



Mountain View Los Altos Union High School District

# Reopening and Redesign Plan

**Equity** + Academic Access + **Engagement** + **Safety**

**Fall 2020**



# MVLA Reopening and Redesign Plan

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# Mission Statement

We are committed to creating a community of learners with the knowledge, skills, and values necessary to combine personal success with meaningful contributions to our multicultural and global society.

## Core Values

The Mountain View Los Altos Union High School District (MVLA), as part of our effort to build a "community of learners," has chosen these five values to guide us in our work. They represent the underpinnings of our organizational culture. We make every effort to have our actions and behaviors reflect these values.

### QUALITY

The district believes that every teacher, every classified staff member, and every administrator should set excellence of instruction and program as their number one priority. The district is committed to attracting, recruiting, and retaining enthusiastic, talented, and caring faculty and staff to carry out our educational mission. We are committed to focusing the institution's energy and resources on student learning and to their academic and personal development.

### EMPOWERMENT

The district is committed to the professional and personal development of its staff members. This will be accomplished through workshop and conference attendance in an effort to bring about educational reform and to promote teacher-driven innovations grounded in research and practical experience.

### TEAMWORK

The district makes the commitment of time and resources necessary to support staff development and training for curriculum planning and review. The district believes in fostering collegiality, respect, and cooperation among all students and staff.

### PERSONALIZED, CARING ENVIRONMENT

We are committed to focusing on the development of each and every student, to providing honest feedback, support, and opportunities so that every student can reach their potential.

### CONTINUOUS IMPROVEMENT

MVLA has a long history of high standards and high test scores. The district is committed to an ongoing assessment of student progress and evaluation of effectiveness of programs and services. We are further committed to designing and implementing programs and interventions which encourage students to maximize their academic development and achievement.





# A Message from the Superintendent

Dear MVLA Community,

The 2019-2020 school year will most certainly go down in history as one that has brought a myriad of disruptions to most systems within our private and public lives. Through it all, our community's resilience and spirit grew stronger.

I've watched as teachers shifted almost entirely human to human pedagogy into screen to screen learning. I've listened and learned from parents struggling to work from home and meaningfully support their children's emotional well-being and academic progress. I've seen counseling and therapeutic services shift to telehealth and telephone conferences to meet the needs of students at home during these times of critical need. I've seen MVLA administration and faculty working alongside parent and community partners to raise funds which are providing essential needs to families who are adversely impacted by this global pandemic. And this summer, I watched our staff work tirelessly to ready ourselves to support the excellent academic program that is the hallmark of the MVLA district.

As early as April, MVLA staff began preparing for fall 2020. We explored and prepared for a variety of educational scenarios, ultimately determining to have MVLAUSD return for the 2020-2021 school year to full distance learning with prioritized return of high need groups of students when safely possible.

What this means is that MVLA will deliver as much instruction as is possible through virtual learning. The fall semester may include limited on-campus learning opportunities and will be paralleled by ongoing plans to prepare our schools and our students and staff for a full return when it is determined that we, along with local entities, are fully prepared and have the capacity to do so safely.

We will continue to work diligently to prepare for a campus environment that will support hybrid learning and also adhere to the full suite of state and county safety requirements and guidelines. We will continue to make student and staff wellness our highest priority, recognizing that these dramatic shifts in everyone's lives create significant stress and anxiety. We will remain flexible and responsive to the ever-changing dynamics of a global pandemic, knowing that, at least in the foreseeable future, we will likely shift between scenarios due to on-going fluctuations in the control of COVID-19.

The focus of our staff will be to support the design of high-quality distance learning instruction that will utilize a rigorous curriculum enhanced by cutting-edge educational technology tools and strategies. We are excited to be moving our district-wide learning management system to Canvas, which provides a more robust and seamless experience for all stakeholders.

No remote learning experience can ever replace in-person learning under the caring stewardship of our incredible faculty. However, MVLA is committed to ensuring broad and rigorous learning experiences with equitable access for all students. MVLA is allocating the resources to provide our teachers and staff with the necessary training, technology, and resources to deliver as optimal a teaching and learning environment as possible in uncertain conditions.

I look forward to working together with all stakeholders, keeping the best interests and wellness of our entire community at the forefront of our efforts through these incredibly challenging times.

With thanks,  
Nellie Meyer, Superintendent



# 2020-2021 Reopening Guiding Principles

The reopening and redesign of MVLA schools will be guided by the following guiding principles:

## EQUITY

- Ensuring systems are in place so that every child has an equal opportunity for success.
- Understanding the unique challenges that are faced by individual students or by populations of students and providing additional support to help them overcome those barriers.
- Striving to ensure that every child has equal opportunity for success in virtual learning.

## ACADEMIC ACCESS

- Ensuring that all students have the opportunity to receive the appropriate academic, technological, physical, social, and emotional support to effectively engage in virtual learning.

## ENGAGEMENT

- Ensuring that all students are encouraged, supported, and monitored for ongoing participation and connection to the academic and social elements of their coursework so that distance learning is an opportunity for a robust educational experience.

## HEALTH AND SAFETY

- Ensuring student and staff safety at all times.
- Ensuring students are in an environment that fosters optimal physical and mental well-being.

