

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, Pasadena Unified (PUSD) communicated to families that regular student reporting to school sites would be suspended starting March 16, 2020. Instructional staff were informed about how PUSD's phased rollout of Remote Learning would occur on March 16, 2020. PUSD also transitioned its meal services to meal distribution centers located at 7 site locations utilizing a drive-through distribution model. The PUSD Ed Center limited its staff access starting March 16 (by dismissing UTP Teachers on Special Assignment) and further limited access to only approved essential staff starting March 23.

Remote learning for students in grades K-12 began March 17, 2020 with hard copy packets available to families upon request. Childcare supervision sites were established for staff members required to report to their normal work site; however, district surveys and child-counts showed minimal demand for this service.

Additional changes were made to how PUSD engages in townhall, board of education, and local school site council meetings. Meetings were transitioned to virtual settings (primarily using Google Meet). These meetings included the ability for participants to join via telephone or internet-connected device.

The largest impact to our program offerings involved the phased rollout of Distance/Remote Learning. Phase 1 lasted from March 16 to March 27, 2020 (to coincide with the start of Spring Break). This phase focused primarily on providing students and families with online materials and activities that reinforced concepts and content previously addressed in the school year. Phase 2 covered the calendar period from April 6 – April 17, 2020 with a shift to teacher generated content and lesson planning. Phase 3 began on April 20 and remained in place till the end of the school year (May 28, 2020). Across this each phase, school site administrative teams and instructional staff were critical in acting as contact-points for students and families. Teachers served as check-in providers and coordinated with school admin teams to contact families who teachers had not seen during the initial launch of Distance/Remote Learning. Lastly, PUSD established a Family Hotline number to facilitate the connecting of community partners' services with families in need.

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

With respect to English learners (ELs), the Language Assessment and Development Department (LADD) provided guidance to the Curriculum Instruction and Professional Development (CIPD) Department while it developed the Phased Rollout Implementation of Distance/Remote Learning. LADD has delivered internet hotspots to ELs' families; paper packets/textbooks with learning materials and updates for families; and, attempted to maintain regular phone communication with EL advisory councils (school site and district) and EL families. Weekly communiques and virtual meetings with school site leaders, EL advisory councils, and families have also been utilized to provide information concerning community resources access and impact on state assessment timelines for reclassification.

To support students new to the country who are also EL students, LADD coordinated specifically with International Academy staff to schedule regularly occurring Google Meet sessions where English Language Development activities utilized strategies in a synchronous manner. The process of scheduling these meetings began as soon as school closures were announced. Additional professional development workshop opportunities, available free of charge, were also forwarded to International Academy staff when which included address the needs of EL students, students new to the country, and EL students with special education needs. Due to the suspension of summative state testing, no summative ELPAC testing was conducted. Despite this lack of summative ELPAC testing, Fall reclassification numbers did indicate approximately 17.5% of students EL students reclassified as "Fluent English Proficient." To celebrate this accomplishment, LADD has coordinated the delivery of certificates and trophies to each student.

Adjustments to PUSD's Foster Youth placement process primarily took the form of transitioning to group conference calls. The initial placement meetings still follow their placement procedures; however, placement recommendations do not "trigger" an enrollment into the local school. Rather, the foster youth student remains enrolled with their prior school since all surrounding school districts have transitioned to some form of distance/remote learning. Over the course of the school closures, approximately 90% of foster youth who have gone through the placement assigning process have remained with their original origin-school district. The remaining 10% have come from Los Angeles County Office of Education facilities, who have not transitioned to distance/remote learning, or were not enrolled in any school prior to the COVID-19 school closures. In these instances, the educational rights holder was informed that they have a right to enroll in PUSD schools, and the enrollment process was completed once the placement meeting concluded.

