

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain View School District Los Angeles County	Raymond Andry Assistant Superintendent, Educational Services	<a href="mailto:randry@mtviewschools.net">randry@mtviewschools.net</a> (626) 652-4963

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Mountain View School District is a PreK-8 district in the East San Gabriel Valley, with a 9% unduplicated count. The District has 88.52% of students who qualify for Free and Reduced Lunch, and 52.8% English Learners. It is a community of high needs but also great potential. The District used its LCAP Supplemental and Concentration funds to implement various programs to support the targeted subgroups, including increasing academic achievement in language arts and mathematics, specific programs to support English Learners, Foster Youth, and English Learners with Individual Education Plans (IEPs). Additionally, the District focused LCAP funds to increase learning supports for target students, including Counselors in every school, social-emotional learning, visual and performing arts, and a 1:1 in-school iPad and Chromebook program. Finally, the LCAP focused on family engagement, providing training and support for families to empower them to become partners in all aspects of their children's education and academic future.

On March 13, 2020, the Mountain View School District made the difficult decision to shut down its schools in response to the Coronavirus Pandemic. At the time, the District presumed this would be only for a few weeks, so most teachers did not send textbooks or teaching supplies home with the students. All planning took place once the schools were closed on March 13, 2020.

Beginning March 16, 2020, the Mountain View School District began implementing a Distance Learning Program in response to school closures as a result of COVID-19. The first phase of distance learning included creating a new webpage where weekly learning packets were uploaded for grades preschool through 8th. Instructional materials were reproduced and distributed to families without Internet access. These packets included learning materials for English Language Arts and Mathematics. Additionally, resource links for content areas and specialized services, including Special Education, Community Resources, Mental Health Resources, and Physical Education activities. Phase two, which began after Spring Break, focused on distributing student technology devices and hotspots for families who were identified as needing WIFI internet access. Dissemination of technology to students without access allowed instruction through Google Classroom and SeeSaw as the primary delivery platforms, Remind.com for parent and family communication, and Clever to support single sign-on and application management. Supplemental instructional resources already in use at school sites continued, along with student access to Let's Go Learn EDGE Language Arts and Mathematics, Imagine Learning ELD, and Math programs.

The instructional expectations were outlined in the MVSD Distance Learning Plan to all staff and families. The plan focused on three identified areas of student and family needs, Online Secondary Distance Learning, Online Elementary Distance Learning, and Packet Based Distance Learning for students who continued to lack WIFI internet access or were in the process of receiving devices following physical distancing guidelines. The elementary and secondary online learning plans included content delivery, ELD, independent practice, independent reading, and supplemental online program recommendations for weekly instruction. The secondary plan provided daily instruction, with each content area being assigned one day each week. The

elementary plan required 2-3 lessons per week. Finally, the packet-based plan called for 2-3 assignments per week and teacher contact to support the continuation of learning. Teachers were encouraged to record lessons for students who needed to access them at times outside of the regular school day, and professional development was offered each week to support distance learning instructional practice and the use of technology. Professional development was delivered by various expert classroom teachers, TOSAS, and consultants from online/software companies.

In the late spring, the District invited any employee interested in providing input on the re-opening of schools by participating in a District Task Force. Using the LACOE planning templates, the District convened a Task Force of about 125 people with sub-committees in learning support, social-emotional support, special education, facilities, health services, nutrition, and office protocols safety training, family engagement, and preschool/childcare. The sub-committees provided recommendations in each of those areas. During the summer, the District convened a curriculum committee of 40 teachers at various grade levels and areas of expertise. They created curriculum materials for every grade level in preparation for either distance or hybrid learning in the next school year.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The following stakeholders were engaged to provide feedback on the Learning Continuity Plan. At each meeting, all participants were informed verbally of their ability to ask questions by using the Chat feature on Zoom during the virtual meeting. Additionally, participants were also encouraged to email questions through the district website and to add questions to the open response questions on a community survey. All questions were compiled and provided with appropriate responses. The questions and answers were posted on the district website.

1. DELAC - District English Learner Advisory Committee:
  - a. The DELAC participated in two virtual meetings, on August 10 and August 24, 2020
2. SPAC – Superintendent – Parent Advisory Committee:
  - a. The SPAC participated in two virtual meetings, on August 26 and September 16, 2020
3. CPAC – Community Parent Advisory Committee: - The CPAC is a District-level meeting open to all parents and community members. This meeting included over 200 community participants. Participants were encouraged to provide input on the LCAP using the Chat feature on Zoom.
  - a. The CPAC participated in one virtual meeting on September 11, 2020
4. MVTA – Mountain View School District
5. CSEA – California School Employees Association
6. Families – All families were emailed a survey
7. All Employees – Administrators, Principals, Teachers, Classified Staff, other staff – all employees were emailed a survey
8. Students – All students were emailed a survey

[A description of the options provided for remote participation in public meetings and public hearings.]

1. Stakeholders without devices were offered a remote location to access devices.
2. Stakeholders were provided language translation in Spanish, Vietnamese, Mandarin, and Cantonese.
3. Stakeholders were provided with the dates of the public hearing and Board Meetings through the district website and through the Family Engagement Newsletter.

4. Stakeholders were encouraged to provide written comments prior to the Board Meetings. During the Public Hearing and the Board Meeting, stakeholders were provided the opportunity to unmute themselves to provide oral comments, whether participating in the meeting through the computer or telephonically.
5. Paper copies of the drafts were made available upon request at the District Office.

[A summary of the feedback provided by specific stakeholder groups.]

1. DELAC - District English Learner Advisory Committee:

- a. A suggestion was made to hold all parent meetings after 12:00 pm to allow families time to complete most synchronous instruction for the day, since that is the time students need the most support from parents or other supervising adults.
- b. Requested more technology training for parents, especially in Schoology and Zoom.
- c. Requested that parent academies continue to be available in virtual formats. Requested a dedicated parent portal with how-to videos for parents on district learning expectations, SeeSaw, Google, etc.

2. SPAC – Superintendent – Parent Advisory Committee:

- a. Several participants commented on the quality of the planning and implementation of the distance learning program
- b. Participants were complimentary of the virtual calming room developed by the counselors to increase the social-emotional support for students in distance learning
- c. Participants requested more access to technical support, especially during evening hours
- d. Participants requested more training for parents on Schoology, and on how to support students in distance learning

3. CPAC – Community Parent Advisory Committee a. Academic support resources and tutoring - Participants requested additional digital resources that students could access during their asynchronous learning time related to social studies and science. Participants also requested virtual tutoring for students who were struggling with distance learning.

