

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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1. 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.

On March 13, 2020, the MVLA School Board voted unanimously to close the high schools due to the COVID-19 pandemic and move towards distance learning. The schools planned for this transition during the week of March 16th and implemented Phase I of distance learning for all students on March 23, 2020. In Phase I, teachers planned for 100 minutes of instruction per class per week. The instructional activities ranged from synchronous class meetings to asynchronous activities that students completed independently at their own pace. Attendance monitoring was modified during this time. Teachers monitored weekly engagement in distance learning based on predetermined criteria and reported on a weekly basis whether students were “engaged” or “not engaged” in the student information system (Aeries). This allowed the school staff to monitor who was not accessing instruction and reach out to those families by phone or email to provide extra support.

On April 6, 2020, the MVLA School Board voted to approve a “Credit/No Credit” system for Spring 2020 for both the fourth quarter and the second semester. A Credit will be awarded based on participation (attendance/engagement) and proficiency on the subject matter. A No Credit means that they do not receive credits for the course.

On April 13, 2020, after returning from Spring Break, MVLA began Phase II of the Distance Learning Plan which would increase the number of minutes of instruction, implement a schedule of when synchronous activities would take place and offer office hours where students can work with their teachers on an individual basis. MVLA students would remain in distance learning for the remainder of the school year.

The district developed multiple documents during this time that were made available to the public, including the Phase I Plan, the Distance Learning Plan (Phase II) and the Distance Learning Service Model for Special Education.

Families were notified in multiple ways, including by mass email, mass phone messages and through the school website. School staff assisted by reaching out to families by phone, particularly when students were reported as “not engaged” in distance learning. The Office of the Superintendent issued weekly communiques to the community through mass email and website postings. School closure and distance learning information was also made available through school site newsletters and site administrator mass emails.

During Shelter in Place (SIP), typical meetings were maintained through live conferencing platforms, such as Zoom or Google Meets. These platforms were used to hold board meetings, PTSA meetings, DELAC meetings, and school site meetings, such as Department Coordinator and Leadership meetings. SIP orders also cancelled all student events, such as athletics, ceremonies, prom and graduation. A formal graduation did not take place. However, graduates were individually recorded receiving their diploma and a video compilation will be made available for viewing at a future date.

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

The Latino/EL Outreach Committee was formed to bring staff from all three sites to discuss the needs of our most vulnerable students. It was critical to coordinate efforts across the district to ensure efficiency and a targeted model of support. The composition of the group were members from counseling, mental health/therapeutic, ELD, McKinney Vento, alternative education, administration and support services. In the weekly meetings, the committee discussed how the target students were doing in distance learning model, outreach efforts to families, resources for students and families and other issues both students and families were facing with the COVID-19 pandemic.

For the purpose of outreach, the committee compiled a master list of all students who were identified as EL, RFEP, Homeless/Foster Youth, SED, SPED, AVID and whose home language was Spanish. This list included over 1600 students that meet that criteria. Either through mass email, mass robo calls or individual calls home, the goal was to reach out to these families to share the distance learning plan and determine if there were any supports needed to access instruction during this time. Through these efforts, the committee was able to connect families to the available food services, provide hot spots for students who did not have wi-fi access and build a bridge with teachers due to language differences.

Schools were able to monitor student engagement by having teachers mark attendance once a week in the SIS system. Two new codes were developed in the SIS system, "Engaged" and "Not Engaged." Teachers used criteria to determine if a student was engaged in the prior week's distance learning. Teachers marked students once a week for every class on a Monday. We were able to collect 8 weeks of data during the spring semester. The data revealed a pattern of the same student groups being marked "not engaged." About 10% of the student body was "not engaged" per week. Unfortunately, over 70% of those students were in our targeted group, mostly EL, SED and SPED. We continued to reach out to families and students through email and phone calls.

The Mental Health program provided Telehealth services during distance learning. An online referral system was created to request services. All mental health therapists continued providing support through the live conferencing platforms that were adopted by the district. In addition, several teachers piloted the ImSparked program, an online platform that provides students with social-emotional topics through videos. The counseling teams at the sites also developed Google Sites with mindfulness and social emotional learning strategies for coping with SIP and the COVID-19 pandemic.

