



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-Los Altos Union High School District	Nellie Meyer Superintendent	nellie.meyer@mvla.net (650) 940-4650

General Information

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

The COVID-19 pandemic has dramatically changed and continues to impact the landscape of education more than any other phenomenon in the history of public education. An event of this magnitude decisively impacts how we provide education to students. The ‘new normal’ of school operations will certainly be measured in terms of pre- and post-pandemic. As of the publication of this report, MVLA began August with full distance learning in place. We are now analyzing how to incorporate limited on-campus learning opportunities as we simultaneously plan to safely 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. Four thousand six hundred students were now required to learn remotely. As twenty percent of our students are designated needing Free and Reduced Lunch, we recognized the need for equitable support of our students and the need to ensure access. Within our task force, we developed guiding principles to assist us in our decision making and resource allocation.

The reopening and redesign of MVLA schools is 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 Distance 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 Distance 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 and dynamic 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.

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

With the advent of the COVID 19 Pandemic, teachers shifted almost entirely human to human pedagogy into screen to screen learning. We saw parents struggling to work from home and meaningfully support their children's emotional well-being and academic progress. Our counseling and therapeutic services shifted to telehealth and telephone conferences to meet the needs of students at home during these times of critical need. Our MVLA administration and faculty worked alongside parent and community partners to raise funds to provide essential needs to families who are adversely impacted by this global pandemic. This summer, our staff worked 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.

Stakeholder Engagement

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

MVLA engaged with stakeholders in the following ways:

- Parent and Community Webinars on the following dates from 3:30 p.m. to 4:30 p.m.: June 29; July 13; July 27; and August 10.
- Special Education Webinar: Aug. 2, 3:30 to 4:30 p.m.
- School Reopening Task Force Meetings were held via Zoom from 4:00 to 5:30 p.m. on the following dates: June 11; June 25; and August 13.
- In March, following the school closures, the District added a standing item to the Board agenda: Update on School Activities During COVID-19 Crisis. This agenda item has provided an opportunity for the Superintendent and her staff to update the Board and public on a regular basis and to provide opportunity for public comment. In May this item was expanded to include updates on planning for the 20-21 school year. The COVID-19 Operations Written Report was approved by the Board on June 16. The following meetings have occurred since that time: July 7 at 3 p.m.; July 21 at 3:30 p.m.; August 4 at 3:30 p.m.; and August 18 at 3:30 p.m.
- A Remote Learning Feedback Survey was provided to all stakeholders (staff and families) prior to the conclusion of the 2019-20 school year. A version was available in Spanish and Mandarin.
- In March and April, the Associate Superintendent worked with SCCOE and site staff to implement an outreach process, that became a protocol, to support students who are homeless and foster youth (McKinney-Vento). The process helped staff identify students who needed technology access and referrals to community agencies for additional support. At the start of the 2020-21 school year the group again utilized the protocol to individually check-in by phone with and seek feedback from each student identified as homeless or foster youth.
- In addition, at the start of the 2020-21 school year the protocol was adapted for students participating in English Language Development (ELD). The ELD Coordinator and Program Assistant at each site contacted students by phone to confirm their access to remote learning and other resources and to seek their feedback. This was in lieu of holding a District English Language Advisory Committee (DELAC) meeting given that the group was not yet fully formed so early in the school year.

MVLA established a Reopening Task Force to develop and plan for the various scenarios that were considered for Fall Opening of school, adhering to our Guiding Principles for reopening. The work of the Task Force was guided by the following guiding principles:

Organized approach to planning

Producing an Action Plan

Prioritizing actions

Engaging community/entire staff

Providing ongoing guidance

The Task Force began meeting in May and established advisory teams 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. Our Reopening and Redesign Planning Task Force determined best practices as we planned for three possible scenarios. These scenarios included full distance learning, hybrid learning , and traditional return to campus.