4. MVTA – Mountain View School District

- a. MVTA requested additional digital resources training, especially in the selected learning platform, Schoology.
- b. MVTA requested more support in reaching out to students who are struggling with logging on to synchronous learning

5. CSEA – California School Employees Association

- a. CSEA expressed an interest in childcare for classified employees
- b. CSEA expressed concern about the following of all safety protocols at all schools

6. Families – All families were emailed a survey

- a. Student access to reading materials in the home - parents requested a need for physical books, especially for younger children.
- b. Resources on how to support students learning from home - Parents requested additional training on how creating a good learning environment at home

- c. Tutoring and academic support - Parents requested virtual tutoring for students struggling with distance learning.
  - d. Meal access - Parents requested more locations for meal distribution.
  - e. Enrichment activities - Parents requested activities such as virtual field trips and visual and performing arts.
  - f. Counseling and mental health support and resources - for all members of the family
7. All Employees – Administrators, Principals, Teachers, Classified Staff, other staff – all employees were emailed a survey
- a. Increased access to devices - more devices available for staff
  - b. Supplemental online curriculum and learning materials - more materials available for planning distance learning
  - c. Distance learning workshops for families
  - d. Targeted support for student with unique learning needs
  - e. Professional development in the use of technology - for all employees
8. Students – All students were emailed a survey
- a. Additional help with assignments
  - b. Resources to support learning at home (headphones, etc.)
  - c. Social-emotional support
- d. Support with connectivity

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The following actions and services were included in the plan as a result of stakeholder engagement.

- Unified Learning Management System for all grade levels (Schoology)
- Additional supplemental resources and programs to support science, math, and social-emotional learning
- Extra-Duty for academic and social-emotional interventions and support services
- Home virtual and print reading materials
- PPE supplies and materials to meet the La County Office of Public Health safety guidelines
- Hotspots to address connectivity issues

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Quality instruction and a commitment to equity for all students continue to be the focus of the Mountain View School District. Beginning August 17, 2020, families were provided the option to select among two instructional programs for the 2020-2021 school year. The District considers the health and safety of all students and staff members of the utmost importance and designed a plan to provide the best possible educational experience for students and at the same time, keep everyone safe. For that reason, it was determined that an in-person start to the school year is premature. A Phase Model was designed to start the year with students in Distance Learning from home and, as safety permits, a phased transition to in-person learning on campus.

For the 2020-2021 school year, MVSD program offerings to families included:

1. Three-Phase Return to Campus Instructional Model including Distance Learning which transitions into a hybrid of In-Person Learning and Remote/Distance Learning as safety permits and eventually a return to traditional school on campus implemented in three phases. This model couples Remote/Distance Learning at home and In-Person learning on campus as health guidelines permit.

- Standards-based curriculum
- Utilizes district core adoptions
- Modeled units of study developed and delivered by MVSD teachers
- Learning schedule is teacher paced
- Coordinated at the site with district support
- Attendance taken by teacher supports special programs such as SEAL, Dual Language Immersion, English Learners, GATE, PBIS, Think Together

2. All Online Virtual Academy

- Standards-based curriculum
- Utilizes district core adoptions
- Delivered by MVSD teachers
- Coordinated at the District with site support
- Attendance taken by teacher
- Online daily schedule
- Traditional grading
- Daily teacher support Online and in-person supports, such as social-emotional, technology, etc.
- Access to extra-curricular activities

Three Phase Return to Campus Model

- **Phase 1** – Students will begin the school year on August 17, 2020, with Distance Learning from home. Teachers will lead standards-based daily Distance Learning lessons, with rigorous follow-up activities to be completed virtually. Services to special populations will be provided. Access to technical support for families will be available at schools. Pending the situation with the COVID-19 cases and guidance from Public Health, we plan for Phase 1 to continue until Los Angeles County has met the requisites to return students to campus safely.
- **Phase 2** – Will include a Hybrid Instructional Model with the possibility of students returning to campus for In-Person classes 2 or 3 days per week and Remote/Distance Learning at home 2 or 3 days per week. Schools will follow all health and safety protocols to ensure the safety of students and staff. Pending the situation with the COVID-19 cases and guidance from Public Health, we plan for Phase 2 to continue until it is deemed safe to add more students on campus. Families wishing to continue Distance Learning only can choose the Virtual Academy.
- **Phase 3** – MVSD schools have enough space and are equipped to house all of our students on each campus while maintaining social distancing protocols. When it is deemed safe to do so, we will gradually welcome all students wishing to come back to our schools for 2-3 days a week of in-person instruction and 2-3 days a week of supervised virtual follow-up activities.

The primary difference between Remote/Distance Learning and the Virtual Academy is that Remote/Distance Learning is part of the traditional school program. It is a response to school closures to ensure the continuity of learning for students. The Virtual Academy provides an alternative to the Traditional School program. The educational program is delivered through a virtual setting. It includes daily live interaction with teachers and rigorous follow-up activities. It is the same as Phase 1.

Daily instructional schedules may apply to all three phases of the Return to Campus Model and meet or exceed the minimum State requirements for Distance Learning providing both synchronous and asynchronous instruction. Students in grades TK-3<sup>rd</sup> are provided a daily instructional schedule of 230 instructional minutes, grades 4<sup>th</sup>-6<sup>th</sup> are provided 240 instructional minutes, and grades 7<sup>th</sup>-8<sup>th</sup> are provided 240 instructional minutes through a 6-period block schedule Tuesday through Friday, and a full modified 6-period schedule on Monday. In addition, all teachers have scheduled office hours through the end of the regular instructional day to meet with parents, respond to questions, contact at-risk students, make attendance contact, and re-engage students who may need additional support.

The MVSD Curriculum, designated to be used in all three phases of return, was developed by members of the District Task Force. The Task Force of about 125 members was convened over the summer to review guidelines in the areas of learning supports, social-emotional support, facilities, health services, nutrition, office protocols, safety training, family engagement, and preschool/childcare. The sub-committees provided recommendations in each of those areas. The District Curriculum Committee of 40 teachers at various grade levels and areas of expertise created blueprints and curriculum materials for every grade level in preparation for either distance or hybrid learning in the next school year. All instructional areas were addressed in the blueprints, including social-emotional learning and digital citizenship. Further, the grade level instructional schedules designate weekly time requirements for social-emotional learning and intervention for students experiencing significant learning loss during closure or who are identified as a potentially greater risk for learning loss.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Professional development, collaboration, and planning to support literacy development and language acquisition; including release time, support staff, and services. (1.3)	\$1,948,096	Y
English Language Arts professional development and planning to support identified student groups in the use of learning tools and supplemental strategies. (1.4)	\$741,679	Y

