



Ravenswood Reopening & Recovery Plan 2020

DRAFT: Last Updated September 17, 2020



Executive Summary

Our Ravenswood community has been deeply impacted by the events of Spring 2020. In March, the COVID-19 pandemic forced RCSD schools to shift to instruction via distance learning for the rest of the school year. The pandemic has disproportionately impacted communities of color, like East Palo Alto, and the shelter-in-place restrictions caused significant hardship to many of our families. On top of this, the public outcry over the deaths of George Floyd, Breonna Taylor and countless other black men and women across the country raised the longstanding issue of police violence and systemic racism to the top of every newspaper. While this isn't news to our community, videos of these deaths, and the reaction to widespread protests, have put immense strain on our community members, and especially the black women, men and children in our community.

But while we face large challenges, we also have strengths to build on. We are a small but mighty community, knit together by personal relationships between families, teachers, principals, district administrators, community partners and elected officials. In late March, when everything was in disarray, we showed how we could pull together to meet the needs of our families, providing thousands of meals, hundreds of gift cards for groceries and supplies, backpacks full of school supplies, as well as tablets, chromebooks and hotspots so that learning could continue despite the massive challenges.

Looking ahead to School Year 2020-2021, much is still unknown. But **we are committed to navigating this uncertain territory the way we have done everything this year - together.** In Spring 2020, Ravenswood formed a Reopening Schools Task Force with members from our many stakeholders: teachers, staff, parents, community partners, principals and district leaders. We engaged even more people deeply through subcommittees on wellness, instruction, operations, community engagement and staff engagement. And we had multiple opportunities for families and staff to share their perspectives through surveys, virtual meetings and town halls, and through public comment at board meetings.



Together, we have created this Recovery Plan. It outlines how Ravenswood intends to transform our district to meet our community's needs in the context of a global pandemic, without losing focus on the ultimate mission of empowering every Ravenswood student to fully engage critically and creatively in their education, with the skills and mindsets necessary to successfully fulfill their unique potential.



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In developing this plan, the Task Force balanced three priorities:

- **Health & Safety**
- **Student Learning & Development, and**
- **Community Focus.**

And when developing this plan, as in all other work, the Task Force strove to demonstrate Ravenswood's core values of student-centered, innovation, integrity, respect, empowerment, and excellence.

Based on conditions in late July, where COVID cases in San Mateo County and Ravenswood are increasing, we recommended opening school in a distance learning environment. We plan to review public health data regularly, in collaboration with the county office of education. When it is safe to bring students back on campus, we will phase in the option of a hybrid model with students spending a few days on campus and a few days at home learning. As the year progresses, and conditions improve (we hope!), we will seek to have all students return to campus daily.



This plan is still a work in progress. Given the short time frame for planning, and the rapidly changing public health conditions and recommendations, we anticipated using every minute available before school starts to refine and improve this plan. And now that school has started, we will monitor our success and adjust our plans as needed to respond to new public health guidance or to what we see working or needing improvement in our instruction and support.

COVID has forced us to make changes that no one could have anticipated at the beginning of 2020. **But we are determined to use this crisis to innovate and grow together as a community, and continue to adapt and invest in our [strategic priorities](#). Our environment may have changed dramatically, but our focus on students has not.**



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Task Force: Purpose, Process & Members



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Task Force Overview

RCSD school sites were closed in mid-March due to the COVID-19 pandemic, and school shifted to instruction via distance learning for the remainder of the year. Looking ahead to Fall 2020, much is still unknown. But as California begins to “open up” shelter-in-place restrictions, RCSD needed to plan for what our school model would look like in the fall. The county office of education asked RCSD to submit a plan for school reopening by 30 days before the start of school (July 24, 2020).

We knew that we would need to comply with a new set of social distancing and cleaning requirements in order to ensure a safe learning and teaching environment for our students and staff, including reducing the number of students in any given classroom. This will require us to change our staffing, schedule and instructional model, particularly if there are periods of time when in-person instruction will not be possible due to flare-ups of the virus during the year.

RCSD needed to understand the health/safety requirements for re-opening our school sites, learn from our distance learning experiment this spring, as well as from other schools/systems’ experiences, and engage our stakeholders in order to identify the best options for our community. And since conditions and information may change throughout the fall (and indeed, the whole school year), we must be prepared to monitor and adapt our model during the school year as well.

With the support of the Board of Trustees, Superintendent Sudaria empowered a School Reopening Task Force to lead an inclusive process that engages stakeholders and experts in order to recommend options for what school would look like in Fall 2020, and be prepared to recommend adjustments throughout the school year if needed.

Task Force Purpose

- Gather and analyze information in order to recommend a model (or models) for RCSD to re-open safely and effectively in Fall 2020. The Task Force recommendations would form the basis of the reopening plan that the Superintendent would propose to the School Board for approval on July 16, 2020 and then submit to the San Mateo County Office of Education by July 24th, 2020.
- Monitor progress of the new model and recommend adjustments during the year as needed

All Task Force agendas, presentations and notes are publicly accessible on the district’s website: <https://sites.google.com/ravenswoodschools.net/reopeningplanning/home>.

Major Activities of the Task Force

- **Gather information** (using subcommittees)
 - Input about priorities for Fall 2020 from key stakeholders (parents, staff, students, community members & partners)
 - Health, safety and legal constraints and guidelines (e.g., from state & county offices of education and public health)
 - Lessons learned from distance learning in RCSD since March



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- Lessons learned / research / best practices from other schools or systems re: distance learning and education within constraints of social distancing
- **Develop and analyze potential scenarios for Fall 2020** (use subcommittees/work groups if needed)
 - Criteria for evaluating different models, including how well they support RCSD's strategic priorities (e.g., safety of students/staff, educational effectiveness, socio-emotional wellness, feasibility for parents, feasibility for staff, cost, impact on special populations like students with special needs and English learners)
 - Potential school models (distance-only, hybrid distance/on site learning)
- **Engage stakeholders** (parents, students, staff, community members & partners) to:
 - Share synthesis of what the Task Force is learning, and
 - Gather feedback on criteria and potential scenarios before making a final recommendation
- **Recommend a draft reopening plan for Supt. Sudaria to present to the RCSD board and SMCOE**
- **Monitor success of the plan after opening, and recommend adjustments as needed** throughout the year based on results and new information (e.g., flare-ups, new public health guidance, etc.)

For more detail on the timeline and activities, see the timeline in the Appendix.

Task Force & Subcommittees

The Task Force includes representatives of many of the district's key stakeholders, including district leadership, school-based staff, board members, parents and community partners (see list below). Task Force members are encouraged to represent and communicate with the stakeholder groups they represent. However, no one person can represent an entire community. That's why the Task Force also provides regular opportunities for others in the community to learn and engage with the work of the Task Force. We are working within a tight timeframe, but we are committed to engaging our community in a way that is thoughtful, inclusive and aligned with our district's strategic priority #4.

The Task Force is supported primarily by RCSD staff:

- Supt. Sudaria chairs the Task Force and is responsible for meeting agendas and facilitation, and may choose to delegate responsibility for facilitation and/or note-taking to others. Supt. Sudaria also decides the members of the Task Force and subcommittees.
- The Superintendent's Executive Assistant, Maria Pineda, coordinates scheduling for all Task Force and working group meetings.
- An RCSD cabinet member leads each working group, and coordinates any presentations to the Task Force and RCSD Board.

Local nonprofit Innovate Public Schools staff also provides additional facilitation, outreach and communication support as needed.



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Due to the short timeframe, much of the exploration and analysis was done in **subcommittees**, which engaged a broader set of stakeholders and experts, both in and outside the district, as needed.

Task Force Members

Stakeholder Group	Members
District Leadership (9)	Supt: Gina Sudaria Cabinet: Lara Burenin, Jenn Gravem, Cindy Chin, Toni Stone, Solomon Hill, Will Eger Other staff: Aida Campara, Delma Camacho
School-based staff (7)	Principals: Amanda Kemp, Alex Quezada, Michelle Masuda, Robin Pang-Maganaris RTA: Ronda White, Nicole Shelley CSEA: Randy Jackson
Board Members (2)	Tamara Sobomehin, Sharifa Wilson
Parents (3)	Antonia Macias (DAC/DELAC Chair / Los Robles parent), Maria Vargas (DAC/DELAC Member / Los Robles parent), Nicole Sbragia (DAC/DELAC Member, Belle Haven parent)
Community Partners (5)	Ravenswood Education Foundation: Jenna Wachtel Pronovost B&GCP: Jose Gonzalez & Erick Granados CASSY: Elena Cacace Innovate Public Schools: Alicia Gallegos Fambrini

Subcommittees & Members

Subcommittee	Subcommittee Objectives / Driving Questions	Members & Leads
Instruction	<ul style="list-style-type: none"> Assess successes/challenges of RCS D distance learning since March Learn from other schools/systems about instructional best practices in distance learning and/or under social distance constraints Brainstorm, assess and recommend possible instructional models that align to our priorities, including differences between elementary vs. middle Develop specific plan to support students with special needs within a fully-distance learning model or an in-person instruction model Make recommendations to ensure that English Learners get the support they need in the instructional plan 	<p>Leads: Lara Burenin & Jennifer Gravem Steering group: Lara & Jenn Elementary: Jenna Wachtel, Toni Stone, Nico Janik, Tamara Sobomehin, Nicole Shelley, Solomon Hill, Alison Officer, Eric Edwards, Cindy Chin, Ronda White, Alex Quezada, Melissa Brown, Jose Gonzalez, Claudia Conti, Robin Pang, Michelle Masuda, Mary Trinkle, Kim Yamashita, Nicole Sbragia, Erick Granados Middle School: Amanda Kemp, Kim Dayton, Gina Sudaria,, Danielle Perry,, Nicole Sullivan, Tina Collier,, Kendra Gragg,, Dave Hicks, Julie Guaspari, Atzimba Godfrey, Shareika Robinson Special Education: Jennifer Gravem, Martin Sanders, Kim Dayton, Renee Maningding, Carol Beaumont, Jamie Morrissey, Claudia</p>



