COVID-19 Operations Written Report for San Leandro 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.

Following the consultation with Alameda County Public Health Department (ACPHD) officials and Alameda County Office of Education (ACOE), San Leandro Unified School District (SLUSD) closed all schools on Monday, March 16, 2020. As physical school closures have greatly impacted students, families, and staff, our goal during the time was to minimize these negative impacts, to ensure safety, and maintain a focus on student learning. The Educational Services, Administrative Services, and Business/Operation divisions worked closely, alongside our collective bargaining units, parent stakeholder groups, and Board of Education, to develop plans and strategies to support students, families, and district staff.
First, SLUSD created and implemented a plan for meal distribution (breakfast and lunch) during school closure that provided to all students 18 years of age and under in the San Leandro city area. It began immediately on March 16th, was available over spring break, and will

continue to function during the summer months. More details about this program are in the meal service section of this report. By engaging with our collective bargaining units early on, SLUSD developed the Memorandum of Understandings that enabled us to quickly provide not only meal services and also facilities support around cleaning and home learning plans for students.
All students, including students in specialized programs, were given access to a home learning (distance learning) plan that had offline and online learning. Alongside this work, SLUSD implemented a distribution plan of Chromebooks for students who were in need of devices in order to access distance learning and teletherapy. We distributed Chromebooks to 48% of our student population, including students in non-public schools who were in need of a device to access learning and therapy. SLUSD also set up translation hotlines in Spanish and Chinese to field general support calls and provide support in accessing distance learning plan instructions. Further information, including the training provided to staff, is described in the distance learning portion of this report.

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

SLUSD acknowledges that the Covid-19 related physical school closure has more adversely affected some student populations who rely on specialized programs and services within the school day. In the 2019-2020 school year, 66.7% of our students qualify as low-income through receiving free/reduced lunch. English learners comprise 26.5% of our student population, representing over 39 home languages. Foster Youth comprise 0.03 percent.
Our staff outreached to all of our Foster Youth families to ensure connectivity and access to wraparound services. Our program coordinator for McKinney-Vento services outreached to all families in order to distribute Chromebooks, meals, and the extra materials needed to access home learning plan activities. By visiting local shelters twice a week and the areas where some of our unhoused student populations are living in vehicles, SLUSD was able to stay connected to our most vulnerable students during the pandemic and ensure food and access to academic/mental health programs.
SLUSD's multilingual family resource center, housed in the Barbara Lee Center for Health and Wellness (BLC) remained open to provide support services on topics such as immigration, MediCal, and WIC access, and food programs. Our health center housed in the BLC also reopened quickly in April to provide medical care to students.
All teachers were provided professional development and training to support the needs of English learners (EL), Foster Youth, low-income students, and specialized student groups to ensure best practices were utilized during emergency distance learning. Our primary goal was to ensure access to standards-based lessons and to synchronous teacher support in order to maintain connections with students, increase motivation, and establish responsive instructional plans.
Chromebooks were deployed to all students who requested a device, which was 48% of our students. Staff was provided with technology to take home (laptops) as well. SLUSD also created more WiFi access points in school facility parking lots and partnered with the City of San Leandro to promote public WiFi spaces and free to low-cost short term internet access.
All students and staff were provided access to differentiated digital curriculum through our online portal Clever. Specifically, our English learner students continued to have platforms that promote literacy with English Language Arts and across the content areas. Students were connected to NewsELA, Imagine Learning, Learning A-Z, and Wonders/Maravillas/StudySync. Teachers provided designated English Language Development (ELD), and content area lessons and small group support where possible, that integrated ELD standards to make content more accessible through various instructional strategies. Specific supports were provided, such as graphic organizers, the use of Flipgrid, and a blend of synchronous and asynchronous teaching. Paraeducators who were focused and trained on delivering English

