COVID-19 Operations Written Report for Moreland Elementary School District

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<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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<tr>
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<td>June 23, 2020</td>
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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.

On March 13, we were notified by the Santa Clara County of Education that school campus closures would be in effect March 16. At the time of notification, we created a press release for our families that was sent out via our emergency communication tool. Site administrators notified their staff which was followed up by a message from the Superintendent. Our first phase of distance learning was work packets that were distributed in hard copy to parents the week of March 16. Our instructional coaches had prepared these packets in the event of campus closures so we were prepared for the first day of closures. This first phase allowed us to create a device and hotspot deployment plan so students would have access to online programs and formal distance learning. After three weeks, we transitioned our distance learning to an online platform where curriculum and instruction were planned and delivered by the classroom teacher. One challenge we faced was deploying a significant number of devices to our students and securing hotspots so they would have an internet connection. We created deployment sites at each school and secured additional hotspots to cover our needs. As we progressed through distance learning, we worked closely with the other school districts in our county on equitable was to provide a standard grading system. We decided on a credit/no credit grading system that would not penalize students who were facing challenges with distance learning. All students were promoted to the next grade level and not penalized for engagement with distance learning. Special education case managers converted Individual Education Plans to Individual Learning Plans to reflect a change in service model. Services were provided to all special education students through distance learning. Because information from local agencies was being updated constantly, we felt it was important to keep our community informed of how new regulations impacted our school district. Board meetings increased for about a month to once a week so we could ensure effective communication to our community and provide a weekly COVID 19 report.

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

It was important that our students who English Learns, foster youth, and low income were provided with support to access to distance learning. Our community liaisons played a large role in reaching families who are Spanish speaking to ensure they signed up for devices and were able to understand the instructional assignments. They were available on campus to support staff and parents as needed. Each school site set up a device/hotspot deployment plan so we could provide those to all families that indicated a need during distance learning. Every
Thursday, we provided on-site technology support at 3 sites for students and parents to understand our online programs and device navigation. Each site had a Spanish translator available. We created designated ELD lessons in each language domain for each grade level. These lessons were translated in Spanish, Vietnamese, and Chinese so parents could support the learning at home. Teachers were reaching out to their classes via Zoom multiple times each week. As they recognized students who were struggling with distance learning, they provided targeted small group instruction and assigned our intervention staff to groups of students for additional support. Teachers tracked participation and work completion so we could identify students who were struggling to participate. Teachers made phone calls home to understand any barriers the family had to prevent their participation with distance learning and provide additional support. If participation did not improve, principals reached out to families to provide additional support. Outreach was also done by our community liaisons in Spanish. As a follow up to these emails and phone calls, we sent home a letter in the mail to encourage participation. These efforts were successful in reaching students who otherwise did not engage. In addition, without the interpersonal connections and safety that school affords, our counselors saw a need to provide ongoing social emotional support. Each week our counselors provided social emotional lessons for each grade level. These were provided through each classroom's weekly lesson plans as well as communicated to our parents in our weekly newsletter and posted on the district website. As our support and outreach evolved over distance learning, so did our meal program. Our meal service program started with breakfast and lunch and expanded to include dinners during the week and for the weekend.

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

Our distance learning was provided to all students using the common platform of Google Classroom. Each week teachers met by school site and grade level to create a weekly lesson plan that was posted every Friday for the following week. These plans included opportunities for online instruction, office hours, class meetings, assignments, and enrichment activities. Instruction was delivered in both synchronous and asynchronous ways. Teachers provided live zoom instruction, videotaped lessons/read alouds, and provided slideshows that demonstrated step by step instructions for assignments. Middle school retained their seven period day structure while distance learning. This allowed teachers to provide live Zoom instruction and office hours without conflict with other classes. We identified instructional coaches and teacher leaders on each site to provide professional development on the common tools we agreed to use during distance learning. These PD webinars were also videotaped and posted for teachers to use as reference. We surveyed teachers for additional training that was needed and identified staff to provide it. Professional development was also delivered from our curriculum publishers such as STEMscopes and Benchmark Advance. We increased our communication to parents by providing weekly classroom newsletters and principal newsletters, which included updates from the district office. After several weeks of distance learning, we surveyed our parents to understand the support they needed and allow them to provide feedback on our instructional model. Principals reviewed this survey data and made adjustments to distance learning. Student technology needs were met using the devices from their school site and hotspots that we purchased. Each Thursday, we had a technician and instructional coach at three sites to provide support on using devices and our online programs as well as repair or replace any broken devices. This allowed us to keep devices working properly and provide training to parents who were unfamiliar with technology and/or our instructional programs.

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

Beginning March 16, 2020, Moreland's Food Service staff began distributing meals to families. The waiver allowed us to distribute breakfast and lunch meals at Anderson School Site to all children up to age 18 regardless of which school site in Moreland they attended. On March
23, 2020, the district added an additional distribution site at Moreland Middle School to help reach more families. Both of these sites were chosen based on the ease of access for our families and have continued to distribute breakfast and lunch meals.

When we began distribution, the child(ren) had to be in the car. Later in the month, a waiver was granted and we were able to serve meals even if the child(ren) were not present. On April 6, 2020, we began distributing dinners. Each Monday, we gave families enough dinners for 5 days for each child in the household. On May 1, 2020, we began a partnership with the City of San Jose. On Fridays at both of Moreland's distribution sites, the City provided weekend meals for the entire family including adults.

As of June 12, 2020, the following number of meals have been provided:
Breakfasts/Lunches = 44,654
Dinners = 18,248
City Program Weekend Meals = 17,850

During the entire period of time, staff adhered to the required safety protocols. Our food services staff, who are already trained in handling food and preparation of meals, were used to operate this program. Gloves and face coverings were worn and touchless procedures were used to distribute meals. Multiple messages went out to all families in our district to remind them of the food program and the times and sites of distribution. The District also utilized county websites and maps to list meal distribution sites. The sites maintained a "drive up" so that families did not need to get out of the car. We also set up a "walk up" grab and go for families that walked to the distribution sites.

On June 15, 2020, the District began a summer feeding program. This program will continue to distribute breakfasts and lunches throughout the summer from the Anderson School site.

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, 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. Our district provides after school/vacation care to our students through our Extended Day program on five campuses and the YMCA program at Anderson Elementary. During campus closures we closed our Extended Day program and consolidated our efforts with the YMCA. The YMCA opened a campus for students of essential workers. We advertised the program to parents through principals' weekly newsletters and our Coordinator of Extended Day reached out to her current families that utilize our after school programs were aware of the opportunity. We also shared this opportunity with our staff who were providing and supporting distance learning but had their own child care needs.