



COVID-19 Operations Written Report for Los Alamitos Unified School District

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 Friday, March 13, 2020, students and staff were notified that school would be closed and we would transition to emergency distance learning in response to the COVID-19 outbreak. During the week of March 16th, Los Alamitos Unified School District (the District) launched Learning Connection, which was a website specifically for emergency distance learning. This website had two functions, one for students and families and the other for our staff. Resources housed on the student and family side of the Learning Connection site included school

closure resources and videos on how to access online learning platforms, links to individual schools so students could access their classes and site specific information, family resources and resources for special education and mental health. On the staff side of Learning Connection, teachers were provided with a host of resources and how to guides as they began transitioning to emergency distance learning. In the initial rollout of Learning Connection, teachers were available virtually every day for 60 minutes, for students to login in and get any assistance they needed. Following guidance from Governor Gavin Newsom that schools would not resume in person for the 19-20 school year, an adjustment was made to better serve students. Teachers transitioned to engaging with students for an average of 90 minutes per day in a more structured format instead of only 60 minutes a day.

In addition, Los Alamitos Unified School District has surveyed both families as staff multiple times to gain input on their experience with the emergency distance learning as well as provide input for the Fall as the District begins planning for the reopening of schools in the 20-21 school year.

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

Throughout the transition to emergency distance learning, Los Alamitos USD provided a wide range of resources to assist students. Resources included providing a portable wifi hotspot, so that students could access curriculum online at home if they did not have internet. Chromebooks and laptops were available for students to check out if they did not have an electronic device at home. Students were able to pick up materials that needed printing in the main office of their school site if they did not have access to a printer at home. Teachers coordinated with students to pick up any classroom supplies they needed to complete work. In addition, 30-minutes of small group instruction was added daily to provide students with a smaller group setting, and allowed teachers to provide targeted interventions for students. Counselors and Psychologists were also available to assist students and put them in contact with specific resources during the school closure.

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

Emergency Distance Learning evolved for Los Alamitos USD into daily direct instruction from the initial enrichment approach after Governor Gavin Newsom formally announced that students would not return in person for the remainder of the 19-20 school year. Remote learning looked different at our elementary and secondary levels, and even varied a little at each school site. Teachers were not expected to cover their full scope and sequence nor maintain a normal pace of instruction. Our fundamental goal was to maximize the time students spent directly engaged with their teachers learning and refining skills. Given constraints of the online platform and both staff and students' learning curve with it, we offered instruction with as small a student-to-teacher ratio as normally possible. For example, at the elementary level, we used more small group instruction and at the secondary level we created a block schedule of instruction with an average of three, 30-minute sessions a day. Given our commitment to instructional access and equity for all students, the District worked with teachers and administrators on a grading policy that would instill a hold harmless approach for students TK-12 with two goals in mind. First, to fairly assess student learning for the 10-week period before school shutdown as well as the period during shutdown. Secondly, to hold students harmless for any negative impacts on academic achievement the shutdown may have caused. The District believes that our policy made sense because it acknowledged that students were able to complete more than half of their semester work under normal conditions and were

able to improve their grades from where they were on March 13 - the last day before school closure - based on work they complete in emergency distance learning. It also precludes students from failing and ensures all students meet end of the year requirements. This policy gave students greater incentive to attend online class, engage with peers and further their learning. In Grades TK-2 students received the marks of "meets standards" or "needs review" in the content areas of reading, writing, and mathematics. In Grades 3-5, students received the same marks in the content areas of reading, writing, mathematics, science and social studies. In Grades 6-12, students received a grade on a scale from A to D. In addition, Education Services provided teachers and administrators with weekly Ed Services newsletters that provided resources for teachers during emergency distance learning. Teachers were able to adapt these resources into their online classrooms and district TOSA's were available to assist teachers during implementation.

Los Alamitos Unified School District will be offering summer school for remediation at the high school level as well as Griffin Connections. More detailed information for summer school can be found at:

LAHS REMEDIATION SUMMER SCHOOL:

https://docs.google.com/forms/d/e/1FAIpQLSdQX1CM156dNISmKCLJbaFymx_x7ULzTklytbZG8MAzaxFaWA/viewform

GRIFFIN CONNECTIONS:

<https://www.losal.org/Page/7543>.

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

Los Alamitos Unified School District provided meals to families Monday through Friday during the school closures using the waivers provided by the Federal and State to operate a Seamless Summer Option Program. The meals were served to families who drove up or walked up to the Point of Service (POS) with or without children at Los Alamitos Elementary, McGaugh Elementary and Weaver Elementary Schools. All employees who assisted in the meal preparation and distribution followed procedures set up based on guidelines provided by the State (Nutrition Services Division of the CDE), USDA and local county environmental health. This includes use of rosters to record the count of the number of children served a reimbursable meal, maintaining a minimum of six feet social distancing, wearing a face shield and face covering as they passed out the meals.

The following meals were distributed during the school closures. In March, the District served 8,126 meals over 10 total days. In April, the District served 21,622 meals over 21 total days. In May, the District served 20,606 meals over a total of 20 days. In June, the District served 1,408 meals over a total of 4 days.

Since the school year has formally ended, the District plans to continue the Seamless Summer Option Program to serve meals to families through the end of June, on a weekly basis instead of a daily basis. This means that families can come to McAuliffe Middle School on Wednesday's between 11:30 am to 12:30 pm and pick up their meals for the entire week, on June 10th, 17th and 24th. Each child below the age of 18 will receive 10 meals (5 breakfast and 5 lunches).

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

Los Alamitos Unified School District provided student supervision through our Extended Day Care Program during the entire school closure and is continuing through the summer. Families were surveyed four times throughout the school closure to assist in the planning of student supervision. Student supervision was available for TK-8 students that were enrolled in the program during the 19-20 academic school year. Initially three school sites were utilized for student supervision, but it was reduced to one school site as enrollment declined. The District used survey results to continuously monitor families' needs and to ensure the number of classrooms were within social distancing guidelines. On average, the District had about 30 students participating on a daily basis during the school closure. The program was able to accommodate child care requests from all Extended Day Care families during the school closure. As the school year closed and we transitioned into summer, the District is continuing to provide child care through our Extended Day Care Program at one location Monday through Friday and currently has about 50 students enrolled attending on a daily basis. The District is continuing to monitor enrollment to assure social distancing is strictly followed.