

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

On March 13, 2020 LCUSD closed schools in response to the COVID-19 health pandemic. At this time, LCUSD elected to offer online learning opportunities focused on reinforcement, remediation, and enrichment, which were initiated on March 16th. Chromebooks and Wifi hotspots were provided to families and staff in need of technology while away from school sites. All district field trips, sports events and social gatherings as well as promotion and graduation ceremonies were canceled or rescheduled for a later date.

During the March 31st Governing Board meeting, the District's decision to move to mandatory and graded distance learning was approved and began April 14th. Guidelines were established and shared with all stakeholders. Families were encouraged to reach out to teachers, counselors, and administrators with student learning and wellness challenges. Additionally, teachers and administrators sought to connect with students who were not actively participating in distance learning activities to re-engage students and offer additional supports. Some students received daily/weekly wellness checks by teachers, counselors, and/or school administrators.

School closure impacts on families and students were shared with LCUSD personnel through email, phone conversations, and during virtual Governing Board meetings. In some instances, parents were required to maintain their work schedules from home, while also managing schooling needs of students, as well as academic assistance with lesson explanation, assignment completion, and overall time management. Some parents expressed frustration in the numerous technological platforms and programs the district offered as well as some students finishing online assignments quickly, leaving them with a need for additional work. The district technology team took these concerns seriously and continually found ways to offer virtual training and support to families. The help.lcsd.net help desk offered immediate technology support and step-by-step problem solving guides. A parent technology newsletter was also disseminated to families during the school closures. The Curriculum and Instruction office developed an educational resource guide by grade, which was shared with parents April 2nd, as a way to provide expanded learning opportunities and family centered activities to promote wellness.

Plans to support Special Education students were put in place. To minimize the impact on students with disabilities, special education teachers and service providers developed online assistance plans and resources to ensure students had equal access. Virtual Individual Education Plan (IEP) meetings continued during the school closures to support student academic and wellness needs during distance learning.

On May 15th, using survey data gathered from stakeholders, LCUSD adopted a Credit/No Credit model with an opt-in option for a graded report card available to LCHS 7-12 students. Specific grading guidelines were once again communicated to stakeholders. LCUSD continued to support the importance of engaged, rigorous, and meaningful student learning partnered with an emphasis on student, staff, and family wellness.

To maintain socio-emotional wellness, each school site engaged in daily and weekly virtual outreach to connect students to their school communities, which included school broadcasts featuring school staff, school spirit activities, and other non-academic, but essential wellness activities. End of the year events and celebrations were adjusted to ensure student and family safety and wellness. Lawn signs were purchased by the district and given to families of promoting 8th graders and graduating seniors. An alternate fall date was planned for a formal stadium graduation for all LCHS seniors. In collaboration with the City of La Canada, banners showcasing the LCHS Senior Class of 2020 were placed on the city's main thoroughfare and a car parade scheduled for June 3rd was organized to honor and recognize students. On this same evening, LCUSD hosted a live broadcast "La Canada Celebrates the Spartan Class of 2020" featuring graduating seniors. This program was available to the entire community via Youtube.

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

English learners (EL), foster youth, and low-income students were provided with home access to district-adopted curriculum through textbooks, workbooks, and virtual resources. Students in grades 5-12 were able to access daily lessons via Google Classroom on a personal Chromebook device to complete lessons and assignments remotely. Primary students received instruction and/or correspondence through virtual platforms such as Seesaw or Google Classroom as well as by email from their teachers.

Teachers collaborated virtually across grade level teams and with support specialists including English Language Development (ELD) instructors, special education case managers, and school counselors to track English learners, foster youth, and low-income student academic and wellness needs and progress. This ensured appropriate services and specific accommodations, were reaching these students. Additionally, teachers and support staff offered English learners, foster youth, and low-income students, regular virtual office hours, daily or weekly individual and small group academic, language, and/or intervention supports and wellness checks through online platforms such as Zoom and Google Meet, or via telephone conference. If needed, virtual Student Study Teams (SST) met to discuss strategies and plans to support student academics and wellness during distance learning. English learners, foster youth, and low-income students were provided flexibility in the completion of assignments including extended time and/or modification of assignments as needed, to meet individual student needs. When available, links to audible e-books or videos of books for classroom reading were shared with students by teachers.

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

A communication plan was developed by the superintendent and site administrators to communicate frequently and transparently about distance learning guidelines, grading procedures, and a virtual outreach plan to keep students and families connected to their school community so they remained involved and engaged in learning.

Teachers used a variety of platforms to provide virtual distance learning lessons. Teachers in grades 4-12 used Google Classroom to communicate with students and deliver instruction. At the primary level, the technology team supported teachers in organizing Google Classroom sites, introducing teachers to tools such as SeeSaw to collect student assignments and provide feedback as well as Youtube for daily updates. Websites were also created for TK classrooms. Special Education teachers developed individual student distance learning Emergency Service Plans (ESPs) based on required service minutes and accommodations.

Additionally, to support high quality distance learning, formal training sessions were offered to teachers and staff multiple times per week through Zoom or Google Meet conferences. Training sessions focused not only on the technical aspect of delivering virtual instruction through varied mediums such as Zoom, Google Meet, Screencastify, and Google Classroom, but also student engagement and assessment ideas. Many teachers used their document cameras from home to implement Screencastify in order to deliver recorded lessons to students. Others used Zoom meetings, as well as apps including Flipgrid, Vocaroo, Google Docs and Slides, and Piktochart. Teachers contributed to the shared knowledge of their peers and colleagues through the aforementioned training sessions, Slack, and via the Tech team's "Totally Cool Tech Tool" videos on Youtube. To further support distance learning, site-based technologists provided "virtual office hours" to teachers, solving login issues, fixing hardware glitches, and guiding teachers and students to solutions using video calls. The help.lcusd.net help desk provided students, parents, and teachers the opportunity to submit help requests. This site also provided guides offering step-by-step solutions to technology questions.

LCUSD worked closely with the publishers of district-wide adopted textbooks as well as supplemental resources to increase access to digital resources so teachers and paraprofessionals were able to continue to support students during distance learning. With at-home access to district-adopted curriculum through textbooks, workbooks, and/or virtual resources, teachers provided digital assignments as students were expected to participate at a rate of 70% or above.

Throughout the school closures, feedback from stakeholders was collected regularly through virtual Governing Board meetings, email correspondence, and district-wide surveys to gather input as well as make improvements and changes to current distance learning practices directly benefiting student learning.

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

Since the March 13, 2020 school closures, LCUSD has continued to serve school meals to students and families in need. Through safe, social distancing procedures, a non-congregate lunch system was established and based at La Canada High School. The meals, in the form of “grab and go” lunch bags, were served daily between the hours of 11:00 am - 12:00 pm. In addition to the lunch system, LCUSD received authorization from the State of California on April 21st, to offer an additional breakfast option. With this approval, a breakfast meal bag was served in combination with the “grab and go” lunch bag. In order to effectively provide this service, LCUSD maintained a minimal daily crew of staff members to prepare and serve meals. All food services staff members remained in paid positions, and each member worked one day a week to staff the program. The district applied and was approved for the *Seamless Summer Program*, which enables the district to serve meals to students and get reimbursed for the meals. Additionally, the district was granted approval through the Summer Food Service program to continue lunch and breakfast service to LCUSD students through the end of June 2020. The district will also consider what options exist for providing meals into July and August prior to the start of the new academic school year.

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

Based on the health and safety guidelines set forth by the Public Health Department, Daycare/Childcare services could not be provided during school closures. LCUSD created a Distance Learning page on the district website, that included local childcare resources available to families.