Engineering, science, arts, and STEAM programs. (1.6, 1.8, 1.9)	\$344,733	Y
Mathematics professional development to support identified student groups in the use of learning tools and supplemental strategies. (1.10)	\$738,951	Y
Middle School and Elementary AVID programs. (1.11)	\$88,219	Y
Summer and extended learning opportunities providing enrichment, intervention support, learning mitigation loss, attendance, and family outreach. (1.12)	\$238,291	Y
Instructional support programs and staff including transitional kindergarten, instructional assistance, and support staff to support unduplicated students and those with unique learning needs. (1.15)	\$3,542,9814	Y
Teacher reimbursement for the purchase of supplemental instructional materials. (1.18)	\$33,000	Y
In-classroom instructional labs	\$1,500,000	N
Supplies and materials to support the continuity of instruction at each school site during COVID-19: hand-washing stations, touchless water stations, outdoor cooling stations, and other supplies.	\$1,900,000	N
Devices for classroom instruction	\$1,500,000	N
Certificated Staff Devices to support instructional delivery (1.7)	\$120,000	Y

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Mountain View School District's goal is to provide a guaranteed, viable curriculum to all students during distance learning. To ensure each student receives equitable instruction delivery, the District convened teacher teams to identify key learning standards in English language arts and mathematics. These standards serve as the instructional blueprints' foundational standards for grades TK through 8th grade, outlining grade-level expectations for teaching and learning. Identification of these key standards is necessary to (1) maximize the limited instructional time with students during distance learning, and (2) to ensure all consistency throughout the District to monitor learning and standards mastery.

The instructional pedagogy in all grade levels is outlined in the MVSD Instructional Frameworks delineating instructional strategies and practices for elementary and middle/intermediate grade spans. The aim is to ensure strategies used during in-person instruction continue in a virtual learning environment to ensure continuity when students transition back to in-person learning settings. These pedagogical practices include Sobrato Early Academic Language (SEAL), Advancement Via Individual Determination (AVID), and Specially Designed Academic Instruction for English learners (SDAIE) strategies for students in all grade levels and content areas to support synchronous and asynchronous instruction. Synchronous instruction refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time, in order for learning to take place. This includes in-person classes, live online meetings when the whole class or smaller groups get together. Asynchronous instruction refers to learning when members of the class are not engaged in learning at the same time. This includes students working on assigned work, viewing instructional videos, and engaged in online learning platforms.

Student learning will be monitored using online adaptive diagnostic assessments in English language arts and mathematics. These assessments will be administered four times throughout the school year using the Let's Go Learn Diagnostic Online Reading Assessment (DORA) and the Adaptive Diagnostic Assessment of Mathematics (ADAM). The DORA diagnostically evaluates each student's reading abilities using adaptive logic and provides educators with a comprehensive and actionable picture of each learner. The ADAM assesses each student's mathematical understanding from K-7 foundational skills through Pre-Algebra and Algebra. English language development oral proficiency will be monitored using the Ellevation monitoring systems.

To support and ensure the highest student engagement levels during distance learning, the District has identified and purchased high-quality instructional resources to support both synchronous and asynchronous teaching and learning.

- Schoology a learning management system by PowerSchool to efficiently manage instruction, learning, grading, attendance, assessment, analytics, state reporting, special education, student registration, and student/family communication. Schoology complements the training our teachers have had in tools for distance learning and integrated with G Suite applications.
- Seesaw is a learning management platform for student engagement, allowing students to create, reflect, share, and collaborate. Students "show what they know" using photos, videos, drawings, text, PDFs, and links.
- Google Classroom is a learning management platform that integrates G Suite for Education services, including Google Docs, Gmail, and Google Calendar.
- Let's Go Learn Math EDGE provides learners with engaging, personalized K-9 math instruction across over 300 gamified and interactive lessons. The solution allows teachers to implement personalized learning immediately and provide targeted math activities to support their existing classroom learning initiatives. LGL Math Edge allows teachers to lower the threshold for personalized learning and operationalize enrichment, intervention, and instruction. After students engage in the platform, educators can access actionable reports by student, classroom, or site, to inform learning plans, determine support efforts, and elevate conversations with stakeholders.
- Let's Go Learn ELA EDGE provides the necessary skills for foundational (K-6) reading success for all learners from grade K to adult. The instructional solution uses granular data from diagnostic assessments to build customized courses across critical foundational areas such as letter sounds, word decoding, sentence reading, reading comprehension, vocabulary, and grammar.
- Imagine Language and Literacy is an adaptive learning solution that accelerates reading and language proficiency for students in grades PreK–6. Designed to supplement core literacy instruction, Imagine Language & Literacy provides instruction and practice in all four literacy domains—reading, writing, listening, and speaking to support academic and English language development.
- Imagine Math Facts game-based software offers teachers an effective way to teach math facts intensely, solve the math fluency puzzle, and build a critical pre-algebra foundation.
- Mystery Science provides K-5 NGSS standards-aligned lessons and resources in science and engineering using short videos and discussion questions.
- MOSA Mack provides 6th-8th NGSS standards-aligned lessons and resources in science and engineering using short videos and discussion questions.



- Brain Pop provides teachers with learning games, animated movies, and activities designed with depth and relevance to engage students in learning. Content includes science, social studies, English, math, art, music, health, social-emotional learning, engineering, and technology.
- Learning Ally provides equitable access to grade-level text to students who struggle to read due to a reading deficit. The platform offers over 80,000 human-read texts ranging from curriculum-aligned textbooks and literature, popular fiction, and information text. This extensive library and suite of educator tools and resources help struggling readers become engaged, independent learners.
- Unique Learning Systems provides students receiving special education services in SDC placements meaningful access to the general education curriculum in an online virtual platform.

All students have access to a full standards-based curriculum similar in quality regardless of the method of delivery. Curriculum and instructional resources have been developed and selected to ensure instructional continuity for students in all three phases in the Return to Campus models to ensure the continuity of instruction. The District's daily instructional schedules may apply to all three phases of the Return to Campus Model and meet or exceed the minimum State requirements for Distance Learning, providing both synchronous and asynchronous instruction. Students in grades TK-3<sup>rd</sup> are provided a daily instructional schedule of 230 instructional minutes, grades 4<sup>th</sup>-6<sup>th</sup> are provided 240 instructional minutes, and grades 7<sup>th</sup>-8<sup>th</sup> are provided 240 instructional minutes through a 6-period block schedule Tuesday through Friday and a full modified 6-period schedule on Monday. Also, all teachers have scheduled office hours through the end of regular day instructional day to meet with parents, respond to questions, contact at-risk students, make attendance contact, and re-engage students who may need additional support.

The MVSD Curriculum, designated to be used in all three phases of return, was developed by members of the District Task Force. The Task Force of about 125 members was convened over the summer to review guidelines in the areas of learning supports, social-emotional support, facilities, health services, nutrition, office protocols, safety training, family engagement, and preschool/childcare. The sub-committees provided recommendations in each of those areas. The District Curriculum Committee of 40 teachers at various grade levels and areas of expertise created blueprints and curriculum materials for every grade level in preparation for either distance or hybrid learning in the next school year. All instructional areas were addressed in the blueprints, including social-emotional learning and digital citizenship. Further, the grade level instructional schedules designate weekly time requirements for social-emotional learning and intervention for students experiencing significant learning loss during closure or who are identified as potentially at greater risk for learning loss.