In addition to our internal staff teams, we created a variety of student and parent focus groups to gather feedback as well as provide an important vantage point to our progress. We also used established forums for sharing information, seeking solutions, and engaging with families. We presented information at our PTSA meetings, our DELAC meetings, our staff meetings, our Board of Education Meetings, Community Meetings including the Mayor's Roundtable, Challenge Team Meetings, as well as additional district created forums that were held via webinar. In addition to our webinar format, we also solicited community engagement via two Thought Exchange surveys as well as many other site specific surveys for parents, teachers, and students.

Reopening Task Force Members are listed below:

Superintendent and Cabinet

Nellie Meyer, Superintendent

Leyla Benson, Associate Superintendent, Personnel Services

Mike Mathiesen, Associate Superintendent, Business Services

Margarita Navarro, Associate Superintendent, Educational Services

MVLA Principals

David Grissom, Mountain View High School (former)

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

Kristen Hardy, Director

District Wellness

William Blair, Wellness Coordinator

District Teachers Association (DTA) Executive Board

Dave Campbell, President, Mountain View High School

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

DTA Negotiations Team

Todd Wangsness, Contract Manager, Los Altos High School

Felitia Hancock, Mountain View High School

Craig Seran, Los Altos High School

California School Employees Association (CSEA) Representative

Joanna Plymale

Facilitator

Joy Hellmann

Report Coordination

Michelle Bissonnette

Advisory Teams

Facilities & Technology

Task Force Leads: Mike Mathiesen, Craig Seran, Joanna Plymale

Advisory Team Co-Chairs: Bob Fishtrom, Sophia Caramagno

Members: Carla Gomez, Chris Avila, Daniella Quiñones, Jill Denny, Joanna Plymale, Marcey Winawer, Michelle Noeth, Mike Messner, Scott Murray, Terri Salsman de Rodriguex, Gordon Jack, Joe Johnson, Andrea De Francesca, Julie Corzine, Rick Esparza, Seth Tasman

Curriculum, Assessment & Instruction

Task Force Leads: Margarita Navarro, Kristin Cárdenas

Advisory Team Co-Chairs: Galen Rosenberg, Kate Strasser

Members: Adam Anderson, Jeff Panos, Lisa Cardellini, Margaret Bennett, Michelle Bissonnette, Paige Price, Paul McHenry, Rachael Roach, Robert Barker, Sarah Block, Stephen Hine

Teacher Support & Training

Task Force Leads: Dave Grissom, Todd Wangsness, Arantxa Arriada

Advisory Team Chair: Teri Faught

Members: Michael Moul, Amy Vargas, Anna Linde, Danie Robledo, Darren Dressen, Derek Miyahara, Kim Rogers, Matthew McClellan, Megan Sibley, Nathan Bowen, Shawn Rosales

Student Support & Training

Task Force Leads: Felitia Hancock, Sarah Alvarado

Advisory Team Co-Chairs: Lynne Ewald, Sarah Alvarado

Members: Ariele Wildwind, Caitlin Hannon, Julie Yick, Jyoti Reid, Kirk Jennings, Maria Hoerni, Maria Vallado, Roger Migdow, Shelley Smith, Susan Lamarche, Suzanne Woolfolk, Student Reps LA & MV

Special Education

Task Force Leads: Wynne Satterwhite, Dave Campbell, Kristen Hardy

Advisory Team Co-Chairs: Huong Vo, Sumita Gosala, Erica Starks

Members: Amy O'Hayer, Dani Parsons, Diane Esparza, Drew Rathjen, Hortencia Halstead, Nicolas Betancur, Nicole Kopels, Tim Farrell

Counseling & Therapeutic Services

Task Force Leads: Leyla Benson, William Blair, Marti McGuirk

Counseling Advisory Team Co-Chairs: Perla Pasallo, Marti McGuirk

Members: Ariel Rojas, Carol Johnson, Jessica Yazdani, Mariela Ho, Mary Donahue, Nicolas Betancur, Ryan Carter