Language Development support and tutorial also provided additional language support in large Zoom classroom settings, one-on-one sessions, and small group work.
Mental health counselors were available for teletherapy and phone sessions throughout school closure. Students and families were able to access CareSolace. CareSolace is a confidential service that allows students, families, and staff to access local mental health programs and counseling services that have been vetted by Care Solace to ensure accreditation, safety, and accessibility. Care Solace has a live 24/7 concierge line to assist our families in finding local mental health-related programs and services, and access to the service is continuing throughout the summer. Mental health counselors are also available for telepathy this summer for students.
SLUSD currently provides information in multiple languages via Parent Square, phone calls, and text messages to all families. This platform was used more robustly during the closure to ensure connectivity, alongside a Spanish and Chinese phone hotline for general support during the closure. All employees had a laptop at home and were also given access to their school landline through their laptop so that families could reach our staff during the physical school closure during school hours and receive calls back from a number recognized as belonging to SLUSD. This enabled continuity of services most needed for our vulnerable students, such as 504 meetings, IEPs, SST (school study team) meetings, COST (coordination of services team) meetings, teletherapy (speech/language pathology and mental health counseling assessments).
All English Learners, Foster Youth, and low-income students were invited to attend our virtual summer school for five weeks from June 15th to July 16th. Our Summer Academy offers 4 weeks of themed science and social studies units with integrated ELA, Math, and ELD, as well as a bonus week of math enrichment programs during the last week. Students have daily synchronous and asynchronous activities. Daily synchronous lessons develop content area skills through both whole-group and differentiated small-group instruction. In addition, students have a daily choice of “offline tasks” to work on Monday through Thursday. The tasks are planned around Reading, Writing, Speaking/Listening, and Vocabulary Development. Consistent daily schedules and learning routines are implemented to optimize student learning and engagement.
Our DELAC met virtually on May 13th and June 17th, along with an extra English Learner parent engagement question and answer virtual session on June 3. The Educational Services team and teachers also attended weekly webinars and professional development regarding best practices in distance learning for English Learners, Foster Youth, and supporting students with IEPs during distance learning during the months of April-June.

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

Teachers were directed to tell their students to take home books and curriculum on March 13, 2020 when we closed our school facilities. SLUSD worked quickly with our certificated bargaining unit (SLTA) and outlined an emergency distance learning MOU. An area was added to the district website for staff that provided an overview for distance learning that covered 1) Virtual Training & Professional Development 2) Process for checking with Students and Families 3) How to provide weekly learning plans 4) Grading during distance learning 5) How to book an appointment for teaching support and coaching 6) How to make phone calls from your computer 6) Zoom policies 7) Access to supplemental online resources and 8) English Language Development during distance learning.

During the week of March 16 to April 3rd, teachers created home learning plans for students to access online and offline instructional activities. Our Educational Services team created a series of professional development sessions from April 6 to 10 for all teaching staff that included Zoom based workshops on the different digital curriculum platforms and technology to provide asynchronous and synchronous distance learning.

On April 13, distance-learning efforts were launched by the teachers in platforms such as Google Classroom, Seesaw, and Edgenuity. Chromebooks were available for pick up and families were able to request internet hot spots as needed to support distance learning. Administrators and the Educational Services Division continued to provide ongoing professional development and staff meetings to support teachers in best practices and strategies to implement distance learning.

Special educational teams of teachers, specialists, and administrators sent each student with an IEP a change in learning format letter that outlines how their IEP would be served during the physical closure. IEPs moved online and the team partnered with parents/guardians, translators, advocates to ensure a quality process in the virtual format. Students with disabilities were offered summer school options.

Summer school is being provided from June 15 to July 16 in a virtual setting for TK - 8 through integrated, themed weekly units that will focus on English Language Development, literacy, and math. High School credit recovery through Edgenuity is being provided online to students from June 15 to July 23. The ESY (Extended School Year) program is being offered from June 15 to July 16 in a virtual setting, delivered by credentialed special education teachers. Teachers and paraeducators participated in the following professional development training:

- Best Practices in Distance Learning and Supporting English Language Development through Distance Learning
- Grade Band Instructional Teaching & Learning Plans for Summer School
- Instructional Platform Training (Google Classroom, Seesaw, Dreambox, Zoom, Rich Math Tasks (MangaHigh), and Imagine Learning

SLUSD is also providing parent/guardian informational sessions on how to support their child in summer learning programs. The district has also developed a parent/guardian learning academy that will start in July to equip parents and caregivers with more detailed information about the learning platforms available for at-home use.

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

The district's Child Nutrition Department has been providing meals since the first day of school closure in March, including spring break. The district has been providing breakfast, lunch, and dinner to students in multi-day boxes via a drive-through process and with walk-up stations. District food service staff are continuing to provide meals during the summer months. To date, the team has provided over 378,000 meals since the start of the closure.

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

SLUSD examined the feasibility of providing child care for essential employees. It was determined that, with current staff providing distance learning, there was not sufficient capacity to operate a ‘pop up’ care program. To support families in arranging for supervision, referrals are provided to local agencies/services. These include the Davis Street Family Resource Center, Alameda County Social Service Agency, and Building Futures for emergency child care and supervision. Information for these programs is located on the district’s website and referrals are made by staff when questions arise.
SLUSD has implemented the following practices of supervision for all students: Teachers twice a week do check-ins through various methods (zoom, google hangout, email, phone, texts) and all school administrators keep spreadsheets of students that have not checked in and arrange additional methods to contact students and families/guardians. Weekly data usage is analyzed on Chromebook logins and online learning applications.