Prior to COVID-19, MVSD offered Artist Residencies in grades TK-6 that addressed a variety of areas of the new Visual And Performing Arts Standards. These increased improved services were primarily directed toward low-income students providing them with a breadth of opportunities in the Arts that they would not have otherwise experienced. With current conditions preventing in-person residencies, we've been working with our Arts providers to retool these residencies for distance learning. Some of the residencies were more easily adaptable to this new environment, while others are undergoing major changes.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Beginning in March 2020, the District began the process of deploying devices and hotspots to all students in grades TK-8th. Chromebooks and iPads were purchased to ensure all students had access to a 1:1 device. Additionally, 1,000 hotspots were secured to provide internet access to families without service. To mitigate learning loss over the summer, students in all grades were allowed to keep their devices and were able to continue to access supplemental online resources. At the start of the 2020-2021 school year, the District continued to purchase and secure devices to ensure all students had access to technology. A technology support hotline and in-person support centers have been created to provide technical support to our families in need. Additionally, Zoom

accounts were purchased for all certificated teachers and classified technology support staff to allow for enhanced features such as remote access to support students and families.

Families experiencing unique circumstances with connectivity have been provided Wi-Fi hotspots and the District's busses have been modified with Wi-Fi transmitters, allowing them to be parked in strategic locations to provide student access. Moreover, District Technology Support locations are open for in-person technology support, school staff conducts home visits to troubleshoot technology issues, and District Technology Technicians provide virtual remote support to students who need assistance. Students with Disabilities have additional support through the Special Education Department to ensure both access to Wi-Fi and devices.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Distance learning schedules were created to allow for blended learning, including synchronous and asynchronous instruction, to meet or exceed the minimum instructional minutes outlined in SB 98. Key components of the distance learning instructional program include access to high-quality online learning resources, small-group instruction, use of high leverage instructional strategies, and daily attendance and monitoring of student engagement. Attendance accounting is taken at the end of the day and code whether students participated in live synchronous instruction, asynchronous instruction, completed assignments, or were absent from instruction. Parents/guardians of students marked absent are contacted by their school staff to determine the reason for the absence and to provide assistance if there is a need. Students who are absent or not engaged in synchronous instruction for three or more days are also contacted by school staff and referred for additional support to district staff if needed. Additional district-level support includes phone/email communication, outreach from community liaisons, home visits conducted by the Child Welfare and Attendance staff, and referrals to the School Attendance Review Team as deemed necessary. Parent/guardian contact is documented in the student information system.

The first week of the school year was set aside to allow teachers and school staff to engage in supporting the social-emotional needs of students, build relationships, make connections with families, and determine the individual needs of students. Student assignments are posted and monitored in Schoology to ensure the minimum number of daily instructional minutes are provided through a combination of synchronous lessons and asynchronous assignments. Teachers, based on the number of daily instruction minutes designed on the District's daily instructional schedules, provide both synchronous and asynchronous instruction. The time value assigned for asynchronous assignments are determined by the classroom teacher and is to be aligned to the minutes of instruction. The time value of assignments by grade level is calibrated through grade-level collaboration during designated times each week. Monitoring of student progress is measured by grading student assignments, participation in synchronous learning, completion of asynchronous assignments, and administering diagnostic assessments four times annually. These assessments include the Let's Go Learn Diagnostic Online Reading Assessment (DORA) and the Adaptive Diagnostic Assessment of Mathematics (ADAM). The DORA diagnostically evaluates each student's reading abilities using adaptive logic and provides educators with a comprehensive and actionable picture of each learner. The ADAM assesses each student's mathematical understanding from K-7 foundational skills through Pre-Algebra and Algebra. English language development oral proficiency will be monitored using the Ellevation monitoring systems to measure student language proficiency on targeted standards. To support and ensure the highest student engagement levels during distance learning, the District has identified and purchased high-quality instructional resources to support both synchronous and asynchronous teaching and learning. In support of the distance learning plan and student engagement, the Family Engagement Department has begun and will continue to provide family workshops to support active engagement, use of learning management platforms, and online learning resources.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development to support distance learning began over the summer with voluntary training and curriculum committees. Google Certification Training was provided to certificated staff members during the summer to enhance skills in the use of Gmail, Google Calendar, Google Drive, Docs, Sheets, Slides, Forms, Drawing, Google Classroom, Google Meet, Google Sites, Google Groups, and Google Chrome as essential components of online instruction. The professional development was designed and focused on how to meet the needs of English Learners, Foster Youth, and low socio-economic students within a distance learning platform. Teachers also received training in using Schoology, our main instructional platform, to provide English Learners with designated and integrated English Language Development. Classified training began at the beginning of the school year to enhance the use of Google G-Suite tools, and a series of training to support distance learning, including Zoom and Schoology, are planned. To support the implementation of the Schoology learning management system, all certificated staff received training to start the school year, and teacher leads were identified to receive additional training to support site-based training throughout the year. All Special Day Class teachers received professional development in the Unique Learning System program. Particular emphasis was given to meeting the needs of English Learners with IEPs. Classified staff also received training in the use of Schoology and will receive additional support from site teacher leads as determined necessary.

Professional development and training for the remainder of the school year for both classified and/or certificated staff will include Zoom, MOSA Mack, Brain Pop, Learning Ally, Unique Learning Systems, and additional Google Certification training opportunities. Additionally, the MVSD Teacher Tech Virtual Support website contains over 20 online self-paced/review professional development video sessions for all district staff, topics including SeeSaw, Math and English Language Arts EDGE, Pear Deck, Flipgrid, EduProtocols, and more. Ongoing professional development and support will be provided throughout the year to deepen teachers' understanding and implementation of distance learning and the online tools purchased to promote and ensure student engagement.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The following positions have assumed new/modified roles and responsibilities as a result of COVID-19.

