

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.

The Long Beach Unified School District is deeply committed to the health and safety of students, families, and staff. From the start of the COVID-19 emergency, LBUSD has collaborated with the Long Beach Department of Health and Human Services and other authorities, taking precautionary measures to ensure widespread safety while systematically addressing the needs of stakeholders.

On March 12, 2020, nonessential activities that involve large crowds (for example, indoor school assemblies, district professional development, and community events) were cancelled. Four days later, schools were closed, and LBUSD promptly pivoted to meal distribution and home learning. All sites with the exception of the California Academy for Math and Science at the California State University, Dominguez Hills, campus provided breakfast from 8:00 a.m. to 9:00 a.m. and lunch from 11:30 a.m. to 1:00 p.m. Students could visit any location, and no paperwork was required. Given the massive disruption that they were already confronting, it was a priority to make their experience as seamless as possible. Even when services were revised after the first week of school closures, meal distribution sites were strategically and conveniently located across the district.

On March 23, 2020, LBUSD launched the Home Learning Opportunities web site to support student academics outside the classroom. This repository contained lessons and resources for both general and special education students, including each teacher’s Google Classroom, sample schedules, and links to supplemental online apps. Through May 14, 2020, it garnered over 60,000 users and nearly 240,000 unique page views. The most visited areas were the elementary, special education, K-8, and parent support pages. For students without internet access, LBUSD provided hard copies of educational materials and disseminated Chromebooks and Wi-Fi hotspot devices (see the next section). Parent University staff also worked alongside numerous technology experts across multiple departments to support families by phone and live-stream YouTube workshops in English, Spanish, and Khmer -- a service that has continued throughout the pandemic.

This initial phase of home learning, in which lessons were ungraded, lasted until spring break. Starting on April 23, 2020, LBUSD instituted a new set of student expectations and grading measures with a “do no harm” philosophy. Specifically:

Student Grades

- Elementary students will not receive Achievement Reports (Report Cards) for the second semester.
- Students in grades 6 to 8 will receive Pass/Fail final grades.
- Students in grades 9 to 12 will receive Credit/No Credit final grades.

Daily Learning Guidelines

- Transitional kindergarten (TK) through kindergarten: 1 to 1.5 hours
- 1st to 5th Grades: 3 hours
- 6th to 12th Grades: 3 to 4 hours

LBUSD also established that teachers would provide remote learning by “synchronous” (students working or learning simultaneously) and/or “asynchronous” (students working or learning at different times) methods. Altogether, these expectations would apply for the remainder of the school year.

Amid such challenging circumstances, it has naturally been difficult to measure student engagement in home learning, although the district has made progress on this front. Between school closures and May 1, 2020, approximately 79% of students were reported by their teacher as having “checked in.” About two-thirds were reported as being “present” during the week of May 11, 2020. LBUSD has been using these and other data to continue to enhance its systems for home learning. Moreover, it has deployed a survey to students, parents, and teachers in multiple languages, asking about their experiences with various technology tools, their virtual classroom interactions, their challenges, their interest in continuing distance learning, and other issues. Such survey results will help inform future planning efforts.

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

LBUSD recognizes the unprecedented toll that COVID-19 has had on students, particularly those who are among the most vulnerable, so numerous structures have been put in place to help them navigate these difficult times.

First, technology supports have been deployed to bridge the digital divide and enable students to access home learning. Since March 25, 2020, LBUSD has distributed Chromebooks to families, requiring only a parent/guardian photo ID and a student ID number. The first three days of distribution took place from 8:00 a.m. to 11:00 a.m. at five of the largest sites in the district, targeting areas with high concentrations of low-income households. Parents also had the opportunity to obtain a tablet at their children’s schools by appointment. Moreover, Wi-Fi hotspot devices were made available, and LBUSD embarked on a partnership with nonprofit organization human-I-T to secure \$15 monthly internet connection plans with no contracts and quick delivery. As of May 17, more than 13,000 Chromebooks and close to 1,000 hotspots had been distributed. These totals are in addition to over 20,000 used tablets that students were allowed to keep at home last fall.

Apart from making technology access more widely available, LBUSD has proactively reached out to families. For example, district staff have contacted over 600 Migrant Education and Newcomer families, most of whom are English Learners, to determine their home learning needs. These direct interactions have facilitated the delivery of Chromebooks and hotspots; involved tutorials on accessing Google Classroom, Google Meet, and other necessary platforms to complete student work; and included “personal care” kits that contain essential school supplies. They have paved the way for student access to Rosetta Stone, Think Central, Khan Academy (Spanish), iLit, and other supplemental online software that are designed for English Learners. On the teaching side, the Office of Curriculum, Instruction, and Professional Development has conducted trainings via webinars, consultations, and peer coaching on English Language Development virtual pedagogy and differentiation strategies to equip educators with best practices for supporting this student subgroup.

Furthermore, Family Resource Centers, which cover 26 sites with some of the highest needs in the community, have maintained their normal hours of operation and delivered telehealth services to students on their caseload. In collaboration with LBUSD’s foster youth social worker, FRC staff have reached out to all foster families regarding basic needs (food insecurity / clothing), academic needs (home learning questions / connectivity support), and social-emotional needs (addressing discontinued or providing references to mental health services). They have communicated with the Los Angeles County Department of Children and Family Services on a daily basis to ensure that regional social workers are kept up-to-date. Similarly, LBUSD’s Homeless

Education Program staff have coordinated with local shelters weekly to ensure that homeless students have food, clothing, internet access, and other necessary resources.

