

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Morgan Hill Unified School District	Steve Betando, Superintendent	betandos@mhusd.org 408-201-6000	June 16, 2020

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.

In response to COVID-19 and the shelter-in-place executive order by Governor Newsom in March 2020, the Morgan Hill Unified School District Educational Services Department in collaboration with district and school administrators and Morgan Hill Federation of Teachers developed two student learning plans, [Flexible Learning Plan Elementary Guide](#) and [Flexible Learning Plan Secondary Guide](#). Initially, the learning plans were created with the purpose of immediately providing students academic enrichment for the proposed 3-week social-distancing order. The core and driver for decisions was equity which informed the Credit/No Credit Grade Policy for the final grade determination among other decisions such as the distribution of devices, materials, and supplies. We adjusted and revised our initial 3-week learning plan to continue until the end of the school year. Students received information from their teachers on different ways to access learning such as by video conference, pre-recorded video lessons, hard-copy curriculum packets, curriculum packets on USB memory drive, Google Classroom, email, phone and by other creative modes of delivery. In an effort to provide teachers and administrators the training needed to use digital tools for virtual teaching and learning, and ongoing technical support, teachers on special assignment (TOSAs) provided regularly scheduled professional development, office hours and technical support. In order to provide students technology, schools expeditiously created systems to distribute devices and materials for continued learning for students. A team developed a system to immediately identify students and families without access to the internet. A team also created heat-maps to identify geographic locations to identify possible wifi access solutions. The data revealed 460 students in 360 households were without internet access. In addition, a diverse group of teams in different divisions and programs, including community organizations, collectively planned and executed outreach strategies to connect with students and families. As a result, we dramatically reduced our non-student contact list and connected our students and families to various resources for continued support.

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

The Flexible Learning Plans were developed to support all students and additional support was provided to support the plans by the English Language (EL) TOSA. In addition, teachers received EL training on distance learning which included lesson design, scaffolding, and suggestions for modifying assignments. Teachers used an approved ELD curriculum from *Wonders* which they were able to send home and use in addition to providing instructional support.

Students in EL programs have the opportunity to participate in summer school. This opportunity will continue to strengthen and develop their language and literacy skills in reading, writing, science and math. Teachers, as well as community liaisons, received training in communication

apps so they can maintain communication with EL student families by using the translation feature. Community liaisons and Coordinated Advocacy Resources for Education (CARE) are conducting home visits and frequent calls to maintain contact with families who may need additional support or are without internet access. For students without internet access, we provided curriculum packets and/or a chromebook to access materials via USB memory drive. Parents received training through Project to Inspire that enabled them to support their child in distance learning. A website was created to specifically support EL students for teachers and parents. We administered a parent/guardian survey to seek parent and student input on their distance learning experience and recommendations for how we can improve delivery of instruction, communication, and our practices for next year, if CDC guidelines recommendations continue. We continue to seek opportunities to improve instructional strategies and practices for our EL students and communication with families.

CARE and site administrators continued to provide intensified support to our foster youth or students living in low-income circumstances by providing referrals to community programs, temporary housing solutions, food, hot-spots for internet access and other basic need resources. CARE has connected families to community resources such as financial assistance programs, assisting families in applying for unemployment, educating families on their rights as renters, connecting families to food, diapers, hotel vouchers, housing programs, providing hygiene kits and resources on where families can acquire additional supplies and counseling. CARE has case managers for our high needs families, and they worked with families to ensure they have access to schoolwork. They have also participated in social emotional learning (SEL) training that aims to help students with the eventual transition back to in-person education.

For our low-income and foster youth, local non-profit organizations have assisted our students and their families, we have strengthened our efforts and collaborations with the community to find mental health and housing resources for our families. We have increased community outreach/services with our local mental health agencies, Second Harvest food bank services, and social services through a new program called Differential Response that provides case management for families.

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

Morgan Hill Unified School District anticipated the school closure ahead of the shelter in place order. We held teacher meetings and collaborated on an [initial plan for distance learning](#) and developed a [menu of resources](#) for teachers. Supervisors arranged teacher supports for equipment, supplies and professional development while teachers prepared lesson materials to last 3 weeks, a bridge of time that would take us to Spring Break. As the schools sheltered, teachers were ready with materials to continue with distance learning.