### Library Technicians

- Record read alouds using picture books on zoom for primary grades for teachers to post
- Conduct a full inventory of library materials
- Conduct Student/Family Engagement Wellness Checks
- Part of the team to make calls to families whose students have been missing online classes
- Extended library hours to provide family support
- Distribute instructional materials

### Assessment Assistants

- Continue with current job duties
- Distribute books and other materials to teachers, students, and parents
- Support technology device distribution to students and parents

- Administer remote state testing sessions and physically-distanced 1:1 student assessments

#### Instructional Aides and Instructional Media Clerks

- Continue with current job duties
- Conduct Student/Family Engagement Wellness Checks

#### Transportation and Bus Drivers

- Busses were fitted with WIFI routers and parked at strategic locations
- Assist with mobile hotspot delivery

#### Campus Monitors and Campus Security

- Food distribution
- Distribution of learning materials
- Supporting in-person childcare, assessments, and student cohorts

### Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Additional support and interventions are designed to accelerate the learning and support the needs of English learners, foster youth, low-income, pupils with exceptional needs, and students experiencing homelessness. English Learners continue to receive both Designated and Integrated ELD as part of the distance learning plan. Moreover, the District developed instructional expectations that included integrated and designated ELD requirements that included frontloading vocabulary, sentence frames, and word study strategies that were to be included in the delivery of online instruction. In addition to ELD, the Newcomer program serves students in grades 4th- 8th grade to support recent immigrants who have little or no English proficiency and limited or no formal education in their native countries. Finally, the District teaching and support staff developed exceptional practices that were shared during professional development to continue the incorporation of SEAL (Sobrato Early Academic Language) and other SDAIE/ELD strategies through the online instructional delivery platforms. Additional academic support is provided through the Imagine Learning and interventions specifically designed to address language progress and access to standards. Interventions for English learners include the Journalism program, targeting Long Term English Learners (LTELs), and students at-risk of becoming LTELs. Further, the District continues implementing the Sobrato Early Academic Language (SEAL) framework of instruction, developing the intellectual and linguistic genius of young children's brains, honoring the value and role of a family's culture and language in students' lives. Students in the Newcomer program will receive additional support through Cultural Bytes (Saturday Academy) to aid Newcomer students with adjusting to a new school system and to continue building upon English proficiency while receiving additional help with virtual learning challenges.

Low-income students received District distributed iPads to students in grades TK through 2nd and Chromebooks to students in grades 3rd through 8th. For families who lacked adequate internet connectivity or WIFI access, mobile hotspots were purchased and distributed along with a device for each student. Each school site has a phone and an online process for families to communicate learning access needs. Families who needed basic supplies such as paper, pencils, and crayons could contact their child's school to receive them as needed or pick them up during scheduled distribution.

Foster Students received District distributed devices and hotspots to students. School counselors checked in with the students and families. Additionally, counselors provide individual and group interventions based on the students' Individual Success Plan. Services include assessing student needs and developing an Individual Success Plan based on individual needs, connecting youth to school and community resources, facilitating communication and collaboration with caregivers, school staff, and social workers/probation officers, troubleshooting school-related issues, and participating in collaborative team meetings. Students in foster care have priority to receive academic tutoring and enrichment programs, beginning with youth performing below grade

level and/ or scoring below proficiency on state tests. The Foster Youth Liaison worked with the Los Angeles County Office of Education (LACOE) in identifying students who may have lacked these devices/hotspots.

Students with Special Education Services, during a partial or full closure, Special Education teachers/or staff communicated through email, phone, and virtual platform. Learning opportunities created by the Special Education Team utilized learning packets and virtual classrooms. Individualized education program (IEP) teams work with families and students with disabilities to ensure students have access to the types of specialized services indicated on their IEPs. Through the Unique Learning System program, a specialized curriculum is being used in Special Day Classes (SDC) to give students with complex learning needs meaningful access to the general education curriculum.

The McKinney-Vento Children and Youth Homeless Education Program implemented in the Mountain View School District is designed to provide services to homeless children and youth ensuring that they have the same opportunity as non-homeless children to meet with school success. Our program addresses concerns that homeless students may face in enrolling, attending, and succeeding in school. The District notifies parents/guardians of homeless children and youth of available resources and assists them in accessing the resources.

This program helps remove barriers for homeless students by assisting with immediate enrollment in school, obtaining records from previous schools, referrals to clinics to update vaccination records, accessing (when appropriate) special programs like special education, gifted and talented, English language learners, and after-school and preschool programs, including Head Start.

Staff are available to assist homeless parents and unaccompanied youth with information on local resources for food, shelter, and clothing, and can refer homeless children to medical, dental, and vision services, and may assist with transportation to and from the school of origin. Further, the homeless education program may provide school supplies like backpacks, binders, paper, pencils, rulers, crayons, colored pencils, etc., so students can participate and be successful in school. The program may also provide hygiene items like soap, shampoo, deodorant, toothbrushes, laundry detergent, etc. so that a lack of basic hygiene or clean clothes are not barriers to attending school.

**Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Online learning programs, management systems, and supplemental materials to support online distance synchronous and asynchronous instruction.	\$500,000	Y
Professional development to support online distance instruction.	\$250,000	N
Additional supplemental home reading materials (physical materials and Learning Ally).	\$100,000	Y
Hotspots for to provide students with internet connectivity.	\$600,000	Y
Online learning curriculum for students receiving Special Education services (Unique Learning Systems).	\$25,000	N
Online student assessment platform to conduct virtual assessments.	\$42,000	N
Student devices to access online distance learning.	\$180,000	N
Devices for staff to provide online distance learning.	\$350,000	Y
Mobile phone service to communicate with students and families experiencing technical challenges.	\$75,000	Y

Description	Total Funds	Contributing
PPE supplies and materials to support in-person instruction and assessments.	\$1,300,000	N
Qualtrics to conduct daily health checks and screeners.	\$37,000	Y
Imagine Learning to support English learners and students developing academic language	\$300,000	Y
Family workshops to develop strategies to support distance and blended learning	\$75,000	Y
Devices for Classified Personnel to support online distance learning	\$186,000	N
Protective cases for Classified Personnel devices	\$5,900	N
ISTE 2020 Live! Conference- workshops to support online distance learning	\$6,000	N
Artist Residencies (Virtual) and Arts-related Field Trips/Performances (Virtual)	\$250,000	Y
Mobile Device Management	\$50,000	Y

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

All students in grades TK-8th will be assessed four times using the DORA and ADAM online diagnostic assessments in English language arts and mathematics beginning in September. Results from the assessments will be used to hold data reflection sessions by grade level/content area and District meta-reflection sessions to identify individual student needs, school, and district-wide needs. Each student, once the diagnostic assessment is complete, will be assigned standards-based learning activities in the EDGE ELA and Math programs to support learning and address learning loss/intervention. Additionally, language development instruction will be supported by identifying student language needs through the diagnostic assessments, and oral language development will be monitored through the Ellevation reporting system. Teachers and site administration will use these assessment data points and their own formative assessment in their collaborative planning sessions to plan targeted intervention and instruction.

### Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The District distance learning schedules were developed to provide for small-group instruction and time for intervention in the areas of ELA, English language development, and math. The instructional models were designed to support English learners, low-income students, foster youth, identified homeless students, and students with exceptional needs. Increased and improved services for each identified targeted group of students will be identified and designed based on the results of diagnostic assessments. Diagnostic assessments are measures of students' current knowledge and skills and can be used to identify a suitable program of learning. Using data from the Diagnostic Online Reading Assessment (DORA) and the Adaptive Diagnostic Assessment of Mathematics (ADAM) diagnostic assessments, as well as other assessment measures addressing phonics, fluency and comprehension, the teachers prioritize and target instruction specific to identified groups. Further, teacher lessons and supplemental online instructional materials have been selected and are principally directed to identified groups of students, allowing students to repeat lessons multiple times during asynchronous learning time and are adaptive to provide remediation when needed. Based on the results of the assessments in language arts and mathematics, students are provided intervention through small groups, asynchronous online platforms, and during extended day in-person online instruction.

