

COVID-19 Operations Written Report

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 sudden move to distance learning due to COVID-19 school closures presented significant challenges for families, students, teachers, and staff. We are proud of our teachers and staff who immediately stepped up to keep learning going, get technology to students in need, and to provide school lunch.

We responded immediately when schools closed. Elementary schools sent children home with books, workbooks, and a week of lessons on March 13, the day when school closures were announced. Secondary students already had their necessary textbooks and materials at home.

School and district operations were modified to fit our new circumstances. Essential workers were determined, deep cleaning of facilities began, food service planned and then began operations, the business of the district continued (payroll, accounts payable, hiring, technology), and we developed processes for enrolling students and getting them started in school and checking students who were relocating out of school. Protecting the health of staff and the community has been and will continue to be central to all decisions being made. Staff are working in separate spaces and from home where possible.

We found training was needed in several areas. Teachers and administrators taught colleagues how to use Microsoft Teams and Zoom. Custodial and food service staff were provided with information on health and safety protocols, and operations were modified where necessary.

Using multiple methods of communication was essential. We used Aeries Communications for texts, e-mails, and phone calls. This system has a feature that automatically translates into family home languages as needed, which was particularly helpful given the need for rapid and complete communication when schools first closed. In addition, we created more conference lines for school use, and implemented Microsoft Teams, Zoom, and Google Classroom, and other tools with staff having a choice of communication method.

Families were impacted by having their children home all day. Many parents were working from home, often for the first time, and needed to set up work areas for themselves, often using the computer their children usually used for schoolwork. As businesses remained closed, parents were faced with layoffs and job losses, and needed to spend a great deal of time filing unemployment claims and requesting rent and mortgage deferrals. Those still working had to arrange care for their young children with their regular providers unable to operate under the group size restrictions that were in place. The challenges of daily living

during pandemic shelter at home conditions required families to focus on the basics of shopping for and preparing food and other necessities before any time or energy could be put into helping their children with school.

Some families faced barriers in accessing distance learning. During the first week of the school closure, we sent out a survey to find out about technology needs. We also referred families to lunch distribution centers in Fairfield and Vacaville so that children would have lunch while we worked to set up lunch pickup locations in our district. We are very grateful the administration and Food Service departments in Fairfield-Suisun Unified School District and Vacaville Unified School District for including our children in their lunch programs before we were able to open our own.

Families varied in their capacity to support student learning at home. Parents are doing their best to help their children access the instruction and materials provided, overcoming, in some cases, extraordinary odds to provide support to their children. We are finding some families are challenged in this area for a variety of reasons, and we anticipate needing intensive academic and socio-emotional support when we return to school.

Special Education has moved to the home environment, which has presented some challenges. Elementary Special Education teachers sent materials and a week of lessons home with students on the Friday the school closure was announced. After some time for planning and learning to use video conference technology, Special Education services moved online for home access and family support, including mental health services, speech and language services, occupational therapy, behavior services, and Specialized Academic Instruction. There have been challenges in engaging children with significant disabilities in distance learning instruction because small group and individual instruction at school is a better fit for their needs. After some delay for addressing logistics and scheduling issues, we are now holding IEP meetings through Microsoft Teams or conference calls. We greatly appreciate the flexibility of parents in working with us through these challenges.

We focused on reducing stress and providing mental health support. We moved from letter grades to P/NP grading to reduce stress on secondary students and older elementary students. We saw this as an equity issue. Some students have large, quiet homes with new computers, fast Internet, and college-educated parents home to help them. Other students are attempting to do schoolwork with limited bandwidth, no adult support because their parents are working, and even the added stress of responsibility for younger siblings who need support with their schoolwork. Letter grades seemed unfair under these conditions.

Mental health and stress were significant concerns. Students depending on athletic and extracurricular programs were cut off from these sources of camaraderie and stress relief. Parental job loss, stresses from being shut in at home, and no physical access to peers were also stressors. Many staff members stepped in to provide socio-emotional support. Teachers reached out to students. Wellness check-ins by Family Liaisons, Student Support Specialists, Administrators, Counselors, Social Workers, Psychologists, and Mental Health Coordinators began immediately and have continued throughout the closure. Vanden counselors have a link on their website so that students can set up meetings for academic or mental health support. Vanden also has a weekly Wellness Club that meets via Zoom with their Social Worker and military MFLC together.