## FISCAL STABILITY

- Ensuring fiscal stewardship aligned to students' needs, and are committed to engaging stakeholders in transparent, collaborative, and compassionate decision-making.



## Timeline of Key Dates

Here is a brief overview of the key dates and the response efforts from MVLA, the California Department of Education and the Santa Clara County Public Health Department.

### March 2020

- 3 MVLA establishes [Coronavirus Response](#) webpage. The section was later renamed School Closure Resources to reflect directives from the State and County to close schools.
- 4 Governor Gavin Newsom [declares a State of Emergency](#) to help California prepare for broader spread of COVID-19.
- 9 Santa Clara County Public Health issues the [order to cancel mass gatherings of 1,000+](#).
- 13 MVLA holds [special board meeting](#) to discuss the temporary suspension of onsite classes, events, and meetings due to the impact of the COVID-19 pandemic.  
County Public Health issues the [order cancelling gatherings of 100+](#) and conditional moratorium on gatherings of between 35-100 persons.  
Governor Gavin Newsom issues [Executive Order N-26-20](#), ensuring state funding for schools even in the event of physical closure.
- 16 County Public Health issues the order to [Shelter in Place](#).
- 17 In coordination with the Department of Health and Human Services, the California Department of Education (CDE) [releases guidance](#) on distance learning, child nutrition, and childcare. The State also issued [guidance for childcare and student supervision](#) in event of a school closure.
- 18 Governor Newsome issues [Executive Order N-30-20](#) to suspend standardized testing for students in response to COVID-19 outbreak.
- 19 Governor Newsom issues a [stay at home order](#) for the entire state.  
MVLA adopts [emergency resolution delegating authority to take necessary action to protect students and staff from the spread of the coronavirus](#), and provides a report on the impact of the pandemic on schools and instruction.
- 20 CDE releases [special education guidance](#) to support students with disabilities.
- 23 MVLA launches Phase I of its [Distance Learning Plan](#), serving as a bridge to Spring Break. All students without laptops are provided Chromebooks; arrangements are made with internet providers to provide free internet for families without access at home. Hotspots are ordered.

### April 2020

- 1 CDE releases guidance on graduation and grading requirements, advising that students can and should be "held harmless" in grading. Superintendent Thurmond announces Senate Bill (SB) 117 funding is available to school districts.
- 2 The California State Board of Education, CDE, California State University, University of California, California Community Colleges, and the Association of Independent California Colleges and Universities issue a joint statement on college entrance requirements.
- 3 MVLA distributes Wi-Fi 'hotspots' to more than 100 students; the hotspots were purchased with funds from the MVLA High School Foundation to help support distance learning and close the digital divide.  
California Department of Education issues first in a series of updates to help support English Learners during the COVID-19 crisis.  
MVLA approves resolution designating the district's public works projects as an essential governmental function, ensuring continuation of campus modernization and classroom construction projects.
- 4 Governor Newsom signs Executive Order N-45-20 providing expanded access to childcare for essential workers during COVID-19 response.
- 7 Governor Newsom issues Executive Order N-47-20 to expand support for older adults and vulnerable young children.

## April 2020

- 9 Superintendent Thurmond establishes ad hoc committees to meet the most urgent needs for students: loss of learning, closing the achievement gap, and distance learning.
- 10 Superintendent Thurmond [requests a Federal Flexibility Waiver](#) from the U.S. Department of Education. The [request is approved April 21](#).
- 13 MVLA launches Phase II of its [Distance Learning Plan](#) and sets the framework for the Reopening Task Force.
- 15 CDE issues guidance and [resources for addressing students' mental health and wellness issues](#) while school sites are closed.
- 17 CDE issues [Guidance and Resources for Distance Learning](#); includes [initial considerations](#) for getting started with distance learning procedures and environments.
- 20 Governor Newsom announces [cross-sector partnerships to support distance learning and bridge the digital divide](#).  
MVLA provides an [update on the district's Distance Learning Plan](#).
- 22 Superintendent Thurmond establishes a reopening schools task force comprised of educational partners, labor and union leaders, legislative partners, and educators.  
CDE issues [Executive Order \(EO\) N-56-20](#) requiring Local Education Agencies (LEAs) to adopt a COVID-19 Written Report to explain to its community the changes to programs made by the LEA in response to school closures to address the COVID-19 emergency.  
County Public Health revises Shelter in Place guidance and issues an [extension through May 31, 2020](#).
- 23 Governor Newsom issues [Executive Order N-56-20](#) to empower schools to focus on responding to COVID-19 and to provide transparency to their communities.

## May 2020

- 2 MVLA formally establishes the Reopening and Redesign Task Force, including content specific sub-groups to identify needs associated with the three potential school opening scenarios and to develop a set of recommendations for the task force. The advisory groups begin meeting weekly. MVLA provides a report on distance learning at Board of Trustees meeting.
- 7 County Public Health extends [the Bay Area Health Orders](#).
- 18 County Public Health amends the Santa Clara County Health Officer Order [allowing retail business to open for curbside pick-up](#).  
MVLA provides report on [district considerations for reopening school](#) for Fall 2020 and an [update on efforts to adopt a Learning Management System](#) to support ongoing distance learning.
- 26 CDE issues resources for schools [regarding federal funding flexibility waiver](#).
- 27 State Superintendent Thurmond calls for new technology investments [to accelerate ability of California students to access technology](#) needed to support distance learning.
- 29 Governor Newsom issues [Executive Order N-66-20](#) allowing those enrolled in teacher preparation programs to obtain their preliminary credential without a teaching performance assessment if the individual was unable to complete that requirement due to a COVID-19 school closure.



