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## COVID-19 Operations Written Report for Berkeley Unified 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 following three elements form the core of BUSD’s district-wide approach to supporting students’ academic progress through distance learning:

### 1. Weekly Distance Learning Activity Sets

Distance Learning Teacher Leaders “curated” (selectively recommend) weekly sets of grade-level educational activities for Pre-K and elementary students, with course-specific content for students in Grades 6-12. These teams reviewed standards and objectives for the week, created a learning plan for the week that could be followed by families and students, with resources including online reading, digital worksheets, guidance about the use of online applications, and other at-home activities.

### 2. Weekly Assignments from Each Student’s Teacher(s)

In addition to sharing the Weekly Distance Learning Activity Set with their students, teachers also had the option to include their own additional guidance about how to approach the weekly activities, and teachers also could opt to include other Distance Learning resources.

### 3. Two 90-minute “Office Hours” per Week

In addition, each teacher offered two 90-minute office hours per week to their students for the purpose of supporting student learning and maintaining some level of class camaraderie. Activities during these “office hours” were determined by the teacher, and could consist of updates from the teacher, questions from students about the course content, online group activities designed by the teacher, individual or group student support, reflections or stories from the week, and other topics at the teacher’s discretion.

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

BUSD has set up several structures to support its English Learners, foster youth and low-income students. The Ed Hub is BUSD’s new, centralized distribution site for all things teaching & learning during school facility closures due to COVID-19. The drive-through setting allows for BUSD students and their families to pull in, pick up essential learning supplies, and head back home while staying safely inside their car. For those students, particularly foster youth and low-income students, who are impacted by the digital divide, technology supplies, school supplies, activity kits, and hard-copy “learning packets” have been made available. Spanish speaking support for any of those items are also available for multilingual families.

English Language Development teachers at all three levels continued to case manage and provide English Language Development classes though either live online teaching to small groups, or by recommending online resources to students to support their ongoing growth in English. ELD teachers remained responsible for maintaining ongoing contact with their caseload of EL students, and maintained an electronic log of their interactions with students.

Family liaisons from BUSD’s Office of Family Engagement and Equity I provided additional support to families who qualify under the McKinney-Vento Act for additional support, as well as focal students and their families who required additional support during this period. Some families in this group experienced housing instability or homelessness and needed additional focused services including assistance with housing resources.

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

BUSD made multiple adjustments in order to provide our students with high-quality distance learning opportunities. The district has created Distance Learning Teacher Leader positions that provided online curriculum resources to create weekly Distance Learning Activity Sets that were distributed to all grade-levels and course-alike instructors; provided ongoing updates to teachers about changes taking place at the state and local levels with respect to COVID-19; solicited and monitored communication with families and staff for promising practices; created sample schedules by grade spans and content areas to offer support to administrators and teachers; developed and lead professional development for teachers and administrators, including webinars on distance learning, online resources related to technology tools, office hours, and individual teacher coaching; monitored and reported on overall student participation in distance learning; and refined practice recommendations and policy as it related to grading, special education, support for English Learners, and other topics - in keeping with the ongoing guidance from state and federal authorities

In addition, School Site Administrators continued to support teacher teams with particular focus on distance learning professional development, technology access, student participation and student outreach. BUSD continues to engage and survey teachers, and track student engagement rigorously in order to understand how to improve distance learning opportunities. By the first week of school closure, the district had received survey responses from over 600 staff.

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

BUSD opened 6 Grab and Go sites located at BUSD school sites on the street (not inside school buildings). Sites were chosen in an effort to reach everyone, provide easy access, and additional sites were set up in communities where there are higher numbers of families who are eligible for free and/or reduced nutritional services with the goal to reduce overcrowding at any one site. Sites are open 3 days a week from 11:00 AM - 1:00 PM to allow more time to obtain meals and reduce crowding. Meals are prepared by screened staff wearing protective equipment including face masks and gloves. The staff are screened prior to entering the facilities and do not share any equipment including computers or desks. All Nutrition Services employees have also been trained in safe food handling and sanitation practices, all employees have certification. These practices cover sanitizing, washing hands, not sneezing on food or on one another, and how to handle garbage. Custodian for the Central Kitchen comes on the days when Nutrition Services staff is not on site - Tuesdays and Thursdays. BUSD also obtained a waiver from CDE to provide SSO (Seamless Summer Option) service with non-congregate eating. BUSD has extended this through the last day of school and intends to further extend this into the summer.

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

BUSD knows that for the 2020-2021 school year, Distance Learning will form the core of our educational program for all students, at all grades. As these last few months in the shelter-in-place have taught us all too well, distance learning can create additional child care considerations for both our student families and our working staff. Reflecting on child care needs in the 2020-2021 school year is necessary for both families and staff. While the district is still finalizing its childcare options for the Fall, a possibility includes elementary school facilities being open for childcare through the BEARS and LEARNS programs that is aligned to the student's distance learning program and any potential on-campus bubble groups. The district is exploring a few possibilities for elementary school Fall learning such as a hybrid of distance learning and on-campus bubble groups either for all students, or for the highest-need students. For secondary students, the district is considering distance learning with on-campus support for high-need students and students in special programs such as extracurriculars.