To support low-income students, Innovative Technology Solutions (ITS) provided processes for students lacking at-home computers and/or internet access to acquire a district-issued Chromebook and/or internet-hotspot. Additionally, the school district established 7 food distribution sites to distribute no-cost meals to all school-age students. While student need for hotspot internet access and computing devices exceeded initial supplies, steps were taken to increase the number of internet hotspot and Chromebook devices. Communication channels also put out emails and robocalls to convey information about community partners such as food banks, reduced/free internet service providers, and public-health services.

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

With the onset of school closures due to the COVID-19 global pandemic, Pasadena Unified School District transitioned to remote (distance) learning to serve its students. This transition occurred across three stages:

Reinforcement of learning: Two weeks of district-created, standards-based content was provided to students via online webpages, and blackline masters for print if there were digital access issues. The content was intended to be a review and reinforcement of grade-level content for all core subjects. This time period allowed for families and teachers to adjust to the online classroom platform (PowerSchool Learning), equipment and access concerns to be addressed, and schedules to be established.

Custom content via asynchronous learning: The next two weeks PUSD teachers set up their individual online classrooms in our learning management system (PowerSchool Learning) with standards-based content that was aligned to each course's normal Scope & Sequence. This allowed students to resume targeted learning on concepts they had been working on prior to the school dismissal. The lesson delivery was asynchronous to ensure that students could access the videos, assignments and tasks at times that are convenient to their family schedule and needs.

Custom content via synchronous learning: The remaining six weeks of the school year are spent in continued learning with their teachers, with standards-based content following the normal trajectory of the course's Scope & Sequence with modified pacing due to the delivery within a virtual environment. The lesson delivery shifted to synchronous learning, with teachers conducting live lessons with students, meeting in real time with the whole class, small group and individual students as needed. Office hours and tutorials are also commonly provided for additional support to parents and students.

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

Grab-and-go Food Distribution sites were established at 7 distribution sites starting March 17, 2020 Monday through Friday from 9 am to 11 am. Beginning March 28, through a partnership with the City of Pasadena, Grab-and-go Food Distribution sites began additional operations to cover Saturday/Sunday distribution. Program details explicitly stated that food distribution was strictly for mean pick-up and consumption of the food on-site is prohibited. Out of an abundance of caution, PUSD suspended the food distribution program due to an employee showing symptoms consistent with COVID-19 exposure. Testing later revealed that the symptoms were not COVID-19 related. This cautionary suspension started on March 30 and lasted 1 day. Distribution resumed on March 31, 2020; and, meal distribution has continued even throughout scheduled student-breaks (such as Spring Break).

Additional community partners have provided supports for families whose caregivers with limited transportation options during the distribution sites' hours of operations. These partners included Collaborate PASadena, STARS, and the Pasadena/Altadena Coalition of Transformative Leaders (PACTL).

Consultations with labor partners were also held to ensure that guidelines and procedures for food distribution provided appropriate protections to families, students, and employees in accordance with social distancing practices.

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

School site administrative teams coordinated efforts with instructional staff to ensure contact was made with families and caregivers. District surveys were distributed to employees who statutorily qualify as “essential workers” to establish the need for district-employee child care needs. Both survey response and resource utilization indicated minimal need. LADD has continually reached out to monitor the well-being of students and families associated with the International Academy program.

Specific actions to provide child care services for essential workers were coordinated to begin on March 17, 2020. LEARNs staff provided childcare opportunities at the McKinley school site. Initially, 40 families indicated that they would utilize childcare services. When childcare services went operational, only 2 children were present. After initially utilizing childcare services for two weeks, the parent of both children notified staff that the service would not be utilized in the future. Further attempts to gather “intent to use” information did not indicate that childcare services would be utilized and they were discontinued to reduce overall potential employee exposure at school sites.

Staff within the ECE and LEARNs programs continue to monitor applications for childcare supervision requests for qualified individuals deemed as an “essential worker”. This includes participating in the existing “Resource and Referral” agency program for Los Angeles county. Pending additional district decisions, childcare services have funded operational plans for rendering child supervision during regular school hours approved to up through June 15, 2020.

Template obtained from California Department of Education May 2020 (<https://www.cde.ca.gov/re/lc/documents/covid19report.docx>)