

COVID-19 Operations Written Report for Mt. Diablo Unified School District

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.

In response to school closures which occurred on March 16, 2020, MDUSD immediately began collecting and organizing resources and tools to send home to families in “paper/pencil” format and in electronic form. Sites began collecting information from their students and families on their ability to access The Web to ensure that digital devices and WIFI were being provided to historically underserved communities. Instructional expectations were negotiated with Union Leaders and virtual professional development and trainings were provided to all staff to help support a maintenance of learning and progress monitoring.

As the school closure extended, educators were expected to monitor the engagement, connectedness, and the work submission of their students. Support staff (i.e. counselors, community liaisons, social workers) were deployed to assist homeless, foster youth, English learner and families in need. Since mass purchases of hotspots are difficult to obtain and cost prohibitive, next steps included expanded WiFi in parking lots and on buses that will be located in neighborhoods with the greatest need in our various communities.

Bilingual network techs, access to sites with free WIFI access and community meal programs were added in response to the COVID-19 emergency. Major impacts to students and families include inconsistent access to WIFI and devices, massive unemployment percentages, inconsistent distance learning expectations from teachers, inability to access child care, and access to daily mental health and socio-emotional support from site staff.

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

Distance learning support included acquisition of and training in the use of technology and connecting families to staff, and to the online resources. Underserved students that didn’t have access to a device were able to check out one from their school. For families without internet, MDUSD offered Wi-Fi at several schools throughout the district. Families were also provided with information and applications for free or reduced priced internet in English and Spanish.

MDUSD staff connected with parents to inform them about the available resources for English Learners, foster youth and homeless students and to troubleshoot issues connecting to online instruction. Teacher coaches maintained weekly office hours to support teachers with effective strategies and lesson planning. Weekly teacher meetings were held to discuss successes, implementation of selected learning platforms, and to troubleshoot instructional programs.

The Distance Learning plan included a curated list of educational resources and programs for underserved students. English learners were provided with online support programs to address English language development, including Imagine Learning and Brain Pop. Elementary students used these programs for Designated ELD. English learners in bilingual programs received online instruction to address their Spanish language development.

School and Community Services staff conducted a systematic outreach by telephone to youth who are homeless, in the foster care system, or those low socioeconomic families referred by site staff. Calls consisted of a variety of services, including distance learning support, referrals to outside agencies, emotional support, and enrollment support. Resources for homeless and foster youth specifically included housing support, gift cards for food, and legal support. Emotional support was provided to families in the form of telephonic check-ins and crisis intervention by social workers and counselors. Enrollment support included coordination of enrollment requirements through making appointments with district staff to drop off documents or submitting them through electronic means.

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

Our community of TOSA's have provided many types of resources on our distance learning platforms, including lessons, lesson plans, links to resources; hands on activities, digital citizen projects, simulations, and curriculum and coordination updates from vendors. Project based learning has been encouraged for middle school and several exemplars have been shared with teachers. There are regular updates which enabled teachers to gain access to the most recent state curriculum contents. Group zoom meetings occurred regularly and office hours are available.

TOSA's attend county and state content leadership meetings and distance learning workshops. TOSA's share these current resources with teachers and administrators. There is ongoing collaboration with other TOSA's to develop distance learning resources, exemplar lessons and suggested best practices to share with teachers, staff, and administrators. There is an ongoing exploration of various platforms (Screencastify, pear deck, etc.) to be shared with teachers.

As a district, we are continuously investigating and sharing how to frame and connect distance learning with the Five Principles as outlined by the CDE. There is ongoing curated and organized online distance learning resources for TK-12 teachers, administrators, and staff. We have provided essential standards for the focus of instruction in distance learning. Facilitated secondary department chair and office hour meetings to collaborate and share resources and best practices for dissemination to all teachers. Facilitated elementary grade level office hour meetings and elementary office hours to share resources and provide support to elementary teachers. Researched and developed distance learning resources, exemplar lessons and suggested best practices to share with teachers, administrators, and staff. Developed and

delivered online training sessions for educators on how to use various online platforms such as Google Classroom and Seesaw, to engage students in all subject areas.

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

School districts in California, including Mt. Diablo, have been called up into the front lines of the COVID-19 crisis. The district designated (9) nine school site locations located in areas throughout the school district to provide meals. The cities include Concord, Pleasant Hill, Bay Point, and Walnut Creek. The program started on Wednesday, March 18, 2020 and the school district was serving (5) five days per week. Due to increased employee safety and the continued best practice of “social distancing” the district moved to a three day a week schedule to protect students, parents, families, and employees. This proved to be a successful schedule and in the best interest of the community. Food production was completed by Food & Nutrition Services staff and the distribution of meals was completed by school administrators and staff in the beginning of the program.

For safety of all, a distribution model was developed as Grab N Go. The days of operation developed were Monday, Wednesday, and Friday and the hours of operation were between 11:00 am – 12:30 pm. On Monday and Wednesday a family would receive two lunches and two breakfast, then on Friday a lunch was provided.

The distribution procedure at the serving locations included parents driving up to the school site and temporarily parking their car for curbside pickup. Up to 4 pickup locations were designated at each meal service site location. Staff placed meals on a cart for pickup at the curb, parents or adults got out of their car to retrieve the meals, then returned to their vehicle, and then drove away according to the designated exit route for each meal service location.

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

The Contra Costa County Office of Education Superintendent in collaboration with the Office of Emergency Services, the Community Services Bureau, First 5, CocoKids, Contra Costa Health Services and the Local Planning & Advisory Council for ECE, developed and implemented a plan to arrange for emergency childcare for essential workers. This plan was developed county-wide with the county Office of Education representing the eighteen school districts in Contra Costa County.

The following considerations are addressed in this plan:

- the use of school sites for childcare programs for essential workers
- communication to parents of available childcare sites and the enrollment process
- procurement of supplies and personal protective equipment to safely open sites
- establishment of procedures to comply with the current directives from the Contra Costa County Health Services department
- opportunities for distance learning while attending childcare

The plan is a working document and the agencies involved continue to adjust in response to the changing needs and directives. For more information, contact Susan Jeong at sjeong@cccoe.k12.ca.us