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

The needs of English learners, foster youth, and low-income students are being met with a combination of instructional and support services.

Staff reached out to students and families who were not engaged. We have maintained a log to record outreach efforts to ensure no child is missed. By May 21, we had over 1289 records of contacts where staff had reached out to any student or family not responding to regular teacher communication related to learning, with multiple efforts made where needed.

Each school has a system for checking in to find out about support needs. The process starts with a referral from a teacher who has not heard from the student. Staff, including Student Support Specialists, Counselors, Social Workers, Administrators, and others, call families to find out about barriers and to explore solutions. Support requested by families has included technology, materials and supplies, information about meal distribution, and referrals to social service agencies for help in meeting basic needs such as food, clothing, and housing.

During the first week of the school closure, we sent out a survey to find out which families needed either devices or Internet access. We got 1891 responses, and additional responses from staff outreach where it did not appear a student was accessing online resources. It turned out that Internet access was less of a barrier than anticipated, with only 12 families initially expressing a need in that area. As Family Liaisons and other staff worked with those families, we found the real need was less than half of the initial number. We posted information about no-cost Internet options on our webpage, and staff worked with these families to be sure they had that information.

We provided technology to close the digital divide. We have distributed technology when requested by families, or when needs became known when staff checked on students who were not participating in instruction. We have distributed 136 iPads (TK-1) and 458 laptops (2-12) for 594 total devices given to students. This technology provides equitable access to live Zoom classes, posted videos, assignments, instructional materials, and online learning resources. In many cases, students did have a computer at home, but it was being used by parents for work, or there were too many students in the household to share a single computer, and multiple devices were needed.

Administrators and other staff have delivered technology, instructional materials, and school supplies to families where picking up items was a barrier. Breakfast and lunch are being provided.

Teachers are providing live Zoom classes; assignments using textbooks, workbooks, and other paper-and-pencil materials; and access to online resources, including Khan Academy, instructional videos, and instructional software.

English Language Development instruction and other learning support for English learners has continued. Elementary Intervention Specialists and secondary English Language Development teachers are continuing to provide English Language Development instruction as well as support for completing assignments provided by the students' regular teachers. Elementary students continue to use Reach, our ELD curriculum, and Imagine Learning, an engaging online program that support acquisition of the English language. Secondary students receive ELD instruction and help with assignments in other classes. Bilingual staff, including teachers and Family Liaisons are reaching out to support families.

All foster children received particular attention to determine support needs. Administrators and other staff analyzed the needs of each individual foster child and worked with staff to provide appropriate support, including meeting technology needs. We have a Foster Parent group that works with our Family Liaisons and Student Services on a regular basis, and our foster parents are comfortable reaching out when needed. In addition, there is a strong foster family support organization in the community that has continued with foster child parenting support classes during the school closure.

Low-income families and other families in need (often because of layoff or unemployment) were connected to community resources, and resource information was posted on our webpage. These needs often emerged during staff check-ins, and schools have systems to get this information to our staff who are experts in which services a family might qualify for and how to access the service. We also sent families information about P-EBT, a card that provides additional food benefits beyond school lunch for children who receive free and reduced-price lunch at school. These cards will arrive automatically in the mail and families using other programs such as CalFresh, Medi-Cal or foster care do not need to apply.

We provided support for parents, who were also thrown into this new world without preparation. Innovative teachers made videos for elementary families about how to use online resources and how to teach reading to young children.

The district has worked with our community partners to provide online support and resources. Agencies such as Foster Kinship, Parents by Choice, A Better Way, the City of Vacaville, the Solano County Office of Education, and Solano County Behavioral Health have supported our students and families throughout this school closure.

A Better Way (child and family support) provided parent trainings in English and Spanish, including Self-Care and Routines during COVID-19 and Supporting Children's Mental Health and Well Being during COVID-19. Parents by Choice (started as a foster family support agency and has broadened to support for all parents) provided Triple P Positive Parenting Program groups, seminars, and one-on-one meetings on topics including Raising Confident, Competent Children, Raising Resilient Children, and the Power of Positive Parenting. The City of Vacaville and Foster Kinship collaborated to provide Parent Project sessions. UC Santa Barbara and the Department of Education provided Stress and Emotional Management. SCOE provided Mindfulness as an Activity for the Whole Family and Socio-Emotional Learning for Students. Solano Behavioral Health provided a suicide prevention workshop.