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

The planning for distance occurred in several stages. The first stage was dedicated to swiftly moving from in-class learning to temporarily providing access to learning at home for a period of 2-3 weeks. This fell at the end of the 3rd quarter which created an opportunity to focus on reinforcing prior content rather than new learning. Teachers were expected to develop activities that students could complete independently and had the choice to offer synchronous lessons using the Zoom live conferencing platform. Teachers were expected to be mindful of students' conditions at home, particularly if students did not have access to reliable wi-fi or if they had other demands on their time, such as caring for siblings. The schools made sure during this time that all students had access to a digital device and procured hot spots for students that needed access. The hot spots and devices were distributed at the food distribution site located at a neighboring elementary school.

As time passed, it became evident that we would not be returning to in-class learning and we would continue to provide instruction through distance learning. The second stage of planning occurred with a committee that included representatives from the administration, district office and teachers' union. Together, the committee developed the Phase 2 Distance Learning Plan which included expectations for new learning of content and a schedule for delivering synchronous and asynchronous activities. The concept of a "slate" was developed where teachers started each week with a description of their student learning outcomes, the learning activities/assessments that related to those outcomes, and when teachers would offer synchronous and asynchronous opportunities. Throughout the design process, the committee kept in mind the state's hold harmless guidance as well as balancing the pressure from the community to provide a rigorous learning environment.

The Instructional Support Team (IST) provided "drop in" Zoom sessions on various digital tools and resources that teachers were encouraged to use in distance learning. IST members also provided course team or individual teacher support on designing lessons and assessments that were appropriate for distance learning. A list of previously approved digital resources was provided to all teachers. Added to the list were free tools that became available during COVID-19, such as Study.com, Nearpod, Flipgrid and Zoom. Several other resources were purchased during this time to provide additional services, particularly for students with IEPs, such as Google Read&Write and Screencastify for all teachers.

A number of parent communiques were distributed during this time both in English and Spanish. These parent communiques, in addition to the School Closure section of the MVLA website, included information on how to support students at home. The website also included links to community and online resources that support families with academic, economic and social-emotional needs.

Lastly, the schools collected ongoing feedback from students, families and staff through a series of surveys. These surveys were given at different stages of distance learning and helped inform the design of the subsequent stage. Currently, this feedback is assisting in the design of the reopening plan for the 2020-21 school year.

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

MVLA has partnered with Mountain View Whisman School District to provide meals for our students. Because meals are available to all students 18 and younger, the more convenient location that MVWSD is serving from is preferred by our students and their families and is much easier to access. Prior efforts to provide summer meals (which is what the COVID-19 environment replicates) at MVLA locations has been met with very little student participation, as in those past years students would go to our partner district sites regardless. Students are provided breakfast and lunch each weekday. Communication in both English and Spanish went out to families, via the website, phone calls and emails. In addition, both schools have participated in fundraising efforts to provide gift cards and other resources for families during this time. The PTSA and parent volunteers have worked with school staff to procure funding for meal vouchers and other basic necessities. Distribution days were organized at the food distribution sites. Staff adhered to all safety and social distancing protocols when making contact with families.

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

Under the Santa Clara County Public Health Order to shelter in place on March 16, 2020, only essential workers in the county were allowed to perform work at essential businesses. This caused the potential need for these essential workers to find supervision for their children during ordinary school hours.

In partnership with the Santa Clara County Office of Education, arrangement for supervision of students during ordinary schools was made available to families through the [SCCOE Childcare for Essential Workers Portal](#). The portal was made publically available on April 10, 2020 and was announced through a [press release](#) to district public information officers and media on April 15, 2020. A second press release was released the week of May 4th describing enhancements to the portal and directions for districts on how to communicate the information to families.

The Childcare for Essential Workers Portal lists organizations offering child care in the county and identifies which ones offer free or subsidized care for those that qualify. An [Interactive Child Care Map](#) was made available on the site so families could find the closest provider. The site also provides information about who is considered an essential worker, how to find childcare, how to know if the facility is safe, and how to qualify for financial assistance.

These resources are presently on the MVLA School Closure Resources webpage. Community members in need of further information may contact Educational Services.