

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.

When the decision was made to close schools on March 13th, it was unclear how long students would be at home. Our journey in this time of school closures evolved as we responded to the needs of our students and our community. The changes in program offerings can be best described in 3 major areas; Create and Share a Plan, Support Tech Equity, and Continue to Provide High Quality Instruction.

Create and Share a Plan:

Phase 1: Transition period (March 13-20): We made the decision to close our schools on March 13. That afternoon, teachers worked in their regularly scheduled professional learning communities to create student activities in English language arts, math, science and social studies. The activities were made available on each school's website and in paper packets. Students' work was not collected or graded. We relied on our existing systems, which included Blackboard Connect, email, and both district and site websites to communicate with families.

Phase 2: Preparation for online learning (March 23-April 3): Teachers attended three mandatory virtual trainings on Google Classroom, Google Meet and YouTube Studio. They were supported via additional online trainings, and, if needed, individual or team coaching. Working remotely within site-based grade level teams, teachers identified essential standards, planned and created online learning experiences, and uploaded activities and resources in a shared Google Drive. Working collectively not only eased the workload, but also promoted equity in instructional experiences.

Phase 3: Continuous online learning (April 13-end of school year): Teachers delivered instruction via the Google Suite for Education. This included regular interaction with students and families, assessment, feedback, and personalized support. Every Friday, teachers collaborated in their PLCs on Google Meet or Zoom.

Support Tech Equity:

Our district already had a 1-to-1 device initiative in grades 3-6, and one device for every two students in kindergarten through grade 2. We also had 200 Chromebooks and internet service hot spots that students could check out and use at home. However, this was inadequate to ensure that every student would be able to engage in distance learning, so we ordered more. Over this time of distance learning, we distributed 650 hot spots and 2,800 computers to students who were without these resources at home. Students who are participating in Extended School Year (ESY) will maintain their computers and hotspots at home for a seamless transition to their summer experience, which will start mid-June.

Continue to Provide High-Quality Instruction:

Our teachers provided instruction using a variety of platforms and methods, including direct instruction, videos and written assignments. They continued to use many of the same online instructional resources they used in the classroom, such as Raz-Plus in reading and DreamBox in math. With programs such as Raz-Plus, teachers provided students with standards-aligned instruction, personalized practice and online assessments, and they were able to access activity, progress, and skill reports for individuals or the class. In math, through our DreamBox program, they were able to focus student experiences to align with our core K-5 math program, Bridges, which provides an opportunity for practice and extension. We also worked with our data system to open the student portal so that teachers could remotely assign tests that they would normally give to the students in person.

More than 30% of our students are English learners, and we also needed to consider the needs of our Dual Language Immersion program so that all the online curriculum programs we use include materials in Spanish, which were accessed by teachers for student use. In addition, our staff provided supports for the services in each student's IEP or 504 plan, and a special education support line was available to families.

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

As we planned for the needs of all of our students we knew that we had to ensure equity in terms of access and services as well as ensure an ongoing focus of supporting basic needs. For our English Learners, at the initial closure of school, language practice was provided in written format. As we transitioned to live and recorded lessons, live lessons were expected to be offered on each day of distance learning for English Language Development. Two workshops, Scaffolds for Speaking and Writing and Scaffolds for Listening and Reading, were provided for teachers, and coaches shared communication on the supports provided through our Ellevation platform and the instructional strategies which had been adapted for a digital format.

Basic needs of all learners continued to be supported through our three Family Resource Centers through which clothing, food, hygiene supplies, counseling and connection to services were provided. Right before the school closures, we had received a scholarship to use Care Portal, which allowed us to support the deeper needs of students by coordinating supports. Since we gained access to it, this portal has supported 19 students for a total of \$4400 in material goods. There were also some donors who became aware of need due to their affiliation with the Care Portal and they chose to provide support through direct donations. These donations provided another \$2400 in material goods. During this challenging time, 25 students were assisted for a total of \$6800 in material goods.

Specifically for our foster youth, we continued to work with their social workers to ensure that needs were met. These services/supports may have included community supports such as the Salvation Army (ongoing clothing and food support), private organizations offering food supports, and organizations surrounding medical care such as Dixon Health and North Valley Regional

Center. Transportation support also continued and was offered in a variety of ways based on needs.