Secondary students were already equipped with 1:1 chromebooks and most classes were organized using Google Classroom which allowed them to pivot to distance learning almost immediately. Elementary schools distributed equipment or hard copy packets to students just prior or during the first week of shelter in place so that students had work from their teachers within a week of the closure. Hard copy resources continue to be distributed through our food distribution sites for students without online access.

Our team of teachers on special assignment created a daily schedule of professional development to reinforce best practices using digital resources and pulled in vendor trainers where needed. Professional development sessions were held using Zoom and frequently had hundreds of participants. Those sessions have continued to run throughout the shelter in place; as teachers have gained capacity, the sessions have shifted focus to online grade level collaboration.

With extended sheltering, we developed [more formal guidelines](#) for teacher and student expectations, focusing on meaningful feedback and monitoring student participation. Credit/no credit grades were implemented in collaboration with districts county-wide. Supervisors worked to identify students with barriers to access, deploying resources and collaborating with community based organizations to solve access issues. Student engagement remains a challenge for a variety of social-emotional, motivational or practical factors.

Bandwidth and equipment availability limits have continued to present challenges especially in rural or remote areas of the district. In-home support also ranges widely from students who are fully supported to families that have lost a parent to the epidemic. Equity concerns have been exacerbated by the shelter in place and although the district has pivoted to distance learning quickly and continues to refine our practice with often heroic efforts by teachers and families, there is clearly a learning loss meter running at different speeds for many students.

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

The Student Nutrition Department took the following steps to serve meals. Three sites are in operation providing meals to students: Live Oak, San Martin/Gwinn, and Los Paseos. The sites selected cover the Northern, Southern, and Central parts of the city. Meals for the entire week are distributed on Monday from 11am-1pm. Seamless Summer Feeding Option (SSO) meal plan is utilized to feed every child 18 and under. Children are not required to be present. Meal requests of 6 or more are spot checked to insure the integrity of the USDA/CDE meal plan. We adhere to the current Santa Clara Public Health rules and guidelines. Staff groupings are no larger than 10 and 6ft social distancing is followed. Handwashing stations, soap, sanitizer, gloves, face masks and/or shields are provided. The district nurse completes a temperature check and health screening of all staff, 3 times every shift. Pre-covid MHUSD served 18-20,000 meals. Utilizing these strategies, we now safely serve 32-38,000 meals.

In an effort to lessen families leaving their home multiple times a week, a drive-thru food pick-up schedule was established. Our LEA utilizes its CARE team to drop food and school meals to families who have members that contracted the COVID-19, are isolated or don't have transportation.

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

Morgan Hill Unified School District opened the first daycare program for essential workers in Santa Clara County at Barrett Elementary School in collaboration with YMCA. While the vast majority of students are home, sheltering in place and participating in distance learning with their teachers and their peers, this program is designed for families who have to work in essential services. It is staffed by the YMCA and practices all the safety protocols recommended by the CTC and the Santa Clara Department of Public Health. Classrooms are arranged to meet the criteria for social distancing. In addition, student temperatures are checked before entering a classroom, masks are worn by everyone on campus, adults and children entering the campus must have their temperatures checked before entering, and the spaces used are sanitized. The YMCA has provided each teacher with a phone so when a parent arrives for drop off or pick up, students can be escorted to class by the staff, eliminating student exposure to other adults working in essential services.

The principal and YMCA staff set up two classrooms where students would be able to remain six feet apart at all times. The rooms were thoroughly sanitized and extraneous classroom furniture and items were removed. The YMCA designed an academic program that could be adapted to include the work of the students with teachers from their school of origin using chromebooks and online resources. They augmented that work with additional activities that were fun, independent and engaging for the students. Recess is allowed but with social distancing restrictions. Students do not share materials or toys. Separate restrooms were set up so that students from another class would never come into contact with others. The restrooms are cleaned after each student uses them. Lunch also takes place in distinct settings. Each classroom has its own eating area with students assigned their own table to keep them socially distant.

The program is fee-based but there are scholarships available to defray costs for families who need assistance.

CARE scheduled weekly zoom meetings to ensure students are doing their work and supporting them if they need help with their assignments. During these weekly meetings, the CARE team have also provided Social Emotional Learning activities for students. These activities include journaling prompts, mindfulness sessions, lessons about gratitude and happiness, and emotional check-lists.

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