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		Conti, Jeffrey Granada, Anisha Agrawal, Christine Batten, Robin Pang-Maganaris, Julie Guaspari, Nicole Sbragia
Wellness	<ul style="list-style-type: none"> Gather information about how COVID and distance learning are impacting student, family and staff mental health Recommend strategies to support the mental health of our students, families and staff 	Cindy Chin (lead), Aida Campara, Elena Cacace (CASSY), Nicole Sbragia, Olga Gutierrez, Christie Fotenos, Alissa Winter, Divier Wallace (CHC)
Operations (including Facilities / CNE / Community Services)	<ul style="list-style-type: none"> Understand health, safety and operational best practices and county public health / office of education directives Understand the number of classrooms and space constraints (e.g. which classrooms can safely fit students six feet apart). Propose plans to ensure students and staff are safe at school, entering and exiting the buildings, and getting to school on the bus across various instructional models Propose models for ensuring children are fed across a number of instructional models (e.g. remote, in-person, A/B scheduling, hybrid) 	Will Eger (lead), June Richardson, Delma Camacho, Nicole Sbragia, Sharifa Wilson
Parent & Community Engagement	<ul style="list-style-type: none"> Advise the Task Force and Supt. on how best to engage parents and other community members Gather input and perspectives of diverse parents about their priorities and preferences about school next year Share parent/community member perspectives to influence the final school reopening plan Recommend strategies to engage and inform parents/community members about the new plan and what it means for families/students 	Gina Sudaria (Lead), Alex Quezada, Alicia Gallegos-Fambrini, Eva Orbuch & Isadora Costa Cardoso (Innovate), Amanda Kemp, Cindy Chin <i>Parents:</i> Antonia Macias (LRRM) Maria Vargas (LRRM) Nicole Sbragia (BH) Amelia Hernandez (BH) Mario Puluc (COS) Maria Rodas (COS) Jesus Villalobos (COS) Rafaela Contreras (RMS)
Staff Engagement / CBA Subcommittee	<ul style="list-style-type: none"> Advise the Task Force and Supt. on how best to engage staff Gather input and perspectives of diverse staff about their priorities / preferences about school next year Share staff perspectives to influence the final reopening plan Recommend strategies to engage and inform staff about the new plan and how it will impact them 	Toni Stone (Lead), Ronda White, Nicole Shelley, Randy Jackson



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Priorities



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Priorities

The Task Force has worked to balance tradeoffs between these priorities:

- **Health and Safety** (San Mateo County's [Four Pillars](#))
- **Student Learning and Development** (instruction, enrichment, socioemotional well-being)
- **Community Focus** (parents, school/community partners, staff)

Throughout the process, we have prioritized **alignment with RCSD core values** (student-centered, innovation, integrity, respect, empowerment, excellence).

While our district's top priority is usually the learning and development of our students, this pandemic requires that we also prioritize equally the health and safety of our students, staff and families. We



need to keep our community safe... and learning is only likely to happen if the members of our community trust that our schools are working to minimize the risk of transmission for all our community members.

These two priorities are frequently in tension. For example, the best way to minimize risk of transmission is for everyone to learn at home. The best way for our teachers to provide instruction and socioemotional support is to have everyone on campus without any social distancing... and on-campus learning was the strong preference of the majority of our parents when surveyed this summer. Our task force sought to find solutions that balanced these two priorities.

Equally important, we recognize that any solution needs to be developed with and by our community members, not just created by a few people and announced after the fact. We are stronger and smarter when we all - families, teachers, administrators, community partners - work together.

The rest of this document describes Ravenswood's plan in the context of these three priorities.



Health & Safety



This health and safety section includes:

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Guidance from San Mateo County Office of Education

Our health and safety planning was guided by the San Mateo County Office of Education’s [Pandemic Recovery Framework](#), which was developed in consultation with San Mateo County Health, and reflects guidance from the California Department of Education and California Public Health Department.

The County laid out several indicators for reopening, including:

- The daily number of new cases in the community is flat or decreasing
- The number of new hospitalized patients with COVID-19 is flat or decreasing
- There is an adequate supply of personal protective equipment (PPE) for all healthcare workers
- The county is meeting the need for testing, especially for persons in vulnerable populations or those in high-risk settings or occupations

Because the first and second conditions are not being met as of the date of this plan (July 16, 2020), we are not yet confident that it is safe to bring students back onto campus. Therefore we will pursue a distance learning model for the first month of school (see more details under the Student Learning & Development section). We will monitor public health data, and re-evaluate in September to determine when we can bring students back on campus, following the health and safety protocols laid out in this section, and following the instructional model laid out in the following section.



When we feel confident that the County’s indicators for reopening have been met and we can safely bring students back on campus, SMCOE’s Recovery Framework lays out Four Pillars of behaviors and actions that can reduce community spread on campus. It also requires us to phase in things like extracurricular activities and in-person gatherings, with at least three weeks between each step of opening up.



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Health and Hygiene protocols include frequent handwashing and other daily hygiene routines, taking temperatures daily, ensuring that staff have essential protective equipment, regular cleaning and disinfection, indoor ventilation, and limiting sharing of material and equipment.

Face coverings, along with distancing and handwashing, significantly reduce the risk of coronavirus transmission. The county requires all staff and students to wear a cloth/fabric face covering in all outdoor areas and common spaces on campus. Face coverings are not required for anyone who has trouble breathing or cannot safely wear a face covering (for example, some people with autism or other sensory processing disorders). Students are highly encouraged to wear face masks in classrooms, though TK-2nd graders are expected to build up to wearing them full time.

Physical distancing significantly reduces the likelihood of virus transmission. Schools are being asked to keep all people (students or staff) at least six feet away as much as possible. This requires us to revisit all our activities, including before, during and after school hours, as well as transportation, meals, recess, etc., to minimize the chance that students or staff will come in close contact with each other.



We will also need to reduce the number of students in any given classroom by about half. SMCOE asks us to limit spread by creating cohorts of students who spend time with each other, and minimize physical interaction with people outside their cohort. In *bubble cohorts*, the same set of students and teachers (no more than 12 students) stay together exclusively for at least three weeks. They may not mix with any other students or staff, but do not require physical distancing or face coverings. We are considering this in some cases for students with special needs. In *stable cohorts*, approximately half a typical class size stays together, with as little mixing with other students or teachers as possible. Distancing and face coverings are still required, but this allows contact tracing if one of the students or staff becomes ill or is exposed.

Limiting gatherings is another way to reduce spread. Instruction on campus is not considered a gathering, but in-person extracurricular activities will not be allowed initially, and will be phased back in gradually if possible. In-person staff or parent meetings are also not allowed initially, though may be phased back in gradually.

For greater detail about each of these pillars, please refer to the [Pandemic Recovery Framework](#).



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Given this guidance, we are developing procedures that ensure our students and staff are safe while at and getting to school, as well as providing nutritious meals to all students regardless of their decision to attend school on campus or at home.

We realize that many of these procedures will change both the look and feel of the school day. What is outlined below is, in most cases, the most cautious approach. Throughout the year we hope to gradually move to less stringent guidelines, allowing for a more normal student experience. However, if the pandemic worsens, we may have to return to more stringent guidelines.

A Safe and Clean Learning Environment

To reduce transmission in buildings we will ask adults and students to wear masks while moving through the building and in classrooms, with limited exceptions. Similarly, we will, with few exceptions, not allow parents/guardians in our buildings at any point. We will work to create virtual opportunities for parents - especially new parents - to see and experience our schools, or to make virtual meetings the norm among staff.

Our custodial staff worked hard over the summer to develop new cleaning procedures. For the SY20-21 school year, we have one of our highest ever ratios of custodians per attending student to help implement this plan. Our new procedures include:

- *Investing in supplies and schedules to ensure quick and robust room cleaning* (e.g. high-quality misters) and ensure that schedules allow for classrooms, bathrooms, and offices to be adequately and regularly disinfected. As other common spaces, such as play structures or staff lounges, are opened for use by students, we will clean them as well.
- Finding time to perform *a regular deep clean* when students and staff are not in the building (currently the plan is to deep clean every Monday).
- Ensuring that *students and staff can clean their hands in the classrooms and throughout the building*, either through a working sink and/or access to hand sanitizer.

In addition to regular cleanings, we plan on making a number of changes to our physical buildings:

- Where appropriate, *add signage* to help minimize contact between students, families, and staff. This could be dots to help community members remain physically distanced, signs to convert hallways to one-ways, or cones to help direct traffic during pick-up and drop-off.
- We plan to *limit the use of common spaces* within buildings by either closing them off, converting them into classrooms, or carefully monitoring the number of students in that space.
- In some cases, we expect to *add physical barriers* to help separate students or protect school staff. This could include plexiglass for front desks or fencing on playgrounds to create mini-parks for classes to play in without interacting with other groups of students.

General Procedures for All Staff. At times during the pandemic, staff may choose to visit their classrooms or offices. At all times we will follow state guidelines around which staff are allowed in buildings -- for example, limiting which staff are allowed in buildings during a shelter in place scenario.



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While on campus, we expect staff to follow best practices and guidelines outlined throughout this document, including but not limited to: wearing a mask when in common spaces, keeping windows open or working outside where possible, washing their hands regularly throughout the day, socially distancing, and limiting in-person meetings as much as possible. As norms, expectations, and procedures evolve we will work with and notify staff of these changes.

Similarly, we are working on cleaning plans to ensure that we maintain a safe and clean working environment, while also conserving resources and protecting the health of our custodial staff. For example, we want to ensure that rooms used by multiple people are regularly cleaned, but that we do not regularly clean empty or unused classrooms.

Transportation

Many of our students rely on regular district provided transportation to get to and from school safely. We will follow all county and state guidelines, such as those which call for students to wear masks on buses, the windows to be down at all times, and no more than two students per seat. We will also monitor the health of students before they get on the bus. To ensure these policies are followed, we may add an additional staff member (beyond the driver) to each bus.

As the number of students who would like to take the bus each day and bus capacity becomes clearer, we may need to limit the number of students who are eligible for a bus. We will apply an equity lens to determining who rides, giving priority to students who: have an IEP that requires specialized transportation, are currently homeless, live far from school or would need to cross a major barrier (e.g. a highway) in order to get to school.

Food and Meals

We plan on following county guidance on food preparation and distribution, with the goal of providing as many legally reimbursable meals to our students as possible.

