COVID-19 Operations Written Report for South San Francisco Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
South San Francisco Unified School District	Keith B. Irish	kirish@ssfusd.org 650-877-8709	6.25.2020

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	Assistant Superintendent Educational Services		

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 South San Francisco Unified School District responded to the COVID-19 emergency with a multi-leveled approach: (1) Weekly COVID-19 Meetings with Cabinet and District Level Administrators focused on county, state, and federal guidelines for ensuring the safety of our students and staff members. This team focused on providing access for staff members and students to instructional materials. The team implemented and monitored the distribution of meals to students in an effort to support their learning with adequate nutrition. (2) Weekly Principal Meetings- These meeting were designed to support site leaders with their distance learning plans and promote equitable access to the district's core curriculum materials. District Wide Distance Learning Plans were created and shared with our parents and community members in order to ensure that our students had limited interruptions to their learning. Elementary, Middle, and High School teachers utilized the Google Suite- Google Classroom and Google Meet in order to communicate with students in a virtual learning environment. The use of the Google platform assisted the district with alignment and the promotion of student success through guaranteed online access to the curriculum. (3) Professional Development for Teachers and Site Leaders- Our district provided a series of online professional development sessions that focused on accessing our online resources (Wonders, Study Sync, GOOGLE), Report Card Support, and refresher sessions on how to access the district's Portal which houses access to our various online resources. Our team of Teachers on Special Assignment provided support to teachers through these professional developments sessions as well as one-on-one support. (4) Targeted Task Forces- SSFUSD created a variety of task force groups that are focused on providing high quality instruction, providing additional supports for the socio - emotional well being of students/staff and the third task force developed safety plans for our staff members during and following the COVID 19 Emergency. These task forces includes parents, teachers, principals, district level administrators, and Cabinet Members. (5) Communication- SSFUSD implemented a robust communication plan which featured timely updates on the district's website, robo calls, and social media posts designed to keep our families and community members informed about the status of our COVID 19 emergency plans. Our Superintendent led the district through a variety of community forums via virtual town hall meetings in order to keep our community informed on a regular basis. Regular letters and other announcements are continuously shared with our parents and community stakeholders. (6) Technology Access- SSFUSD immediately implemented a plan to provide all students and staff members in our district access to electronic devices which included: laptops, tablets, and hot spots. Our district is committed to making sure that all of our students have equitable access to technology in order to mitigate disparities between our students and staff members. (7) Support for our English Learners, Students with disabilities, Foster Youth , and students in need of intervention support were supported with additional resources as needed. Our plan was designed to provide continued learning for student during the Shelter-In-Place and assist parents with navigating the expectations of student learning at home and provide resources to support families during this emergency. Our school sites and district office instituted office hours to support families with in-person support when necessary.

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

As is the case with many districts throughout the state, our first step when we moved to distance learning was to ensure that every one of our students had access to a computer as well as access to the internet. To that end, we reached out through email, electronic surveys, and phone calls to determine the need for these devices for each of our families. To ensure we reached all of our families, we did our best with the additional help of our parent liaisons and bilingual staff to communicate with families who did not respond to our first attempts to reach them. Through this outreach it was determined that the largest number of Chrome books and hot spots were needed at our Title I sites. We distributed 926 chrome books and 327 hot spots to these sites.
Our next step was to focus on the provision of high-quality distance learning opportunities. Our efforts included the development of an English learner website to support both teachers and students (SSFUSD EL Website). In addition, every classroom and content teacher contacted their students through a virtual environment (Google Classroom, Zoom, See Saw). At our Title I sites, our ELD Teachers on Special Assignment (TOSA) organized virtual group times to conduct the following activities: designated ELD instruction; planning support for the provision of distance learning activities specifically to support English learners; direct content instruction through co-taught lessons with the classroom teacher and ELD TOSA. Online instructional materials were supplied in English and Spanish to our families. Further, the reading specialist at each of our Title I sites continued with their reading intervention instruction which targeted our most struggling students. For many of our Students with Disabilities, the case manager for each student worked with parents and other providers (e.g. speech and language pathologists; psychologist, and occupational therapist) to ensure continued support with IEP goals and objectives.

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

SSFUSD implemented the following steps in order to promote high quality learning opportunities for students:

1. Instructional Planning- Elementary, middle and high schools engaged with weekly department or grade level meetings focused on designing curriculum for students through distance learning. Lesson plans are focused on providing instructional review of concepts students learned during the school year according to their grade levels or content area. Instructional planning included providing strategies for English Language Learners, Students with Disabilities and students in need of academic intervention. Grade level and content area meetings were designed to promote alignment and access for all students.

