

COVID-19 Operations Written Report

Irvine Unified School District ~ 949-936-5000

CDE guidance: 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.

Prompt #1:

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.

IUSD Response:

In response to the COVID-19 pandemic and the subsequent school closures, IUSD has worked to ensure student and staff safety by eliminating in-person events, transitioning to virtual instruction and support, and implementing new programs and services. Many events were either eliminated or substantially modified to align with state guidelines. These include music, theatre and other performances, sporting events and practices, end of year ceremonies and events such as graduation, promotion, prom and other celebrations, and the elimination of state assessment. Most activities and services moved to a virtual format including our Emergency Distance Learning (EDL) instructional program, professional learning and meetings, and online "office hours" which were offered by different departments to support teachers and staff. Finally, IUSD implemented several new programs and approaches including a check-out system for technology, a breakfast and lunch "drive through" for students, virtual counseling, health, and mental wellness support. We also transitioned to a credit/no credit grading system to support equity of opportunity for all students.

Emergency Distance Learning Survey Results:

- The majority of elementary students (80%) and elementary parents (84%) agree that their teacher is responsive to their concerns
- At the secondary level, at least three-quarters of students agree that their teacher is responsive to their concerns in all core subject areas
- Three-quarters of secondary students and parents agree that support staff such as counselors and psychologists are available for students if they need them

Online Parent Resources:

Parent COVID-19 FAQ: <https://iusd.org/covid-19-resource-page/updated-coronavirus-covid-19-faq>

- Includes detailed information on credit/no credit grading system

District Mental Health: <https://iusd.org/article/mental-health-and-wellness-resources>

- Optimistic Household: <https://iusd.org/optimistic-household>
- Intellectual Risk Taking Support: <https://iusd.org/parents/college-and-career-readiness/intellectual-risk-taking>
- Staying Connected: <https://iusd.org/article/tips-staying-socially-connected>

Prompt #2:

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

IUSD Response:

IUSD continues to ensure equitable and accessible learning opportunities for English learners, foster youth and low-income students who require additional support through structured language instruction, intervention programs, scaffolds, language supports, easily translatable directions using translation applications, and embedded differentiation within adopted instructional materials.

IUSD program staff is actively working to build the capacity of site administrators and teachers to support the diverse needs of all students, including English learners, foster youth and low-income students. During Emergency Distance Learning (EDL), this support is provided through the following provisions and supports:

- 1) Resource guides for academic, behavior, and social-emotional needs
- 2) Weekly office hours for site staff
- 3) Collaboration/problem-solving opportunities for Title I Intervention TOSAs
- 4) Site EL Coordinators who identify best practices to support teachers, staff and students

IUSD is providing the following uninterrupted services and support for students and their families:

- 1) Language support for communication with parents clarifying expectations for student participation and engagement in an EDL environment
- 2) Assistance with access to technology hardware, hotspots and the Internet for online learning platforms
- 3) Connections to community resources such as food banks and Families Forward
- 4) Monitoring the specific needs of individual foster/homeless youth

In addition, IUSD has committed to providing extended learning opportunities during the summer session for students.

On-Line Parent Resources:

Distance Learning: <https://iusd.org/emergency-distance-learning-plan>

Special Education Resources: <https://iusd.org/covid-19-resource-page/special-education-resources>

High School Summer School: <https://iusd.org/parents/academic-and-student-support/summer-school>

COVID 19 FAQ: <https://iusd.org/covid-19-resource-page/updated-coronavirus-covid-19-faq>

Prompt #3:

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

IUSD Response:

IUSD's overarching goal in delivering Emergency Distance Learning (EDL) is to maintain continuity of instruction in order to prepare all students for the next level. Prior to the decision to close schools and move instruction to an Emergency Distance Learning environment, IUSD enlisted district office staff to curate resources and develop a training module to support teachers in implementing effective Emergency Distance Learning. Instructional staff and administrators at each school site completed this training during two non-student days prior to the implementation of EDL. IUSD staff continue to access and review these resources in Compass, our district professional learning platform. Resource Guides outlining best practices for distance learning instructional strategies, tools for use in providing direct instruction as well as opportunities for student collaboration, student and family wellness resources, and strategies to assess student learning within a distance learning environment were created and are updated on a weekly basis. To support the continued improvement of EDL, district office staff provide additional training, tools, and strategies to teachers also on a weekly basis. Additionally, teachers and administrators have access to weekly Office Hours where district content area experts and educational technology support staff are available for on-demand support and where staff may share best practices for EDL districtwide. In the interest of equity, IUSD's Educational Technology team ensured that every family in IUSD had access to both adequate Internet service as well as to a device to access EDL instruction. To evaluate the effectiveness of our EDL instruction, IUSD surveyed parents and students to assess their perceptions of instructional quality, the time spent on distance learning activities, and to verify the level of access that each family has to equipment and Internet access.

From Survey: At the elementary level, nearly all students and parents agree that students have the necessary tools and technology to learn at home (S: 93%; P: 90%), they know what is expected in their classes each day (S: 88%; P: 83%), and their teacher is responsive to their questions about schoolwork (S: 88%; P: 86%).

At the secondary level, respondents provide more positive feedback related to academic support in core courses (Social Studies, Math, English, Science, World Languages) compared to elective courses (P.E., Exploratory, CTE, or Visual and Performing Arts). At least three-quarters of students agree that they are receiving adequate instruction from their teachers and their teacher is responsive to their questions about schoolwork in all core subject areas.

Emergency Distance Learning Survey Results:

- Over 80% of secondary students agree that they have the necessary tools and technology to learn at home and that they know what is expected in their classes each day for core courses.
- However, only around half of secondary parents agree with these statements for core courses.

On-Line Parent Resources:

Distance learning: <https://iusd.org/emergency-distance-learning-plan>

Support Resources: <https://iusd.org/article/resources-support-distance-learning>

Technology Access: <https://iusd.org/article/student-access-technology>

Prompt #4:

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

IUSD Response:

Nutrition Services has modified its operations to ensure employee and public safety. Employees wear cloth or disposable masks, disposable aprons and gloves at all times. Central Kitchen leaders have staggered employee start times to limit the number of staff members working in the kitchen at one time. There are markings six feet apart on the floor to designate work areas for staff. In the warehouse, there is only one driver working in each aisle. The loading area for each truck is at least six feet away from the next truck. At the eight sites where staff are assembling and distributing meals, staff members have staggered employees start and end times. Assembly of meals have taken place in the school multipurpose rooms, to enable staff to work at least six feet apart. When distributing meals, employees remain six feet apart. Parents communicate how many students they have, staff then ask parents to open their trunks so meals can be placed in the trunk while limiting contact. Walk-up families communicate how many meals are needed, based on the number of students, staff then place the meals on a table and parents pick them up from the other side of the table, again to limit contact.

Emergency Distance Learning Survey Results:

- 91% of parents strongly agreed or agreed that “The district provides food services (or meals) for students who need it.”

On-Line Parent Resources:

Food service: <https://iusd.org/article/iusd-meals-and-links-resources-families>

Prompt #5:

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

IUSD Response:

IUSD has partnered with the City of Irvine to support child care and hosts child care programs at 28 IUSD school sites. City child care programs have either re-opened or are in the process of reopening for the summer months. Beyond hosting city child care programs on IUSD campuses, the district publishes available daycare information in the FAQ section of our district website. In addition, district staff update child care resource information on the district website.

Students are participating in daily educational activities and regularly scheduled instruction during ordinary school hours through synchronous and asynchronous class meeting times and office hours. Students are engaged in lessons, class assignments, activities, and/or tasks related to assignments. Teachers are working their regular hours during which time they are routinely interacting and connecting directly with students, responding to student work, and providing feedback on student work.

On-Line Parent Resources: Childcare in IUSD FAQ: <https://iusd.org/covid-19-resource-page/updated-coronavirus-covid-19-faq>