Therapeutic Advisory Team Co-Chairs: William Blair, Kristin Castillo

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

Our first Thought Exchange provided feedback from 1,567 participants, 2058 thoughts and 94,024 ratings. Of the Thought Exchange participants 57% were parents, 16% teachers, 19% students and the remaining 8% classified staff/managers/community/other. We sought their preference on how they would prefer to reopen in August. The results showed a three way split between the modalities. They shared that twenty-five percent preferred full distance learning, thirty-five percent preferred a hybrid approach while twenty-five percent preferred a full return. Fifteen percent wished to consider future information in order to formulate their opinion. Three themes emerged that shaped our ongoing planning. Those themes in order of responses included improved communication, concerns with challenging curriculum during distance learning, and access for students to technology and instruction.

As the feedback garnered from each team and the Public Thought Exchange was examined, needs as expressed by our stakeholders were synthesized, prioritized, organized, and timelines for actions were set related to reopening. Throughout this process we kept our stakeholders informed of opportunities related to reviewing draft plans.

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

Options for stakeholders to participate and provide input included: Surveys to staff, students and community stakeholders; Town Hall meetings; Zoom Focus Groups, DELAC and other Parent Advisory group meetings, Public Hearings at Board Meetings and more. The Parent and Community Webinars were live with the Superintendent and Cabinet featuring a prepared presentation and time for Q&A and comments. These meetings were recorded and posted for on-demand viewing on the district's website. In addition, the district engaged the community, parents, students, staff and others in a "Thought Exchange" which generated 1594 individual thoughts, all of which were carefully reviewed and used to inform our reopening plan.

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

The Parent and Community Webinars as well as the COVID-19 Task Force meetings provided important input into our plan. For example, community members asked how curricula will be adapted to remote learning? How will hands-on activities like science labs be taught? They asked for 180 minutes per class, per week of instruction. They asked for a parent-feedback loop to continue throughout the year. They made suggestions on instructional strategies like using a flipped classroom; they wanted to make sure that teachers teaching the same courses are using the same curriculum. They wanted teachers to be "present" the entire 90 minutes of each class. They wanted opportunities for 1:1 student-teacher check-ins. They encouraged teachers to adopt rules requiring students to keep their cameras on. They wanted teachers to be available for the entirety of the office hours each week. They wanted class assignments posted in one place, on a pre-specified schedule so that students know when the assignments will be available. They wanted a space (virtual for now) for extracurricular clubs to meet, and most importantly they wanted student work to be graded and these grades to be entered on their transcripts. In addition, the following topics came up in the DELAC meeting, the Parent Advisory Council meetings, and the Public Hearing. The comments below reflect thoughts that were expressed by the 75 people who attended the LCP input meetings this week:

- -There is a general perception that 9th graders are doing more poorly than in prior years. This is attributed chiefly to the fact that 9th graders are unfamiliar with some of our learning platforms and could use more training especially on CANVAS.
- -Another general perception is while distance learning is not ideal, it is going better than what students and teachers expected.
- -Concern in the disparity in information tools; not all teachers using the same tool, and parents and students having to learn to navigate CANVAD, Google Classroom in addition to SIS, which everyone is familiar with. This is currently under review in discussions with teachers, and we hope to be able to present a resolution to this issue.
- -The need for uniform CANVAS norms, used and followed by everyone.
- -Concern over students getting behind on their homework.
- -Questions about how grades get from CANVAS into Aeries and eventually onto a student transcript.
- -The need for interventions to help students who fall behind, especially if it is because of the technology that is used.
- -Helping students on how to ask for help from a teacher. Some students are shy, others are afraid, and yet others just don't know how to do this.
- -Setting expectations and uniform enforcement of expectation as to how quickly teachers need acknowledge and respond to inquiries from students and parents.