Social emotional supports were also provided to our students through counseling and the outreach of our social worker.

We asked our students to check in daily to class and we entered this daily positive attendance into our student information system. This allowed us to determine when students were not checking in so that teachers and site administrators could follow up with the student and their family. This was an open process and if a child checked in anytime during the day or night, they were given credit for that check in. As a district, this also allowed us to see the percentages of " non-attendance" at any of our sites . Positive attendance based on this check-in process ranged from a high of 98% checking-in to a low of 86% checking-in . These outcomes did vary week to week with some outliers but were fairly consistent across the weeks of distance learning.

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

Many steps were taken to support high-quality distance learning opportunities for our students. As previously described, we ensured that all students had a computer and a hot spot if they needed it, which supported tech equity. Upon identifying an additional need for data at some of our sites that were using the hot spots, we expanded the amount of data available for use in our data plan to better meet the needs of the students and to ensure that they could continue to have access for all the learning activities they were engaged in during a day.

From the instructional viewpoint, as a district, we decided that we would not focus our efforts solely on review of concepts during our time of school closure, but instead to continue to provide high-quality standards based instruction. Our teachers provided instruction using a variety of platforms and methods, including direct instruction, videos and written assignments. They continued to use many of the same online instructional resources they used in the classroom. Core curriculum was also used in ELA, Math and Science. Music and Art teachers created lessons which were provided to teachers, and they also created their own Google Classrooms to engage students in continuous learning . In addition to our core instruction, many schools sites continued to provide support to students through their WIN (What I Need) intervention time. Our goal was to provide a comprehensive educational program for all of our students within this new distance learning platform.

We also worked to refine our practices and alter our expectations. Over the 9 weeks that we were engaged in distance learning, we expanded students' experiences including adding an opportunity for live, virtual class check-ins, meetings and collaborations with the sole purpose of social-emotional learning opportunities. We opened Art and Music Classrooms for all students regardless of whether they had been in chorus or were in the grade levels for visual arts instruction. This allowed us to ensure that we were offering alternative types of learning experiences to students. We also ensured that our counselors, psychologists and social worker continued to work with individual students as well as whole classes through video messages and lessons.

Students with special needs continued to receive services, as well. During the school closures, NSD school psychologists and counselors provided 1:1 and small group counseling and social emotional support via the Google Meets platform. The services provided satisfied student's IEP DIS counseling minutes and were grounded in student's IEP goals. In addition, a handful of school psychologists and counselors offered grade level social emotional groups focused on a variety of topics such as how to handle change and navigating anxiety. Social emotional support YouTube videos were created by several counselors that were pushed out to school communities and posted on the Student Support Services (SSS) webpage.

Specialized Academic Instruction (SAI) continued during the school closure, as Resource Specialist (RSP) and Special Day Class (SDC) teachers used the Google Classroom to provide instruction and support to the students on their caseloads. An online co-teaching model was utilized by the RSP teachers. They accessed the assignment loaded on the general education teacher's Google Classroom, added scaffolds and/or adjusted the content, and then assigned the adjusted work to the students on their caseloads. In addition, a handful of SDC teachers partnered with general education teachers during the school closure to create grade level lessons and

activities. The SDC teachers then modified the content to ensure the students on their caseload were able to successfully complete the lesson or activity. Several RSP and SDC teachers provided 1:1 and small group instruction via the Google Meets platform.

SSS Services: Speech and Language Pathologists (SLP), Occupational Therapists (OT), Adapted Physical Education (APE), Behavior: During the school closure, SSS service providers (SLP, OT, APE, BII, PT, DHH) provided services to students utilizing an online co-teaching model. The service providers jointly created lessons, videos, and activities grounded in student IEP goals and then assigned specific tasks to each student within the gen. ed. teacher's Google Classroom. In addition, SSS service providers who had students unable to access the digital platform, created customized packets of work that were picked up by the parent at the District Office. These packets of work were complete with hands-on manipulatives and hard copies of activities. Most SSS service providers provided 1:1 and small group service via the Google Meets or Zoom platform.

