

### COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
National School District	Sharmila Kraft, Ed.D. Assistant Superintendent Educational Services	<a href="mailto:skraft@nsd.us">skraft@nsd.us</a> 619-336-7742	June 24, 2020

*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.**

National School District (NSD) closed schools on March 16, 2020 with spring break beginning on March 20, 2020. The abrupt closures likely had an immediate impact on families who needed to arrange for childcare a week earlier. The March 19, 2020 *Stay at Home* order, and ensuing executive order, resulted in additional needs of meals, learning, and ongoing childcare. In response, NSD established a meal service protocol on March 16, 2020, commenced distance learning on April 13, 2020, collaborated regularly with ASES partners and the San Diego County Office of Education for childcare needs, and focused on proactive communication systems to ensure expeditious and effective support for families. National School District provided comprehensive support to families in the areas of social emotional and community resources, preschool through sixth grade distance learning, and responsive meal delivery services. NSD and its community partners also engaged in outreach for families in need.

National School District tracked services and obtained feedback via a survey (completed June 12, 2020) to better understand the impact of these efforts. Most parents were able to receive needed food, basic resources and EBT cards. Survey results indicated that 92% of respondents felt that NSD's response was *very effective*. The survey, however, also indicated some challenges: 25% of respondents had physical and social/emotional concerns for self (30% for their children); 15% of parents felt their child did not have adequate resources for academic work during distance learning; and 35% of parents indicated having *somewhat concern* for academic progress. Respondents indicated the greatest challenges were conflict with work schedules, lack of childcare, and providing learning support to their children. Respondents noted academic content and technology struggles impeded their ability to support their child the same as their classroom teacher. Parents also expressed a significant concern for health and safety of their family.

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

National School District has less than .002% of students (13 total) identified as foster youth, 54% of students identified as English Learners (EL), and 78% of students identified as low-income. To safeguard the needs of these students during distance learning; NSD ensured access to devices and resources, created a parent website, provided professional development to teachers, and offered ongoing support from the District resource teachers.

In partnership with SDCOE, National School District provided virtual professional development focused on effective distance learning pedagogy. District resource teachers collaborated with classroom teachers on implementing ELA/ELD using the digital curriculum resources. Additionally, adaptive curriculum software provided each child personalized learning paths in both English language arts and math.

At year end, approximately 75% of enrolled students, representative of approximately 68% of identified English learners and 71% of low-income students, took the end of the year benchmark assessment in math and English language arts. 37% of English Learners and 42% of low-income students tested performed at or above grade level in reading. 37% of EL and 41% of low-income student performed at or above grade level in math. Patterns in data between winter and end-of-year benchmark levels, showed that 45% of ELs increased in reading, 53% maintained and only 2% declined; while 43% of low-income students increased in math, 53% maintained, and only 3% declined. In math, EL performance increased/maintained by 47% respectively; and only declined by 6%. In math EL performance increased by 43%, maintained by 51%, and only declined by 6%.

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

To fully implement distance learning, National School District distributed devices to nearly 97% of the student population; and, if needed, a hotspot for internet access was also provided. Additionally, each child received basic classroom supplies, asynchronous learning packets, access to digital libraries and a digital format of curriculum programs.

In support of devices at home, NSD set up a technology help system for parents and device swaps for devices needing repairs at the district office and each school sites. To help mitigate academic regression, NSD allowed transitional kindergarten through fifth grade students returning in 2020-2021 to keep their device at home over the summer. In alignment with this, National School District is sending home weekly summer learning activities and outlines, coupled with incentive programs for reading and performance on personalized curriculum programs. Technology help was offered throughout distance learning and will continue through the summer months.

District resource teachers provided support to teachers for academics, technology, social emotional, wellness and parent engagement. Site administrators coordinated with staff to support teachers during distance learning and build cohesion through staff meetings. Additionally, principals collaborated with special education support staff and district office to conduct virtual IEP meetings.

Finally, National School District provided teachers devices; as well as professional development focused on distance learning pedagogy and distance learning platforms. Teachers were able to request digital software programs through an app request system. A tiered-communication system (District-site-teacher-parent) was created to ensure effective communication with families during remote learning. Teachers used collaboration and teaming to provide coordinated services to students including social emotional support from counselors, differentiated support from impact teachers, and visual and performing arts from enrichment teachers. Special education service providers collaborated with classroom and job-alike colleagues to provide special education services remotely. NSD adopted a *hold harmless* grading policy during distance learning.

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

National School District began serving meals on Monday, March 16, 2020, and has continued without interruption. Overall, NSD has served 61,000 meals as of June 12, 2020 for an average of 4,700 meals per week. These totals reflect both breakfast and lunch meals served each day.

The Child Nutrition Services department requested, and received, a waiver from the CDE Nutrition Services Division to serve grab and go meals and will continue with a Seamless Summer Option (SSO). Three District sites were opened for carry-out service, and meals were served daily Monday through Friday. For summer, meal distributions will be consolidated to one school site, and one community center (three days a week) with meals provided for proceeding days.

To maintain social distancing, meals were placed on tables for pick-up inside the cafeteria with staff standing at least six feet behind the table. Lines were painted on the ground demarcating proper social distancing while standing in line. Additionally, signs were placed at locations detailing the requirement of social distancing and noting the requirement of a city mandated face covering before entering the premises. Staff monitored the entrance to remind people of social distancing and face covering requirements.

Staff has worn face masks and gloves from the outset of the crisis. Social distancing among the staff in the kitchens has been maintained to the extent possible. The serving areas are arranged so staff can easily adhere to social distancing between the families. Routine food service hygiene practices did not require adjusting other than wearing of face masks and social distancing in the kitchens. Cleaning of counters and prep tables, constant hand washing and changing of gloves take place routinely. Recently, one of the service sites has transitioned to drive-through, where meals are placed in bags and deposited into the trunks of cars.

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

National School District partners with the YMCA-REACH to provide extended day childcare services. District administrative teams met with REACH teams to discuss planning and processes to follow health guidelines should the childcare center become activated to serve essential workers. Additionally, YMCA REACH served as a referral for any NSD family needing childcare as the YMCA had established programs including local childcare referrals, state-wide care referrals, emergency vouchers for essential workers, enhanced childcare referrals. Communication to NSD parents and community were posted on the website and also distributed through Peachjar and School Messenger.

In addition, The San Diego County Office of Education (SDCOE) created a survey in order to assist school districts in understanding the community's needs around type of care, age groups, hours, and location needed by workers. SDCOE provided a report to districts on May 12, 2020 to assist districts in making determinations regarding opening of childcare centers for essential workers. The survey yielded 16 students for all of National City, ten of whom were five years old and six that were school age. Three were in need of support on Saturday and Sunday. All needs were met through existing resources.