For students who are learning entirely at home, we currently plan to **make meals available for students who are not attending school on-campus** to pick up, like in Spring 2020.

At this point we plan on the following procedures **for students who will be on campus:**

- We will provide the **highest quality meal in the safest environment possible** to students on campus. At the start of on-campus instruction, we plan to start with the most restrictive environment (bagged meals in classrooms) with the hope of transitioning to hot meals with greater





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options in a socially distanced setting (e.g. outside or in a cafeteria).

- If we elect a schedule where students are in person for part of the week (e.g. Tuesday and Thursday) we would enable them to pick up meals for days they are learning from home while in school. For example, a student attending Tuesday and Thursday would pick up a meal for Wednesday on Tuesday and a meal for Friday and Monday on Thursday. Meals will be distributed in their classroom.

School Site Operations

Arrival and Dismissal. To ensure the health and safety of our on-campus students and staff, we are updating our pickup and dropoff procedures. Each school will develop a specific plan for their site, but some expectations will be consistent at each school.

When arriving on campus, all students will go through an appropriate screening (for example, a temperature check) and then will transition either directly to their classroom or to a location where they can be safely distanced. Similarly, for dismissal, we will develop procedures to ensure that students do not congregate in central locations while leaving efficiently and safely from our buildings. As mentioned, we plan to add signs throughout the school to ensure safe arrival and dismissal procedures for students and staff throughout the day.

In alignment with county guidelines, no parent visitors will be allowed on campus, even at arrival or dismissal. If there are no COVID flare-ups, this restriction on parent visitors will be in place for at least three weeks. After that, if conditions allow, schools may open the campus only to visitors and volunteers who directly support instruction with expectations that all will honor the Four Pillars. After another three weeks, if the number of COVID-19 positive cases in the county remains flat or decreasing, schools may allow volunteers and visitors on campus with strict adherence to the Four Pillars.

During the school day. To minimize the risk of infection, students will use and move around the campuses differently than in the past. At the beginning of the year, we will be more conservative, and try to minimize interactions between stable cohorts of staff/students. Some of the key differences are:

- Minimal use of shared common spaces
- Schedules and procedures for recess and lunch that will ensure students have access to locations outside of their classroom while remaining socially distant, as well as giving teachers and other staff appropriate breaks
- No students or teachers on campus on Mondays, to allow buildings to be deep cleaned effectively.

Response to New Cases or Exposure

During the COVID-19 threat, the district is responsible for maintaining its essential operations and supporting the public health where possible. San Mateo County Health is the County's lead agency and public health authority. To the greatest extent possible, school closures or student dismissal



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decisions (and when to remain in session) will be made in consultation with the County Health Officer. Prior to an identified COVID-19 outbreak in the area served by the district, the district will work closely with the San Mateo County Health Officer to monitor the threat, promote strategies to prevent disease transmission, and prepare for the spread of the disease in its community.

During a COVID-19 outbreak, the district will continue all prevention strategies and will take direction from the County Health Officer regarding measures necessary to control transmission of the disease.

Numerous federal, state, and local statutes authorize public health actions to control the spread of an infectious disease such as COVID-19. Under California law, a local health officer who believes a contagious, infectious, or communicable disease exists within the territory under their jurisdiction “shall take measures as may be necessary to prevent the spread of the disease or occurrence of additional cases” and to protect the public’s health (California Health and Safety Code Section 120175).

San Mateo County Health will be the lead agency and will activate its Department Operations Center (DOC) when necessary. County Health will work in collaboration with the County Manager’s Office and Emergency Operations Center (EOC) to ensure that all reasonable measures are taken to limit the spread of an outbreak within the community’s borders. Activities will include the following:

- Emergency command and management
- Surveillance
- Emergency medical response
- Maintenance of essential health and medical services
- Maintenance of other essential services
- Communications
- Vaccine or antiviral distribution (when available)

In the case that a school community member tests positive for COVID-19, or is exposed to someone who tests positive, we will follow the communication structure developed with San Mateo County Health to manage communication between schools and the health department:

1. Community members, including students, families, teachers, staff, and other community members shall report all information about cases and contacts to their school site Principal.
2. Principals shall communicate all information about cases and contacts concerning students and families to the Director of Student Services and all information about cases and contacts concerning teachers and staff to the Director of Human Resources.
3. Directors shall communicate all information about cases and contacts to the Superintendent.
4. Superintendent shall communicate all information about cases and contacts to the San Mateo County Office of Education (SMCOE) Superintendent.
5. SMCOE Superintendent shall communicate all information about cases and contacts to the San Mateo County Health Department.
6. Information about appropriate next steps, including the possible short-term dismissal of students and staff or a possible extended dismissal, will be communicated back in the reverse order.



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Exposure notices will be shared with the impacted school community. However, consistent with privacy laws and our own policies, we are not able to share more specific information concerning the individual who has tested positive. As members of a compassionate and caring community, we need to respect each other's privacy, especially around health information.

See appendix B for detailed communication and reporting chain in the event of a positive case or report of exposure.



Student Learning and Development



Student Learning and Development

When the Task Force prioritized student learning and development, we envisioned this as including instruction, enrichment, and our students' socioemotional well-being. Our plan, therefore, addresses each of these areas. We focused our initial attention on confirming our proposed hybrid learning model to allow for on-campus and at-home learning within the health and safety constraints listed above. We also invested time in developing resources to support the socioemotional wellness of our students, staff and families.

With those questions addressed, we are now able to do more detailed planning of how to ensure high quality teaching and learning under these new models, including how to make up for learning time lost this past spring. This work was documented and shared with the public and Ravenswood Board of Trustees in late July 2020. It was revised again in September 2020, after the start of school, and will be revised again as needed throughout the year, based on feedback from the School Improvement Working Group and/or direction from the Board of Trustees.

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Wellness and Social Emotional Learning (SEL)

Ravenswood has long recognized the importance of supporting the socioemotional well being of our students, staff and families. It is embedded in the strategic priorities in our district's new strategic plan. While this is important for any young person, it is even more acute for our students, many of whom have suffered adverse childhood experiences or trauma in their lives. Add the events of 2020 - social isolation, health and economic impacts of COVID-19, as well as the widespread news coverage of the deaths of Black Americans across the country at the hands of the police, resulting protests, and amplification of systemic racism - and our entire community is in need of support in coping with additional traumas.

Ravenswood has an advantage over many other districts in responding to this challenge. We have an established set of partnerships with community partners and service providers like CASSY, CHC, the



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Child Mind Institute, StarVista, RtS and others, with whom we can partner to support our students, families and staff.

Building on our partnerships and existing staff, we are planning to support our students, staff and families in a variety of ways, both inside and outside of the classroom. Highlights include:

- A comprehensive [Wellness & Social-Emotional Learning Playbook](#), a resource guide for principals and teachers for wellness and social emotional learning, including a multi-tiered set of culturally relevant activities, tools, and documents to support physical and psychological wellbeing during crisis and traumatic experiences
- Dedicated time during the school day (both on campus and at home) when teachers will lead students through exercises to support wellness and socioemotional development (e.g., during morning meetings, etc.)
- Tier 1 workshops for students in 4th-8th grade students addressing emotions and how to express them, healthy relationships and boundaries, and resolving conflicts when boundaries are crossed
- Increased access to mental health support services for students, both in person or virtual
- Support sessions for families outside of school which include workshops on emotional and physical health
- Support for families by connecting them to resources in the community for housing, food, and mental health support. We will do home visits to families if there is a need to help them navigate barriers to resources and/or services.
- Support sessions for staff outside of school
- Professional development for staff.



Distance Learning Plan

Although we hope to transition to a model where students can come on campus safely to learn, Ravenswood will begin the year in a full distance learning model. We will follow the distance learning and other requirements for the 2020-2021 school year from the recently approved AB 77/SB 98 that was adopted into California Education Code, and build upon our learnings from implementing distance learning for the first time in the spring.

Beliefs about Distance Learning

We hold several important beliefs that are driving the design of our distance learning model:

- Maximize the amount of live instruction every day, whether in whole group, small group or 1:1 between teachers and students
- Take advantage of the opportunities of distance learning to reimagine what deep, meaningful learning can look like



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- Design a model that meets the needs of English learners and students with special needs
- Recognize the fundamental importance of parents as co-educators in this setting
- Invest in relationships and building community, to counter the isolation of distance learning
- Need to reflect and improve - we will make mistakes. How quickly can we adjust?
- Teachers are creative, resourceful, caring professionals who deserve and will flourish with support and the opportunity to collaborate with colleagues
- Strive to give students chances to direct and own their learning - Our students have unlimited potential to learn
- Whole-group, synchronous instruction is best used for creating community and offering opportunities for students to interact with each other
- Students at different ages and grades need different models, especially TK-2 students who are not yet able to read independently

Minimum Requirements of New Education Code

Although we are aiming for far more than the minimum requirements, we have developed a model that will align with all education code requirements, including:

- 180 instructional days
- Reduced daily instructional minutes required, provided through both synchronous live instruction and the time value of asynchronous instruction or learning activities as determined by a certificated teacher:
 - 180 minutes for TK and Kindergarten
 - 230 minutes for 1st-3rd grade
 - 240 minutes for 4th-12th grade
- Daily live interaction with a certificated staff member and peers
- Assuring students have the technology and connectivity to fully engage in distance learning
- Attendance taken each day to indicate a full or partial day of student participation in synchronous and asynchronous instruction
- A weekly record with daily attendance and student progress documented
- Regular communication with parents/guardians about student progress
- A plan to re-engage students who miss more than 60% of instruction in a given week

Instructional Goals

Our district's instructional goals for Distance Learning this year are:

- Engage students in learning as evidenced by oral & written responses
- Use formative assessment to determine what students are learning, adjust teaching based on student needs, and share student progress with parents
- Focus on culturally responsive teaching practices

To achieve this vision, teachers will provide a mix of synchronous and asynchronous instruction each day, using a mix of technology and analog resources.

Synchronous Instruction

Synchronous Instruction, or Live Instruction, will occur daily and is a key component of the Distance Learning experience. Through live instruction, students will have the daily opportunity to connect with



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their teacher(s) and peers, build class community, build connection and relationships with others, and engage actively in learning.

