



COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Hillsborough City School District	Louann Carlomagno, Ed.D, Superintendent	lcarlomagno@hcsdk8.org	June 23, 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.

The HCSD moved to its distance learning program on Monday, March 16th, 2020. HCSD provided staff with two professional development days before formal instruction started for students. Instruction moved from in-person teaching to both synchronous (live instruction via Google Hangouts Meet and Zoom) and asynchronous (not real-time or live instruction) formats for all subject areas in grades K-8. Some subject areas were not able to be addressed in the same way as they would have in-person. Instructional methodologies shifted to allow flexibility for students and families while also providing a predictable schedule for students and staff. Staff started utilizing Google Classroom as the learning management system for most classes. After three weeks of instruction, HCSD had Spring Break, and then resumed and revised the teaching schedule to provide additional live lesson times for more students and to provide live lessons for specialist areas that were previously provided asynchronously. Parents were provided frequent opportunities to provide input and feedback to principals and district administration through feedback forms, emails, and virtual coffee meetings. Many afterschool programs were no longer offered in their traditional format and many events were canceled or postponed. District staff worked with educators and families to develop alternate events for promotions at the end of the school year. Board of Trustees meetings continued on the same schedule as originally planned but moved exclusively to using Zoom.

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

HCSD is working to meet the needs of English Learners, foster youth, and low-income students by providing specific check-in meetings with families of students who are identified in these categories. English Learners in middle school are supported by a primary language instruction paraeducator who helps explain and support student learning on assignments. These students also have online meetings for their content lessons with their teachers. Students and teachers email each other to ask questions about independent student work. Students meet weekly with an English Language teacher during their flex class to check in on progress during distance learning. They also access supplemental lessons on the iLit ELD digital learning program. The EL flex teacher monitors students' progress. At the elementary schools, supplemental English Language Arts lessons are being provided for EL students. In addition, academic progress is being monitored using a variety of

computer-adaptive programs as well as achievement on classroom assignments. Progress mentoring includes contacting the students and families when support is needed on a particular skill or standard and providing supplemental work to reinforce skills taught and celebrating student success when they master academic skills. Foster Youth in HCSD are followed closely during distance learning. The Director of Student Services contacts parents regularly during the shelter-in-place requirement and monitors students' participation during distance learning. Additionally, the director has confirmed that mental health services are continuing to be provided while students are learning from home and has attended virtual meetings for the students, observing their participation in academic lessons. The Director of Student Services also contacted general education teachers for updates regarding each student's attendance, participation, and progress.

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

HCSD has taken multiple steps to continue delivering high-quality distance learning opportunities to students during distance learning. Staff have increased the use of video communication as a way of delivering lessons and to hold meetings of all kinds (IEP meetings, grade-level collaboration, staff meetings, parent meetings, student small group meetings, and more). Site and district administrators have increased the number of parent and student communications; oftentimes this includes weekly emails. The Superintendent sends weekly video and email newsletters to all district families each Friday evening. Site administrators send weekly emails as well. Hillsborough Television (HTV) programs continue to be developed daily and shared with middle school students. These messages are also shared with the community on the district website. Elementary HTV newscasts continue to be produced and shared with K-5 students, as well, but less frequently than middle school. Staff are provided professional learning opportunities and curriculum resources specific to supporting teaching during distance learning. Chromebooks have been provided to all students who need them (over 50% of district students are using an HCSD device at home). Email access was enabled for students in 3rd and 4th grade; 5th-8th grade students had email access from the beginning of the year. Video conferencing capabilities have been turned on for all K-8 students. Additional online resources have been procured, including Tynker, MobyMax, iReady, and Renzulli Learning. Some platforms that the district already used increased their services and product access and HCSD increased access and use of these tools. Learning was provided to students both synchronously and asynchronously to help meet the variety of learning needs of students and the family needs at home. HCSD has participated in district-wide community-building remote activities such as National Field Day, spirit days, community service opportunities, and superintendent chats. Flexible learning schedules were created to allow for the varying needs in families. Feedback as part of a continuous improvement process has been gathered from students, staff, and parents to support the continued improvement of our distance learning program.

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

Just as distance learning began, HCSD has shared messages directly to families via email regarding locations in our surrounding community where school meals can be received for students while maintaining social distancing measures. While HCSD does have some students who qualify for these meals, the number is much lower than many other surrounding districts. Additional communication was provided to all families, not just those who qualify, regarding accessing school meals. Information regarding locations to attain food was also shared via newsletters to all families. This messaging came from the office of the Superintendent. Any families who indicated they needed support accessing school meals were provided that support.

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

As per the order of the San Mateo Health Department, supervision of students pertains to essential workers only. Links to resources and support have been regularly shared through newsletter communications to all families.

California Department of Education
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