COVID-19 Operations Written Report for Meadows Arts and Technology Elementary School

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<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
<th>Date of Adoption</th>
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</thead>
<tbody>
<tr>
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<td>June 1, 2020</td>
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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.

Due to COVID-19 MATES closed school on March 13, 2020. It was believed that the closure would be temporary with the possibility of reopening within a month. In the first week of closure, MATES offered, but did not require, educational opportunities to students. It then became evident that MATES would be closed for a longer term, and on March 23, 2020 MATES moved to distance learning which attendance/participation became mandatory for all students. Before beginning distance learning, and to assure successful participation for all students, MATES held a supply pick up and technology checkout. Each grade-level collaborated to create this new delivery of instruction. At minimum, they held one whole group class meeting/lesson per week, and each child received one small group lesson per week, although most teachers provided much more. Each week, teachers provided parents/students assignments, meeting links, video lessons, and online lessons via a variety of applications. The majority of primary classes used the SeeSaw Ap to deliver instruction as well as collect assignments, while the upper grade classes primarily used Google Classroom. MATES specialists (Art, Music, PE, Library, Dance, and Science) also provided students with online video lessons. Students with Individualized Education Programs (IEPs) were provided services to the greatest extent possible. Additionally, struggling students received Response to Intervention services, and the school psychologist provided support including meeting with teachers, parents, and students as well as providing strategies on the school’s parent resources page. Teachers offered weekly “office hours” to provide additional assistance as necessary. In response to the CDE’s grading mandate to “do no harm,” MATES changed the grading model to participation and effort grades. However, teachers continued to use formative academic assessment to drive instruction. As the responsibility for distance learning is shared with the MATES families, MATES provided support through a parent resources page on the website as well as bi-weekly parent meetings with administration through Directors’ Dialogues. While not perfect, MATES worked to provide the best educational experience possible given the unprecedented circumstances.

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

MATES provides all students access to the curriculum to meet their needs. In addition to the regular education services, MATES offers a Response to Intervention (RtI) program to help English Learners, low-income students and/or students not meeting standards to receive...
additional instruction for greater success. During Distance Learning, MATES teachers offered additional small group instruction to these students, and the RTI specialists provided supplemental support. All families including English Learners and low-income students were provided technology devices where needed, and MATES helped families find internet access. At this time, MATES does not have any Foster Youth.

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

MATES teachers worked hard to continue as much of their high-quality, grade level curriculum as feasible given Distance Learning. Teachers provided live lessons, video instruction, and a variety of applications (See Saw, Google Classroom, Zoom, Accelerated Reader, IXL, Spelling City, Brain Pop, Go Noodle, and Epic). In addition to the basic lessons in reading, writing, math, social studies, and science, MATES continued its thematic, project-based learning opportunities. For example, Kindergarteners continued to learn about Farm animals. Not only did they read and write about them in language and science, they also took a Virtual Field Trip to a local Farm. First grade students continued studying about Africa. The teachers created videos simulating a virtual flight to Africa in which the students traveled to various countries in Africa and studied the physical features and culture of the regions. The third grade Ellis Island Immigration unit continued, as well. In addition to reading fictional and informational text, students took on the persona of an ancestor and kept journals about their immigration experiences including their feelings about leaving their homeland and their journey across the ocean as a steerage passenger. All grades continued their thematic units in similar fashion.

To enhance their learning, all MATES specialists (Art, Music, PE, Library, Dance, and Science) provided video lessons. The music teacher taught music lessons tying to the thematic units in the primary grades, and taught the recorder to the upper grade students. He also continued to hold band classes. The PE, dance, art and library specialists provided weekly video lessons (K/1, 2/3, 4/5). Meanwhile, the science specialist taught weekly grade level specific labs to tie into the “classroom” instruction.

MATES takes pride in providing a high-quality education, and was committed to continue it through Distance Learning.

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

MATES is a participant in the National School Lunch Program. As such, services are contracted through the local Conejo Valley Unified School District (CVUSD). As a participating school, MATES students have been offered the same free lunch (grab and go) as all students in the local school district.

No activities have been provided on the MATES campus thus maintaining social distancing practices.
Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

The MATES campus is closed to all students. Under normal circumstances, after-school childcare is provided on campus by the local YMCA. Since all students are under the state’s Stay at Home order, neither the school nor the YMCA are providing any supervision of students during ordinary school hours. From the onset of the COVID-19 closure, MATES has provided information to various resources on our website, see https://www.matescharter.org/apps/pages/index.jsp?uREC_ID=1702880&type=d&pREC_ID=1882778. These include access to a variety of resources including Mental Health, Child Care, Community Support, Distance Learning Support, and other resources.