Teachers will use synchronous instruction via Zoom both in whole group and small settings to teach lessons across content areas, build connections with students, and engage students through frequent participation opportunities via oral and written responses. Teachers will consider the best size of the student group for synchronous instruction depending on the goals of the lesson, differentiation opportunities and meeting needs of students who are below grade level, and student engagement opportunities. We will focus professional development on how to make synchronous instruction engaging through the use of varied participation strategies and technology tools.

Teachers can collect student responses through online tools such as Padlet or Nearpod, which they can use as formative assessments to analyze student learning, inform instruction, and share student progress with parents.

Asynchronous Instruction

Asynchronous Instruction refers to learning opportunities students can do when they are not in a live lesson with teachers, and includes homework. Students will receive asynchronous assignments to complete from their teachers across content areas that complement their synchronous learning, and can be done on their own schedule at a time that works for them and their family.

Asynchronous assignments will be shared through the Learning Management Systems (Seesaw for TK-2 and Google Classroom for 3-8), and could include work with analog materials, online assignments, and teaching videos that students can respond to and rewatch as needed to reinforce concepts or preview content for upcoming lessons. Tech tools may include computer adaptive blended learning programs that adjust to the student's instruction level and give teachers feedback on student progress, such as Lexia Learning. Examples of analog materials include a writing notebook and books for independent reading, which will help students develop strong habits and stamina for sustained writing and reading as connected to their current units of study.

Elementary (TK-5) Distance Learning Expectations & Schedules

Elementary students will receive **Daily Synchronous Lessons** in:

- Morning Meeting/Restorative Circle
- Literacy (reading, writing, phonics/word study)
- Designated ELD for English Learners (small group)
- Math

Elementary students will receive **Weekly Synchronous Lessons** in:

- Specials (art, music, PE, drama)
- At least 2 science / social studies lessons per week

Each school day, TK through 5th grade students will have designated times for synchronous Morning Meeting or Restorative Circle, Literacy, Math, and if applicable, English Language Development lessons. Social Studies and Science lessons will occur synchronously at least twice per week, with



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additional opportunities for integrating these subjects with other content areas such as Reading and Writing. Elementary students will also participate in each Specials class once per week, including Art, Music, and PE classes, and for our two larger elementary schools, Drama as well.

Teachers will make their Distance Learning weekly schedules and share them with families. See the sample distance learning schedules to see how these components could fit into one week, about one month into the school year.

See Appendix C: Sample Distance Learning Schedules

Middle School (6-8th grade) Distance Learning Expectations & Schedules

6th through 8th grade core teachers will teach each period twice per week, and offer virtual office hours for each subject as well where students can opt to attend if they are in need of support with specific questions or topics. Teachers will have additional time built into their week schedule for collaboration meetings with colleagues by grade level and content area, meetings with coaches, and prep time for synchronous and asynchronous lesson planning, and analyzing student learning from formative assessment.

See Appendix C: Sample Distance Learning Schedules

Tracking Instructional Minutes

We are committed to meeting or exceeding the state's minimum requirements for daily instructional minutes, as well as daily live instruction for students. To ensure this, we are tracking both synchronous and asynchronous instructional minutes. *To track synchronous instructional minutes*, teachers use Google Sheets that are visible to the teacher and different teams that support students. At the middle school, this information is updated weekly into Infinite Campus. *To track asynchronous instructional minutes*, qualified certificated staff members will identify the number of expected minutes of instruction for asynchronous work and indicate it in our monitoring tool.

Smart Start

Our school year started with a "Smart Start" period, with a different schedule that was designed to give teachers and students the opportunity to transition into Distance Learning, build community, and learn procedures that will aid in achieving the full Distance Learning experience this fall. Smart Start focus areas included:

- Building relationships with students and parents
- Building classroom community
- Teaching routines and tech tools
- Distributing technology & analog materials

Hybrid learning model: Elementary Schools

We plan to maximize on-campus learning opportunities for Ravenswood students, with a particular priority on providing on-campus learning for the youngest students. However, knowing health and



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safety concerns, we will be ready to provide a totally at-home learning option for families if they believe their child will not be safe on-campus, or if the county/state determines that it is not safe for students to be on campus at any point during the year.

Transitional Kindergarten and Kindergarten

Our current enrollment allows for us to reduce the class size for TK and Kindergarten students to approximately 15 students for all classes. This means that all TK and Kindergarten students can learn on campus 4 days per week in consistent stable cohorts. The Elementary Group of the Instruction Subcommittee carefully considered which students to prioritize for in-person instruction. We discussed extensively how the learning goals for TK and Kindergarten students are the most difficult to achieve via Distance Learning and most critical for in-person learning. TK and Kindergarten students will learn from home via Distance Learning on Mondays (see further explanation below), which will also be the minimum day. The regular school day for TK and Kindergarten will begin at 8:45 am and end at 2:30 pm. See sample schedule below.

Specials (art, music, drama, PE) will be provided to students once per day in person on a rotating basis, staying with the same specials teacher for a multi-week period to reduce exposure. When the specials teacher is with the students, the TK/Kindergarten teacher will take their lunch. The TK/Kindergarten teacher will then supervise lunch in the classroom to minimize the need for supervision staff and also to limit interaction between the cohort and multiple staff members throughout the day.

Sample Instructional Schedule for TK/Kindergarten (T, W, Th, F in person)

8:00-8:45	Morning Supervision (transitions to Collaboration)
8:45-9:00	Breakfast in the Classroom & Wash Hands
9:00-9:15	Morning Meeting & Calendar/Daily Math Routine
9:15-9:45	Reading Workshop
9:45-10:00	Recess
10:00-10:10	Wash Hands
10:10-10:45	Writing Workshop
10:45-11:00	Phonics Workshop
11:00-11:40	Lunch
11:40-12:30	Math
12:30-1:00	English Language Development
1:00-1:40	Specials - in person / lunch for teacher
1:40-2:10	Science/Social Studies
2:10-2:30	Interactive Read Aloud
2:30	Dismissal
2:30-2:45	Break
2:45-3:30	Prep Time



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Grades 1-5

Students in grades 1 through 5 will learn on-campus 2 days per week and 3 days from home. Due to physical distancing requirements including keeping student desks 6 feet apart in the classroom, we can have approximately half of students in a class in a classroom at a time (12 out of 24 students for grades 1 through 3, and 15 out of 30 students in grades 4 and 5). Students in each class will be divided into two stable cohorts to determine which days they come to campus for learning, and which days they learn from home.

One cohort will attend school on Tuesdays and Thursdays, and one cohort will attend school on Wednesdays and Fridays. All students will learn at home via Distance Learning on Mondays, which will also be our minimum days to allow for teacher prep time and professional development. See below for an example of when each group is learning at home or on campus, as well as a sample on-campus instructional schedule for this grade span.

A Day/B Day Schedule

A Day Students				
Monday	Tuesday	Wednesday	Thursday	Friday
At Home Learning	At School Learning	At Home Learning	At School Learning	At Home Learning

B Day Students				
Monday	Tuesday	Wednesday	Thursday	Friday
At Home Learning	At Home Learning	At School Learning	At Home Learning	At School Learning

Sample Instructional Schedule for 2nd Grade

8:00-8:45	Morning Supervision (transitions to Collaboration)
8:45-9:00	Breakfast in the Classroom & Morning Meeting
9:00-9:45	Reading Workshop
9:45-10:15	Shared Reading, Phonics Workshop
10:15-10:30	Recess
10:30-11:15	Writing Workshop
11:15-11:45	English Language Development
11:45-12:25	Lunch
12:25-12:50	Interactive Read Aloud



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12:50-2:00	Mathematics
2:00-2:40	Science/Social Studies
2:40	Dismissal Time
2:40-2:45	Break
2:45-3:30	Teacher Prep Time

Specials

Specials (art, music, drama, PE) will be provided virtually on the at-home learning days for students in grades 1-5. This reduces the exposure for students and specials teachers who typically teach 6 different classes from 6 different grades in one day, and also ensures daily live interaction with a certificated staff member for students per state requirements for distance learning. Students will have two synchronous specials lessons each day they are at home (Tuesday through Friday), e.g. drama and PE on Tuesday, and art and music on Thursday. See example schedule below of one specials teacher.

Sample Specials Schedule

8:30-9:10	1st grade (40 min)	<i>At Home (virtual)</i>
9:20-10:05	2nd grade (45 min)	<i>At Home (virtual)</i>
10:05-10:20	Break	
10:20-11:05	3rd grade (45 min)	<i>At Home (virtual)</i>
11:15-12:05	4th Grade (50 min)	<i>At Home (virtual)</i>
12:05-12:45	LUNCH	
1:00-1:40	TK/Kinder (40 min)	<i>In School</i>
1:50-2:40	5th grade (50 min)	<i>At Home (virtual)</i>
2:45-3:30	Teacher Prep Time	

Distance Learning on Mondays

All students will learn from home via Distance Learning on Mondays in order to provide for the following: students and teachers to practice the technology and online tools needed for distance learning in the case of switching from a hybrid model to a full distance learning model; more extensive cleaning of campus spaces; collaboration time for teachers; A and B cohorts to engage in synchronous learning together since they won't be on campus together at the same time; and our minimum day for instruction which also includes teacher preparation or professional development.

Sample Teacher Schedule for Monday Distance Learning Day

8:00-9:00	Prep
9:00 - 9:45	Collaboration
9:45 -10:00	Break
10:00 - 10:30	Whole-Class Synchronous Lesson via Zoom (focus on SEL)
10:30 - 12:30	Lesson planning, video creation, student feedback, parent communication



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12:30-1:10	Lunch
1:10-1:30	Lesson Planning/Video creation/giving student feedback/parent communication
1:30-3:30	Professional Development or Teacher Prep (alternating weeks)

At-Home Distance Learning Days (Tuesday/Thursday or Wednesday/Friday)

When students are learning from home on either Tuesday/Thursday or Wednesday/Friday, their live instruction will be provided by the specials teachers as described above. The distance learning occurring on Mondays, and the alternating at-home learning days (Tuesday/Thursday or Wednesday/Friday depending on the cohort) will follow the distance learning and other requirements for the 2020-2021 school year described above under the Distance Learning section of this plan.