Information about all these parenting resources plus a comprehensive flyer about Resources for Solano Children & Families during COVID-19 were sent out by Student Services using our Aeries Communications system.

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

Grade level teacher teams have collaborated to narrow our learning focus to essential concepts needed for success in the next grade. Strategic, thoughtful planning has taken place with teacher leaders and administration working together to develop common weekly elementary learning plans that outline the skills to be taught, practiced, reinforced, and mastered during distance learning. This weekly learning plan is sent to students and families and posted on websites. It is divided into Must Do assignments, which focus on critical reading, writing, and math leaning. The plans are supplemented with May Do assignments, which can either be done or omitted depending on a student's and family's capacity and desire to engage in additional learning. These May Do assignments include science, social studies, art, additional math, and additional English Language Arts. All students are encouraged to read for at least 30 minutes per day, and resources for accessing books online, such as information about the Solano County Public Library, have been distributed.

Secondary subject area teams collaborated to establish essential concepts for students to learn to complete their current courses and to succeed in the next course in the sequence. They narrowed material and tasks to what could be accomplished at home given that students are experiencing widely varying learning conditions.

Alternative education faced unique challenges and intensified support efforts. Teachers and staff have responded with weekly check-ins, and socio-emotional support. Teachers have set up classrooms through Microsoft Teams, and offer regular communication and support through this app, via e-mail, or personal phone call as needed. Teachers have created two-week blocks of assignments that are e-mailed home and posted on the school's website. Assignments have been simplified to reduce complexity and time requires for completion. Work is submitted electronically, and students are offered many options for how to submit work so that any technology challenges are not a barrier.

A variety of online tools are being used for learning and communication. Teachers, students, and parents have let us know Khan Academy is very helpful with math. Zoom and Microsoft Teams are being used for both instruction and creating a feeling of connection and community. Students are using resources available through Launchpad, our single sign on solution, including the online components of our adopted core curriculum, Scholastic F.I.R.S.T. (TK-1),

Vocabulary/Spelling City, Accelerated Reader, and a program that builds important keyboarding skill and speed. Older students submit work electronically and teachers provide feedback on the work. Some teachers have established Google Classroom, Microsoft Teams, or other online classroom environments for instruction and communication.

Individualized learning support is provided as needed. Classroom teachers may work with some students individually. Intervention Specialists and Special Education teachers are also working with students as needed.

Communication and feedback informed spring distance learning planning and future planning. We have surveyed students, families, teachers, and staff to find out what is working and ideas for improvement in case we need to be in a partial or complete distance learning environment next year. We have had robust response to these surveys. During the week the survey was released, we had 641 student responses, 1018 family responses, and 574 responses from various teacher distance learning, Learning Management System, and staff surveys. During the last weeks of school and over the summer, Elementary, Middle, and High School Working Groups will use this feedback to plan how schools will reopen and how we can improve distance learning. Communication using many methods was and continues to be critical. Zoom, Microsoft Teams, conference lines, e-mail, and virtual office hours have all been helpful.

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

The district is providing meals at Foxboro Elementary in Vacaville and Travis Education Center in Fairfield. Meals are available Monday through Friday from 11:00 a.m. to 12:30 p.m. Both breakfast and lunch are provided, and on Friday, families are provided with breakfast and lunch for Saturday and Sunday and for Monday morning breakfast to ensure children have food every day.

Social distancing measures, including the use of PPE, are in place for both food preparation and for meal distribution. In April, we provided over 14,000 meals. We are very grateful to the Food Services team and other staff who are helping to make sure that children do not go hungry while schools are closed.

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

The Solano County Office of Emergency Services coordinated the response for providing childcare to essential workers in partnership with First 5 Solano and the Solano County Office of Education and those services were provided in other nearby districts. Travis Unified does not run childcare programs but we have provided families with information about local options. The Childcare Resources section of our COVID-19 web page includes a link and phone number for the California Child Care Resource & Referral Network. In Solano County, First 5 Solano is the agency managing childcare for essential workers, and we have provided a link to their services. In addition, we have included information about Travis Air Force Base childcare programs and four childcare providers in our area that are open. At this time, most childcare programs are limited to children of essential workers.