

COVID-19 Operations Written Report for San Mateo-Foster City School District

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| San Mateo-Foster City School District | Dr. Joan Rosas Superintendent | jrosas@smfcsd.net (650) 312-7348 | |

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.

In response to the San Mateo County Health Directors shelter-in-place order, SMFCS D started closing its schools and all pre-school and after-school programs during the week of March 16th. All district staff were working from home by March 23rd.

During the week of March 16th, all students began Phase 1 Distance Learning at home. Phase 1 was planned to last until the scheduled Spring Break on April 4--approximately 2 weeks.

- Recognizing that students/families had different access to laptops and wifi, Phase 1 began for each school with Launch Days where hard-copy instructional materials (textbooks, reading books, written guidance, learning packets, etc.), addressing all content areas, were distributed to all students.
- Teachers and site/central leaders communicated with and supported students/families during Phase 1, using the tools available to families, including email, text, phone call, and computer Google apps. Guidelines for these activities were established in agreements with district certificated and classified staff labor partners.
- If teachers reported difficulties in reaching students/families during distance learning, procedures were established to refer their concerns to site-level staff and/or care teams who would continue efforts, including home visits. If site leaders failed to connect with families, principals contacted a central support team that continued these efforts. Central leaders monitored this work to ensure that no family went unsupported.
- Knowing that long-term distance learning required students to have laptop and wifi access, during Phase 1, the District administered a Technology survey with follow-up site contacts which identified the students who would need devices.

Following the District's scheduled two-week Spring Break and 2 days of teacher preparation and planning, the District entered Phase 2 Distance Learning, from April 23rd to the end of the school year on June 17th.

- With Phase 2's emphasis on online learning, the District ensured equitable access for students by launching regular device distribution days, resulting in approximately 3500 Chromebooks and 1000 hotspots given to students/families.

- Teachers adapted the district curricula and used additional online resources and Google Suite tools to facilitate student online learning. Guidelines for their Phase 2 work were again established in amended agreements with district certificated labor partners.
- The District launched translated family resources web pages and on-demand translation supports to bridge technology communication gaps.
- Efforts by teachers, site and district teams, and the district's Sanctuary Task Force have continued and expanded to support students/families--to ensure basic needs, continued housing, health & safety, and regular participation in distance learning.

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

Low Income Students: As noted above, the efforts by teachers, site and district teams, and the district's Sanctuary Task Force to ensure basic needs, continued housing, health & safety, and regular participation in distance learning have been particularly focused on our lower-income families. Staff has worked to stay connected and in good communication with our struggling families and, where health & safety needs have become evident, to direct support to them. Health support has included nursing visits for ill families and mental health check-ins from counselors. In addition to district-provided meals described below, staff have partnered with the local Police Activities League provided by the district to have groceries delivered when families become ill. The district has also helped families sign up for state debit cards for food assistance. To support distance learning, as noted above, the district has provided Chromebooks and hotspots to any families that needed them and provided online and printed resources to help families use those devices and the Google Suite tools essential distance learning. In addition, knowing that the transition to distance learning has been difficult for many low-income students, the District amended its grading policies to mitigate the impact of this period on students' overall academic record. Finally, the District has worked hard to deliver a diverse mix of weekly printed communications (distributed at schools providing meals) and digital communications (webpage, text, email, telephone) to ensure low income families are fully aware of the support available to them.

English Learners: Many of the district's efforts on behalf of low-income students and their families have also addressed the needs of our English Learners and their families. The health support described above included bilingual nurses and counselors. Targeted outreach and translation resources were used to help families write letters to their landlords and apply for food debit cards. Our immigrant families were contacted about targeted relief assistance. The district implemented 24/7 On-Demand Telephone Translation so teachers and site staff would face no language barriers in working with our ELs. All resources, including the Family Resources Webpage and Tech Help Form, were translated. To support ELs with distance learning, the District tapped online translated literacy resources in our Benchmark Advanced/Adelante curriculum; purchased other online curricula, such as BrainPop ELL; and provided teachers with written guidance, professional development, and weekly "Language Bites" videos to strengthen their distance learning strategies for ELs.

Foster Youth: The District is currently serving ten foster youth students. Case supports provided by the District's Foster Youth Liaison for these 10 ensured that all had the devices they needed to participate in distance learning; that they accessed when needed the health and safety supports described above; and that their teachers were informed of any specific distance learning

challenges that might arise.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities. As noted above, the District has engaged in two phases of Distance Learning. Phase 1 was a quick transition to 2 weeks of learning, enrichment and review, grounded in teacher expertise about students' needs, and using a combination of print and digital materials. Teachers had 2-3 days (depending on the school) to plan and prepare and then to "launch" Phase 1. Central curriculum staff prepared and distributed online/printed distance learning tasks for every grade level.

District learning about what was working and what was not working began immediately. Teacher teams, site leaders, central managers and labor leaders

- tracked the resource, capacity, technology, language and time challenges that teachers and students faced in distance teaching and learning;
- identified emerging effective practices and supports;
- plunged into the research and best-practice literature on distance learning; and
- started making adjustments and planning for Phase 2.

The two-week district Spring Break enabled district leaders the opportunity to distill and respond to what was learned in Phase 1. Site leaders shared with central leaders what they were hearing from teachers, students and families. Central leaders collected community feedback via email and engagements. District and labor leaders re-entered negotiations to clarify and standardize expectations for teachers and to provide best-practice guidance. The Teacher Resources webpage was updated. Central curriculum leaders issued Phase 2 learning tasks for all grade levels. Central and site leaders collaborated to design two days of site-based teacher professional learning and planning. Professional learning sessions gave teachers the opportunity to meet their individual and team needs in: Google Classroom; Google Meet; Google Suite; SMFCSD Curricular Resources; Digital Citizenship; Special Education strategies; Resource Websites; and additional Technology Resources.

In Phase 2, the learning and adjustment to improve the quality of distance learning has continued. Additional site and district engagements with key stakeholders have provided valuable feedback. Teacher, Family, and Student Surveys will provide both quantitative and qualitative data for further analysis of the district's success in delivering quality distance learning.

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

Since closing schools and transitioning to distance learning, the District has offered grab-and-go breakfast and lunch at five sites under the USDA-Seamless Summer Option. On average approximately 1,100 community youth under 18 have accessed each meal on a daily basis (2,200 per day total).

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 prepared to provide childcare for essential workers, as part of a collaborative in San Mateo County. This preparation included ensuring a 12:1 ratio, along with PPE's provided to staff and cleaning protocols. Currently district services have not been needed as the county has openings for school-aged children in other facilities/programs.