Sample At-Home Learning Description for 3rd Grade

Content Area	Learning Activity	Synchronous or Asynchronous	Minutes
Specials (art, music, drama, PE)	Live lesson	Synchronous	80
Reading	Independent Reading (hard copy book or online platform) Reading Response (written or oral/video)	Asynchronous	40
Writing	Independent Writing (continue in genre of current unit)	Asynchronous	30
Mathematics	Paper/pencil math task connected to current math unit Online math practice at independent level with blended learning program	Asynchronous	40
English Language Development	Lexia Core5 blended learning program	Asynchronous	20
Science & Social Studies	Reading and response or online video & task	Asynchronous	20

Hybrid learning model: Middle School

Once it is safe to have students on campus, we plan to maximize on-campus learning opportunities for Ravenswood students. However, we will be ready to continue providing a totally at-home learning option for families if they believe their child will not be safe on-campus, or if the county/state determines that it is not safe for students to be on campus at any point during the year.



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Under our hybrid model, students will learn at school two days per week and at home three days per week. While on campus students will be assigned to a cohort of 15 students. Those students will remain together throughout the day to minimize contact with others on campus. They will attend ELA, Social Studies, Math and Science while on campus. In addition to their core classes on campus there will also be opportunities for small group instruction, social emotional learning and project based learning work time. Students will attend their PE class and Elective class once a week in person as well.

On the days when students are learning at home, they will work on projects and other asynchronous activities from their core content areas. Students will have opportunities for synchronous learning with their PE and elective teachers on their at home learning days. Below are two sample schedules for what a student would do on an at home and on campus learning day.

At School Learning 2 days per week			At Home Learning 3 days per week		
Period	Time	Activity	Time	Activity	
1/2	8:30-10:10	ELA/SS Block	8:30-9:00	Video Lesson ELA or Math	
	10:10-10:25	BREAK	9:00-9:50	Elective Online	
3/4	10:30-12:10	Math/Sci Block \	9:50-10:05	Break	
5	12:10-12:50	Intervention/Social Emotional Learning / Study Hall	10:05-10:55	PE Online	
6	12:53-1:33	Lunch	11:00-12:30	Video Lessons: Science or Social Studies	
7	1:35-2:15	PE/ Electives	12:30-1:10	Lunch	
8	2:15-3:10	Homeroom Sci or SS PBL time/ Intervention	1:15-4:00	Video Lessons/ Project Work/ Homework/ Reading	

The middle school subcommittee carefully created a hybrid model that would blend with the at-home learning model should there come a time when the students needed to switch from hybrid to all at-home, or from hybrid to all on-campus. The team continues to refine the plan to balance between synchronous and asynchronous learning to accommodate students' developmental needs.

Special Populations (English learners, special needs, homeless, foster youth)

The county has directed all schools to prioritize the needs of the most vulnerable and unique students. Based on the county's definitions, virtually every student in Ravenswood falls into one or more of their categories. We are taking into account the myriad needs of our students. In particular, in this plan, we



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are highlighting some of the specific factors that we are considering to support the unique needs of our English learners, students with special needs, homeless and foster students.

English Learners

Approximately 60% of students in Ravenswood are English Learners, so the success of our recovery plan requires us to plan carefully for the needs of ELs. We are required to provide both designated and integrated English Language Development instruction. Designated ELD includes differentiated instruction for ELs, tailored to their specific English proficiency level, guided by the CA English Language Development Standards. In elementary school, teachers can provide small group instruction to support EL students at similar levels. In middle school, students will be rostered to a Designated ELD course where their instruction will focus on advancing speaking, listening, reading and writing skills to progress through the EL levels. Students in all grades will use the Lexia blended learning and computer adaptive program for independent practice in English and literacy skills (Core5 for elementary students and PowerUp Literacy for middle school students).

Integrated ELD instruction will be woven throughout all content areas in both synchronous and asynchronous instruction. Integrated ELD instruction focuses on the language support and development students need to access standards within the content areas. Integrated ELD strategies include identifying and teaching vocabulary and language structure students will need to access content and demonstrate understanding for a given lesson, ample opportunity for oral language development through structures such as turn and talk, oral rehearsal, and small group discussion. To be able to accomplish these strategies in a distance learning setting, teachers will need to be thoughtful about preparation of asynchronous learning activities, as well as engagement strategies for synchronous learning.

For our English Learners who arrived in our district from outside the U.S. in the last 12 months, we have Newcomer student resources for grades 3-8. 6-8 students will have the opportunities for extra support with language and literacy development for those new to English. Our elementary Newcomer students will also have the resource of the Newcomer teacher, who can deliver the curriculum in-person or via distance learning as the context calls.

This fall we will conduct the initial ELPAC (English Language Proficiency Assessment for California) for any students who are new enrollees to our district this school year or from spring 2020. Completion of the Summative ELPAC from the 2019-2020 school year was not required by the state of California due to student dismissal in the spring. CDE has announced that we will administer the Summative ELPAC in the typical window for the 2020-2021 school year, between February and May 2021.

Students with Special Needs

All students with special needs will continue receiving special education services during distance learning. Each of our students with an IEP has very individualized needs. We have developed a general plan and structure to support our students who have IEPs (see below). But because each



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student is unique, we will take their individual needs into consideration when developing a plan for that student, in conjunction with their IEP team. A “Return to School Parameters - Students with IEPs” guide was shared with all service providers to assist them in developing individualized plans for each of their students.

Services for Students with Special Needs in a distance learning model

The special education team has come up with the following parameters when considering IEP services in a full distance-learning setting. Each student’s IEP team will consider the following when building the student’s distance learning IEP instruction plan:

- A minimum and maximum amount of daily synchronous learning
- A minimum and maximum of daily asynchronous learning
- Specialized Academic instruction that is equivalent to their current services (combination of synchronous and asynchronous, unless otherwise determined by the IEP team)
- Speech and Language Services delivered via online therapy equivalent to their IEP (unless otherwise determined by the IEP team)
- Occupational Therapy Services delivered via online therapy equivalent to their IEP (unless otherwise determined by the IEP team)
- Case Managers will make weekly individual connections with parents via the parents’ preferred method of contact (text, phone, email etc.)
- Amount and frequency of physical materials sent home

Curriculum for Students with Special Needs

The Special Education team is continuing to explore curriculum and tools that meet the needs of our unique learners both in person and online. We have secured two options that will support both in person and distance learning.

- The Sonday System will be used for students both in person and online - the company created an online version of this curriculum to support with teaching and learning online
- The Unique Learning System curriculum has an online as well as in person component for our students with the most significant special needs

Speech and Language, Occupational Therapy and Physical Therapy

During distance learning, speech and language, occupational therapy and physical therapy services will be delivered as noted on the IEP via video conference platforms. Our SLPs, OTs and PTs see a large number of students throughout the school and at multiple sites. For this reason, once we are able to bring students back on campus, they will continue to provide services primarily via online learning. In cases where this is not possible or practical, the IEP team will determine if these services should take place in person.

Students who receive Specialized Academic Instruction

During distance learning, Specialized Academic Instruction and intensive individualized instruction will be provided by a combination of synchronous and asynchronous work. Services will be noted in an addendum to the students Individualized Education Plan.



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When students are able to return to campus, students who receive SAI and are attending school in a hybrid model will attend school 4 days per week. Two days per week they will attend with their general education peers and the other two days they will attend school with their special education case manager. When in school with their special education case manager, they will work on the goals in their IEP as well as receive assistance in completing their asynchronous assignments.

Students in the Moderate/Severe Unique Class

Ravenswood has three Unique Classes (K-2, 3-5 and 6-8). When it is safe to have hybrid or on-campus instruction again, each of these classes will operate as a bubble cohort with a special education teacher and two or three paraprofessionals. No other adults or students will enter the room or interact with these students in person, in order to maintain the bubble cohort. This “bubble cohort” model was chosen as there is a higher chance that students in this classroom will not be able to wear masks all day due to sensory needs. These students will attend school four days per week. Their additional service providers (speech and language, physical therapist or occupational therapist) will provide services via online conferencing to maintain the bubble.

IEP Meetings and Assessments

IEP meetings will continue via online platforms, and signatures will be obtained either via digital services or by appointment at the special education offices. The district has developed a protocol for individual formal assessments. With parent written consent, we are conducting one-on-one initial and triennial assessments for students with special needs or suspected special needs. While we are exploring options to do some assessments virtually, we have developed strict distancing protocols to ensure the health and safety of staff, students and families for assessments that must be done in-person. These protocols are being implemented in close consultation with the SELPA and legal counsel to maintain the safety of all involved.

Staff Training

Staff serving students with special needs will be trained on a variety of platforms (for example Seesaw, Zoom, Google Classroom, Google Drive, Nearpod, etc.) during our monthly all-hands meetings. In addition, staff will receive direct support during their weekly special education team meeting from their peers, administrators and program specialists.

Homeless and Foster students

We recognize the special challenges that our homeless and foster students face, particularly with much of student’s learning taking place off campus. Our homeless and foster students will have an additional check in by a staff member to ensure they have the resources they need, and assist in making connections with resources when needed. Families experiencing homelessness are offered connections for housing support with community organizations like The Samaritan House. We have also worked with three partner organizations to open student learning hubs (safe sites for students to do their distance learning) on district school sites, and would seek to prioritize opportunities for learning hubs for our homeless and foster students. We will also prioritize homeless and foster students to receive transportation when on-campus instruction is safe again, even if there are limits on bus capacity.



Technology: Devices & Connectivity

Ensuring students have the device and connectivity needed for distance learning is essential for it to be effective. All Ravenswood students will have access to devices and connectivity in order to support distance learning. Specifically, the following devices have been handed out for free to Ravenswood students to ensure access to both synchronous and asynchronous learning:

- iPads for each student in grades TK-2nd
- Chromebooks for each student in grades 3rd - 8th
- Wireless hotspots for families without Internet access at home (hotspot need was determined via multiple student and parent surveys)

iPads and Chromebooks were prepared for every district student, and families were contacted to pick up their student(s) device. The district has held multiple device distribution events at every school site, using COVID-19 safety guidelines and following social distancing requirements.