1

Updated County of Santa Clara Health Officer Order allows [reopening of in-store retail, outdoor dining, and childcare and summer programs for all children](#).

MVLA issues special year-end edition of the [Update Newsletter](#) to provide information about reopening and the graduation activities that are able to proceed with current public health guidelines.

5

County Public Health issues [Guidance for Graduation/Recognition of Graduates](#), [Guidance for Summer Camps, Summer School Programs, and Other Children's Activities](#) and a set of [Frequently Asked Questions on Caretaking and Education](#).

Updated County of Santa Clara Health Officer Order [keeps key restrictions in place](#), requiring people to stay in their homes except when engaging in essential or now-allowed activities; list of additional businesses permitted to re-open is expanded.

8

CDE issues its "[Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)."

10

State Superintendent Thurmond calls on [counseling groups to strengthen mental health supports for students](#) due to emotional strains caused by the pandemic.

11

MVLA holds the first in a series of small group parent advisory meetings.

15

Special MVLA Board Meeting to present [COVID-19 Operations Written Report](#) and report on [Reopening and Redesign Framework](#).

16

California Department of Education updates [Guidance for Early Learning and Care Programs](#) and [Guidance and Resources for Distance Learning](#).

17

MVLA holds first [webinar on Reopening and Redesign for Fall 2020](#) and issues special [Update Newsletter](#) to share information about the Reopening Task Force and graduation activities.

CDE launches free [online suicide prevention training program](#) to address emotional and mental health challenges students may be experiencing due to the COVID-19 pandemic.

25

MVLA provides update on [Fall 2020 Reopening and Redesign](#).

26

California Department of Education issues updated [guidance on School and Child and Adult Day Care Meals](#) as schools transition to 2020-2021 school year, as the U.S. Department of Agriculture issues waivers [to provide states, schools, and childcare providers flexibility](#) for fall meals.

County Public Health issues [next steps for COVID-19 risk reduction](#) to protect the community in advance of planned order to mark new phase for reopening of businesses and activities.

29

Special MVLA Board Meeting to provide update on Reopening and Redesign Framework

30

Santa Clara County Public Health releases "[COVID-19 PREPARED: Reopening of Santa Clara County K-12 Schools for the 2020-2021 School Year](#)" as guidance for districts in planning for fall reopening. The report specifically states Whether schools can move forward with reopening for in-person instruction in the fall will depend on the containment of COVID-19 in the weeks ahead.

## July 2020

2

District announces appointment of Teri Faught as new Distance Education Administrator. Small group parent advisory panel held.

16

MVLA Board of Trustees hold Special Meeting. Recommendation for virtual start for Fall 2020 is approved.

20

Professional development for all staff begins on the Canvas Learning Management System.

27

MVLA Board of Trustees hold Special Meeting with reports on [Virtual Learning Preparation](#) and the [Fall 2020 Reopening Plan](#).

