

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.

PUSD implemented several key measures to modify programs in response to distance learning after school closure on March 13, 2020:

Creating Instructional Schedules to Accommodate Distance Learning

One of the first actions in response to school closure addressed the need to create a daily instructional schedule for middle and high school. Principals worked with their staffs to develop a block schedule that accommodated all courses, including electives, allowing classes to meet every other day and time for teachers and site staff to meet and collaborate.

Guidelines for Distance Learning, Grading and Graduation Policies

In April, the district developed written *Guidelines for Distance Learning*, to outline expectations for instruction, assigning work, grading and recommended daily screen time for each grade span: K-5, 6-8 and 9-12. Changes to policies on grading and graduation were reviewed at a board study session, which resulted in a revised grading policy, with specific changes for elementary, middle and high school and a revision of the credit requirement for graduation to align with the State’s. The change to the grading policy provided the opportunity to engage teachers and principals in discussions about equitable grading practices in light of challenges many students face when learning at home, without the structure, support and connections they receive attending on campus. With 94% of students in the district identified as low income, English Learner or Foster Youth, the challenges for some students were significant.

Services for Students with Special Needs

Special education services changed in response to the new context: speech and counseling services were delivered via on line sessions. Students in Moderate/Severe classes who needed devices and internet hot spots were provided them. To proactively address the possibility of continued on line learning in fall, the Special Education Department identified the need to acquire materials that are digital for all non-diploma track classes; as result, a teacher committee will review new instructional materials for Moderate-Severe classes that can be used digitally. Special Education staff were trained on how to deliver virtual IEP meetings; parents were offered the option to participate on phone or virtually.

Behavior Specialists collaborated with site Special Education teachers to create presentations for parents on programs when students transition to a new school and grade span: preschool to elementary; from elementary to middle; middle to high school.

Summer School to Address Learning Loss

K-5 parents were surveyed to assess their interest in summer school, including length of time, start date and access to technology and internet. In response to the loss of a full trimester of direct instruction, a summer school program focused on literacy and math in the early grades to reduce learning loss is planned. High school will offer courses required for graduation using Edgenuity, which has been used for several years. Extended School Year for students whose IEPs include it will be offered in summer.

Back to School Task Force and Parent Survey

Beginning in May, a district wide Back to School Task Force met weekly to discuss needs and options for returning to school. The Task Force met with sub-groups that included teachers, principals, counselors, classified staff and a parent group—more than 150 participants in total. Key topics related to returning to school—safety, schedules, childcare, protocols for responding to health needs, providing PPE, child care, technology, addressing student, staff and parents' social emotional needs—were discussed with each group and analyzed by the district Task Force. This information, in addition to staff and parent surveys, was used to inform plans for returning to school.

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

Ninety-four percent of the district's students are low income, English Learners (EL) or Foster Youth (FY); as a result, every initiative and strategy we deploy is centered on the needs of these student groups.

English Learners

ELD courses in grades 6-12 continued on line; the middle school ELD program, Amplify, is fully digital so students were familiar with using it digitally. Students were provided language support with assignments that allowed them to develop language skills by making videos, discussing their work and posting questions. Schools communicated with parents in Spanish; instructional packets included daily schedules and at home learning activities in Spanish so parents could access the information. Information on COVID resources, school meals, technology support and instructional resources was posted on the district website in English/Spanish.

Low Income Students

All students in grades 3-12 are provided free Chromebooks to access instruction and create equity. The district applied for grants to receive 100 free hot spots; high school students without internet access, Foster Youth, Homeless and Students with IEPs received them. Print materials were distributed for grades TK-2nd every two to three weeks at all K-5 sites so parents with transportation or childcare issues could pick up materials at their neighborhood school. Information on free meals, instructional materials and technology support was communicated via text, Schoology and district website to assure students and parents had maximum access to resources.

Foster Youth

The district supports approximately 100 Foster Youth students in grades K-12 with a dedicated FY Counselor and eight mentors. Mentors contacted students each week to check in on social emotional wellness, provide tutoring, virtual college tours, support with college applications

and financial aid and check in with Foster parents to monitor each student's progress. Food and school supplies were delivered to students and families that needed them.

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

One to One Initiative

Three years before the COVID Pandemic, PUSD launched a one to one device initiative that was completed in fall, 2019. As the result of this initiative, over 10,000 Chromebooks have been distributed to students in grades 3-12 for school and home use; in addition, the district adopted a district wide learning platform—Schoology--for delivering instruction. These two efforts provided a significant support for students in light of the quick transition to distance learning in March 2020. Students and teachers used Schoology, as well as Youtube, Google and others to record lessons, upload assignments, conference with students and monitor engagement. A survey was sent to all parents for feedback on how parents perceived the district's services during school closure and to solicit ideas for the future, with over 1500 parents responding. On a scale of 1-10 with 10 being of highest value, 72% of parents rated the benefit of digital learning and Chromebooks at the level of 7 or above.

Assuring Quality Instruction and Materials

The district's Curriculum Office created print materials in literacy and math, using high quality content, for students in grades TK-2nd; parents picked up these materials at all K-5 sites every 2-3 weeks. Print materials created for students in Moderate-Severe classes were mailed to homes. A parent survey showed that parents valued these efforts: in response to a question about the value of the print materials provided, 83% of parents stated their child benefitted from using them.

The district's Technology Curriculum Specialists offered daily feedback to teachers and weekly on line training on how to deliver instruction on line, including how to use web based resources that integrate with content and courses. Principals participated in training on how to use Schoology's Analytics to monitor student engagement. Each K-8 school used a three-tier approach to monitoring on line participation, with each tier outlining the role teachers, counselors, coaches and administrators play to assure students participate in assignments. Teachers posted videos, assignments, projects and gave feedback and encouragement to students. Counselors and social workers communicated with families, offering tips for social emotional wellness and staying healthy.

Support for Technology and Internet Access

Technology staff applied for grants to provide free hot spots for students who lack internet access at home; priority was given to students who were homeless, Foster Youth and students with IEPs. The district was open for technology support, available for parents and students, to repair or replace devices three days a week. Many students took advantage of this service; in the first eight weeks over 400 devices were repaired or replaced. Phone support for technology was offered to staff, students and parents five days a week. Information on these resources was posted on the district website.

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

PUSD provided daily meal service immediately upon school closure. After first providing meals at every site, beginning in April, four elementary sites were selected for meal distribution based on their location and ability to accommodate traffic flow. These sites provided drive by service, serving meals Mondays, Wednesdays and Fridays, providing meals to cover the five-day week. Families responded well to the new system as evidenced by 32,000 meals served in a typical week, which includes breakfast and lunch. PUSD applied for and received waivers to allow parents to take meals home and adjust the amount of time between meals, allowing parents to pick up breakfast and lunch at the same time. Nutrition and campus supervision staff on site during meal distribution were provided face shields, gloves and sanitizer. A plastic protective window barrier was placed at each meal site for staff protection and social distancing. To assure adults picking up meals were compliant, signs communicated the requirement to use masks and maintain social distancing.

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

PUSD's after school child care program, STAR, is a partnership between the school district and the city and takes place on each K-5 campus. As an after school program, it was cancelled when schools closed. Many families in Paramount rely on extended family for child-care needs; when requested, resources and information are provided to parents. Preschool staff provide information on where childcare can be accessed when parents inquire and are directed to the LACOE website for additional resources. School social workers at every middle and high school, as well as two elementary schools, also provide information on essential resources in the community for parents and families.

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