In addition, for the start of the 2020-21 school year, every returning family that had already received a device from the district in Spring 2020 was contacted to ensure their provided device was functioning for the new school year. Families with lost, stolen, or broken devices were asked to come to device distribution events at their school site to rectify the issues. When needed, the district has delivered equipment directly to the residences of families with unique circumstances, and utilized staff who provide direct student support to connect with those students needing extra help with getting a device.

Process to identify and address new technology needs:

Teachers are in contact with students on a daily basis and inform the District Technology Department of new tech needs. In addition, every other week, the District Technology Department holds a 3-hour-long open technical support for distance learning session at every school site, where families can get district-provided devices replaced or repaired. Families can also contact their school office to set up an appointment outside of the regular distance learning support hours.

Parents can contact our Technology Helpdesk via phone or online form. Parents can call the Administrative Assistant at their child's school in order to describe their issue and create a helpdesk ticket to receive further support, or make an appointment to come to the school in person for troubleshooting. Or, they can submit an online form giving the Technology Department staff information on their issue and how to reach them.



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Curriculum, Materials and Technology Tools

We will be using our adopted and supplemental curricula across content areas this school year. The Technology department will run a helpdesk for parents and students to provide virtual and live tech support to troubleshoot any issues with technology.

Supplemental technology resources to aid in distance learning include:

Program or Tool	Purpose/Usage	Access
Zoom	Video conference tool for live or synchronous instruction	Teachers have educator accounts through their Ravenswood email
Seesaw	Learning Management System (LMS) for Grades TK-2	Teachers have accounts through their Ravenswood email and send access codes to their classroom to their students
Google Classroom	Learning Management System (LMS) for Grades 3-8	Teachers & students access through their R-net Google Account
Nearpod	Student engagement platform where teachers can create synchronous or asynchronous lessons with Google slides to help students participate, collect formative assessment, and share lessons with colleagues	Teachers have accounts through their R-net Google Account
Screen-castify	Recording a screencast or voice over to send a lesson for students to watch asynchronously	Teachers have accounts through their Ravenswood email
EdPuzzle	Teaching tool to insert interactive components into instructional videos	Teachers have accounts through their Ravenswood email
Padlet	Padlet is a digital bulletin board where students can post responses, and respond to each other	Teachers will have accounts through their Ravenswood email
RAZ Kids	Online leveled library for independent reading in Grades TK-5	Teachers have accounts through their Ravenswood email
IXL	Blended learning program for Grades 6-8 to give students practice in ELA, Math, Science, and Social Studies	Teachers and students have accounts through their Ravenswood email
Lexia	Blended learning program to support student development in English language and literacy	Teachers and students will have accounts through Clever Single Sign On (SSO)
Newsela	Newsela provides access to articles across many topics and available at a range of reading levels	Teachers will have accounts through their Ravenswood email
Mystery Science	Online science curriculum (TK-5)	Science online curriculum



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Analog Materials

In addition to technology tools, teachers will make analog, or non-technology, materials available to students for use during both synchronous and asynchronous instruction to enrich students' at-home learning experiences, build non-tech skills, and reduce screen time.

School sites will distribute analog materials every two weeks throughout the school year, including:

- Supplies pack (pencils, eraser, pencil sharpener, crayons, markers, paper)
- Workbooks that go with current curriculum
- Math manipulatives or games as needed
- Books
- Writing notebook
- Art supplies
- Making supplies

Instructional Strategies & Teacher Training

Professional development and support in instructional strategies to meet student needs through hybrid or distance learning will be ongoing throughout the year. The professional learning time on our district calendar will be wholly focused on the tools and strategies for engaging students and monitoring progress in the hybrid or distance learning format.

Professional learning time includes:

- Summer Institutes and Training:
 - 5-day Balanced Literacy training with staff developers from the Teachers College Reading and Writing Project (TK-5)
 - 5-day Summit Learning Summer Institute (6-8)
 - GLAD Training (6-8)
 - Art of Coaching Training and Balanced Literacy Coaches Training for Instructional Coaches
 - Silicon Valley Mathematics Initiatives for Math Leaders (TK-5)
- Yearlong learning series on instructional leadership and equity for district and site leaders in partnership with New Leaders
- 2 days of New Teacher Orientation prior to the first day of school
- 2 professional development days prior to the first day of school
- Site-based professional development for 2 hours every other week on the minimum day
- 2 professional development days during the school year (October and January)
- Weekly collaboration in grade level teams to plan instruction and analyze student work
- One-on-one coaching
- Induction support and coaching for year 1 and year 2 teachers

Professional Development topics include:

- Building a culturally responsive classroom especially in the context of Distance Learning



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- Trauma-informed practices to support students with their social emotional development
- Leveraging technology tools and other strategies to make online learning engaging
- Formative assessment and analyzing student work to measure progress toward grade level standards
- Applying an equity lens to teaching and learning, especially in the context of Distance Learning
- Best practices in the Balanced Literacy Framework, especially in the context of Distance Learning (focus for K-5)
- Best practices in meeting the needs of English Learners to provide access to rigorous context and language development
- Building relationships with families
- How to support families with at-home learning

Professional Learning Partners or Organizations:

- New Leaders
- Teachers College Reading and Writing Project
- Instruction Partners
- New Teacher Center
- Bright Morning

Learning Hubs

Many of our families have told us that they need a safe, supportive place for their children to do their distance learning, especially while parents are at work during the day. Several hundred families indicated interest in these kinds of learning hubs via our summer survey with parents. However, there were no virtually no existing programs like this for schools-aged children in East Palo Alto or East Menlo Park. While parents in other, more affluent communities, have banded together to hire teachers and form their own “pandemic pods” to meet this need, that is not an option for the vast majority of our families.

To meet our families’ needs, we reached out to a wide variety of community organizations to try to coordinate a solution. Based on our outreach, there are now three district partners offering free “Learning Hubs” where Ravenswood district students can do their distance learning at a Ravenswood school site during school hours. Students will be supervised by an adult, will receive breakfast and lunch each day, and will follow all relevant safety requirements, including small groups, face masks, and regular hand washing and sanitizing. Each of these programs are being operated at our sites by outside partners, and they start as early as Monday, September 14. More information is available on our [website](#).

We are also exploring additional ways to support students to create a small environment conducive to learning in their own homes. We can help students create a small, portable at-home learning space with a privacy shield that they can set up when they are ready to engage in synchronous or asynchronous learning. We are also providing noise-canceling headphones to students to help mitigate background noise during Zoom calls.



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Assessment & Grading

Our assessment priorities for the 2020-2021 school year are:

- Assess student mastery of standards in the fall, to identify gaps caused by the interruption of schooling last spring, so that we can develop plans to help them recover lost learning
- Conduct ongoing formative assessments throughout the year to ensure that teachers have the information they need to adjust instruction in response to student needs
- Develop a system for providing regular, meaningful feedback to parents on student progress
- Examine changes to our grading policies due to hybrid on/off campus learning model or distance learning model.

Our yearlong assessment calendars for the 2020-2021 school year reflect both state and local assessments across content areas, including summative assessments, unit assessments, periodic benchmark assessments, and SBAC Interim Assessments. Teachers will conduct formative assessments as part of their regular instruction across content areas to monitor student learning, give feedback to students, inform next steps for instruction, and report progress to parents. [Link to assessment calendars.](#)

State Assessments

As mentioned above, for any students who are new to our district since Spring 2020 from outside the state of California and indicate they speak a language other than English on their Home Language Survey, we will conduct the initial ELPAC (English Language Proficiency Assessment for California) in the time frame expected by CDE. The Initial ELPAC will be administered virtually. We will also administer the Summative ELPAC in spring 2021 for all our English Learners between February and May 2021.

We await further details regarding the administration of the typical academic state assessments this spring: the California Assessment for Student Performance and Progress (CAASPP) in English Language Arts and Mathematics for grades 3-8, the California Alternate Assessment (CAA), and the California Science Test (CAST) in grades 5 and 8.

Local Assessments

Our local assessments are a key facet of the district Multi Tiered Systems of Support (MTSS) protocols at the district, site, and classroom level. We will administer a range of local assessments this year across content areas and grades. In the TK-5 and 6-8 grade spans, we will have a Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) assessment period for our benchmark assessments in September/October, January, and May/June, as well as unit pre- and post-assessments and ongoing formative assessment.

Elementary (TK-5)

- *BOY, MOY, EOY: Fountas & Pinnell Benchmark Assessment, Additional Literacy Assessments, Investigations Grade Level Assessment, English Language Development assessment*
- *Reading & Writing: Unit Pre and Post-Assessments*



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- *Mathematics: Unit Assessments from the Investigations Curriculum*
- *Ongoing formative assessment in day-to-day instruction*

Middle School (6-8)

- *BOY, MOY, EOY: Measure of Academic Progress in Reading and Math*
- *English Language Development Assessment in the ELD Course*
- *Summative Assessments in each Focus Area of the Summit Curriculum in ELA, Math, Science, and Social Studies*
- *Ongoing formative assessment in day-to-day instruction*

Formative Assessments and MTSS

Our MTSS protocols at the classroom level include the opportunity for teachers to meet regarding formative assessment each week in grade level collaboration. In collaborative meetings, teachers will determine common formative assessments together to use in upcoming reading, writing, mathematics, or ELD lessons, and then bring back student work to review together with the Analyzing Student Learning protocol.

Students with Special Needs

For students with special needs, we will work with the IEP team to ensure that we can administer any specialized tests or assessments that are required for the student's IEP, in order to support the learning and socioemotional needs of these students. See [Special Populations](#) section for more information.

Recovery Plan for Lost Learning

The district is assuming that most students have at least some unfinished learning due to the disruption this past spring.

Learning Loss/Progress Assessment: Our instructional plan includes assessment this fall to diagnose student learning gaps, and support teachers to adapt their lesson plans, instructional strategies, and interventions as appropriate to address these gaps. Teachers will also conduct regular formative assessment in key content areas and analyze student work together to monitor progress of students towards grade level standards and response to instruction, and adjust instruction accordingly. Teachers will engage in collaborative unit planning in order to identify priority standards and learning goals in each unit. For more detail, see the previous section on Assessments & Grading.