## August 2020

### Back to School!

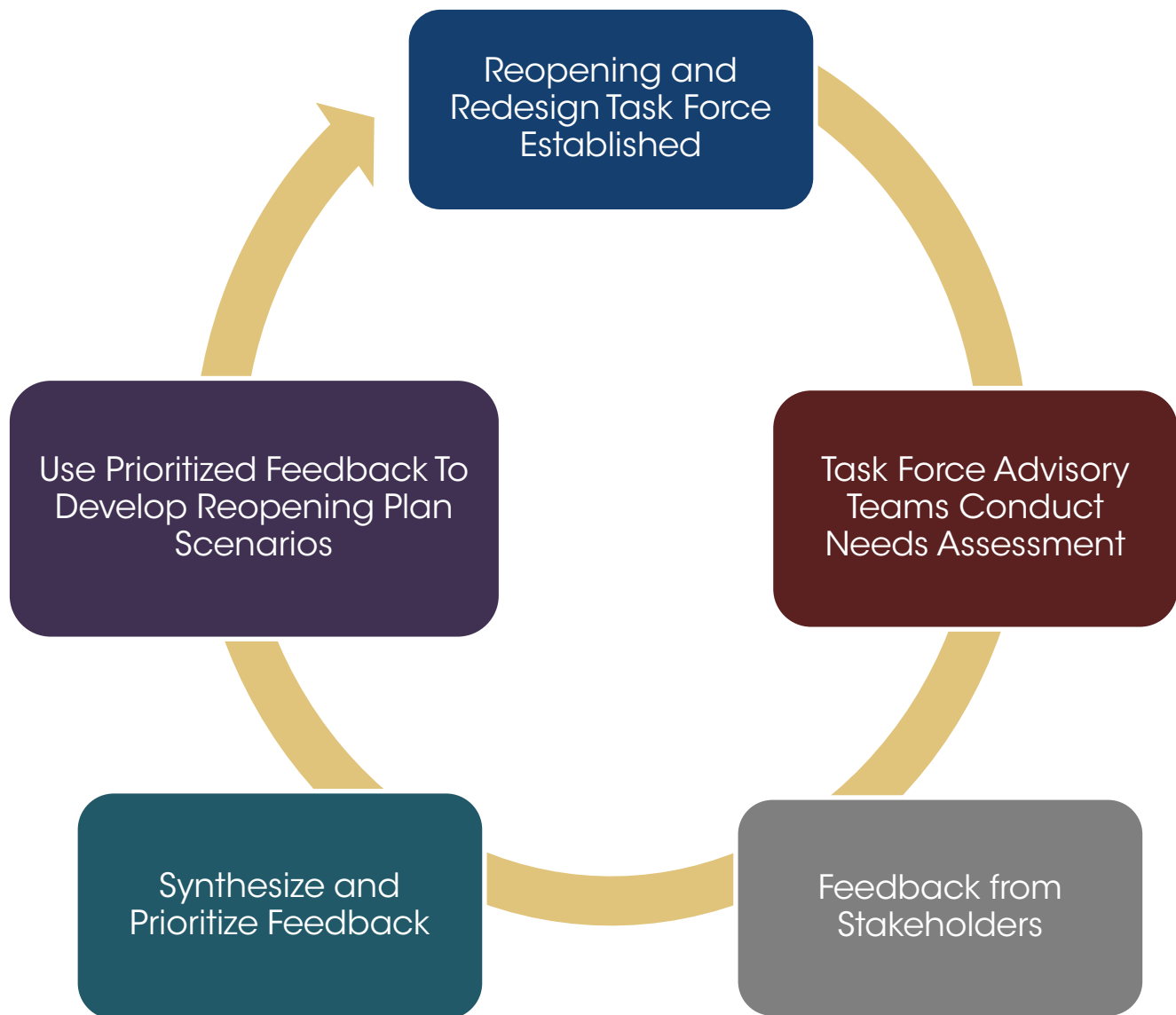
- Students organize and lead webinars prior to start of school with counselors, teachers, and administrators.
- Teachers have intensive professional development on Canvas, best practices for distance learning, and community-building for virtual environments.
- Students have mandatory training for distance learning, along with community-building activities, and technology and book check-outs.



## 2020-2021 Reopening and Redesign Task Force Process

Our Reopening and Redesign Task Force planned for the reopening by addressing three essential questions:

- What worked well in our Spring 2020 experiences for students and staff?
- What needs improvement?
- How do we measure the impact of our work?

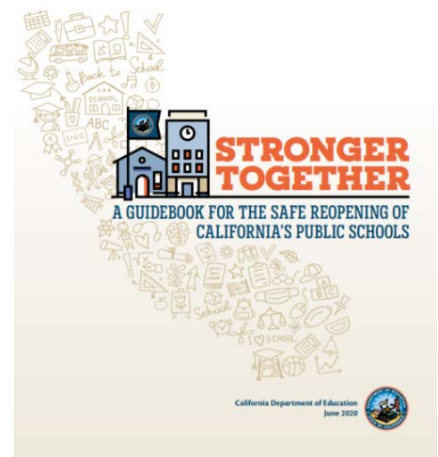


As school campuses were shuttered and virtual learning began, MVLA – as well as our neighboring districts – needed to concurrently start planning for the reopening of schools under unknown or uncertain conditions.

MVLA established a Reopening Task Force to develop and plan for these various scenarios, adhering to our Guiding Principles for reopening. The task force began meeting in May and established advisory teams (see page 16) composed of administrators, teachers and staff representing a cross section of our district to consider our essential questions and identify critical needs for improving our programs. The task force then prioritized, organized, and set timelines for actions related to reopening. Members of the task force met with parent representatives who provided feedback and volunteered to coordinate resources as needed.

MVLA prepared for a variety of scenarios in reopening schools. The California Department of Education (CDE) provided guidelines for reopening in the [“Stronger Together: Guidebook for the Safe Reopening of California Schools”](#). There, a checklist of specific categories related to reopening drove the work of the task force planning:

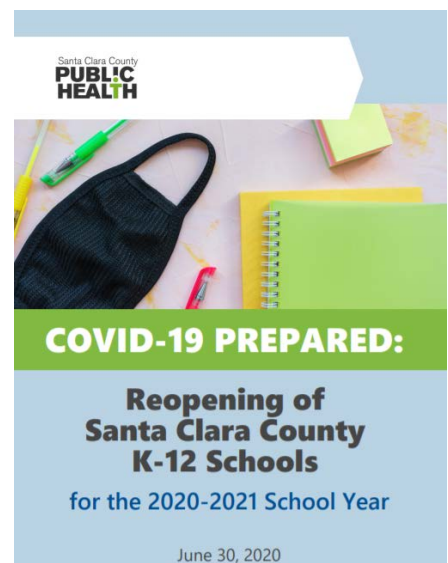
1. Local Conditions to Guide Reopening Decisions
2. Plans to Address Positive COVID-19 Cases or Community Surges
3. Injury and Illness Prevention Plan
4. Campus Access
5. Hygiene
6. Protective Equipment
7. Physical Distancing
8. Cleaning/Disinfecting
9. Employee Issues
10. Communications with Students, Parents, Employees, Public Health Officials, and the Community



The plans were presented to the MVLA Board of Education and the community at-large, followed up by informational webinars.




