



COVID-19 Operations Written Report for San Bruno Park Elementary School District

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.

Beginning on March 16, 2020, the teaching and learning were greatly modified as a result of school closures in response to the COVID-19 outbreak. The immediate need for dismissal of students revealed that San Bruno Park School District (SBPSD) was underprepared to continue offering high-quality instruction remotely. The District recognized needs and disparities in the following areas:

- *. Equitable student access to learning tools and technology
- *. Access to basic needs
- * Inconsistent knowledge and skill level for the integration of educational technology
- * Continuity of instructional and support services for students with differing needs
- *. Consistent and timely communication

The following LCAP actions/strategies were modified to support the unprecedented circumstances while continuing to meet the needs of students and families:

- * Opportunities for Professional Development including professional learning communities, technology integration, English Language Development and meeting needs of students with disabilities
- * Strengthening of new teacher support and mentorship
- * Implementation of Sobrato Early Academic Language (SEAL) instructional model and English Learner program
- * Replacement, Repair & upgrade of instructional technology devices
- * Provide Special Education Program support through a Program Specialist position
- * Provide reading intervention support

- * Increase communication to unduplicated pupils through Parent Liaisons
- * Provide music and physical education for elementary students
- * Expand access to 21st-century communication tools

The actions and services outlined in the 2019-20 update to the LCAP continued to be provided but looked differently in light of the distance learning model.

- *. During the Shelter in Place (SIP) order, the focus of Professional Development shifted towards narrow focus on implementation of best practices for digital learning.
- *. Learning Modules and Unit Development Days (UDDs) supporting the implementation of SEAL were suspended. The two TOSAs for SEAL continued to provide support for teachers in the implementation of SEAL instructional strategies. SEAL TOSAs provided demonstration lessons to English Learners while teacher peers observed via Zoom, met virtually with grade-level groups to plan instruction incorporating SEAL practices, and met individually with each of their assigned teachers to consult, mentor and provide individualized support.
- *. The TOSA for Professional Development and Induction continued to meet with, mentor and provide support for new teachers, as well as coordinate learning opportunities for all teachers. Additional grant funding assisted the District in providing much needed upgrades to obsolete technology for staff and students beyond the allocated funds.
- *. The Special Education Program Specialist continued to work to support Special Education providers and to organize and attend IEP meetings to support the transition from Preschool to Kindergarten, Fifth grade to Middle School and from Eighth grade to High School.
- *. The Reading Interventionist continued to provide small group support to assigned students through Zoom. Additionally, the Reading interventionist assisted teachers in developing groups and breakout sessions to support learners.
- *. Parent Liaisons were paramount in the success of maintaining community connections. Parent liaisons engaged in activities to ascertain student and family needs and provide identified support. Parent liaisons assisted in home-visits to check upon the students' welfare. They additionally continued to develop newsletters, messages and updates to social media to keep families engaged.
- *. Contracted services for music and physical education instruction for elementary students was provided in a virtual platform. Music for Minors provided weekly videotaped music lessons for each grade level (TK-5) for elementary teachers to post on their web classroom. Similarly, Rhythm and Moves provided pre-recorded daily lessons for all grade levels that were made accessible through Google Drive and that teachers could post on their class platform. Additionally, Rhythm and Moves provided twice-weekly live instruction via Zoom for K-5 teachers.
- *. The District increased the usage of 21st-century communication tools such as Blackboard Connect messaging, SurveyMonkey and ThoughtExchange during the Shelter in Place order. The District maintained their contract with a public relations firm to post regular updates via social media.

The District recognizes the impact that the COVID-19 emergency has had on families working from home and essential workers in terms of child supervision. The District has developed a plan to provide childcare services beginning mid June and to continue into the following school year. Data from parent surveys also indicated that parents feel underprepared to teach their child at home or are struggling to maintain their own occupation and strike balance with family life. Respite care for parents working from home will also increase the need for child care offerings. Additionally workshops and trainings for parents in the use of technology, in supporting student learning, etc., should be offered in the Fall. The District understands the need to increase the quality and consistency of instructional practices in a digital setting and is working with a committee representing all stakeholder groups to develop a uniform plan for expectations in the fall. Since statewide and benchmark assessments were suspended during this dismissal of students, the importance of formative assessment at the beginning of the

year, will be essential to identify learning (including potential loss) and develop action plans to address learning needs, particularly for English Learners, Students with Disabilities and other students with differing needs.

The Return to School Committee represents a collaboration among stakeholder groups including parents, community members, teachers, classified staff members, site and district administrators, and is charged with developing a plan aligned to the framework identified by county and state offices of education to support the successful return to school and the flexibility of the SBPSD community to shift learning models should another emergency dismissal of students occur.