Learning Recovery Strategies: If formative assessments show that students need more support, teachers will intensify and differentiate their primary instruction. If the student doesn't respond to the adjustment in primary instruction, further supports and interventions will be provided. Students who are reading below grade level will have the opportunity to work with a Literacy Coach/Reading Specialist in small reading intervention groups - this will give students extra instructional time and support their literacy growth and development. We are also building partnerships with outside organizations such as All Students Matter and Reading Partners to pair students with one-on-one



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tutors when they need extra support in reading or math. And finally, we are also exploring longer-term opportunities to recover unfinished learning by providing extra instruction in the future, for example via summer school.

Since more than 90% of our students are low income, English learners and/or foster youth, we have designed these supports to be individualized to the unique needs of the student. Additional support will be implemented in coordination with the team of teachers and specialists who work with that individual student. For more information about how we are considering the unique needs of English learners, foster youth, pupils with exceptional needs and pupils who are experiencing homelessness, please see section above on [Special Populations](#).

Evaluating the effectiveness of our learning recovery strategies:

We intend to monitor the efficacy of our learning recovery strategies, and adjust them over time based on our observations. For individual students, we will monitor their growth in our formative and middle of the year assessments (see above for list of assessments) to see if these instructional strategies are working. If not, the student's teacher (and team of support providers, if relevant) will propose alternate strategies to try to meet the student's needs. At a system-wide level, we will also regularly analyze the efficacy of our additional interventions, including tutoring and time with literacy coaches/reading specialists, based on student improvement against relevant assessments.

Attendance and Re-engagement

When we are able to have students on campus again, attendance will be recorded according to our standard practice. During distance learning, we have developed updated procedures for taking attendance during distance learning, and for monitoring and supporting absent students. The district will use the student information system, Infinite Campus, to monitor student attendance and engagement, and identify students with recurring absences or disengagement.

Tracking Attendance & Engagement

During distance learning, teachers will take attendance every day, including during synchronous and asynchronous instructional time. Attendance must include student participation in both synchronous and asynchronous instruction each day. A student cannot be marked absent if they have engaged in one of these types of learning each day.

Elementary: TK-5 classroom teachers will take attendance during the synchronous learning time, and will also track student participation in asynchronous instruction. Teachers will use a Google spreadsheet to track if students participated in synchronous and asynchronous learning each day. They will then use this google spreadsheet to update the student information system, Infinite Campus, every week.

Middle School: 6-8th grade teachers will take attendance for synchronous participation in Infinite Campus during each period they teach in a day, as they would during on-campus learning. 6-8



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teachers will also track asynchronous learning through a specific grading category in their Infinite Campus Gradebook.

Re-Engaging Students

We know that distance learning may be challenging for many of our students, for a variety of reasons. We are actively monitoring student attendance and engagement to ensure that students are able to consistently access instruction and prevent learning loss, and are developing tiered strategies to proactively prevent extended absences or disengagement, and to address it when it does happen.

Before the First Day: We worked proactively before the first day of school to ensure families had full information about what to expect this year, and had access to the technology and supports needed to engage fully from the very first day of school. Teachers and staff made individual calls to families, with interpreters as needed to engage families who didn't speak English. We also introduced a new family communication tool, ParentSquare, which allows us to more easily communicate with each of our families, and encouraged families to sign up. However, despite our proactive efforts, we knew that with this level of change in our systems, it was extremely likely that not every family would be able to make a seamless transition into the new school year.

Start of the year: We began the year with a Smart Start schedule (see more details above, under Distance Learning section), allowing us to introduce students, families and staff to our new distance learning expectations and ensure that families were able to access instruction without being penalized for technical difficulties in the first days of school. Teachers and site administrators monitored attendance and engagement daily, and prioritized reaching out to students who had not logged on for live or asynchronous instruction. At the start of the year, many of the challenges have been technological in nature (lost log-ins, misunderstanding how to navigate Google Classroom, limited bandwidth when several students in a household were using the same hotspot simultaneously). We are working to address these with individual families so they can access instruction as quickly as possible.

Ongoing Monitoring: Teachers will review attendance/engagement weekly during grade level team meetings or other collaboration time, and identify students who need outreach. Teachers and staff will prioritize outreach to students who are missing significant amounts of instruction. For any student who does not engage for 60% or more of the week, their teacher and/or school site staff will reach out to them and their family.

When reaching out to families of students who are missing significant amounts of instruction, we will prioritize having the contact come from someone with whom the student or family has a trusting relationship. Ideally, that is the student's primary teacher, but in some cases it may be the principal, campus relations staff, or other trusted adult at the site. Teachers will continue to have time built into their schedule to call students. Teachers will have access to interpreters if they don't speak the family's preferred language.

We are creating a guiding document for teachers to use when making re-engagement calls. This guide will include sample questions to help teachers establish a relationship with the family member



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and gather information about the underlying barriers that are keeping the student from engaging, as well as a list of possible solutions or strategies to address some of the most common barriers to engagement. We will also provide training for teachers on parent engagement and outreach calls.

For those students who don't respond to this initial phase of outreach, each school's ILT or MTSS team would review data on extended absences/disengagement on a monthly basis, and develop individualized support and re-engagement plans for students who are chronically absent or disengaged. If these school-level reengagement plans do not resolve the attendance/engagement concerns, the sites will notify the district Student Services office to determine if additional resources or a home visit are warranted.

We are also exploring linking our student information system, Infinite Campus, to our parent communications tool, ParentSquare, so that parents can see their student's attendance and engagement. If this is possible, we would offer trainings to parents on how to access and navigate Infinite Campus, and seek to set up regular alerts to families via ParentSquare (and/or via autodialers) if their students are missing a significant amount of class in a given day or week. Parents on our DAC/DELAC as well as on our School Improvement Working Group shared that many families would want to know the same day if students were not in attendance so that they could respond immediately. Any communication would be made in English and Spanish, with an interpreter as needed if the teacher making the call doesn't speak the parents' preferred language.

Engaging and Supporting Parents as Co-Educators

Parents are key partners for making Distance Learning effective. It is our goal to provide ongoing parent training and support so that student expectations for distance learning are clear, and parents know how they can help their children be successful. Parent training topics may include how to log on to technology devices, how to log in and use blended learning programs, how to check in or discuss academic work with students, or how to support students with special needs. We will also provide regular opportunities for parents to connect with teachers to learn about their child's academic progress.

Teachers will be in contact with parents every other week at minimum, often with more frequent communications regarding lesson schedules and assignments, through tools such as Parent Square. Teachers will share student academic progress with parents formally at the end of each trimester through the student Report Card, including meeting in a report card conference at the end of the first and second trimester, and share a progress report midway through each trimester as well.



Community Focus



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Community Focus

The Ravenswood City School District engages with all parts of our community working collectively with students' parents, District staff and community partners to implement an instructional program that will best serve our students during the pandemic. We believe the best way to do this is to ensure there is two-way communication where we educate and inform on some issues, but also gather feedback and continue to revise our instructional plan for the pending needs of our students and families.

Communication and Engagement

Community engagement through the Task Force and Subcommittees. Representatives from all parts of our community participated in community focus activities to help guide the Task Force in the development of the District's recovery plan (see Appendix 1 for a timeline). The District released the first parent survey and convened two Task Force meetings during the month of May. Subcommittee meetings addressing instruction, wellness, operations and community engagement were held in the month of July informing staff to update the Board of Trustees on the Reopening School Plan. In July month, subcommittees also reported back to the Task Force with more detailed information, including preferences parents shared via a second parent survey. Once school started again, the Task Force met in early September and changed its name to the SY20-21 School Improvement Working Group. The Working Group will continue to meet throughout the school year approximately every 6-8 weeks.

Families. The District has provided a variety of ways to engage parents. DAC/DELAC parent members were critical partners of the Task Force and were key members on the subcommittees. Identified parents from each site participate on the parent/community subcommittee to coordinate with District staff and community partners parent focus groups and town hall meetings by schools. Four parent focus groups across the district were held in the morning and afternoon on June 29th and July 1st and four town hall meetings by schools were held July 6 through July 10 in the evening. During these meetings, the District shared information about reopening schools safely during COVID-19 and heard what was important to parents and staff about health, safety and learning. Reopening School Task Force updates to the board on June 25 and July 7 also provided a forum for parents to give input to trustees during public comment.

Staff were actively engaged in this process as well. The Ravenswood Teacher Association president and vice president participated on the Task Force, and teacher representatives across grade levels, disciplines and schools were actively involved on all subcommittees. The CSEA president was also a member of the Task Force. Additional Classified and Certificated staff joined in as participants during town hall meetings to learn more about the recovery plan and to ask pertinent questions in response.

Transparency. In an effort to be as transparent as possible, presentations and notes from all Task Force meetings, parent meetings, and board presentations were posted on [Ravenswood's website](#), on a special School Reopening site that is linked from the homepage, and which is translated into English and Spanish. Updates on the recovery plan can also be found in the board minutes [here](#).



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Educate and Train

Once the Recovery plan is finalized, we need to educate and train our families, students, partners and staff about the plan and expectations (including health and safety, new protocols, at home learning structure, tools and expectations, etc.). As we continue through the school year, we will need to communicate with our community regularly about updates on the pandemic and any changes in our response, using multiple methods to ensure we reach everyone. Here are some of the ways we plan to engage our community, whether through regular planned updates or in response to sudden changes or breaking news:

Students:

- We are building time into our school day to train students on the new expectations, and will support them to adapt to our new circumstances.

Families:

- Regular phone calls from teachers / school staff to parents, particularly during distance learning.
- Frequent autodialers in English and Spanish with messages from the Superintendent and/or principals
- Printed letters or flyers distributed via backpack for on-campus students, at meal pickup for at-home students, and/or by mail as needed (in English and Spanish)
- Parent trainings and learning sessions on how to support their students as co-educators
- Virtual town halls and info sessions within school communities, and/or district-wide (with Spanish interpreters)
- Website - updated throughout the year as new information comes up (in Spanish & English)
- Monthly DAC/DELAC meetings, where the Superintendent can share updates and get feedback / input from parents, including on best ways to engage others (with Spanish interpreter)
- Regular updates at the board meetings, which are live streamed and publicized on facebook via our social media accounts
- Monthly email newsletter to parents and partners

Staff

- Regular communication between District and union leadership of both the RTA and CSEA, to coordinate communication with all staff
- Emails and/or letters as appropriate
- Regular updates at school-based staff meetings
- Professional development, as described above under Student Learning & Development

Partners

- Regular meetings with partner organizations to collaborate and share updates.



