

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Palmdale School District	Danny Kanga, Director - LCAP	<a href="mailto:dfkanga@palmdalesd.org">dfkanga@palmdalesd.org</a> (661) 789-6590	June 16, 2020

**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.

Palmdale School District (PSD) rapidly moved toward a distance learning model due to school closures. District and school site staff utilized multiple platforms to communicate with students and parents, and technology trainings were provided to staff to ensure that learning continued with as little impact as possible. The technology used for communication and distance learning included ClassLink, Google Meet, Zoom, Hapara, Class Dojo, Google Classroom, and others. The PSD website provided direction and answers to questions. Schools worked to ensure that students were provided devices as necessary and “no-contact” valet device pickup was implemented. Over 20,000 devices were distributed to students, and traditional packets were also distributed based upon need and desirability – especially for those in TK-1<sup>st</sup> grade. The district monitored students present for learning, and staff followed up on students who did not check in with their teachers. The district surveyed parents and staff regarding school closures, and 96% of parents surveyed were “overall satisfied” or neutral (41.18% strongly agree, 41.57% agree, 14.12% neutral) with the district’s response to the pandemic. Principals at twenty-seven sites led the efforts to provide direction and solicit feedback via virtual meetings with staff. One principal witnessed: “...parents becoming teachers and our teachers becoming like parents - nurturing our students through virtual platforms.” All stakeholder groups, certificated, classified, parents, and students collaborated to respond to the pandemic and numerous reports suggest that our community has never worked harder for their students. Students and families have been impacted especially with regard to social distancing: students and teachers miss each other, traditional promotional assemblies and other opportunities to engage socially were eliminated. Nevertheless, teachers met with students online and social-emotional staff worked to stay connected with students to meet their needs. Additionally, multiple neighborhood parades led by emergency vehicles and school staff provided encouragement and hope to students and parents.

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

PSD ensured that our unduplicated populations were met with actions and services during distance learning to minimize academic disruption and to provide social-emotional support as needed. Our Foster Youth Liaison was able to access opportunities for foster and

homeless youth to receive technology devices and hotspots as necessary. The district also collaborated with the Department of Children and Family Services (DCFS) and the Los Angeles County Office of Education (LACOE) to ensure that PSD foster youth remained in *School of Origin* during the closure. Additionally, the district's counselors, psychologists, and social-emotional learning specialists offered individual and group support for students and families, and partnerships with external agencies were made for mental health services. PSD's English Learner department provided virtual professional development for EL teachers in lesson planning, modeling lessons, and instructional support. The sessions were recorded for asynchronous access. The district's EL coaches created an EL Google Site to house all vetted resources for teacher access. The EL coaches also provided parent support with videos highlighting strategies, and they remained accessible to teachers for assistance. All school sites received further notification regarding the mandates for both integrated and designated English Language Development, and examples of virtual learning for both models were shared with school staff. Clear direction was also provided to all school sites regarding EL report cards, ELPAC assessment, and reclassification; and 4 virtual DELAC meetings were held to capture parent voice for English learner students during the pandemic. Supporting EL programs, such as Imagine Learning and Rosetta Stone, were utilized and teachers were provided training for virtual instruction and student monitoring. Additionally, English 3D consultants provided multiple virtual professional development sessions with customized materials for distance learning.

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

PSD began the effort to provide high-quality distance learning opportunities by first communicating with stakeholders about school closures, and highlighting the need for our community to remain flexible and vigilant in what was then a highly uncertain and fluid environment. The district and the bargaining units worked in unison to ensure that student learning and employee well-being remained top priorities. This early collaborative success allowed for extensive actions toward the common direction of supporting learning. Teachers provided synchronous and asynchronous learning which allowed for both real-time connection to students as well as the benefits of recorded lessons which could be accessed and reviewed at various times convenient for students and their families. To ensure a high-quality distance learning program, PSD's EdTech Team quickly developed a series of online professional development sessions for our teachers and classified staff aimed at assisting them with transitioning their regular classroom content to an online environment. Webinars were hosted on Zoom with as many as 300 people attending each session. Topics included Google Classroom, Zoom, Hapara, Screencastify, ClassLink, and many others. Sessions were offered multiple times, were recorded, and have been posted for reference as needed. Additionally, a Tech Hotline and an email contact were created to assist parents and students with the transition; and live Facebook sessions were implemented twice a week to address common parent and student concerns. PSD will continue to survey our staff and parents to find out what worked well, what could be done better, and to also solicit input for school reopening.

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

The PSD Child Nutrition department served breakfast and lunch at nine of our school sites and at one of our local parks via our food truck. To minimize contact, meals were provided through drive up service at which families picked up lunch for their children and at the

same time received a take-home breakfast bag for the next morning. Each day over 16,000 meals were served. Social distancing practices and personal protective equipment (gloves and masks) were implemented to ensure safety.

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

The district's response to providing supervision to students during ordinary school hours was based upon the fact that most parents remained at home with their children due to the shutdown of most non-essential businesses. Nevertheless, due to community need for essential employees (emergency services such as police support and fire protection; as well as social and health care workers such as nurses and doctors) the district worked with the city of Palmdale to notify our community that opportunities for child care were available through the city for parents, including PSD employees, that needed to work. Information was posted to our website regarding child care, and the superintendent issued a message to the community providing links to child care services as well as links to additional resources and social programs providing food, housing, and medical care. Additionally, consistent contact, both formal and informal, with students and parents, including counseling, online classes and training, helped to further ensure that the needs of our families were being met.

California Department of Education  
May 2020