Based on [guidance provided by the Santa Clara County Office of Education](#) on June 30, 2020, the determination was made that we would need to adhere to social distancing and consistently wear masks inside and outside of classrooms when we are able to return for in-person experiences. The full reopening of our campuses will not happen until we can ensure the safety and security of all students and staff and are able offer a teaching and learning environment that our students and educators feel confidently safe returning to.

As conditions related to public health and safety evolve and further guidance is issued from the local and state entities, our program delivery model will be adapted.




# 2020-2021 Reopening and Redesign Planning Task Force Recommendations


The Reopening and Redesign Task Force made the following prioritized recommendations to be implemented prior to the start of school and for the duration of virtual and/or in-person learning.


	<h2>Facilities &amp; Technology</h2> <p><b>Technology</b></p> <ol style="list-style-type: none"> <li>1. Provide Staff and Students with appropriate equipment and access to meet the digital distance learning needs of all courses.</li> <li>2. Employ consistent and clear use of Google classroom and/or Canvas learning management system.</li> <li>3. Provide ongoing training on maximized, consistent use of Google classroom and Canvas to staff, students, and guardians.</li> </ol> <p><b>Facilities:</b></p> <ol style="list-style-type: none"> <li>1. Meet all guidelines for local, state, federal public health compliance.</li> <li>2. Provide all sanitation and required forms of personal protective equipment (PPE) and cleaning supplies.</li> <li>3. Analyze facility requirements and density, including flow of individuals on campus and number of students/staff per facility space to determine use.</li> </ol>
	<h2>Curriculum, Instruction &amp; Assessment</h2> <p><b>Curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Determine core skills that are critical to subsequent learning, are most interdisciplinary in their application, most substantively build on prior learning, and meet the expectation of equivalent learning.</li> </ol> <p><b>Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Clarify and post learning outcomes, rubrics, and expectations.</li> <li>2. Adhere to the weekly learning schedule and complete the standard slate consistently.</li> </ol> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Create grading categories that match the identified essential skills and learning outcomes.</li> <li>2. Develop assessments that reflect the nature of the curriculum and instruction expected for virtual learning and provide scaffolded formative assessments that lead to summative assessments that do not require direct supervision.</li> </ol>
	<h2>Teacher Support &amp; Training</h2> <ol style="list-style-type: none"> <li>1. Provide ongoing communication to staff.</li> <li>2. Articulate, support and provide differentiated, compensated, ongoing professional learning to be available prior to the new school year. This may include Curriculum Institute and professional growth monies available to teachers who chose to work independently throughout the summer. The professional development should focus on but not be limited to: setting</li> </ol>






	<p>appropriate teaching and learning outcomes in the virtual environment, on the use of all digital platforms (differentiated by level of mastery), on measuring academic growth with attention to learning equivalence, on developing strategies to address learning loss and the different experiences of incoming students, on determining the most appropriate measures of learning, on building class community and with time for collaboration on course team alignment.</p> <p><b>3.</b> Provide materials and training to course teams that is differentiated for the needs of all members to ensure participation in course teamwork and adherence to the approved course, slate, and schedule expectations.</p> <p><b>4.</b> Meet the health needs of all staff including, but not limited to, family and personal medical absence needs.</p>
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	<b>Student Support &amp; Training</b>
	<ol style="list-style-type: none"> <li>1. Provide ongoing assessment and surveys to identify and prioritize needs.</li> <li>2. Expect a consistent systematic approach to virtual learning with accountability of staff and students, focusing on equity, academic growth and equivalency, positive school and classroom culture, and social-emotional learning.</li> <li>3. Provide clear and ongoing district-wide and course communication about training for procedures and expectations, with focus on using a weekly slate, accessing distance tutorials, and adhering to code of conduct for distance learning and assessment.</li> </ol>

	<b>Special Education</b>
	<ol style="list-style-type: none"> <li>1. Identify learning needs, access, and skills for critical learners.</li> <li>2. Design a service delivery model that addresses the range of student learning needs and meets state and legal compliance.</li> <li>3. Develop a plan to address significant disproportionality.</li> <li>4. Provide ongoing communication, including but not limited to town hall meetings and webinars.</li> <li>5. Prioritize Special Education students for in-person learning.</li> <li>6. Plan for the incoming 9th graders who will come in with a greater disparity in learning experiences ensuring that we do not increase disproportionate identification of specific learner groups for special education.</li> </ol>

	<b>Counseling &amp; Therapeutic Services</b>
	<ol style="list-style-type: none"> <li>1. Continue preservice days for counselors to review and assess student needs.</li> <li>2. Identify hand-off protocols and the referral process for appropriate student support services.</li> <li>3. Share Social and Emotional Learning (SEL) resources with staff, students, and families.</li> <li>4. With administrative endorsement and communication to families, utilize the</li> </ol>