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Reflect and Revise

After the school year starts, we will continue to gather regular feedback from our families, partners, students and staff about how we are doing, and in what ways we could adjust our plans to better meet the needs of our community. Here are some of the approaches we plan to use to engage our full community in two-way dialogue:

- **Working Group:** The School Improvement Working Group will continue to meet throughout the school year, and will monitor progress and feedback, and provide recommendations to the Superintendent about potential adjustments or improvements to our plan and implementation. We currently anticipate meeting in October 2020, December 2020, January 2021, February 2021, April 2021, May 2021, and as needed depending on the circumstances.
- **Families** (all with interpreters to engage English and Spanish speakers): Surveys, monthly DAC/DELAC meetings, virtual (or live) parent town halls, parent focus groups, Working Group meetings, parent/teacher conferences and 1:1 phone calls
- **Students:** Surveys, and potentially a middle school student town hall
- **Staff:** Surveys, regular meetings with RTA/CSEA leadership, school-based staff meetings, Task Force meetings
- **Partners:** Task Force meetings, regular meetings with partner organizations



Appendix



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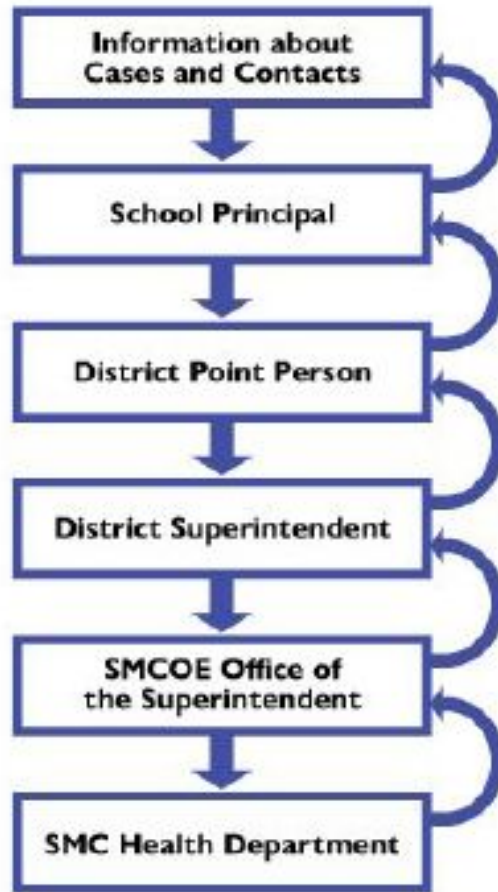
Appendix A: Timeline

See the [timeline in this document](#) for a description of activities during 2020 to support the development of this plan.



Appendix B: Ravenswood Communication Structure

The communication structure below has been developed with San Mateo County Health to manage communication between schools and the health department concerning cases of COVID-19 in school communities. Due to the volatile nature of COVID-19 and the possibility of community disruption, this reporting structure supersedes the usual protocol for reporting on communicable diseases within the school community.



All community members, including students, parents, teachers, staff, and other community members shall follow this structure, as it provides for a faster response than reaching out to San Mateo County Health directly. The Health Office will direct all questions received about schools to the San Mateo County Office of Education.



Appendix C: Sample Distance Learning Schedules

Sample Distance Learning Schedule for 1st Grade:

1st Grade Sample Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Prep	Prep	Prep	Prep	Prep
9:00-9:30	Morning Meeting/ Restorative Circle - Community Building - Restorative Circle - Calendar Math - Morning Songs - Schedule	Morning Meeting/ Restorative Circle - Community Building - Restorative Circle - Calendar Math - Morning Songs - Schedule	Morning Meeting/ Restorative Circle - Community Building - Restorative Circle - Calendar Math - Morning Songs - Schedule	Morning Meeting/ Restorative Circle - Community Building - Restorative Circle - Calendar Math - Morning Songs - Schedule	Morning Meeting/ Restorative Circle - Community Building - Restorative Circle - Calendar Math - Morning Songs - Schedule
9:30-9:45	Synchronous Balanced Literacy Component (shared reading, read aloud, mini lesson, phonics)	Synchronous Balanced Literacy Component (shared reading, read aloud, mini lesson, phonics)	Synchronous Balanced Literacy Component (shared reading, read aloud, mini lesson, phonics)	Synchronous Balanced Literacy Component (shared reading, read aloud, mini lesson, phonics)	Synchronous Balanced Literacy Component (shared reading, read aloud, mini lesson, phonics)
9:45-10:05	Asynchronous/Synchronous Literacy Small Groups (Seesaw, independent reading, drawing)	Asynchronous/Synchronous Literacy Small Groups (Seesaw, independent reading, drawing)	Asynchronous/Synchronous Literacy Small Groups (Seesaw, independent reading, drawing)	Asynchronous/Synchronous Literacy Small Groups (Seesaw, independent reading, drawing)	Asynchronous/Synchronous Literacy Small Groups (Seesaw, independent reading, drawing)
10:05-10:20	Synchronous Writing (interactive writing, mini lesson, shared writing)	Synchronous Writing (interactive writing, mini lesson, shared writing)	Synchronous Writing (interactive writing, mini lesson, shared writing)	Synchronous Writing (interactive writing, mini lesson, shared writing)	Synchronous Writing (interactive writing, mini lesson, shared writing)
10:20-10:40	Asynchronous/Synchronous Writing Small Groups (Seesaw, independent reading, drawing)	Asynchronous/Synchronous Writing Small Groups (Seesaw, independent reading, drawing)	Asynchronous/Synchronous Writing Small Groups (Seesaw, independent reading, drawing)	Asynchronous/Synchronous Writing Small Groups (Seesaw, independent reading, drawing)	Asynchronous/Synchronous Writing Small Groups (Seesaw, independent reading, drawing)
10:40-11:00	Recess / Break	Recess / Break	Recess / Break	Recess / Break	Recess / Break
11:00-11:15	Synchronous Math Mini Lesson	Synchronous Math Mini Lesson	Synchronous Math Mini Lesson	Synchronous Math Mini Lesson	Synchronous Math Mini Lesson
11:15-11:35	Asynchronous/Synchronous Math Small Groups (Seesaw, independent work, counting practice, 1 to 1 correspondance)	Asynchronous/Synchronous Math Small Groups (Seesaw, independent work, counting practice, 1 to 1 correspondance)	Asynchronous/Synchronous Math Small Groups (Seesaw, independent work, counting practice, 1 to 1 correspondance)	Asynchronous/Synchronous Math Small Groups (Seesaw, independent work, counting practice, 1 to 1 correspondance)	Asynchronous/Synchronous Math Small Groups (Seesaw, independent work, counting practice, 1 to 1 correspondance)
11:35-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:10	Synchronous Social Studies or Science Lesson or Asynchronous Independent Practice	Synchronous Social Studies or Science Lesson or Asynchronous Independent Practice	Synchronous Social Studies or Science Lesson or Asynchronous Independent Practice	Synchronous Social Studies or Science Lesson or Asynchronous Independent Practice	Synchronous Social Studies or Science Lesson or Asynchronous Independent Practice
1:10-1:55	Specials/Collaboration	Specials/Collaboration		Specials/Collaboration	Specials/Collaboration
1:55-2:25	Designated ELD Small Group Instruction	Designated ELD Small Group Instruction		Designated ELD Small Group Instruction	Designated ELD Small Group Instruction



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Sample Distance Learning Schedule for 6th Grade:

6th Grade General Schedule					Color Key		
Monday	Tuesday	Wednesday	Thursday	Friday			
8:30-9:30 Video Lessons ELA/SS	8:30-9:30 Homework	8:30-9:30 Homework Optional Period 9 Elective	8:30-9:30 Homework	8:30-9:30 Homework Optional Period 9 Elective	*REQUIRED online* Attendance taken by joining the Zoom class.	Independent work called Asynchronous work. No Zoom required but check Google Classroom and Summit.	
9:30-10:00 Period 1	9:30-10:10 Period 1	9:30-10:10 Period 3	9:30-10:10 Period 1	9:30-10:10 Period 3		*REQUIRED online* Attendance taken by joining the Zoom class.	These are your core classes called Synchronous. Teachers will be delivering lessons during the period and you will be working with them to complete assignments like you would in class on campus. THESE CLASSES ARE REQUIRED.
10:00-10:20 Homework	10:15-10:55 Period 2	10:15-10:55 Period 4	10:15-10:55 Period 2	10:15-10:55 Period 4			
10:20-10:35 Break	11:00-11:40 Period 5	11:00-11:40 Period 7	11:00-11:40 Period 5	11:00-11:40 Period 7			
10:35-11:05 Wednesday's Period 7 (Elective or PE)	11:45-12:25 Period 6 Study Time (no class)	11:45-12:25 Period 8	11:45-12:25 Period 6 Study Time (no class)	11:45-12:25 Period 8			
11:05-12:15 Video Lessons Math/Sci	12:25-1:05 Lunch	12:25-1:05 Lunch	12:25-1:05 Lunch	12:25-1:05 Lunch			
12:15-12:55 Lunch	1:05-2:00 Homework	1:05-2:00 Homework	1:05-2:00 Homework	1:05-2:00 Homework			
1:00-1:30 Friday's Period 7 (Elective or PE)	2:00-2:15 Break 2:00-2:40 Optional Period 9 Elective	2:00-2:15 Break	2:00-2:15 Break 2:00-2:40 Optional Period 9 Elective	2:00-2:15 Break			
1:30-2:15 Video Lessons from any class	2:15-4:00 Homework & Video Lessons	2:15-4:00 Continue Homework	2:15-4:00 Homework & Video Lessons	2:15-4:00 Homework & Video Lessons			
2:15-3:00 Elective and PE Teacher Office Hours	2:00-4:00 ELA & Math Teacher Office Hours (use as needed)		2:00-4:00 ELA & Math Teacher Office Hours (use as needed)	2:00-4:00 Science & Social Studies Teacher Office Hours (use as needed)			