

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Mt. Baldy Joint Elementary School District	Nancy Sirski, Superintendent/Principal	Nancy_sirski@mtbaldy.k12.ca.us	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 school closures to prevent the COVID19 spread, Mt. Baldy Joint Elementary School District implemented a paper-based instructional delivery system with online teacher enrichment and support as part of a District Learning Plan. The goal of the plan is to continue the delivery of high-quality educational opportunities through the 2019-20 school year closures through implementation of specially designed learning plans, delivery of lessons through online learning platform, and/or, distribution of learning packets, AND weekly communication and feedback to students as measured by student contact logs and online lessons delivered.

In anticipation of closure, the district informed staff of the potential for closure on Wednesday, March 11th, 2020. Staff prepared materials and supplies to be sent home (Learning Opportunity Packets) on Thursday. On Friday, March 13th, students took materials home. Staff and parents were informed that the district would transition to a distance learning program starting March 16th, the following Monday, and continuing until the anticipated resumption of school on April 13th (our spring break is April 6-10), which was later (March 30th) extended until the end of the school year. Families pick up packets of instructional materials every three weeks. Teachers meet with each student via internet web or voice for a weekly check in. Teachers provide instructional support and enrichment through district based Google Classrooms as well as office hours in which they are available to assist students and guardians via Google Meets or email. The district created a Distance Based Learning page on their website in which closure information, teacher Google classrooms, and information about lunch availability for free and reduced lunch as well as mental health resources were posted and kept current.

The most significant impact of the closure upon students and families is the elimination of face-to-face socialization opportunities present in a brick and mortar situation. Teacher check ins were implemented to assure students had contact with their teachers. As well, teachers record video of themselves doing lessons or enrichment activities and post on their classrooms. Teachers also use FlipGrid to foster student interaction.

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

A survey was conducted for all families to assess technology needs during the first week of closure. Although our paper-based delivery of instruction was aimed at assuring equity, we also wanted to make sure that students had devices adequate to access the online support and enrichment provided by the district and teachers on the Mt. Baldy Website. Two district-owned Chromebooks were issued to the families with greatest need. The district worked with CDE to procure Chromebooks and hot spots for the remaining students who would benefit from

additional support. The teachers consult with the district English Language Learner Coordinator to assure that students receive targeted instruction with appropriate language supports.

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

Instructional materials provided by teachers is from State adopted curriculum. Teachers received intensive training during the first three weeks on distance based instructional design and methods. Thereafter teachers have received continual training on distance based instruction during PLC (professional learning community) session. Teachers have web or phone contact with each student weekly and maintain a log. Teachers maintain Google Classrooms which contain all aspects of their instruction for ease of families. Surveys for parent/guardians, students in grades 3-8, and teachers were conducted in mid-May to identify strengths and weaknesses of the District Learning Plan.

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

Mt. Baldy School District receives lunches through a contract with Claremont Unified School district. Via school email, all call and notification on our school website we informed families that students who receive free and reduced lunch could go to their closest school district to pick up lunches (we have students that attend our school on inter-district permits from many school districts). We arranged for our eligible students to receive breakfasts and lunches through the Seamless Summer program at drop off points at Claremont schools. As well, we received a waiver for non-congregate distribution so that we could pick up breakfasts and lunches down in Claremont and hand out to eligible families that reside in the village.

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

We are a very small school located in a rural village. Over 70% of our students live in other communities. The links to the childcare hotline and website listed in the March 17, 2020 Guidance for Child Care and Supervision were published in our school email publication which is distributed to all staff and families and posted on our website on the Health and Welfare page.

California Department of Education

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