2. Technology Support- Parents were informed by their children's school sites that electronic devices such as laptops, tablets and hot spots were available for use at home. School sites distributed machines to families in an effort to ensure that all of our students had access to technology which afforded them access to our distance learning opportunities. Students were also provided with Google accounts to ensure their access to online resources such as Google Classroom and Google Meet. These two venues were utilized by our teachers in order to provide instruction to our students virtually.

3. Professional Development for Teachers- SSFUSD provided professional development sessions designed to support our teachers with instructing their students remotely. Our Teachers on Special Assignment engaged our teachers with targeted training sessions focused on how to effectively deliver instruction to students through the distance learning platform. The San Mateo County Office of Education in

collaboration with our district offered a variety of professional development opportunities designed to support teachers with high quality distance learning instruction.

4. Weekly Leadership Meetings- Cabinet Members, District Administrators and Site leaders engaged with weekly leadership meetings designed to focus on the delivery of our distance learning instruction. These meetings contributed to the creation of site based schedules which were shared with students and parents via the web. Site leaders also created detailed plans to reach out to students who did not communicate with their teachers on a regular basis.

5. Communication/ Outreach- Communication and outreach to our students and parents was an important component of our distance learning plan. Outreach to families on a regular basis promoted improved levels of participation and supported students and parents who were experiencing challenges with distance learning.

6. Ongoing Monitoring and Assessment Of Programs- School sites and district administrators monitored the effectiveness of our distance learning opportunities in order to provide instruction that was accessible for all learners.

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

On March 16, 2020, the Shelter-in-Place order was issued in San Mateo County to help reduce the number of people getting infected with COVID-19. The Nutrition Services Department at South San Francisco Unified School District has taken multiple steps to ensure the safety of its students, staff, parents and volunteers while continue to provide meals to students. The steps include the following:

- “Grab and Go” was implemented, so parents may drive by or walk to designated school locations to pick-up the free meals for their kids.
- Meals (Breakfasts and Lunches) are handed out on Mondays and Wednesdays for the entire week so that there is less interaction between staff/volunteers and the parents.
- On Monday, the parents received the breakfasts and lunches for Monday and Tuesday.
- On Wednesday, the parents receive the breakfast and lunches for Wednesday, Thursday and Friday.
- Three school sites were used for the distribution of meals.
- Staff and volunteers were trained to wear face coverings and gloves at all time while handing out the food.
- Staff and volunteers are told to maintain social distancing practices while handing out the meals.
- Staff and volunteers were trained to only place the bagged meals (breakfasts and lunches) in the trunks of the vehicle to avoid any contact with the passengers.
- The driver is responsible for opening and closing the trunk of the vehicle.
- The vehicles must keep their vehicle door closed while driving through the pick-up area.

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 beginning and throughout the pandemic, SSFUSD district leadership was in close communication with local health and community agencies. To this end, SSFUSD collaborated with these partners to offer school sites and locations in our district where child care could be provided to essential workers and staff members during the COVID -19 crisis. Although, these locations were not ultimately needed, they are currently serving as guidelines for SSFUSD as we begin the careful planning of instructional delivery and services for the 2020-21 school year. It is a forgone conclusion that almost every district will need a variety of instructional delivery models for the 2020-21 school year. SSFUSD is examing three Instructional Models ranging from 100% distance learning, hybrid learning, to traditional instructional models in our Teaching and Learning Task Force committee. Included in our considerations for the re-opening of schools is the nature of childcare needs for our families. SSFUSD sent out a districtwide parent survey with many questions related to the re-opening of schools, and key among them was a question related to the child care solutions a family would have available if schools re-opened in a 100% distance learning structure, to a partial day of in person instructional model (hybrid model). Of the 1446 respondents, 1144 of our families (almost 80%) indicated they had a viable childcare option for their children for the fall. Of the remaining 300 respondents, there was a need for a district supported childcare option and for 66% of these respondents the district option needed to include fees that were income based. SSFUSD will seek solutions through its own childcare programs as well as continuing collaboration with other local childcare entities to address the childcare needs of our families. We will also operate our childcare programs that adhere to the following guidelines:

- Groups of 12 or fewer children
- Children shall not change from on group to another.
- Each group shall be in a separate room
- Groups do not mix.

We will continue to monitor for any changes in restrictions/guidelines to childcare and/or the public health situation and responded accordingly.