	critical needs model to determine priorities for counseling services during distance learning.
	<b>Administration Support</b> <ol style="list-style-type: none"> <li>1. Protect the health and safety of staff and students at all stages of reopening.</li> <li>2. Institute ongoing communication.</li> <li>3. Implement accountability review systems to ensure all expectations are honored.</li> <li>4. Reorganize staff responsibilities for those whose daily activities have changed due to virtual learning, focus on providing more support and communication and connections to students of concern.</li> <li>5. Provide relevant parent education to ensure community wide understanding of the purpose and expectations of our distance learning systems.</li> <li>6. Collect and use data at least twice per quarter to assess fidelity and success to inform needed modifications and support.</li> </ol>
	<b>Alternative Education - Alta Vista</b> <ol style="list-style-type: none"> <li>1. Develop and pilot, with student feedback, flexible and individualized teaching and learning programs, distance counseling and office hours, and virtual advisory structures that address the unique student needs identified when students enrolled in AVHS.</li> <li>2. Identify and provide all educational technology and distance learning tools and training needed by our students.</li> <li>3. Revise programs to include self-determination theory to promote student efficacy.</li> <li>4. Provide consistent schedules, expectations, and connections with our students to address the multiple challenges they experience.</li> </ol>
	<b>Adult Education Programs</b> <ol style="list-style-type: none"> <li>1. Continue full distance learning (synchronous &amp; asynchronous) with limited in-person testing situations (following Department of Public Health and County guidelines to ensure safety and wellbeing of all teachers, staff, and students) in all core programs. Research and develop as needed and implement a variety of new online resources and testing programs that support the variety of programs we offer.</li> <li>2. Assess teacher support needs and provide ongoing professional learning and training for teachers to improve student learning outcomes.</li> <li>3. Embed equity in all aspects of planning and decision-making, address the needs of most underserved populations with little or no access to technology, prioritize small groups for in-person instruction. Collect data that supports teachers to specifically understand which students can access distance learning and identify those who need additional support.</li> </ol>

## How Will We Measure the Impact of Our Work?

## 1. Student Progress and Achievement Data

- Progress reports
- Quarter and semester grades

## 2. Attendance & Engagement Data

- Daily attendance taken for Option A; engagement monitored in Option B
- Work completion
- Application usage
- Logins

### 3. Student/Teacher/Parent Feedback

## 4. Wellness Data

- Referrals
- Appointments





# Distance Learning Options

Students were automatically enrolled in Option A unless they [specified Option B](#) as the preferred enrollment option. Students will have ongoing access to academic counseling, school-based mental health services, college advising, and tutoring support in both options. As conditions permit, students will also be able to participate in clubs and extracurricular activities. Learn more in our [Distance Learning Options FAQs](#).

**Option A** will provide distance learning with students' regular teachers at their resident school - featuring classes of students and MVLA direct instruction. It will include a community of learners and may turn to in-person teaching and learning when/if allowable under state and local guidelines. Course offerings will include all traditional classes, including Advanced Placement (AP), college preparatory, Honors, and electives, and will continue to meet rigorous University of California A-G requirements

**Option B** will provide a full semester to full school year option that will use an online learning platform that provides a consistent remote learning experience with content that meets University of California A-G requirements. This option will be provided in conjunction with MVLA teacher support while also allowing students to remain connected to their resident school. Course offerings will include AP and college preparatory coursework. Students would be able to transfer to Option A at the end of the semester if they so choose or stay with Option B for the remainder of the school year. Electives and programs offered at resident campuses or at Freestyle Academy will not be available in Option B.

Category	Option A	Option B
Teacher	Since Option A is a virtual version of your resident school, the teachers are those students would have for each course as if they attended in person.	A credentialed MVLA teacher-facilitator will oversee multiple courses through an online learning platform a student is enrolled in.
Schedule	There will be a set MVLA class schedule.	There will not be a set weekly schedule; students will be able to self-pace independently but with guidance and support from the teacher.
Curriculum	The curriculum will continue to be MVLA standards-based coursework that is team/teacher created, curated, and designed, and which is A-G approved. Classes will include Advanced Placement (AP), Honors, and college prep coursework.	The online learning platform will be provided solely by the content provider, such as <a href="#">UC Scout</a> and <a href="#">Edgenuity</a> . All coursework will be A-G approved. Advanced Placement (AP) and Honors options will be available.
Grades	Letter grades will be assigned.	Letter grades will be assigned.
Attendance	Attendance will be recorded daily.	Daily attendance is not required; engagement will be monitored.
Gradebook	Aeries	Aeries/Content Provider Gradebook
Pacing	The pace of the class will be set by the teacher.	Students will set pace with teacher support to ensure student understanding and completion.
Extracurricular Activities	Extracurricular activities, clubs, etc. will be made available online and, when safe, in person. Students will be encouraged to participate.	Extracurricular activities, clubs, etc. will be made available online and, when safe, in person. Students will be encouraged to participate where they are comfortable doing so.
Support	Students will have access to tutorial center, teachers, school counselors, mental health support, and social/emotional learning modules.	Students will have access to tutorial center, teachers, school counselors, mental health support, and social/emotional learning modules.

## Weekly Schedule and Instruction Activities

Students and staff will use what is known as the “ABCAB” schedule. This is designed to provide time for meaningful teaching and learning, office hours for student support and a collaboration day for staff to work together to continue reflection and development of rich learning experience and for professional learning.

Teachers will engage students in learning experiences for 270 minutes per class per week. This will be scheduled through a weekly “slate” that will be provided to students no later than 3 p.m. on Wednesdays. The slate will include the learning expectation and assignments for the next day Thursday through Wednesday of the following week.

