

COVID-19 Operations Written Report for Manteca Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Manteca Unified School District	Clark Burke Superintendent	cburke@musd.net (209) 825-3200	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.

Due to the sudden school closures necessitated by COVID-19 and the desire of Manteca Unified School District (MUSD) staff to continue student learning despite the prohibition of in-person schooling, MUSD utilized its one-to-one student to digital device ratio to stay connected with its students and maintain learning opportunities. In the initial weeks (Mar 23 - Apr 3), students were provided with links to review standards through the adopted base curriculum and its digital components as well as links to free parent/student resources available on the internet. During those two weeks, MUSD teachers trained, learned and planned how to connect digitally with their students and deliver on-line instruction. From April 6 - May 29, per the direction of the governing board of education, students were taught via online classroom environments. Some ways in which instruction was delivered included recorded lessons, live TEAMS meetings (via Microsoft Teams), virtual assignments and collaborative discussions. Teachers continued to provide new curriculum instruction aligned to standards to ensure continuity of learning. Unlike the previous two weeks of remediation, the instruction for the remainder of the year reinforced and supported growth in student learning. Based on surveys conducted 95% of students on average were connected in our comprehensive MS Teams Classroom environment. The district website was created which includes resources and supports for all aspects of the program changes from help with digital problems and internet to optional resources from the county or other providers to motivate and support students. Individual contacts were made with students who were not engaging in the learning opportunities to determine the causes and see if the obstacles could be overcome. Some of the more common issues were lack of (or inconsistent) internet access, lack of motivation/engagement on the part of the student, parents unaware of what the student needed to do and how to help, and teachers unfamiliar with a new platform and instructional delivery method. The shuttering of schools impacted MUSD students and families in various ways including food insecurity, difficulty with learning, qualitative support differences between virtual and in-person learning for students with disabilities, social-emotional concerns associated with sheltering-in-place, lack of supervision, and economic uncertainty. From an educational perspective, most students did not have consistent encouragement, structure, and support typically provided by the brick and mortar school and its personnel, and these shortfalls became more apparent through the distance learning model.

MUSD anticipates that the requirements for re-opening schools in August 2020 will not allow for the previous 34-1 student-teacher ratio in a single classroom or common cafeteria/gym/library space. Therefore, online and blended educational models are being developed to best meet student educational need under allowable circumstances. Counselors, health services staff (nurses), administration, school front office staffs and all school personnel have been tasked with identifying students' needs and finding solutions to the obstacles presented.

Connections with child care providers, mental/emotional health services, and social services are available from district websites and district personnel.

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

MUSD seeks to meet the needs of every student. During the pandemic shutdown, MUSD implemented distance learning while continuing our commitment to standards based learning through the core curriculum. An individual digital device is provided to each student (grades K-12). Distance learning opportunities with the base curriculum are presented by certificated teachers daily/weekly, depending upon age and subject. Designated English Language Development continues to be offered. When students do not engage in the learning, as monitored by logins and teacher reports, additional steps are taken to reach out to individual students and remove the barrier to learning. Students are identified and contacted by school staff. Paraprofessionals, teachers, administrators, counselors, nurses, transportation staff, nutrition staff and others reach out to provide connections, services, support or assistance. For some of the migrant students, access to reliable internet was an obstacle. For some English learners, wi-fi or support personnel is provided to assist the student. MUSD is utilizing the following based on student need: vans with remote access capability, hot spots, radiant core phones, and LTE Dell Laptops. The district continues to provide two meals each school day, available at almost every school site for children ages 0 -18. These nutritious meals are provided in a non-congregate, drive-thru or pick up setting which protects both the community and the district employee, while providing nutrition to our families experiencing food insecurity. Teachers reach out to students; Valley Community counselors continue to contact and support students with social-emotional needs, both identified and arising; vice principals at each site email, call, visit or somehow communicate with each student in his/her purview, focusing time and attention on unduplicated groups. English language development continues to be provided through the adopted base curriculum (Wonders or Study Sync). As additional needs are identified, services are sought out and implemented.

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

To protect the integrity of student education, MUSD took a proactive approach to developing distance learning opportunities for all. A team comprised of leaders from the educational services department, teachers on special assignment with curriculum and teaching capability, digital expertise, and teacher-training experience developed a distance learning model which focused on the state standards delivered digitally through the adopted base curriculum. The plan was rolled out in phases with Phase 1 including professional learning on the part of the teachers and administrators. Needs assessments for instituting distance learning were conducted. Teacher leaders for subjects and grade levels were identified and teaching/learning was developed. Plans were made for necessary student materials (digital devices, workbooks, etc) to be obtained by the student/family. Budgets, timelines, and teaching scope/sequence/segments were identified. Goals were established, connections with students were made, and teaching and learning began. When students did not engage in the learning opportunities, a monitoring system was implemented which prompted additional attempts at contact both with the student and with the home to identify and remove barriers to learning. Professional development and support of and for teachers continues. For students, beginning on April 27, 2020, Phase 2 included intervention which focused on unduplicated students and students in need of additional support. Interventions through additional teacher office hours, small group sessions, scaffolded and/or differentiated assignments, parent contact and support, and other resources were provided. As MUSD works to create a blended learning model that continues to deliver high quality distance learning, these components of staff development, teacher resources, student support, student resources, standards-based

instruction, parent/student/teacher input and program evaluation will be utilized. In addition, as state assessments were halted, MUSD is implementing a measurable and aligned baseline assessment at all grade levels which will monitor individual student progress and inform teacher instruction to improve standards mastery and student achievement.

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

MUSD had previously established a summer meals program which delivered nutritious meals to our students during the summer (non-school) months. This program was modified to continue to provide nutrition to children ages 0 -18 in MUSD, which was called "grab and go" meals. To implement "grab and go" meals, safety measures for our staff, students and families were considered. Prior to implementation, several waivers were filed with the California Department of Education (CDE) that allow relaxed regulations, facilitating the meal service. MUSD currently offers and plans to continue offering a drive through and walk up style meal service (through summer at select sites).

Steps taken to meet guidelines for staff:

- Additional supplies were provided to staff including masks, sanitizer, sanitizing wipes, and gloves.
- Best practices for social distancing while meal prepping and serving were provided to staff. Staff from heavier populated kitchens were spread out amongst other kitchens to allow better distancing and greater spread of our staff.

Steps taken for students and families:

- Drive through style meal service allows families to stay in their vehicle and avoid contact.
- Signage reminding students who utilize the walk up to stay 6 feet apart along with ground markers and cones.
- Carts, tables and trays are used to serve meals to allow staff to maintain distance.

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

Prior to the mandated school closures, MUSD had no organic child supervision built in to our educational mission. Per the governor's executive order which recommended "to the extent practicable" supervision of students during ordinary school hours, MUSD is working with local partners and other entities to help ensure that students are in a safe environment during school hours. Local resources are provided on the district website which can connect parents and families with childcare resources available for essential workers and others. MUSD has a Memorandum of Understanding with multiple partners including local municipalities, Give Every Child A Chance, and other non-profit organizations where the district provides "in kind" services such as facilities use, custodial support, administrative coverage and utilities charges. Those student supervision services will re-open to the degree possible in a timeframe directed through state guidelines.