Targeted interventions will be provided in the areas of ELA and math through a combination of on-site support provided by Teachers on Special Assignment (TOSA) and extended day intervention utilizing the ELA and Math EDGE programs. Interventions are designed specifically for targeted groups of students and are provided using supplemental instructional materials. Targeted groups of students to whom interventions are provided include English learners, Foster Youth, Low-income, pupils with exceptional needs, and students experiencing homelessness.

Targeted supplemental programs/interventions include the Journalism Language Intervention program for students identified as at-risk of becoming or Long-term English learners. The goal of the program is to improve communication and informational text writing skills and vocabulary. The curriculum bolsters language and skills by providing additional Designated and Integrated English language development. Other family support for language and literacy will be provided through the Family Biliteracy program to support multi-lingual literacy in the home. The program develops home reading strategies and promotes the development of family reading time. English Learner progress towards language proficiency will be measured through the Ellevation reporting system. Ellevation provides a unified method of monitoring English language development proficiency, measuring language proficiency on targeted standards. The District has identified essential target standards. These standards are assessed during English language development and monitored at each grade reporting period.

Students receiving special education services will receive intervention through the Lindamood-Bell Reading and Literacy program to address reading and comprehension concerns as a result of learning loss. This program develops symbol imagery: the ability to visualize sounds and letters in words for both phonological and orthographic processing. Students move through a series of steps from single consonants/vowels to multi-syllable and contextual reading to develop the imagery-language connection for written language competency.

The Sobrato Early Academic Language (SEAL) instructional framework and aligned strategies are specially designed for English learners and low-income students to develop language and expand access to content instruction. The high-leverage, developmentally appropriate pedagogical practices are aligned across the preschool through elementary grades and address the language demands of increasingly rigorous grade-level standards. The framework focuses on rich, powerful, precise, expressive, and academic language throughout the curriculum. These supplemental strategies are provided during classroom instruction and integrated into extended interventions.

School site counselors meet with foster youth students to create the Individualized Success Plan that is monitored regularly and updated at each trimester. The success plan focuses on creating long term and short term academic, attendance, and behavior goals. Other areas are addressed according to student needs. Foster youth are involved in enrichment programs, including virtual STEM and science extended day. Additionally, foster youth students are given priority for hotspots, devices, and intervention services.

Students experiencing homelessness continue to be provided with clothing, backpacks, and additional school and hygiene supplies. During distance learning, students are given priority for hotspots, devices, and intervention services. The community liaisons act as a resource that families reach out to for additional community resources.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports addressing learning loss will be measured through classroom walk-throughs by site and district administrators. Additionally, site data reflection will take place to monitor student achievement on district-wide assessments. Beginning in October, Principal Check-ins will take place monthly to assess student progress, plan intervention, and evaluate professional development needs to address specific

areas of need and develop plans through a continuous cycle of improvement. A holistic view of district performance will be captured and assessed quarterly during district meta-reflections. Diagnostic data will be analyzed to determine areas of need and district-wide plans to address those needs.

**Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Diagnostic assessments and aligned adaptive intervention programs (Let's Go Learn).	70,000	Y
Extra-Duty to provide additional support for students in the Newcomer program.	\$50,000	Y
Extra-Duty to provide Lindamood-Bell training to address reading and comprehension as a result of learning loss.	\$150,000	Y

**Mental Health and Social and Emotional Well-Being**

[A description of how the LEA will monitor and support mental health and social and emotional wellbeing of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Annually, all staff is trained to identify child abuse, sexual harassment, and suicide prevention. The District maintains guidelines for referral and reporting. School Counselors are assigned to each school to provide counseling support for students. The role of the School Counselor is to support the overall academic and social-emotional wellbeing of students by listening to students' concerns about academic, emotional, or social problems by helping students process their problems and plan goals and action, mediating conflict between students and adults, organizing peer counseling programs, referring students to psychologists and other mental health resources, and working directly with students to improve learning conditions. To support students' and families' social-emotional well-being at home, the District's counseling staff has developed a Virtual Calming Room to provide various links to resources and activities that will allow students and families to focus on their emotional well-being.

Weekly, dedicated time for social-emotional lessons are built into the District's instructional schedule. Elementary grades use lessons and strategies from the Second Step SEL program. Second Step SEL is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and wellbeing of children. In addition, all grade levels have access to and utilize Brain Pop to provide online lessons in the areas of Health and Social-emotional Learning. Teachers who may have concerns about a student's social-emotional well-being are able to make referrals to school administrators and counselors to provide more targeted assistance, including counseling, intervention, and monitoring. School counselors and psychologists provide professional development in the area of social-emotional learning and health during staff meetings and professional development sessions. In addition, teams at each school/department are trained annually in Nonviolent Crisis Prevention Intervention (NCPI). The training provides strategies for intervention in crisis situations, teaching staff de-escalation techniques as well as restrictive and nonrestrictive interventions.

Families and staff who need additional support to receive mental health services have access to Care Solace, a care navigation and coordination system that makes it simple and easy for anyone to get the right help in seconds. Care Solace provides students, parents, and staff access to reliable, ethical, and high-quality care regardless of income level. Finally, district staff has access to the EASE counseling program, a professional and highly confidential counseling service, free to employees and their families, sponsored by the Los Angeles County Office of Education.

The District continues to provide students and families referrals for outside counseling and support. Students who may not be insured or underinsured can receive counseling services through community partners paid through supplemental and concentration funds. Furthermore, mental health and wellness



workshops are provided monthly for all families to access, covering topics such as depression and anxiety, family violence, and stressors dealing with the pandemic. MVSD launched its first in a series of Mental Health workshops for parents in September. Our partner, Foothill Family Services, presented the workshop titled "Fostering Academic Success through Distance Learning." Workshops were held in English and Spanish, and a Mandarin translation recording will be available for parents. Parents learned different ways to help their children as they navigate their way through distance learning. Tips focused on ways to praise, how to encourage independence, and how to recognize and deal with frustration.