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

When the Shelter in Place (SIP) order was first executed, the District recognized the differing needs of our students and their ability to access online instructional programs, as well as the spectrum of teacher technological skills. To ensure that all students had access to ongoing remote-learning, teachers were given three (3) days of planning to develop lesson plans and independent study work to maintain student achievement levels through the upcoming Spring Break and for the extent of the SIP (approximately four weeks). During those first four weeks, the District worked to identify supports that teachers would need to successfully implement distance learning, should the SIP remain in effect. In collaboration with the San Bruno Education Foundation (SBEF) and San Bruno Community Foundation (SBCF) along with the support of local philanthropic organizations such as the Lions Club and Google, the District developed a plan and sought funding to provide all teachers and staff with the basic minimum training needed to execute their job responsibilities and provide online instruction. In order to ensure consistent practices across the District and develop a baseline for technology skills, it was determined that all teachers and pupil services staff would enroll in the Google Certification for Educators course and were provided with a voucher to complete the assessment for certification.

Prior to the transition to online learning, the District evaluated the needs of families in the District to ensure equity of access to all students despite their financial or learning needs. The District partnered with SBEF and SBCF to seek funding for the provision of Chromebooks and internet access for all students. The District Technology department readied these devices with appropriate security filters to protect students and their privacy. All students requiring a device were provided a District-issued Chromebook for their educational use during the Shelter in Place (SIP) order and through the summer in order to access online learning platforms and participate in summer programs. Additionally, the District worked with the city's internet service provider and the county office of education to provide for the installation of internet service or hotspots for those without a hard-wired connection. Principals and parent liaisons reached out to families to assist with applying for free internet services and with translation of materials from service providers. All communication sent home regarding resources was provided in English and Spanish, additionally, the Superintendent's messages asked that our families reach out to their friends, neighbors and family who do not have access to receive the messages to ensure they were aware of the availability. Traditional mail was additionally sent to the families of students with disabilities to inform them of how services would be provided during SIP.

During the SIP, English Learners and students with differing needs continued to receive services from their teachers and case managers. English Learners continued to receive designated English Language Development (ELD) instruction and continued to have access to the online, computer-adaptive programs identified in the District's English Learner Instructional Plan. These programs, including Imagine

Learning Literacy, English 3D and Rosetta Stone, provide practice and application of language acquisition skills to build upon language and literacy. Many teachers met with small groups and individual students remotely to provide direct support for English Language Development. Additionally, the Teachers on Special Assignment who support the Sobrato Early Academic Language (SEAL) program, provided demonstration lessons to English Learners while teacher peers observed via Zoom. The Return to School Committee is working diligently to develop a framework for developing consistent practices across the School District as we move into the next phase of the COVID-19 response plan.

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

The District Educational Services Department, Student Services, Business Services and Superintendent collaborated with the San Bruno Educators Association (SBEA) and the Classified School Employees Association (CSEA) to identify expectations for teaching and learning during distance learning, including the identification of professional development opportunities. The learning model identified that At-Home learning allowed for flexibility in the provision of instruction. The intention of the model was to promote continuity of learning while students were not physically at school through standards-based enrichment, intervention and/or exposure to new material paced at the discretion of the teacher based on student needs. Special education teachers worked collaboratively with core content teachers to accommodate and/or adapt lessons to meet the needs of students' Individualized Education Plans (IEPs) in a digital/At Home learning environment and ensure that lessons and activities were appropriate as documented in the student's IEP. Additionally, related service providers (Speech Therapist, Adapted PE, etc.), developed live and asynchronous learning activities to reinforce IEP goals.

To assist in the shift to distance learning, time was allocated for staff to participate in professional learning during their normal workday to increase technological abilities, collaborate with peers around best practices and engage in lesson development. Voluntary trainings and webinars were shared with staff weekly to deepen their understanding and application of distance learning pedagogy. To ensure a guaranteed standard level of basic technology skills, the District developed a plan and sought funding to provide all teachers and staff with the training needed to execute their job responsibilities and provide quality instruction in an online environment. To increase the level of consistency of practice across the District, all teachers and pupil services staff were required to complete the Google Certification for Educators course and were provided with a voucher to complete the assessment for certification.

In an attempt to provide consistency for students and families and to support the difficult transition for students, staff sought to ensure daily social interaction. As a means for accomplishing this interaction, teachers established and communicated designated time to meet with students as a whole class or in small groups daily through a digital platform, each day (Monday-Thursday) through video or teleconferencing in addition to maintaining office hours for individual parent/student consultation. Teachers utilized an approved digital classroom platform to post assignments, announcements, collect assignments and provide feedback. Students engaged in their Board-adopted online curriculum (TK - 5: Wonders, Eureka Math, Pearson My World and 6-8: Amplify, CPM, TCI History Alive) and approved supplemental curriculum (Imagine Learning, IXL, Renaissance Learning, ST Math) to complete grade-level appropriate, standards-aligned assignments. Grade level appropriate Physical Education activities and videos were provided through our outside contractor, Rhythm and Moves, who also

provided live classes twice weekly for Transitional Kindergarten (TK) through Fifth (5th) grade students. For families without access to the internet, print copies of assignments and textbooks were provided.