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

As with classroom instruction, LBUSD believes that high-quality distance learning opportunities are essential for student success, and these opportunities are predicated on effective, empowered teaching. Amid school closures, the district has leveraged its systems and resources to support teachers in this new environment. It convened a Virtual Learning Sandbox, composed of a balance of central office and site teacher leaders, who outlined a set of strategies for engaging students remotely:

- Build structure;
- Create meaningful learning experiences;
- Provide feedback;
- Prioritize social-emotional learning;
- Be mindful of equity;
- Build support systems; and
- Stay Flexible.

Each Curriculum Office prepared a guidance document that highlighted learning priorities for the remainder of the academic year. These documents focused on the content that would be most helpful for student success in 2020-21, and they came with lesson design guidelines for both synchronous and asynchronous experiences. Teachers then had a wide range of professional development opportunities predominantly through webinars either from curriculum staff or their site administrators, who themselves received many different types of support from their level offices and other departments. For example, on March 24-25, 2020, approximately 325 teachers districtwide participated in a virtual training on Google Classroom, while 410 learned how to implement Google Meet with students. This multi-layered system contributed to a home learning approach that is both anchored in promising practices and tailored to the unique needs of each school.

Based on a survey of webinar participants, the top areas of support, which garnered over half of the responses, related to the effective use of foundational technology tools: Google Meet, Google Classroom, and Screencasting. Roughly two-thirds of respondents indicated that they felt either significantly or sufficiently better equipped to use these tools. Beyond the training, teachers had access to guides, video tutorials, and online resources that were posted to a dedicated “Teacher Communication & Updates” web portal. They also had a chance to participate in a peer-to-peer Digital Mentor program that included support for G-Suite applications.

Beyond the immediate experience with teachers, LBUSD has focused on establishing supplemental supports for students and families. For example, home learning service providers have been deployed to guide parents through the process of obtaining Chromebooks, logging into district systems, and accessing Google Classroom and other necessary apps. After-school programs have gone virtual, addressing students’ academic, social-emotional, and physical-fitness needs through regularly scheduled video calls. Most notably, LBUSD has collaborated with Schoolhouse.world, a nonprofit initiative to help provide quality, live instruction and tutoring at any time. With a scheduling system that uses the Khan Academy taxonomy as a basis for session topics, teachers can create short but powerful sessions that cover math examples and understanding of new concepts. Students can then engage with teachers across the platform to get whatever level of help they need whenever they need it. This initial launch has focused on secondary math, but it will expand to other levels and content areas over time.

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

From the first day of school closures, LBUSD has consistently offered breakfasts and lunches at 34 sites, with supper also provided at 27 of them starting on May 4, 2020. Prior to this date, LBUSD served around 12,000 meals per day. With the additional supper offering, the daily average has exceeded 18,000 meals districtwide.

All meals have been distributed from 11:30 a.m. to 12:30 p.m., Monday through Friday, with services provided continuously, including during spring break. Parents have been able to pick up meals without their children present so long as they show proper documentation, and they have been able to access services in every region of the district, particularly in areas with the highest need. Employees who distribute these meals have been provided with gloves, face coverings, and hand sanitizers. They have been reminded regularly to observe social distancing practices, wash their hands, and adhere to established safety and sanitation procedures. Similarly, parents have been asked to line up at a safe distance from others, wear masks, and refrain from visiting campuses if they are ill.

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

LBUSD has set up a child care program for district staff, allowing essential services to continue while ensuring that students are appropriately supervised during ordinary school hours. The program has been located at eight sites across the district. About 150 children ages 0 to 14 have been enrolled in approximately 20 classrooms. Each child has been provided an individualized bin with water colors, clay, manipulatives, and other materials for a wide range of different indoor and outdoor activities. To support school-age children, the program has built in time in their daily schedules for online learning, and while they are expected to bring their own devices, there are Chromebooks available for those without technology equipment.

Child care staff have been trained on appropriate safety measures. Curbside drop-off and pick-up have been encouraged to promote social distancing. Screening procedures have been established so that individuals with high temperatures and other symptoms would not be admitted into the facility. Activities have been staggered in such a way as to limit the mixing of groups of students. Face coverings have been made available, and daily cleaning and disinfecting protocols have been put in place. Many of the same procedures will be instituted when another program by the Child Development Centers commences on June 15, 2020, serving 260 preschool and school-age children across 10 locations.

More broadly, LBUSD has partnered with the Pacific Gateway Workforce Partnership, Inc., a nonprofit of the City of Long Beach Workforce Investment Board, on "WorkLB." This initiative has focused on redeploying furloughed child care professionals in order to deliver in-home services to families, using a free electronic platform to match parents and providers. The system currently has about 300 workers, many of whom have experience with the Parks and Recreation Department, YMCA, and other organizations that operate youth programs. They have undergone Live Scan and COVID-19 screening. They have been trained to support children with homework, arts and crafts, fitness exercises, and other activities. LBUSD has disseminated information on WorkLB and how it can potentially help with the supervision of students during ordinary school hours.