Distance Learning Block Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Student wake up routine	Student wake up routine	Student Asynchronous Workday (suggested schedule for independent work in classes): <ul style="list-style-type: none"> <li>1P- 9:30-10:00</li> <li>2P- 10:10-10:40</li> <li>3P- 10:50-11:20</li> <li>4P- 11:30-12:00</li> <li>5P- 1:00-1:30</li> <li>6P- 1:40-2:10</li> <li>7P- 2:20-2:50</li> </ul> → Tutorial Center Open  → Enrichment opportunities for students: <ul style="list-style-type: none"> <li>Speaker series</li> <li>Social Emotional Learning (SEL) modules</li> </ul> Weekly Slates Posted by 3 pm	Student wake up routine	Student wake up routine
1: 9:30-10:45	2: 9:30-10:45		1: 9:30-10:45	2: 9:30-10:45
3: 11:00-12:15	4: 11:00-12:15		3: 11:00-12:15	4: 11:00-12:15
Lunch Break	Lunch Break		Lunch Break	Lunch Break
5: 1:05-2:20	6: 1:05-2:20		5: 1:05-2:20	6: 1:05-2:20
7: 2:30-3:45	Office Hours/ Tutorial: 2:30-3:45		7: 2:30-3:45	Office Hours/ Tutorial: 2:30-3:45

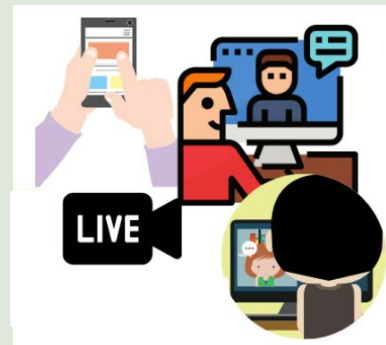
Wednesday will be a day for students to work asynchronously on their lessons (which will include modules to support Social Emotional Learning (SEL), visit Tutorial Centers, and take advantage of enrichment activities and guest speaker opportunities. It will serve as the day for teachers to have professional learning time and collaborate with other teachers. During virtual office hours, teachers will be available to provide immediate assistance to support students and be available for live feedback.

As part of the weekly schedule, teachers will have both synchronous and asynchronous activities:

### **Synchronous Activities:**

Synchronous learning refers to real-time instruction, where all students are engaging in a learning experience at the same time. A live lesson using a video conferencing platform is an example of a synchronous learning experience. Examples of synchronous activities include:

- Zoom/Google Meets classes, including break out rooms
- Actively Learn lessons, with teacher giving “live” feedback while students work
- Quizlet Live session during the slotted class schedules where all students are engaged, and the teacher is guiding and giving “live” feedback while students work
- Kahoot Live session during the slotted class schedules where all students are engaged, and the teacher is guiding and giving “live” feedback while students work

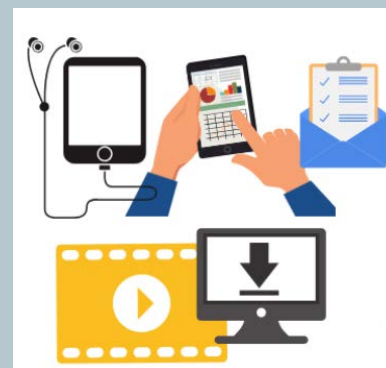


Teachers are required to hold a minimum of 75-minutes synchronous learning per class per week, holding classes during the slotted time on the schedule to avoid overlapping with other classes and helping students create a routine.

### **Asynchronous Activities:**

Asynchronous refers to learning experiences that do not occur at the same time or place. Asynchronous learning provides more flexibility for students. In an asynchronous learning environment, participation in courses is monitored through students submitting assignments online within the teacher designated timeframe. Teachers may post learning activities for students to complete at their own pace (although completed by the due date set by the teacher). Examples include:

- Pre-recorded videos posted
- Reading material and questions
- A discussion question on Google Classroom that allows students to respond to each other
- Actively Learn lessons
- Newsela lessons
- Quizlet link
- Reading book and taking Focused Notes
- Video/demo and assignment
- Lab/ simulation
- Concept mapping, building, painting, making video, reading, practicing
- Screencast lesson



Teachers will be considering the amount of potential screen time involved in asynchronous activities, and will be offering alternatives to online material, such as reading a hard-copy book/textbook, solving problems or taking notes in a written format on paper, or completing projects with physical materials instead of virtually.

Students with Individualized Education Plans (IEPs) and 504 Plans will receive accommodations and modifications appropriate to support their access to this unique learning platform and guaranteed to them through their individualized plans.



## Attendance and Grades

For Option A, attendance will be taken each day, each class period. For Option B, taking daily attendance is not required since students are setting the pace of the program themselves; however, engagement will be monitored.

For students in Option A, attendance will be documented if the student was present or not in a synchronous class.

For asynchronous attendance, teachers can use assessment submissions, ask a content-related question on the LMS to see which students are checking in online, or another method that proves that a student has completed some work or “logged into” the class. This process can be repeated for each class as a form of attendance.

Teachers will be noting which students are not accessing assignments and classes and will contact the student or their family if a student does not participate in lessons/assignments during an instructional week.

