Prompt #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 10th, 2020, Mission Prep closed the building due to the pandemic. Our team prepared 419 individual student work packets and mailed them directly to our students’ homes. Meanwhile, our team created a distance learning platform reflecting our mission, vision, and our learning goals. Within three weeks, we distributed 248 computers to our families who had requested them. Our new learning platform provided rigorous and developmentally appropriate learning activities for each grade level. Our distance learning program priorities were as follows:

- Engaging Preppers & Building Community
- Building a Feasible Plan
- Creating Routines that Build Habits
- Maintain Foundational Skills and Knowledge

To build an engaging and sustainable learning experience, we differentiated the length of the learning day by grade level; younger students worked for about 2 hours per day and older students worked for about 4 hours per day. All core subjects were provided through distance learning, and lessons were delivered through a combination of asynchronous and synchronous learning experiences. Through distance learning, our faculty continued to engage students in learning the knowledge and skills organized in our scope and sequences to cover most of the content that was originally expected to cover by the end of the year. All students engaged in daily community meetings and small groups, as well as weekly 1:1 meetings with their teacher. Attendance was collected daily for all of these experiences. Our distance learning homepage for each grade level displayed teacher contact information, weekly announcements, schedules and activities, and links to personalized learning programs. Our grade level teachers and our teaching assistants supported small group learning experiences and provided a deeper level of support for our students.

The data collected throughout this time (attendance data, work completion, internal assessment data) will be used to adjust curriculum plans for 2020-21 content and grade level scope and sequence documents in order to best support each grade level and each student.
Prompt #2 - Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our distance learning schedule differentiated for each grade level’s needs, as we considered the length of the day and how to best combine synchronous and asynchronous instruction. We prepared weekly agendas by grade level, created video tutorials and visuals to aid accessibility, and adjusted the length of lessons, quantity of instruction, and amount of assignments based on grade level.

An array of personalized learning programs were incorporated, some of which we were already using when school was in session. Some new programs were incorporated into the student experience, as well. In this way, our programs provided flexibility to the needs of our learners, and our students had more choice in their learning experiences. Students who needed additional support could receive guidance through 1:1s, extra time in small groups, and/or through a virtual study hall program. Students who were ready to move ahead could continue working in personalized learning programs and challenge themselves in new ways.

A variety of platforms helped students practice skills and submit their work. All students utilized Zoom for community meetings, small groups, and weekly 1:1s. Students in TK through 2nd grade utilized Class Dojo to submit their work, and students in 3rd through 8th grade accessed assignments through Google Classroom.

Our SPED Team continued to provide all students with IEPs their services and their minutes throughout this time. We worked with our SELPA to plan, draft, and communicate IEP amendments regarding amended services during distance learning. IEP services were implemented after receiving consent from parents. Our school counselor, speech therapist, occupational therapist, and psychologist continued to provide service virtually.

For our EL population, we provided additional support through 1:1s when appropriate. Because students often worked in smaller groups, they were able to participate and use their English skills in new ways in a small group setting.

Prompt #3 - Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Our schedule was designed to build positive routines and habits for our students while they navigated distance learning fully for the first time. Our students could begin to work more independently and utilize opportunities to experience self-directed learning with support along the way. This schedule was also designed to support our parents, as they steered us as learning guides for their children at home. We collected weekly feedback from our parents in order to understand the learning process and experience at home as both parents and children adapted to distance learning. Our parents provided helpful feedback so that we could learn and adjust the program along the way.

We collected a variety of data throughout distance learning. Attendance was collected at community meetings, small groups, and 1:1s. Work completion was tracked daily and weekly. Assessment data was collected internally in our learning management system. Distance learning progress reports were provided
for each student and their family at three checkpoints, communicating attendance and work completion data for each individual student. During our final round of parent teacher conferences, which were virtual, teachers reviewed data from these reports and shared progress with parents. Distance learning progress reports serve as grades for grade levels TK through 5th grade. Students in 6th grade through 8th grade received a distance learning progress report, as well as a “pass” or “fail” grade based on their attendance and work completion during distance learning.

Our teachers embraced distance learning and worked tirelessly to support our students. Teacher learnings and discoveries helped us build a set of best practices shared across our team. Grade level band meetings were held weekly to provide a time for teams to connect, celebrate, and problem solve. Our teachers participated in PD sessions throughout distance learning, ranging from technical support (“Maximizing Zoom Features”), SEL needs (“Supporting Students with Grief and Change”) and instruction (“Maximizing Small Groups”).

At the launch of distance learning, the Mission Prep team provided parents with a resource that included a basic set of distance learning expectations to help set up learning space and structures with their child(ren). We supported our families by consistently providing information on our website, and utilized a text management system to send home text alerts, both urgent and important, to our families. Throughout distance learning, more families opted in to receiving these text updates. Throughout distance learning, all announcements and resources were translated into Spanish. We increased our two-way communication through setting up Weekly Family Feedback sessions via Zoom; parents were encouraged to open up about successes and challenges from the distance learning experience and to collaborate by sharing helpful strategies with each other in the session. We encouraged families to complete ongoing distance learning feedback surveys, as well as an end of year parent survey. At the end of the school year, all families were invited to attend a virtual Parent Teacher Conference to receive information about their child’s progress. A basic needs survey was posted throughout the spring for families to request resources (food, hygiene kits, counseling support, tech support) at any time. We provided a Mission Prep Hotline for families to use if they had an urgent need.

**Prompt #4 - Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.**

Our families could receive meal service through SFUSD through the end of the school year. As a result, SFUSD has sole access to these metrics. In order to ensure our students were able to access meal service, we regularly communicated the SFUSD meal pickup locations to families via text, email, phone, and our website. If there were changes to the meal distribution, we alerted families in advance. For families who could not access food or who needed additional food, our school and our Family Engagement Committee provided additional resources. Families could fill out the basic needs survey on our website and receive immediate support and resources according to their particular needs.

**Prompt #5 - Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours. Consider**

Our school provided information regarding child care and supervision of students during ordinary school hours by providing pertinent information on our website. We provided information for Boys and Girls’ Club resources, and continued to collaborate with them throughout the spring.