In recognition of the new learning environment, the District collaborated with the San Mateo County Office of Education (SMCOE) to develop time guidelines for daily learning opportunities, including online digital classroom meetings and asynchronous independent practice as follows for Monday through Friday:

PK - 2nd grade: 1-3 hours per day

3rd - 5th grade: 2-4 hours per day

6th - 8th grade 3-4 hours per day collective of all sections

To support quality instruction, site technology leads provided workshops and on-demand support for effective use of online technology. Additionally, the three district Teacher on Special Assignment (TOSAs) continued to provide support for teachers. The TOSA for Professional Development and Induction continued to meet with, mentor and provide support for new teachers. Sobrato Early Academic Language (SEAL) TOSAs, provided one to one weekly consultation support with each SEAL teacher at their sites and demonstrated the use of SEAL strategies through model lessons, while other teachers observed. Site administration continued to provide support and feedback for teachers through virtual classroom walk-through visits and through a review of each teacher's digital classroom and lesson plans.

Given this unprecedented need to make an immediate shift to remote learning, District administration recognizes the need for ongoing professional learning and support to increase the overall quality, rigor and student engagement in an online platform. The District has planned for a cohort of teachers to attend a professional development series during the summer to support learning foundational practices in distance education for effective differentiation of instruction, use of formative and summative assessment, tools for student engagement and grade-level platforms for communication and organization. Additionally, the District will continue to offer teachers the opportunity to seek certification as a Google Certified Educator.

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

During the Shelter in Place (SIP) order, San Bruno Park School District (SBPSD) ensured that all students were able to obtain breakfast and lunch from their resident school. Meal service was provided at all five elementary schools and the middle school by a cadre of district food services staff worked alongside paraprofessionals to prepare and bag grab and go breakfasts and lunch. Protective measures were taken to provide staff with social distancing and gloves. Once masks became available, staff was additionally provided with masks. Twice weekly, on Mondays and Wednesdays, families could pick up enough meals for all children aged eighteen (18) and under in their household regardless of qualification for the Free/Reduced Lunch Program or their enrollment status in SBPSD. On Mondays, each child would receive breakfast and lunch for Monday and Tuesday and on Wednesdays meals were provided for each day Wednesday through Friday. Information regarding the availability of meals was provided through weekly Blackboard messages to the community, posted on the District and individual schools' Facebook pages and was additionally distributed by the feeder high school district. In order to maintain appropriate social distance, schools provided curbside delivery of meals to their families, which did not require families to leave their vehicles. Prior to the development of this routine, custodial staff marked sidewalks in 6 foot intervals to indicate the safe distance for families to stand when awaiting their turn to

obtain their meals. Meal service was provided twice weekly during the school year at all school sites. Once the school year concluded, meals were provided in a centralized location at one school.

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

San Bruno Park School District (SBPSD) did not have the staffing to support onsite childcare during the Shelter in Place (SIP) order. However, teachers met daily with students to check on students' welfare. Site office managers, parent liaisons and principals worked with their teachers to obtain the names of any students that the teacher was unable to connect with each week. Staff members made multiple attempts to reach these families to ensure that their needs were being met. For the families that could not be reached via phone or email, SBPSD principals and parent liaisons, alongside the San Bruno Police Department Resource Officer, visited the homes of each of these families to ensure their safety and well-being.

San Bruno Park School District administration conducted a survey to determine the need for child supervision during the summer months. Administration worked alongside three outside agencies to develop a plan for providing fee-based child care aligned to the San Mateo County Public Health order guidelines. One agency began resumed services at the end of May, while the two other agencies began services the Monday following school dismissal. Among the participating agencies, one provided for subsidized costs for families who could not afford tuition costs.

Additionally, during the summer months, the District planned to continue to offer its Big Lift Inspiring Summers (BLIS) program to six cohorts of Preschool, Kindergarten, First, Second and Third Grade students at no cost for families qualifying under regional income guidelines. Each cohort of students enrolled less than 12 students to each dedicated classroom teacher and instructional assistant. The plan included measures to adhere to public safety guidelines. Hygiene and hand-washing will be explicitly taught to students and reinforced throughout the program. BLIS administration will ensure that students had access to separate restrooms and that custodial staff maintained the cleanliness of all restrooms between use. Drop off is planned to occur at 6 different entrances/exits, where student wellness will be evaluated prior to their entrance to campus. Students with a fever or displaying flu-like students will be sent home with their guardians. Each cohort of students will be dismissed from their assigned exit at the conclusion of their school day. A communication system has been developed to alert families in the event that the program must discontinue due to another SIP. This plan includes the use of the District notification system (Blackboard) to send phone and email alerts to families and a flag will be posted outside of the school indicating the school's closure should any families not receive the message.

The District administration plans to maintain their fee-based programs into the Fall and throughout the school year to provide before and after school care and care on days when students do not attend school in alignment with the guidelines of any public health order. Additionally, the District will utilize funding from the After School Education and Safety (ASES) grant to provide no-cost after school care at the two qualifying elementary schools. All schools will provide these services from a minimum of one agency at each site.