

COVID-19 Operations Written Report for Solana Beach 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.

In response to school closures, it was necessary to make changes to program offerings, beginning March 16, 2020. Solana Beach School District’s (SBSD’s) goal has been to adapt program offerings to the emergency-imposed distance learning model while maintaining equity and access for all students. This included, but not limited to all students having access to technology, learning platforms, and internet access, and guidance on how to utilize the learning platforms. Surveys were also conducted and follow up communication occurred to ensure students and families had access to be able to learn on the platforms provided. In addition, families that needed additional supports for basic needs were provided and connected with resources and support.

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

SBSD’s support for English learners, foster youth, and low-income students centered around 1) providing student and families with the tools they need to access distance learning, 2) building supports and scaffolds into lessons to meet the learning needs of all students, and 3) staying connected with families to provide support and receive input and feedback.

The majority of students took home 1:1 devices on the last day of in-person school attendance. Arrangements were made within the first week of school closures to distribute devices to the remaining students. During the first phase of transition to distance learning, district leadership worked with site administrators and community liaisons to identify families in need of wifi access and distributed hotspots to families in need. In addition, families were offered immediate assistance with accessing basic needs such as food, healthcare, housing, etc.

Action planning to meet the needs of English learners was purposeful and systematic, following the phased approach implemented for all SBSBD students. All communication to families was provided in Spanish and Mandarin, the two languages for which SBSBD met the 15% threshold for language translation at a single school site. English learners received daily designated and integrated ELD instruction, with lessons and resources provided by their classroom teachers as well as site ELD teachers. Students experienced a purposeful blend of asynchronous and synchronous lessons via the online learning platforms Google Classroom and/or SeeSaw and the live connectivity

platform Zoom. ELD teachers created, assigned, and provided feedback on designated ELD lessons. General education teachers provided scaffolds for access to content; ELD teachers supported integration (frontloading content, vocabulary support, etc.).

Teachers and staff had systems in place to follow up with students who are not connecting to their teachers regularly via their distance learning platforms.

Via ELAC and DELAC meetings as well as a districtwide parent survey, SBSB gathered feedback on students' and families' experiences with learning and supports during the period of school closure, and district leadership is using this feedback to refine processes and communication.

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

SBSB quickly pivoted to a Distance Learning model which necessitated a need to ensure access to learning for all students from a non-school site location. SBSB provided online learning platforms (Seesaw, Google Classroom and Zoom), as well as the equipment needed to access them to facilitate student learning. Professional learning for staff on how to utilize those platforms and the establishment of new communication structures were outlined and executed. Staff quickly adapted to the new platforms, educating families and students on how to access the learning and respond to learning tasks. Teachers worked in grade level and/or speciality teams to identify essential learning standards for the remainder of the school year. California Standards aligned assignments were provided to students through asynchronous and synchronous learning systems. Students had access to learning opportunities in math, literacy, and other subject areas via the platforms. Teachers also provided feedback on assignments. In addition, each teacher held daily office hours for students and families to answer questions or provide additional support. For students who may not have connected on the online platform, teachers, support staff, and the principal followed up with those students and families to provide additional support as needed and do a well-check on the student. At minimum, weekly communication with families occurred, and additional supports were available through teachers, support staff, and administration. In regards to students with disabilities, supports were also provided via distance learning. Tailored opportunities to provide educational benefit to the greatest extent possible occurred. Students with disabilities received 1:1 devices and personalized equipment to ensure access to their education within the home setting. Special education and general education staff partnered to provide a blend of synchronous and asynchronous learning to support student access to the core curriculum all while integrating accommodations and modifications, per student IEPs. Furthermore, special education staff created, assigned, and provided feedback (via virtual platforms) on individualized lessons aligned with student IEP goals and offered small group and individualized live conferencing for consultation, specialized academic instruction and designated instructional services.

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

SBSB has provided individually packaged meals to students who qualify for its Free and Reduced Meal Program (FRMP). Student access to the meals occurred Monday through Friday from 11:30am to 12:30pm at Skyline Elementary. The curbside "grab and go" service was

provided while adhering to all county health codes and food safety guidelines with the addition of social distancing protocols. From initial preparation through final service, employees maintained a minimum of six foot distance from each other while wearing masks and gloves. During outdoor curbside service, the sidewalk was marked with tape to indicate proper social distancing and signs were posted to indicate social distancing directives. Families were encouraged to have only one family member out of the car to pick up the pre-packaged bagged lunches which were placed on the curbside table, while employees were at least six feet in distance. The next vehicle would wait to pass through, maintaining social distancing.

The information of this service was provided through targeted multi-lingual email communications to FRMP eligible families, along with an explanation posted on the Nutrition Services Department website. Follow up information included school principals communicating to all school site families directing them to further available resources. Subsequent notices to all district families were issued in the case that families experienced newly acquired financial issues due to possible job loss or health complications.

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

In order to determine the need to provide childcare for essential workers and arrange for the supervision of students during ordinary school hours, SBSB partnered with the local resource and referral agency (YMCA). The first step was to determine the need to provide childcare for essential workers. The YMCA emailed a weekly summary report highlighting the current availability of child care slots in the San Diego area, including the number of parents who called or searched the online database. SBSB staff also monitored the number of child care inquiries received directly from families looking for immediate childcare.

Based on the YMCA data and the number of direct inquiries regarding childcare received by the District, SBSB determined it was not necessary to immediately provide direct supervision of students. Since open childcare slots were available through the YMCA, SBSB supported families needing childcare by referring them to the YMCA enhanced childcare referral service. The referral service provided parents with contact information for providers with open childcare slots, and additional resources such as information regarding vouchers to assist with childcare payments.

In an effort to further support District families, SBSB is currently working on a plan for the upcoming school year and the onboarding of students back to school. Working in collaboration with the San Diego County Office of Education and local childcare providers SBSB is drafting a comprehensive written plan to provide supervision of students during ordinary school hours. The plan includes all current health and safety requirements, operating hours, group size requirements, etc. SBSB will provide direct supervision of students during ordinary school hours for the upcoming 2020-21 school year.