COVID-19 Operations Written Report for Panama-Buena Vista Union School District

<table>
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<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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<tr>
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<td>06/23/2020</td>
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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.

As of March 18, 2020 the District closed all school sites in response to the COVID-19 emergency and immediately implemented a distance learning structure for students in grades TK-8. The distance learning structure encompassed providing students with grade level learning packets and digital resources. Certificated staff transitioned from a traditional learning environment to providing student instructional support through digital means such as Google Classroom, Zoom, and telephone conferencing. Certificated staff were available to provide additional support and instruction to students and families based on individual needs.

The closure of schools have dramatically affected students’ ability to receive equitable access to daily instruction as many families have been adversely impacted by COVID-19. Prior to the pandemic, nearly seventy percent of District’s students were identified as socioeconomically disadvantaged indicating limited access to devices, internet, childcare and meals during school hours. Families have reported challenges in having the skills to support their students’ academic learning due to a lack of resources and content understanding.

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

In order to ensure the most equitable option for distance learning, and to meet the needs of unduplicated pupils, the District developed a series of paper learning packets to cover grade level Common Core State Standards (CCSS) and a website providing digital resources for both parents and students. Chromebooks were deployed to students in grades two through eight to ensure the over seventy percent of unduplicated pupils had access to devices in order to access the digital supplemental resources that were provided. The learning packets...
encompassed a variety of learning activities focusing on core content, including language arts, mathematics, social studies, science, and physical education. Enrichment activities such as art, music, and dance were included in the learning packets as well. Teachers were able to supplement the District provided learning packets in order to meet the individual needs of their English learners and students in need of intervention support. Students receiving services through an Individualized Education Program (IEP) were provided additional learning packets targeting specific skills and activities to support their learning needs. During the school closure, teachers conducted individualized weekly check-ins with their students to ensure both educational and emotional support was available. Teachers were also available on a daily basis to support students in answering questions and completing learning packet activities.

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

The District developed a distance learning structure with the intention to provide the highest quality distance learning possible to all students. Due to the fact that over 70% of the student population is identified as unduplicated students, and there is a lack of student access to devices and dependable internet connection, the District developed a distance learning program that is equitable and accessible to all students. Starting March 18, the District began distributing a series of non-digital learning packets encompassing standards based, grade-level activities. These activities reinforced and supported CCSS focus standards providing students the opportunity to deepen and refine those skills. The District distributed three learning packets, in addition to a summer learning packet. The District also developed a COVID-19 website, which included resources, links, activities, and digital textbooks to support both students and parents. The website provided support for remediation and enrichment of the standards covered in the learning packets. Students also had access to NextGen Math, Lexia, and Dreambox, which provide skill based individualized instruction in reading and mathematics. The District deployed Chromebooks to students in grades 2-8 to increase the ability for students to access these resources. Teachers and academic coaches were available to students and parents for academic support and provided additional support based on individual student needs.

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

The District offered grab and go meal services from March 18 through May 29, at ten school sites, which were determined by geographical location and accessibility. Each meal distribution site provided breakfast and lunch and followed all food safety and social distancing guidelines. Families were able to pick-up meals through the option of walk-up and drive-up services. On average the District served 12,215 meals daily, including meal service during spring recess.

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

After careful review of COVID-19 recommendations from the State of California, the Center for Disease Control (CDC), and the World Health Organization (WHO), the District determined it would not be feasible to ensure a safe environment for students and staff, and therefore, is not able to provide supervision of students at this time.