

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Beginning March 16, 2020, the Mountain View School District began implementing a Distance Learning Program in response to school closures as a result of COVID-19. The first phase of distance learning included the creation of a new webpage where weekly learning packets were uploaded for grades preschool through 8th. Instructional materials were reproduced and distributed to families without Internet access. These packets included learning materials for English Language Arts and Mathematics. Additionally, resource links for content areas and specialized services, including Special Education, Community Resources, Mental Health Resources, and Physical Education activities. Phase two, began after Spring Break, focused on the distribution of student technology devices and hotspots for families who were identified as needing WiFi internet access. Dissemination of technology to students without access allowed for instruction through Google Classroom and SeeSaw as the primary delivery platforms, Remind.com for parent and family communication, and Clever to support single sign-on and application management. Supplemental instructional resources already in use at school sites continued, along with student access to Let's Go Learn EDGE Language Arts and Mathematics, and Imagine Learning ELD and Math programs.

The instructional expectations were outlined in the MVSD Distance Learning Plan to all staff and families. The plan focused on three identified areas of student and family needs, Online Secondary Distance Learning, Online Elementary Distance Learning, and Packet Based Distance Learning for students who continued to lack WiFi internet access or were in the process of receiving devices following physical distancing guidelines. The elementary and secondary online learning plans included content delivery, ELD, independent practice, independent reading, and supplemental online program recommendations for weekly instruction. The secondary plan provided daily instruction, with each content area being assigned one day each week. The elementary plan required 2-3 lessons per week. Finally, the packet-based plan called for 2-3 assignments per week and teacher contact to support the continuation of learning. Teachers were encouraged to record lessons for students who needed to access them at times outside of the regular school day, and professional development was offered each week to support distance learning instructional practice and use of technology. Professional development was delivered in a combination of expert classroom teachers, TOSAS, and consultants from online/software companies.

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

To meet the needs of English learners, the District developed instructional expectations that included integrated and designated ELD requirements that included frontloading vocabulary, sentence frames, and word study strategies that were to be included in the delivery of online instruction. Learning packets that were provided to students included strategies for families such as vocabulary review of unknown words, rereading strategies for purpose, graphic organizers, and materials for students who needed extra support. Also, all professional development continued to include ways to support ELD through online learning platforms and by phone. Finally, the District teaching and support staff developed exceptional practices that were shared during professional development to continue the incorporation of SEAL (Sobrato Early Academic Language) and other SDAIE/ELD strategies through the online instructional delivery platforms.

To meet the needs of foster youth students, the District distributed devices and hotspots to students. School counselors checked in with the students and families. The Foster Youth Liaison worked with the Los Angeles County Office of Education (LACOE) in identifying students who may have lacked these devices/hotspots. For those that chose not to acquire a device, packets were provided by the school sites.

To meet the needs of low-income students, the District distributed iPads to students in grades TK through 2nd and Chromebooks to students in grades 3rd through 8th. For families who lacked adequate internet connectivity or WiFi access, 1,000 mobile hotspots were purchased and distributed along with a device for each student. Over 75% of families in the District currently have devices to access online distance learning, and the remaining have the option of requesting one through the end of the school year. To further support learning throughout the summer, students will be allowed to keep their devices to access online learning programs. Since the District serves a population that is over 92% Unduplicated, access to these devices during the school year and summer will provide access to students and families whom otherwise would not have had this opportunity. Finally, each school site has a phone and an online process for families to communicate learning access needs. Families who needed basic supplies such as paper, pencils, and crayons were able to contact their child's school to receive them.

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

The Mountain View School District's Distance Learning Plan evolved as new information was made available, and the extent of school closures was realized. Starting with a paper packet learning program for the first three weeks allowed teachers and district staff to develop a Distance Learning Plan, which required online teaching and learning, as well as, time to deploy devices. The curriculum was designed around existing instructional blueprints in English language arts and mathematics, with additional lessons and activities for home learning in each of the content areas. Strategies including sentence frames, vocabulary, and word study were aligned to the lessons to ensure broad access for students and support for families working with their children. Elementary grade teachers were asked to make contact with students 2-3 times per week to provide learning support and instruction through online distance learning platforms, by email, and by phone, depending on the level of access of each child. Middle school students were provided a schedule that provided for content area instruction daily by content area. In addition to these live virtual lessons, teachers made recordings of their lessons available and continued asynchronous delivery of assignments and monitoring of student progress. Special education students received distance learning support in conjunction with their Individualized Education Plans (IEP's). IEP meetings continued to be held through Zoom to address students' needs during the school closures.