- -Gratitude to teachers and others who are working so hard in making this remote learning experience as positive and effective as possible.
- -Clarity on how parents can reach individual teachers
- -While some students had a very hard time last spring adjusting to distance learning, the opening of school was smooth and reflected a lot of hard work that teachers and administrators as well as support staff had done over the summer to improve the experience for students.

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

The input from our stakeholders determined how we would provide instruction during the fall semester. Our decision was furthermore influenced by directives from the Health Department and the County Office of Education. Parents and students asked that students were able to earn letter grades and that these grades be recorded on student transcripts; they requested that attention be given to maintaining the rigor and opportunities for engagement at a level they were used to before COVID; parents were concerned about the availability of support for their students when they encountered problems; there was a general concern to address the mental health and well being of students while they were sheltering in place; another concern was to ensure that there would be hands-on learning opportunities and group projects where students have a chance to collaborate with their peers on projects,, all of which were incorporated into our synchronous lessons. Time was set aside on Wednesdays for students to participate in tutorials, or work with teachers on a one-to-one basis; visit teachers during their office hours and more.

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.]

Due to the mandates from the State of California and the Santa Clara Public Health Department, we have not had in-person instructional offerings during the Fall 2020 school year. As of September 4, 2020, new guidance was provided that may allow for cohorts of sixteen to return. Based on state guidelines, our county has moved from the purple designation (the most severe for COVID-19 activity or wide-spread) to a red designation (a bit less severe or sustained). According to state guidelines this means that “Schools may not reopen fully for in-person instruction until the county has been in the Substantial (Red) Tier for two weeks. Local school and health officials may decide to open elementary schools, and school officials may decide to conduct in-person instruction for a limited set of students in small cohorts.” (covid19.ca.gov) At this time, there is no information as to when entire secondary schools may re-open.

The County Office of Education has updated its guidelines to allow small cohorts of students needing targeted interventions on campus at the secondary level. These guidelines will allow for up to 16 people to participate in a cohort to receive targeted support. Of that 16 people, there may be a mix of students and teachers as long as the total number does not exceed 16. However, measures should be taken to minimize the number of adults in the cohort. MVLA plans to bring cohorts back to campus according to student need and staff availability. We will give priority to students with disabilities, English Learners, students with IEPs and 504s for mental health needs and those who were disengaged in the Spring of 2020. Our first foray into this small cohort in-person learning will be the testing of newly arrived English Learners who will take the Initial ELPAC assessment in person during the week of September 21, 2020.

As small cohorts of students are gradually returning to campus, the district strictly follows the California Department of Public Health Re-Opening Criteria. The protocol addresses:

- -Who should be tested and how often
- -What measures should be taken when a student, teacher, or staff member has symptoms, or has been in contact with someone who tested positive or has fallen ill.

Furthermore this protocol spells out under what conditions and when a person may return to school after symptoms have resolved. In addition it outlines community notification requirements.

Personal Protection Equipment (PPE) will be provided for all students and staff. Hand sanitizer dispensers are being installed in all classrooms and common areas on campus. Students will be spaced six feet apart, with plexiglass barriers separating staff from students and other staff in common office areas. Custodial staff will daily clean and disinfect rooms and spaces that student cohorts use. Custodians have been provided the CDC guidance on proper cleaning and disinfectant materials and how to keep safe while cleaning.

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

Description	Total Funds	Contributing
Students who opted for Plan A, will have the opportunity to return to some form of in-class instruction as soon as feasible. This hybrid model will be phased in with giving priority to students who are at risk of not succeeding in remote learning and students with special needs. The time schedule for a return to in-class learning will be determined on the basis of information and directives released by the Health Department and the County of Education. Every safety precaution will be observed and proper maintenance and cleaning of the facilities will be done according to established protocols. Costs associated with this include cleaning, disinfecting, arranging for proper social distancing and the acquisition of supplies and PPE.	\$40,000	Yes

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 MVLA district believes it is important to provide in-person instruction whenever possible. At the same time, we recognize that for some families, due to immunocompromised conditions or other factors, returning to in-person instruction may not be possible. For those reasons, we are providing students and family the choice to sign up for Option A or Option B for the Fall semester. Option A will provide distance learning with students' regular teachers at their resident school- featuring classes of students and synchronous and asynchronous 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.