A successful distance learning could not be accomplished without supporting our families. Communication from the district took place regularly with parents through a weekly letter. We encouraged parents to regularly check email, phone messages, and school and district websites for information regarding instruction and services. We provided information about new elements of their child's experience such as the live check-in opportunity for the class when that was implemented. Letters were sent out in English and Spanish and addressed topics such as technology access, attendance, student work expectations and grading.

To provide ongoing tech support, we created a page on the district website dedicated to parent support for distance learning; however, access was a challenge for some of our families. One thing we underestimated: the number of parents who do not have email or a basic knowledge of technology. So, we developed tutorial videos in English and Spanish on topics such as how to create a password, create an email, and navigate Google Classroom and other online resources. We also created a call center with bilingual staff to offer families live technical support for online learning resources, student software and school-provided devices. Our site administrators and office staff served as front line support for families in making sure that students were able to log in, regardless of their age and grade level.

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

Free meals were provided to all children under 18 during school closures. This began on March 18th at the Central Kitchen and continued until March 20th. On March 23rd through the end of the school year, meals were provided at four of our school sites: McGrath Elementary, Newhall Elementary, Peachland Elementary and Wiley Canyon Elementary. Site custodians supported the staging and cleaning of one central location at each site. When this site distribution began, central office administrators and volunteers helped with the distribution efforts. In the first week of distribution, 6,127 lunches were provided. The week of March 30th, food services began serving a breakfast/lunch combination to assist families with meals. That week 14,794 meals were served with a daily average of 2,959. During the week of April 20th, this offering expanded to a dinner meal, as well.

All meals were served in a drive-up or walk-up "grab and go" setting following health department guidelines. There was signage on the buildings, staff was screened by a symptom check daily, works stations were 6 feet apart and there were multiple hand-washing and hand sanitizer stations. To ensure social distancing was followed during the distribution, families would drive-up, or walk-up (maintaining a 6 foot distance) and meals were passed to them to "grab and go."

In addition to the food provided by the Santa Clarita Valley Central Kitchen, our social worker facilitated a community partnership between the district and CalArts, a local University. Knowing that meals were being provided for students, he became aware of the need for the adults in the students' lives to also be provided support. Through this partnership, meals were distributed at McGrath Elementary through volunteers. Following all of the same health department guidelines as the central kitchen, the program ran for 7.5 weeks and served 6,400 adult meals.

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

Following the district closure on March 13th, the Newhall School District collaborated with RISE, a licensed provider of after school programs which already provided after school childcare before the closure for students at two schools in the Newhall School District: Newhall Elementary and McGrath Elementary. RISE submitted a proposal for a Student Care Center to be housed at Newhall Elementary School.

Once the proposal was approved, our Coordinator of Special Programs sent out a Blackboard Connect with the application and registration link. RISE collected all applications and screened families based on essential worker definitions.

When RISE reached capacity, parent information letters were sent to all involved families via email.

The Student Care Center officially opened on April 13, 2020. Each week, the RISE Program Coordinator communicated the successes and challenges to our Coordinator of Special Programs in order for NSD to provide any necessary support to the program. The program continued through the last day of school.

In collaboration with RISE, Newhall School District agreed to provide the following resources:

- Custodial support from 6:30 a.m. to 6:30 p.m.
- Any available health and safety supplies (hand sanitizer, wipes, gloves)
- Library books (providing grade level appropriate books to each class weekly)
- Laptops or Chrome books to be used exclusively by each student
- Coordination with existing breakfast and lunch program
- Coordination with teacher-assigned distance learning

Childcare was provided from 8:00 am-6:00 pm daily. Students engaged in the core instruction in English Language Arts/English Language Development, Math, Science, and Social Studies, which was provided by their classroom teacher through the Distance Learning model. They also participated in fitness activities and games throughout the day. Students were provided breakfast, lunch, and snacks by the existing school lunch program.

In addition to this program, we have maintained communication with child care providers in the area and have shared information with the community. For example, one of the providers, Sunshine Day Care which is on-site at 4 of our schools, planned a reopening at two of them on June 1st where they will serve the needs for all 4 sites. As community needs increase, they will expand back out to their original locations.