Letter grades will be given for the 2020-2021 school year. Grades will be inputted into Aeries in a timely manner. This is extremely helpful for the students and parents. During this unprecedented time, having grades updated helps to ensure students do not fall too far behind before getting noticed. For students in Option B, grades will be inputted into the content provider’s gradebook regularly and into Aeries at quarter marks.



# California Department of Public Health Re-Opening Criteria

The California Department of Public Health, in partnership with the CDC, has provided additional guidance on school re-entry criteria and procedures. Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. Once schools are re-opened to at least some in-person instruction, it is recommended that surveillance testing be implemented based on the local disease trends. Read the full guidance [here](#).

## *Who should be tested and how often?*

School districts and schools shall test staff periodically, as testing capacity permits and as practicable.

## *What if a school or school district reopens to in-person instruction, but the county is later placed on the county monitoring list?*

Schools should begin testing staff, or increase frequency of staff testing, but are not required to close.

## *What measures should be taken when a student, teacher, or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?*

Student or Staff with:	Action	Communication
COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)	<ul style="list-style-type: none"> <li>Send home</li> <li>Recommend testing (If positive, see #3, if negative, see #4)</li> <li>School/classroom remain open</li> </ul>	No Action needed
Close contact with a confirmed COVID19 case	<ul style="list-style-type: none"> <li>Send home</li> <li>Quarantine for 14 days from last exposure</li> <li>Recommend testing (but will not shorten 14-day quarantine)</li> <li>School/classroom remain open</li> </ul>	Consider school community notification of a known contact
Confirmed COVID-19 case infection	<ul style="list-style-type: none"> <li>Notify the local public health department</li> <li>Isolate case and exclude from school for 10 days from symptom onset or test date</li> <li>Identify contacts (+), quarantine &amp; exclude exposed contacts (likely entire cohort for 14 days after the last date the case was present at school while infectious)</li> <li>Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine)</li> <li>Disinfection and cleaning of classroom and primary spaces where case spent significant time</li> <li>School remains open</li> </ul>	School community notification of a known case
Tests negative after symptoms	<ul style="list-style-type: none"> <li>May return to school 3 days after symptoms resolve</li> <li>School/classroom remain open</li> </ul>	Consider school community notification if prior awareness of testing

# Acknowledgements

A special thanks to all of the members of our 2020-2021 Reopening and Redesign Planning Task Force and Advisory Teams for their tireless efforts on behalf of the students and families in our district.

## Reopening and Redesign Planning Task Force

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Mike Mathiesen, Associate Superintendent, Business Services

Margarita Navarro, Associate Superintendent, Educational Services

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Brenda Harris, MVLA Adult Education

Michael Jimenez, Mountain View High School

Bill Pierce, Alta Vista High School

Wynne Satterwhite, Los Altos High School

### Special Education

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### District Wellness

William Blair, Wellness Coordinator

### District Teachers Association (DTA) Executive Board

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Arantxa Arriada, First Vice President, Los Altos High School

Kristen Cárdenas, Second Vice President, Mountain View High School

Marciano Gutiérrez, Treasurer, Alta Vista High School

Sarah Alvarado, Secretary, Los Altos High School

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Joanna Plymale

### Facilitator

Joy Hellmann

### Report Coordination

Michelle Bissonnette

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**Members:** Amrita Bassi, Anita Towner, Catherine Zuniga, Josune Sullivan

### Alternative Education & Adult Education

**Task Force Leads:** Bill Pierce, Brenda Harris, Marciano Gutiérrez

**Advisory Members:** Alta Vista High School (AVHS) Staff, Jennifer Lewis, Julie Vo, Marciano Gutierrez, Student Rep AVHS



# BY THE NUMBERS

**2,000,000** - Approximate allocation of Learning Loss Mitigation Funds for MVLA from through the Coronavirus Aid, Relief, and Economic Security (CARES) Act to support student academic achievement and mitigate learning loss related to COVID-19 school closures.

**331,000** - Dollars invested in summer training and professional development for teachers to enhance distance learning.

**205,642** - Number of meals provided by MVLA, in partnership with the Mountain View Whisman School District (MVWSD), to families since the school closures in March. Food service continues with 'grab and go' meals provided for breakfast and lunch Monday through Friday.

**100,000** - Grant dollars provided by Google to the MVLA High School Foundation to help towards the purchase of new laptops for the 2020-2021 school year.

**50,000** - Grant dollars allocated in first round of the Foundation's Innovative Learning Grants which - due to the pandemic - are focused entirely on projects with a distance learning component.

**4,500** - Bags of textbooks and materials handed out to students for the 2020-2021 school year.

**3,667** - Students who have completed the Canvas Course for MVLA students.

**2,500** - Having already issued 2,000 Chromebooks last year to students without computers, MVLA's Information Technology Services (IT) Department distributed nearly 100 more to students since the closure, to ensure access to computers at homes. Nearly 400 more were set aside for incoming students.

**1,594** - Number of participants in MVLA ThoughtExchange forum on reopening options.

**265** - The Instructional Technology team distributed 100 hotspots to students without Wi-Fi access at home. Another 125 hotspots were provided to support incoming freshmen and new students, with 40 more hotspots on the way.

**215** - Number of laptops purchased for staff to use to support distance learning.