Both options provide high quality instruction delivered either by our highly qualified teaching staff, or under the guidance of our staff, students can choose under Option B, to sign up to take all their classes online through a third party vendor that provides a full slate of college prep, a-g approved courses.

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.]

MVLA upgraded its licenses for Microsoft Office and Adobe products so staff and students have access to these powerful tools from their remote locations.

* More than 100+ teacher devices were distributed in June ensuring that teachers have powerful enough machines to keep up with the demands of distance learning.

- * Human Resources, Business Services, and Educational Services staff were given notebook computers with software packages to perform their work remotely.
- * A district wide network update in July includes all-new network switches and wireless access points. Wireless access points have been properly relocated in classrooms (and added to other classrooms and areas) for optimal coverage.
- * All-new fiber optic cable has been run throughout Mountain View, in designated areas at Los Altos, and at the district office in order to "future proof" our network and ensure the best speeds available.
- * We have finished the installation of the new, cloud-based phone system for the district.
- * We are rolling out Cisco Advanced Malware Protection (AMP) to all servers and computers throughout the district to prevent any future cybersecurity issues/ransomware attacks.
- * Hotspots are provided to students
- * Our schools have a 1:1 student to device ratio, and every student who needs or wants one, is given a Chromebook

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.]

Students follow a schedule known as "ABCAB". This schedule provides time for meaningful teaching and learning in 75 minute blocks, office hours for student support and a collaborative day for staff to work together to continue reflection and development of rich learning experiences and for professional learning. Teachers engage student in learning experiences for 270 minutes per week. Students are scheduled through a weekly "slate" that is provided no later than 3 pm on Wednesdays. The slate includes the learning expectations and assignments for the next day, Thursday through Wednesday of the following week. Wednesday is a day for students to work asynchronously on their lessons, which include modules to support Social Emotional Learning, visit Tutorial Centers, and take advantage of enrichment activities and guest speaker opportunities. Wednesdays also serve as the day for teachers to have professional learning time and collaborate with their peers. During virtual office hours, teachers will be available to provide immediate assistance to support students and be available for live feedback. 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.

Synchronous Activities include:

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 include:

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

As per Education Code 43504, schools are required to gather and report on student engagement. Student engagement is measured in a number of different ways: Attendance data, excused and unexcused absences, recording a student's active participation in the lesson; homework; participation in group projects; as well as grades on tests, quizzes and other assessments.

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 Learning opportunities for teachers include the following:

Summer 2020 - Curriculum Institute offers a wide variety of learning opportunities through virtual conferences, teacher collaboration, workshops, etc.

Course team collaboration provides an ongoing opportunity for teachers teaching the same subject to collaborate, calibrate their grading practices; sharing best practices; planning lessons and assessments together; reviewing student results from these assessments, and more.

Training on the newly adopted platform CANVAS helps teachers manage communication, student data and tracking student progress.

Learning Pallooza is typically held twice a year, at the end of the school year and immediately before the start of the fall semester. This year's Fall "Fallooza" included a myriad of workshops on Synchronous and Asynchronous instruction, Educational Technology, Training on various Ed Tech platforms and more. A total of 677 teachers (not an unduplicated count) attended 10 different workshops.

Other outside professional learning opportunities include those offered through organizations such as Stanford Online High School, SJSU School of Education, CUE conference and more.

Staff Roles and Responsibilities

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

This summer, the District expanded Cabinet positions by adding a Distance Learning Administrator to the team. This person is chiefly responsible for making sure that the remote learning program serves the needs of all students and offers them opportunities for success. This person is also one of the chief architects of the professional learning opportunities that teachers ask for, and need in order to maintain the rigor of the district's highly acclaimed, College-Preparatory instructional program. Several months ago, another position was added at the District Office, designed to support Social Emotional Learning. In this manner both the academic needs and social emotional needs of our students are attended to, and are given the priorities that they deserve.