## **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered re-engagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The supervision and monitoring of student engagement during instruction was a key component of the MVSD Distance Learning Plan, requiring teachers and service providers to report students who did not show up virtually for instruction to their site administrators. Each school site followed attendance protocols to make contact with families to inform them to determine if students were both supervised and accessing learning. Further support was provided through a special distance learning phone hotline and email system that was checked daily by district staff to answer questions and provide support for families who were not available to contact their child's school during regular instructional hours. Students who could not be reached at the school site level were referred to the Pupil Personnel Services Office so that further attempts could be made and assistance provided, including outreach from the Child Welfare and Attendance staff. Finally, families who informed the District that this child would be staying with relatives out of the area during this time continued to receive instruction and materials to support distance learning. Some families requested that physical material be mailed to the residence where their child stayed outside of their primary home.

The pupil engagement and re-engagement process is multi-tiered to meet our students' diverse needs and those of their families. Expectations for students and families are outlined in the MVSD Family Handbook: Guidelines for Addressing the Challenges of COVID-19 During the 2020-2021 School Year and in the MVSD Annual Family Handbook. Families who speak a language other than English have multiple avenues of support provided by district staff and language phone line support so that they can effectively communicate with their child's school and teachers. The MVSD handbooks can be found on the District's website at <https://www.mtviewschools.com/>.

Families of students who are identified as not engaging/participating are contacted through a tiered system of support that includes school administrators, Site Community Liaisons, the District Pupil Personnel Services Technician, School Resource Officer to determine the necessary support to re-engage in learning. The District also uses the Attention 2 Attendance Program (A2A) to notify families of excess absences and strategies to improve attendance.

Families of students who continue to not engage/participate may be referred to the School Attendance Review Team (SART) and the School Attendance Review Board (SARB) process and may be referred to the Abolish Chronic Truancy (ACT) program with the Los Angeles County District Attorney's Office crime prevention/intervention program that enforces compulsory education laws by focusing on parents' responsibility and accountability to get children to school.

### Student Attendance and Engagement

Tier I engagement centers around teachers and staff, creating a safe and welcoming environment for students, and communicating expectations for families. Teachers take and monitor attendance daily at the end of the day. Attendance codes identify whether students participated in live synchronous instruction, asynchronous instruction, completed assignments, or were absent from instruction. Parents/guardians of students marked absent are contacted by their school staff to determine the reason for the absence and to provide assistance if there is a need.

Tier II engagement provides support for students who are absent or not engaged in synchronous instruction for three or more days are also contacted by school staff and referred for additional support to district staff if needed. The primary focus is to identify attendance/engagement barriers to provide support for students and their families. Parent/guardian contact is documented in the student information system.

Tier III engagement provides support for students who are or are at risk of being chronically absent. Additional district-level support includes phone/email communication, outreach from community liaisons, home visits conducted by the Child Welfare and Attendance staff, and referrals to the School Attendance Review Team as deemed necessary. Parent/guardian contact is documented in the student information system.

### Family Engagement

The Mountain View Family Center provides a wide variety of resources to help families with their academic and social-emotional needs. Parents can access the following by visiting the center or by calling and speaking to a staff member.

- COVID-19 awareness and training in spread prevention
- Assistance with enrollment, transfers, and all registration needs
- Support navigating Remote Learning including logging on to Google classroom and connecting to Zoom meetings
- Guidance on applying for Medi-Cal and CalFresh renewals
- Community resources including food, clothing, utility assistance, and low-income housing
- Tutoring services
- Mental health services including counseling and referrals to outside agencies
- Community computer lab
- Classes and webinars on parenting, emotional safety, and general school information
- College and career advising
- Support with medical needs

District and Site Community Liaisons and Parent Lead Trainers provide training and support to families in the MVSD Parent Leaders Academy. The Parent Lead Trainers have been trained on how to present in a virtual setting. Each workshop focuses on how to engage participants utilizing different strategies to increase interaction on a Zoom platform. Our parent leaders are diligently working towards refining their skills and updating presentation modules for a virtual platform.

The MVSD Parent Academies provide parent and family workshops throughout the year on the following topic.

- Helping Your Child Achieve Academic Success
- Family and School Communication
- Education in the Digital World
- Understanding the U.S. System of Education
- The Elementary and Secondary Education Act (ESSA)

- Common Core Standards
- System of School Accountability
- Academic Progress
- Role of Parent Committees
- Beyond High School
- Early Childhood Education
  - Preschool Parent Advisory
- Goal Setting

These workshops were designed to meet the needs of immigrant and refugee families to provide support with navigating the U.S. educational system and community resources. Moreover, parent and family workshops are designed to help parents engage students in mathematical games and home-based activities specifically targeted to enrich mathematical skills in counting, measurement, fractions, multiplication, and division.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Mountain View School District serves over 6,500 Transitional Kindergarten through eighth-grade students in a high-density three-square-mile community in the San Gabriel Valley in nine elementary, two middle, and one K-8 school. An additional 515 students ages zero to five years old are serviced in the federally funded Head Start and state-funded preschool programs. Further, 94% of the student population qualifies for free or reduced lunch, 60% are identified as English learners, and 20% are classified as homeless. In addition to the identified need of students in the District.

At the onset of school closure, the El Monte – South El Monte Nutrition Service Directors met and determined selected sites for meal distribution. Locations were chosen to ensure full accessibility for families in both cities. The Mountain View School District selected distribution sites with adequate refrigerator/freezer storage in locations at the north, south, and west boundaries of the District.

Standard Operating Procedures were developed to ensure meal service was provided following CDC guidelines. While most Nutrition Service employees were trained to follow food safety guidelines and maintain the ServSafe Certification, all personnel handling/distributing food were further trained to sanitize after distributing food to the customer. Staff members would place meal packs on a table, accessible to the family with the 6-foot social distancing. The family member would pick up the meal kit. After the family had left the area, the table was sanitized before the next participant.

Meals were initially provided in a 5-Day menu plan and now provide a 7-Day menu, distributed every Monday. The meals were pre-packaged and served in a drive-through Grab N Go. Trained Nutrition Service staff members distribute the meals, maintaining the most current CDC guidelines to ensure safety procedures. Student ID numbers were requested at the time of pick-up. To expedite the pick-up process, families were required to display the name of the child and school ID number for all students, Pre-K through Grade 8. Per Summer Food Service Program guidelines, all children were eligible ages 18 and under. If an ID number was not available, the address was requested before meals being supplied for all students 18 and under to meet program integrity. The 7 5-Day meal menu included both breakfast and lunch, provided at the same time to limit the time families had to leave their homes. Additional fruits and vegetables were periodically donated by a local produce company, providing access to extra produce with the 75-Day meal plan. Fruits and vegetables were provided in an additional grocery bag of produce for each family. The District also received a grant from No Kid Hungry to provide an additional entrée salad to each student (June 22-August 3, 2020) and partnered with the Our Savior Center and the City of El Monte to provide additional food

resources for the community at the Mountain View Family Center, opening a Food Pantry two days per week. Additional waivers from the U.S. Department of Agriculture have incorporated the Fresh Fruit and Vegetable Grant into the weekly distribution of meals. Finally, the District has partnered with the California Department of Social Services to distribute information about the Pandemic-EBT Card, providing access to \$365 for each student, and the City of El Monte to distribute 150 meals from local restaurants each week. Parents/guardians are allowed to pick up meals for children without them being present.

