

COVID-19 Operations Written Report for Ravenswood City 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.

The last day for students at school was March 13, 2020. Per the Health Order from the San Mateo County Health Officer, on March 16, we went into full Student Dismissal. Staff reported to schools on March 16 in order to begin contacting families and students as part of our Distance Learning Phase 1 plan. Once the Shelter In Place order was issued, we collaborated with leadership of our certificated and classified bargaining units to identify essential workers who would continue to report to work, and the plan for those who would work from home.

The Child Nutrition Education department continued to provide meal distribution for students, with the support of the Transportation department who delivered food to those who were unable to pick-up meals at a school site (detailed below).

Our instructional delivery model with Distance Learning continued from March 16 through the end of our school year. Phase 1 of our Distance Learning plan was from March 16 through April 10. Phase 1 for elementary school students consisted of paper packets, books, and teacher contact with families and students mostly via phone. For middle school students, Phase 1 was a continuation of our online core curriculum accompanied by phone contact from teachers. Phase 2 of our Distance Learning plan moved more fully into online instruction, including both synchronous instruction via Zoom in all grade levels, and asynchronous instruction with hands-on materials and student work submission through our Learning Management Systems. In order to make Phase 2 possible, we accomplished a large-scale technology and materials distribution to all of our students over the course of several weeks, including laptops, tablets, internet access points, and analog instructional materials.

Special Education services transitioned immediately to virtual service delivery, following the Individual Education Plan for each Special Education student delineating the number of minutes of different types of services to be given. We have also been able to continue providing services by mental health counselors, academic counselors, and our middle school Social Worker virtually. We have tracked data closely on family communication and student engagement throughout Distance Learning. From the beginning our Student Services department made extra phone calls, sent home letters, and conducted home visits until we had made contact with every family in our district.

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

Our district coordinates with various partners to support our foster youth, homeless, and low-income students. We communicate with foster youth liaisons at the San Mateo County Office of Education to ensure foster youth who are residing locally and afar are supported through distance learning. Students who are living out of the area are still able to access their education through distance learning. For our students experiencing housing insecurity, we communicate with the local shelter to ensure students are able to access their education. We connect our foster youth, housing insecure students, and low-income students with resources and direct financial aid from local non-profits and foundations.

In order to meet the needs of our low-income students we committed to ensuring that all students would have access to technology and internet. All students were provided with either a tablet or chromebook, depending on grade level. If a family did not have internet access, we provided hotspots to them, contributed by a local nonprofit. Families were contacted by schools to be able to pick up materials to support their learning and share information about community resources. We contacted families via phone, text, email, and mail until we heard from them, and made home visits when needed to establish contact and learn about the family's needs.

All of our teachers serve English Learners through English Language Development instruction, and included strategies to serve English Learners in a Distance Learning format. Strategies include options for students to participate synchronously through video lessons, with participation and oral language development, use of sentence frames for speaking and writing, small group targeted instruction; and asynchronously with options for engagement in a time frame that works for the student and family, programs that allow students to engage via written, audio, or video submissions, and access to blended learning programs focused on language and literacy development. We were also able to send parent communication in both English and Spanish to ensure access for parents of English Learners, and provide interpretation support for teachers in their parent communication as well.

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

Our district has been committed to providing the highest possible quality Distance Learning experience to our students and maintaining connections with families throughout Student Dismissal. On Friday March 13, we distributed paper packets and book bags to all elementary students in preparation for Student Dismissal, with student work assigned in the core content areas. We also distributed chromebooks to middle school students who identified the need of a home device earlier in the week so they could continue their use of our online curriculum in the core content areas.

Distance Learning instruction was initially a combination of paper-based packets, digital distance learning, and phone contact while the district distributed student devices from schools to provide students with digital access at home. We distributed chromebooks to 6th through 8th grade students who did not yet have a chromebook, a chromebook for each 2nd through 5th grade student, an iPad for each Transitional Kindergarten through 1st grade student, and distributed 500 internet access points to families in need of wifi service contributed by a local nonprofit organization. Along with our distribution of technology, we also gave students hands-on learning materials, such as basic supplies, educational games, art supplies, and kits for doing Makerspace projects at home.

Classes at all levels continued to be taught by the student's existing teacher, utilizing tools such as online curriculum, a learning management system, live video conferencing software, and supplemental blended learning programs. Some of these programs and learning management systems were new to teachers, students, and families.

It would have been impossible to deliver high quality instruction without the efforts of our teachers to learn new tools, to constantly improve and iterate how they teach and how students learn at a distance, and to engage students and families during this time. In order to support the delivery of distance learning, the regular professional development time was used to focus on using various tools and our learning management systems, and collaboration time was used for teachers and instructional coaches to develop lessons together. Many teachers, coaches, and administrative staff took advantage of webinars and online workshops to learn best practices or tools to help their students. Teachers offered their students a variety of learning opportunities that suited the needs of each student, in both synchronous and asynchronous instruction.

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

Our district has provided schools meals through the duration of Student Dismissal this spring. For the first seven weeks, our Child Nutrition Staff distributed meals (Breakfast and Lunch) to families in the community every day, Monday to Friday. All families in our community with children aged 18 and under were invited to pick up meals for their children from 10am-1pm. Delivery was also available for those families who were unable to attend a distribution site. In April we extended these services to include a supper meal, and weekend meals were included in the Friday pick-up. In the 8th week of service (in May), based on feedback from families and staff, we switched to a twice weekly distribution model on Mondays and Thursdays providing 3 meals a day, for all days including holidays.

We partnered with a local food bank, Second Harvest, to provide groceries and produce for family members of all ages. Distribution occurred at one of our school sites on Tuesdays through Friday, as well as an ongoing Saturday distribution. Another of our partners, Boys and Girls Club of the Peninsula, provided hot meals every weekday evening.

School sites practiced a no-contact curbside pick-up model for distribution that followed strict social distancing practices. For those who drove cars, the driver would open the trunk while remaining inside their vehicle, and the CNE staff person would place the box of meals in the trunk. There was also a "walkthrough" option, which few people chose, where a CNE staff person placed a box out, and then provided an appropriate distance for the family to collect the box. All staff were provided with gloves, masks, and the supplies to sanitize their work area regularly, in addition to routine cleaning by custodial staff. For families who received deliveries, the driver would call the family first, following social distancing practices to transfer the box from driver to one person in the household.

Food distribution for the 19-20 school year will be continuing through June 30, 2020.

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

Our district did not provide childcare on our school campuses during COVID-19 Student Dismissal. We communicated with the City of East Palo Alto to ensure childcare for essential workers would be available in the community, and surveyed families regarding childcare needs. We also provided information regarding childcare options in the community to families.