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.]

A Critical Learners Outreach Team was formed to identify learning gaps and to focus on the unique needs of special groups of students. This group developed plans to support these students during distance learning. The weekly schedule described earlier, shows how the schedule was deliberately designed to account for extended learning opportunities and individualized support for students with unique learning needs. In addition, the Instructional Support Team (IST) works with individual teachers and course teams, helping them with scaffolding instruction to optimize learning for all students. Among others, students with unique learning needs receive extra one-on-one time with their teachers or a

paraprofessional. Special homerooms have been created for English Learners to access once a week. Learning platforms that are designed to reteach and review classroom material have been acquired and made available to students. In addition, extra care is given to making sure that each student has a personal device and a MiFi Hotspot where internet access is compromised, too slow or unstable.

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

Description	Total Funds	Contributing
A deliberate and extensive Professional Learning Program was developed to enhance teacher effectiveness and pupil satisfaction. The program operates under the umbrella of the District "Curriculum Institute".	\$331,000	Yes
Option B: Cost of Learning Platforms such as UC Scout and Edgenuity	\$406,789	Yes
Option A and B costs: Social Emotional Support Services to ensure student engagement and success during distance learning	\$200,000	Yes
Option A and B costs: Additional Staffing, salaries and benefits	\$655,572	Yes
Option A Costs: Enhanced technology and equipment for teachers to support distance learning, e.g. laptops, supplies and equipment	\$240,712	Yes
Option A costs: Student Technology, Chromebooks and Hotspots	\$102,793	Yes
Option A costs: Software to support Distance Learning, Learning Management and Enhanced Communication with Parents	\$212,935	Yes

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.]

With a one-week lead time, the district transitioned from in-person learning to distance learning when schools first closed in March of this year. While the instructional program was seen by most as effective, and the continuity of instruction was not disrupted for more than one week, we recognize that many students, due to reduced contact with their teachers and varying levels of parental support at home may have experienced some learning loss. This was actively addressed by offering a robust summer school program, albeit through distance learning again, that involved a summer enrichment portal for students to address perceived learning loss, provide optional work for enrichment and to help students build their confidence and prepare them for the next school year. Some of this work, especially in math was targeted at incoming 9th grade students to prepare them for the rigors of high school. Similarly, course teams got together to compare the content they delivered and the skills they taught to that of their pre-COVID instructional program. For any standards that were noted as not having been taught or not taught as rigorously as before, or any content that was not covered, notes were compiled to be passed on to the teachers of the next course in a given sequence of courses. Equipped with this information, teachers are reviewing topics on an as-needed basis this fall. This was also taken into consideration by course teams during their planning meetings for the fall, and has affected and sometimes resulted in changes to their planned scope and sequence for this year.

In addition, teachers are using results from Formative Assessments to track student progress and to inform their instructional program. This is not only done by individual teachers for the benefit of their own students, but it is often done in course teams to ensure that all students receive the same support, regardless who their teacher is, and all students in a given course have the same opportunities to master the standards and show progress on the skills they are taught. Various Learning platforms were acquired to help address learning losses that resulted from remote instruction. These include ALEKS and Renaissance.

Another practice that has proven helpful to assess learning loss as early as possible and to mitigate its impact, is to use shorter, and more frequent formative assessments that can quickly pinpoint students' needs and immediately inform instruction. This is especially important when assessing the needs of students who are likely to have experienced greater levels of learning loss, including special education students, English Learners, and socioeconomically disadvantaged students. Using frequent and targeted formative assessments allows our teachers to respond more swiftly and mitigate learning loss when it first presents itself.

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.]