As we transition into the 2020-2021 school year, the U.S. Department of Agriculture provides waivers related to non-congregate feeding, meal service time requirements, parent and guardian pick-up of meals, and meal pattern flexibilities. These flexibilities in the program guidelines allow access to meal service to students participating both in distance learning and in-person instruction. The MVSD program menu and systems are built to ensure the transition from distance learning to a blended learning model and pivot back to in-person instruction while maintaining program integrity and meeting USDA guidelines

MVSD follows the Summer Food Service Program nutritional guidelines, providing meal service to all children age 18 and under (July 1, 2020, through June 30, 2021). The District also participates in the Community Eligibility Provision, a non-pricing meal service option that allows breakfast and lunch to be served at no charge to all students. Eliminating program eligibility concerns, while providing a nutritionally adequate meal, offers an optimal opportunity to all students.

### **Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]**

Section	Description	Total Funds	Contributing
Mental Health and Social-Emotional Well-being	Counseling for un and under-insured students and families.	\$20,000	Y
Mental Health and Social-Emotional Well-being	Extra-Duty to support school-based counseling services for high-need students	\$75,000	Y
Pupil Learning Loss	Summer School – Learning Matters Programs	\$500,000	Y
Distance Learning	Devices for family trainings and workshops	\$250,000	Y
Distance Learning	After-school/Saturday enrichment programs	\$375,000	Y
Distance Learning	Support programs and services for student attendance and engagement	\$120,000	Y

### **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.02%	\$18,562,508

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The actions and services outlined in this plan have been principally directed towards English learners, foster youth, and low-income students based on both qualitative and quantitative data from State and local assessments, data from the *California Dashboard*, observational information compiled by teachers and administrators, and through family and community surveys. Due to the high unduplicated count of students in the District, programs and actions are evaluated through the lens of these students' unique needs. When considering programs for English learners, data from the English Language Proficiency Assessment for California, English learner monitoring data, and progress of Long Term English learners are analyzed to determine needs which are then aligned to actions and programs. Services for foster youth are aligned to the needs identified in State and local assessments, including district diagnostic assessments, to identify learning gaps. Further, the recommended services identified in the *CDE Foster Youth Education Toolkit* are used to guide the development and selection of programs and services. Services and programs provided to meet the needs of low-income students are again determined and selected based on the identified needs from these data sources. In addition, other information from community sources and obtained during district Parent Advisory Council meetings, help to build an overall plan to meet the needs of low-income students.

To meet the unique needs of these unduplicated student groups in response to COVID-19, considerations were made based on the possibility that they would need to be provided in both a virtual and hybrid setting, accessibility during synchronous and asynchronous instruction, and to provide access to the full scope of content standards for specific grade levels. Further, considerations for family access to meals, availability of childcare, level of home support due to distance learning, and the social-emotional and economic pressures intensified by conditions as a result of COVID-19 have been a primary focus when determining actions, services, material, and development of daily schedules for students and families.

Funds have been directed to support educational programs aimed at enhancing the development of both academic literacy and English as a second language, extended and enhanced programs in the arts, sciences, mathematics, and other extended learning opportunities beyond the school day are designed to correlate to courses of study and provide access to experiences necessary for making meaning in the context of broad worldly content, and to provide the training and resources required to implement such content and programs through the use of technology and participation in professional development for staff and families. Such actions and services enhance the quality of the instructional programs provided by building background, schema, and experiences necessary to fully understand the content and provide additional learning opportunities essential to master content for unduplicated pupils.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The additional services provided in the LCAP for low-income pupils, foster youth, and English learners are proportional to the increase in funding provided for targeted students. Students are receiving an increase in quantity and quality of instruction as well as academic and emotional support through the LCAP funding for these unduplicated groups of students beyond the services provided to all students. The increase in quantity results from actions, services, and expenditures such as additional access to 1:1 devices and hotspots, online learning management systems, online instructional resources, professional development for staff and families to implement distance learning, teacher and support staff time for student intervention, additional staffing to support increased counseling services, and positions to increase outreach to families and support an increase in attendance. In terms of quality, the LCAP plan includes expanded professional development for teachers, instructional support Teachers on Special Assignment, supplemental materials to support the implementation of distance learning, and improved access to technology and library materials for students have increased in number and have been principally directed to identified students and selected based on research which identifies strategies with the most significant impact on learning.

Actions and services directed principally toward Foster Youth have been identified through collaborative work with the Mountain View Collaboration Team (MVCT). The MVCT consists of representatives from the Department of Children and Family Services, Department of Juvenile Probation, Foothill Family and Pacific Clinics, MVSD District Counselors and administrators. The District has planned activities and services which include: Individual Success Plans for identified foster youth, Kinship family support and linkage with community-based resources, development of a Family Center with the District, and additional academic support for identified students. The actions and services provide both increased services and enhance the quality of the services being provided, so that very specific actions provide targeted support. The statements above are supported by research including but not limited to the CDE Foster Youth Toolkit and identified needs by analyzing data and community input, guiding for the effective use of these targeted funds.

English Learners continue to receive both Designated and Integrated ELD as part of the distance learning plan. Moreover, the District developed instructional expectations that included integrated and designated ELD requirements that included frontloading vocabulary, sentence frames, and word study strategies that were to be included in the delivery of online instruction and using supplemental instructional strategies. In addition to ELD, the Newcomer program serves students in grades 4th- 8th grade to support recent immigrants who have little or no English proficiency and limited or no formal education in their native countries. Finally, the District teaching and support staff developed exceptional practices that were shared during professional development to continue the incorporation of SEAL (Sobrato Early Academic Language) and other SDAIE/ELD strategies through the online instructional delivery platforms. These actions and services provide increased and improved service above the core program and have been selected based on the unique needs of English learners in the District.

Low-income students, representing over 85% of the student population, are always considered when considering increased and improved services for students and families. The District selects supplies, materials, programs, and services that help support increasing academic achievement, social-emotional well-being, and resources low-income students need to be able to access grade-level standards. Supplies and materials such as devices, hotspots, home learning kits, online and hard copy reading materials, and meals are provided to increase and improve access to learning. These items are principally selected based on the needs of low-income students to help bridge the economic gap and accelerate learning.

In addition to the actions and services included in the Learning Continuity and Attendance Plan for the 2020-2021 school year, the actions and services in the 2019-2020 Local Control and Accountability Plan (LCAP) will be continued and modified to meet both in-person and distance learning as a result of COVID-19. The actions and services have been selected to enhance the districts' core academic, family, and support programs through the examination and analysis of data specific to each student group.