org. 760-208-0686	6.16.2020

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.

As an independent study charter school, Pacific View was uniquely positioned to quickly pivot to completely virtual instruction and was able to continue to offer all school programs online within one week after schools were closed. The changes implemented to ensure that all school programs could continue included the following:

-Virtual weekly meetings for students, teachers and parents in grades K-5 and high school replaced in person meetings.

-Middle school onsite classes were replaced with online learning activities through the school's learning management system. Teachers also provided virtual direct instruction opportunities through scheduled meetings and office hours.

-High school students continued to access their curriculum in the LMS

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-Virtual tutoring sessions (both individual and group) replaced onsite tutoring in the study hall/computer lab

-All SAI services were rescheduled as virtual conferences to provide a continuum of service for special education students.

-Teachers surveyed families through email, phone calls and through the LMS to ensure that families had equitable access to technology.

-Counseling staff continued to reach out to students to check in on social-emotional health and provide resources.

-New courses will created and vetted so students who could not come to campus to pick up textbooks could continue to earn credits

-Students and families continued to receive high quality instruction virtually and were able to access additional supports when needed. In addition, the school was open to families who needed to pick up additional Chromebooks, textbooks and other supplies.

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

Pacific View recognizes that equity issues exist within our student population, and we worked quickly to provide supports and resources to assist our low income and foster youth to ensure they were able to access their education through distance learning by:

-Reaching out to families to check on their tech needs

-Keeping staff onsite to check out Chromebooks and supplies to students who needed them

-Maintaining and disseminating a list of free and low cost internet resources from providers to families who need them

-Applied for and secured a grant from the Girard Foundation to purchase Kajeet Chromebooks with embedded hot spots to distribute to students who were unable to secure internet in the home and/or had unstable living situations

-Our foster youth liaison attended a variety of webinars on supporting foster and homeless youth during the transition to distance learning.

PVCS continued to support English Language Learners through distance learning by:

-Continuing to create curriculum differentiated to provide targeted vocabulary instruction and language support

-Assist struggling students through individual and group tutoring sessions

-Provide individual meetings weekly with students and teachers to address any learning struggles

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

Pacific View was especially well positioned to be able to continue to provide high quality teaching and learning due to the independent study components of the programs. High school students continued to access their course work through our learning management system and met with teachers weekly in a virtual conference to review assignments, conduct assessments and preview the course work for the next week. Students who needed extra support were assigned individual virtual tutoring with an instructional aide.

Middle school students and teachers transitioned to distance learning by assigning work through our learning management system daily. Teachers monitored student progress in their assignments and contact students by phone, email and through virtual conference to assist students who struggled with the transition. Additional support was provided to students who needed it through teacher office hours and tutoring sessions. Students in the K-8 home study program continued to complete their course work through their assigned curriculum and met with each teacher weekly for assistance and review.

Special education services continued through targeted SAI classes and tutoring in the virtual environment. For students whose services changed due to distance learning, an IEP was held and adjustments were made to best meet the needs of the students. Annual IEPs continued to be held to meet mandated dates and ensure that students continued to receive appropriate services and support. Auxiliary services such as speech, PT, and counseling continued virtually when possible, with each service provider checking in weekly with the students on his/her caseload.

As we look towards the 2020/21 school year, we anticipate continuing some level of distance learning and/or the need to transition quickly to distance learning. To begin the school year, PVCS will pilot a new type of high school math course where teachers will provide virtual instruction followed by small group learning and practice sessions hosted by an instructional aide. The school will continue to train teachers and staff in best practices for distance learning, while also adding additional technological resources to support students. PVCS is exploring the idea of

holding small group tutoring and teaching sessions as soon as the ban on onsite learning opportunities is lifted, while continuing to adhere to health standards and physical distancing protocols.

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

[Add text here]PVCS did the following to assist students and families in receiving meals:

-Email/phone calls to families from teachers on local food banks and districts providing free meal service

-Posted and updated known food resources links on website and Schoology (the school's Learning Management System).

-Director of Student Services worked directly with families in need to help apply for additional financial and food resources

-Director of Student Services assisted families in securing P-bet nutritional benefits.

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

 Pacific View offered the following resources to families:

-Maintain a list of ways to get assistance including access to 211

-Post and disseminate any information from our surrounding districts regarding the local availability of child care

-Informed families that they can call the statewide consumer education hotline at 1-800-KIDS-793.

In addition, PVCS allowed staff members required to work at the school site to bring their children with them as long as they were able to be supervised by parents and adhere to the health and social distancing guidelines.

As we begin the process of reopening for the 20/21 school year, the need to balance health and safety while also providing childcare within the educational setting will be at the forefront of our planning