

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Mojave Unified School District	Katherine Aguirre, Superintendent	katherineaguirre@mojave.k12.ca.us (661) 824-4001	June 23, 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.

As soon as it was clear that preventative COVID-19-related closures would be required, the district immediately made plans to meet the requirements outlined in Governor Newsom’s executive order N-26-20, which created significant changes to how our district meets student needs.

Instruction—as discussed in a section below—shifted to distance learning. This was made possible through a combination of learning packets and digital resources. In order to follow state guidance on holding students harmless, the MUSD board took action to adopt modified grading policies, and allow for graduation requirement waivers.

Without state testing during the closure, many key metrics that are used to drive LCAP development will not be available in the near future. Traditional metrics for measuring student engagement were also not available during the closure. To prevent students from disengaging during distance learning, “attendance” trackers were developed, which allowed schools to log weekly interactions with families. Although LCAP stakeholder engagement efforts were delayed, other methods of community engagement were used: website & Facebook posts, In-Touch messages and texts; surveys, Class Dojo, the Remind App, and more.

In order to accommodate the shift to distance learning, the priorities—and spending—of the technology department were adjusted accordingly: Chrome books were purchased, Kajeet hotspots were acquired, and internet access points were installed on buses and at key locations.

Some planned LCAP actions have been delayed due to the closure as well. For example, planned professional development was postponed due to restrictions on in-person gatherings, and to give vendors time to develop virtual training. In the meantime, teachers have worked toward Google certification to adapt to distance learning. Other unplanned costs related to the COVID closure included the additional pay provided to our classified employees that were on-site to provide essential services, such as providing grab-and-go breakfasts and lunches to our students.

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

Based on the most recent CA School Dashboard Data, the Mojave Unified School District serves 2,473 Socioeconomically Disadvantaged students (88.3% of the district), 418 English Learners (14.9% of the district), and 37 Foster Youth (1.3% of the district). The district considered the needs, conditions, and circumstances of these student groups heavily while making preparations to meet the Governor's expectations outlined in executive order N-26-20.

In order to learn more about community needs, multiple surveys were administered during the closure: a survey to identify the technology needs of families; a survey to identify the supervision needs of families; and a survey to gather input on the reopening of schools for the 2020/21 school year. These surveys highlighted the fact that many of our low-income students did not have equitable access to technology in the home. For that reason, the district has explored all options for transitioning to 1-to-1 devices and providing internet to households.

In order to ensure that student groups did not disengage during the closure, a tracker was also developed in order to log interactions with families/students, which allowed for targeted support and outreach to take place.

The technology that was rolled out has allowed teachers to offer meaningful language and academic support to our English Learners, and at the elementary level the distance learning packets that were utilized incorporated assignment trackers & introductions in both English and Spanish. When possible, EL aides communicated with families and supported student learning.

To better understand and meet the needs of our ELs, Foster Youth and low-income students, the district established task forces to explore Distance Learning, English Learner Support, Special Education, and Social/Emotional Learning. Teachers and staff will continue to meet throughout the summer in order to put actions and protocols in place to meet the needs of these students.

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

In response to overwhelming changes in the delivery of instruction related to the COVID-19 pandemic, the District has implemented several initiatives to provide equitable, high-quality distance learning,

After the district surveyed parents on technology needs, we executed a plan to acquire and distribute more infrastructure. The District started with checking out Chromebooks to seniors, and then moved down through the grade levels. Devices were eventually made available to all families with students in grades 3rd and higher, along with internet hotspots when necessary. Additionally, the District created internet access points on buses and other locations. To support a smooth transition to digital learning, teachers have been offered up to 25 hours of Google training.

Students in grades TK-8 have received enrichment packets that focus on key learning standards and skills for each grade level. To provide support, teachers have reached out in a variety of ways, depending on each family's unique need, including, but not limited to, Class Dojo, the Remind App, Google Meet, by phone, by email, and so forth.

As the preventative closure shifted from short-term to long-term, our high schools have implemented a variety of approaches in order to continue ongoing instruction, including work packets as well as digital resources. As previously stated, technology has been made available to these grade levels, including Chromebook checkouts and internet hotspots.

Guidance from the California Department of Education ("CDE") has made it clear that we are to continue supporting instruction for our high school students, while holding them harmless during this crisis. To that end, the District leadership immediately researched our current policies, best practices implemented by other districts, and guidance from the state to draft and approve temporary policies to protect our students in the areas of grading and graduation requirements.

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

During the COVID closure the Mojave Unified School District has provided meals to children within the District's boundaries pursuant to the Summer Food Services Program ("SFSP"), which is regulated under federal law. The SFSP requires, amongst other things, that districts adhere to "meal patterns," to ensure that students receive healthy, balanced meals.

Specifically, pursuant to section 2202(a) of the Families First Coronavirus Response Act ("the Act") (PL 116-127) and in light of the exceptional circumstances of this public health emergency, the Food and Nutrition Service ("FNS") granted a nationwide waiver to support access to nutritious meals while minimizing potential exposure to COVID-19.

Accordingly, consistent with guidance from Governor Newsom, the U.S. Department of Agriculture, and the Kern County Public Health Department, the District has implemented a "grab-and-go" system to allow community members to pick up breakfasts and lunches for all children ages 2-18. The meals are packaged to not only accommodate this distribution method, but to also minimize exposure to COVID-19. During the closure, 44,792 breakfasts and 44,792 lunches were prepared and distributed, for a combined total of 89,584 meals served. In addition to the meals served during the school year, meal distributions have also continued into the summer.

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

In order to better understand the needs of the community, the district administered a Student Supervision survey through Google Forms. The survey was advertised on our district webpage, on the district Facebook page, and distributed to parents by text message alert through Intouch K-12.

The primary purpose of the survey was to identify parents that may not have adequate supervision of their children during typical school hours, so that they could be connected with appropriate local and county services.

In total, this survey had 342 responses—which represents approximately 23% of families in our school district. Only 5 respondents indicated that they were concerned about adequate supervision (comprising less than 1.5% of respondents), and of those 5, two indicated that they did indeed have adults available in the home. Of the 3 remaining respondents, none provided contact information to be connected with local resources.

In a second survey that was issued regarding distance learning possibilities for the upcoming school year, a total of 675 responses were submitted. One survey item also addressed adequate supervision, with 85% of respondents stating that they would have adequate supervision for their children during distance learning.

To the extent possible, our district has also made accommodations for our on-site employees that had children at home requiring supervision.

California Department of Education
May 2020