Additionally, all grade levels were provided access to English Language Arts EDGE and Math EDGE programs to provide adaptive learning support at home. It was recommended that students spend 20-minutes each day using these programs. Additional support for English learners was provided through the use of Imagine Learning; in addition to the integrated ELD instruction students received, the daily schedule also included 20 minutes of online support. Although instruction was scheduled during regular school hours, lessons were made accessible to students to access at times that met the needs of their households and individual situations. Also, students were assigned to take the English Language Arts and mathematics district online diagnostic assessments as regularly scheduled as one measure to monitor student progress. Families who were accessing packet-based instruction were provided answer keys to check their students' work. The final grade for the third-trimester report card was graded Pass or No Pass. District policy was designed to hold students harmless, requiring that no student would be graded lower than the previous report card.

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

The Mountain View School District serves over 6,500 Transitional Kindergarten through eighth-grade students in a high density three square mile community in the San Gabriel Valley in nine elementary, two middle, and one K-8 school. An additional 450 students ages zero to five years old are serviced in the federally funded Head Start and state-funded preschool programs. Further, 94% of the student population qualifies for free or reduced lunch, 60% are identified as English learners, and 20% are classified as homeless. In addition to the identified need of students in the District.

At the onset of school closure, the El Monte – South El Monte Nutrition Service Directors met and determined selected sites for meal distribution. Locations were chosen to ensure full accessibility for families in both cities. The Mountain View School District selected distribution sites with adequate refrigerator/freezer storage in locations at the north, south, and west boundaries of the District.

Standard Operating Procedures were developed to ensure meal service was provided following CDC guidelines. While most Nutrition Service employees were trained to follow food safety guidelines and maintain the ServSafe Certification, all personnel handling/distributing food were further trained to sanitize after distributing food to the customer. Staff members would place meal packs on a table, accessible to the family with the 6-foot social distancing. The family member would pick up the meal kit. After the family had left the area, the table was sanitized before the next participant.

Meals were provided in a 5-Day menu plan, distributed every Monday. The meals were pre-packaged and served in a drive-through Grab N Go. Trained Nutrition Service staff members distribute the meals, maintaining the most current CDC guidelines to ensure safety procedures. Student ID numbers were requested at the time of pick-up. To expedite the pick-up process, families were required to display the name of the child and school ID number for all students, Pre-K through Grade 8. Per Summer Food Service Program guidelines, all children were eligible ages 18 and under. If an ID number was not available, the address was requested before meals being supplied for all students 18 and under to meet program integrity. The 5-Day meal menu included both breakfast and lunch, provided at the same time to limit the time families had to leave their homes. Additional fruits and vegetables were periodically donated by a local produce company, providing access to extra produce with the 5-Day meal plan. Fruits and vegetables were provided in an additional grocery bag of produce for each family. The District also received a grant from No Kid Hungry to provide an additional entrée salad to each student (June 22-July 13, 2020) and partnered with the Our Savior Center and the City of El Monte to provide additional food resources for the community at the Mountain View Family Center, opening a Food Pantry two days per week. Finally, the District has partnered with the California Department of Social Services to distribute information about the Pandemic-EBT Card, providing access to \$365 for each student and the City of El Monte to distribute 150 meals from local restaurants each week. Parents/guardians are allowed to pick up meals for children without them being present.

From March 17, 2020, through June 5, 2020, Food Services had already distributed 304,260 meals to children under 18 years. The way in which District staff came together to support the community exemplified the spirit of Team Mountain View and provided relief for families during the pandemic. The collective efforts to provide meals to the community is planned to extend through summer.

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

The supervision and monitoring of student engagement during instruction was a key component of the MVSD Distance Learning Plan, requiring teachers and service providers to report students who did not show up virtually for instruction to their site administrators. Each school site followed attendance protocols to make contact with families to inform them to determine if students were both supervised and accessing learning. Further support was provided through a special distance learning phone hotline and email system that was checked daily by district staff to answer questions and provide support for families who were not available to contact their child's school during regular instructional hours. Students who could not be reached at the school site level were referred to the Pupil Personnel Services Office so that further attempts could be made and assistance provided, including outreach from the Child Welfare and Attendance staff. Finally, families who informed the District that this child would be staying with relatives out of the area during this time continued to receive instruction and materials to support distance learning, and some families requested that physical material be mailed to the residence where their child was staying outside of their primary residence.