



Huntington Beach
City School District



COVID-19 Operations Written Report for Huntington Beach City School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Huntington Beach City School District	Gregg Haulk District Superintendent	ghaulk@hbcasd.us 714-964-8888	6/23/2020

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.

Below is a summary of the collective efforts by administrators, classified staff, and certificated teachers to support students and families with distance learning, food services, and student supervision.

Needs Assessment: A needs assessment evaluated access to devices and internet connectivity. Approximately 2000 Chromebooks, 27 hot spots, and internet assistance were provided to families, including ELs, students with disabilities, foster youth, and low income students. Family and staff surveys were administered to get feedback, adjust distance learning instruction, and supports.

Distance Learning: Distance learning provided synchronous and asynchronous learning opportunities in English language arts, math, and writing with additional lessons in science, social studies, PE, art and music. Middle school teachers continued collaborating in their content areas to provide course continuity and equity. Lessons were scaffolded, differentiated, and accommodations provided to provide flexibility and equity while meeting students' needs. Office hours, online interaction and instruction provided additional supports.

Professional Development & Collaboration: Intensive professional development (PD) and planning was provided for staff to transfer lessons to distance learning models. Additional tools and resources were curated into a Distance Learning Google Classroom. Online and in-person tech support was made available for staff, students, and families. An Emergency Learning Coalition (ELC) of administrators, teachers, and staff addressed concerns and sought solutions as distance learning evolved.

Food Services: Two locations were set up for families to pick up free Grab N Go meals daily for all students 18 and under. A total of 25,648 breakfast meals and 31,089 lunches, or a combined 56,737 meals, were served by our Food Services Department over the school closure.

Student and Family Supports: Outreach and daily check-ins provided ongoing supports and referrals to students and families for technology, food, housing, and community resources. Counselors provided social emotional supports through counseling services. District and schools maintained communications with resources on distance learning, social emotional and mental health, and a community input form providing ongoing two-way communication.

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

Due to COVID-19, HBCSD implemented changes to the program offerings for English Learners (5%), Foster Youth (0.5%) and low-income students (20%). In response to the school closures and the major impacts on our students and families, HBCSD has continued support for all unduplicated students in core content areas such as English Language Arts and mathematics through embedded differentiation and supports within lesson planning and lesson delivery. For example, Newsela and ReadWorks allows teachers to assign articles related to social studies, science, or English language arts with texts that can be customized to fit the student's reading level and embed additional scaffolds to meet the needs of our English Learners and struggling students. To further support our distance learning, we have learning materials for English Learners to use at home, additional check-ins with students/parents in need of support in the family's home language when needed, parent resources page, and direct support provided by Title I teachers and instructional assistants during dedicated online instructional time. Online components on district adopted materials provided accessibility and accommodations to support students in a variety of ways. Students who are part of our visually impaired program received materials offered in Braille.

All unduplicated students were provided with Chromebooks in order to access online distance learning platforms and technical support was offered and provided to families in need of assistance. Students and families in need of internet connectivity were provided resources through local providers as well as hot spots. School counselors and office staff provided outreach in the form of counseling and referrals to community resources to assist with childcare, food, housing, and other assistance. Grab and Go meals, which included both breakfast and lunch, were distributed in schools with higher populations of low-income students and those with limited access to transportation.

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

Initially, enrichment packets were made available online and in-print, with printed packets distributed at Grab and Go meal locations. Intensive professional development (PD) (including Google Classroom, SeeSaw, ZOOM, Using Shared Drives, and Screencastify), and planning was provided for staff to transfer lessons to an online environment. Additional tools and resources were curated and housed in a Distance Learning Google Classroom for staff, which include tutorials, podcasts, recorded webinars, "how to" resources, templates, and online resources for district adopted curriculum. Two Technology TOSAs supported staff, students and parents by offering office hours,

addressing tech support requests, and providing ongoing professional development. IT staff set up a tech help station twice a week to provide in-person tech support. Districtwide grade level teams and content area teams were created to ensure lesson design and delivery addressed equity, course sequence, weekly collaboration, and exchange of effective practices. School librarians supported staff and students by providing technology support for online curriculum resources, ZOOM story time, and links to additional supports. Office staff and teachers monitored daily student check-ins to ensure students had access to and were engaged in distance learning. Licenses, such as ZOOM and Seesaw, were purchased to support distance learning.

Families were sent a needs assessment to evaluate access to electronic devices and internet connectivity. Approximately 2000 Chromebooks and 27 hot spots were distributed to families. Family and staff surveys were administered to get feedback and adjust distance learning instruction and supports.

Distance learning provided synchronous and asynchronous learning opportunities in English language arts, math, and writing with additional lessons in science, social studies, PE, art and music. Middle school teachers continued to collaborate in their respective content area to provide course continuity and equity. Lessons were scaffolded, differentiated, and accommodations provided to provide flexibility and equity while meeting students' needs.

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

The district has provided information frequently regarding food services in both English and Spanish via phone blasts, targeted emails to families, social media posts, school site level communications, and teacher supported communication to their students. The district operates two locations for families to pick up a free Grab N Go meal daily for all students 18 and under. Perry Elementary School operates from 10:00 - 11:00 a.m. daily and helps to reach families north of Yorktown Avenue. Peterson Elementary School operates from 11:00 a.m. - Noon daily and helps to reach families south of Yorktown Avenue. Families are able to go to either location and the timing creates two hours of food service across the district daily. Staffing at these locations has been supported by the Transportation Department, Food Services Department, and classified staff. In addition, our community partnership with Chronic Tacos, a local restaurant, provided over 1000 meals during spring break when district-offered lunch was not available and another 500 meals on June 4, 2020.

Initially only lunches were served beginning March 17, 2020 with an average of 510 lunches served per day. On April 1, 2020, breakfasts and lunches, or two meals, were distributed in one Grab and Go pack which averaged to over 1000 meals served per day. A total of 25,648 breakfast meals and 31,089 lunches, or a combined 56,737 meals, have been served by our Food Services Department over the course of the school closure.

Social distancing was maintained by staggering food services staff in the central kitchen and serving meals in a drive-through format to minimize contact between staff and families. The Superintendent's office coordinated classified staff from across the district to serve meals during the Grab and Go stations.

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

During the school closure, each school maintained daily check-ins of students and families to ensure contact and continuity of learning. Check-ins were in the form of questions posed to students to assess their social-emotional and mental health status, attendance during office hours held by teachers, and work submission. Office staff confirmed status of student check ins and followed up with families and students who did not check in. Follow ups included phone calls, emails, targeted communication from teachers to reach out, and outreach from district staff. During the period of the school closure, HBCSD did not receive check-ins from 41 students of the 6,446, or 0.63% of students who were not engaged. HBCSD provided regular distance learning to 99.36% of our student population. A particular highlight that should be mentioned is the middle school check in process. Each day students notated how they were feeling on a Likert scale from “doing great” to “I need a check in”. Students who indicated they were struggling or needed a check in received phone calls from our middle school counselors to provide immediate counseling and outside referrals, if needed.

Additionally, each elementary school campus has a YMCA on site, which provides before and after school care. During the school closure, YMCA sites continued to operate by providing full day care for students. To accommodate for the number of students and adhere to social distancing, additional rooms were made available where sites demonstrated an increased capacity of students. Additionally, district and school communications announced links to child care centers and family day cares open and serving families with children under 12 years of age and for first responders. HBCSD worked with local PTAs to share information and resources for food, child care, and other community resources as we learned of families in need.