As mentioned above, the three most effective strategies to address learning loss include:

Course Team Collaboration ensures that all teachers teaching the same course share what content standards have been, or have not been adequately addressed and to determine what assessments, both formative and summative, are used by all members of the team. Furthermore, the results from these assessments are reviewed and the findings are used to inform instruction immediately and in real time.

Wednesday Professional Learning sessions enable teachers to work in department configurations or Course Teams to discuss appropriate topics, including learning loss and to develop strategies to mitigate such loss. During these weekly sessions, teachers compare results from formative assessments, share best practices and early intervention plans to help students stay on track or to recoup learning loss.

Targeted Formative Assessment are favored over broad assessments such as the Smarter Balanced Comprehensive Assessment or End of Course Finals that have their place in providing summative academic information. However, to assess learning loss due to the Pandemic, teachers are using shorter, more frequent, formative assessments that can quickly pinpoint students' needs and immediately inform instruction.

More detail as to how learning loss is identified and mitigated can be found in Section 11, especially as this relates to prevention and mitigation strategies of special populations.

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.]

Efforts to address learning loss during the 2019-20 school year due to the Coronavirus Pandemic will be assessed in several ways. To begin, as mentioned above, teachers will use frequent, informal, formative assessments to identify academic gaps and develop intervention plans to address them. Individual student results on both formative and summative assessments will be analyzed, looking for increasing or decreasing trends from previous assessments. Student grades and attendance data will also be part of ongoing performance review, helping to identify gaps in learning and designing appropriate mitigation strategies. Any content that course teams have identified as not having been taught in sufficient depth during remote learning last spring, have been passed on to teachers of the next course in the sequence with the expectation that special review sessions will be conducted before new content is introduced this fall.

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

Description	Total Funds	Contributing
Acquisition of software and learning platforms to support asynchronous and synchronous instruction for implementation of full distance learning to help offset pupil learning loss.	\$188,974	Yes
Acquisition of Learning Management platforms such as CANVAS to monitor student progress and to provide access to parents to monitor their students' progress.	\$18,249	No
Acquisition of instructional materials better suited to distance learning, upgrading technology and equipment and the purchase of supplies to provide safeguards for students returning to in-person instruction when this transition will occur, hopefully over the next few months.	\$126,227	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being 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.]

The social emotional health and well-being of all students and staff is of paramount importance to the MVLA School District. Throughout the COVID-19 pandemic, MVLA has continued to provide uninterrupted mental health support for our students through our MVLA School-based Therapists and our collaboration with our community mental health agencies Uplift Family Services and Children's Health Awareness Council (CHAC). Thankfully, over the last few years positions have been added both at the school sites and the district office to promote and support social-emotional learning and to improve delivery of mental health support.

All staff have been trained and will continue to be trained in crisis response protocols and social and emotional learning. Additional training in Suicide Prevention and individualized student support are planned for the fall semester. All MVLA staff will be trained by Santa Clara County Behavioral Health Services in culturally responsive suicide prevention strategies through the "Be Sensitive, Be Brave" 2-hour training module. For social and emotional learning, MVLA has partnered with the HAERT Program from UpLevel Works. During the 2020-21 school

year, all MVLA students will complete 80-120 minutes of curriculum focusing on Self-Awareness and Self-Management. A special workshop will be held each week to highlight strategies for our students in the English Language Development program.

Our MVLA Therapists have continued to provide Educationally-Related Mental health Services (ERMHS) in accordance with our students' Individualized Learning Plans.

For the 2020-21 school year, MVLA has partnered with Uplift Family Services to provide therapeutic and family engagement support services through Santa Clara County's Behavioral Health Services' School-Linked Services (SLS) and Prevention and Early Intervention (PEI) programs. This partnership was developed to better support our low-income and Medi-Cal eligible students. MVLA also contracted with Uplift Family Services to fund a full-time Social Worker to support our high-intensity cases particularly our Newcomer (English learners) and McKinney-Vento (Foster and Homeless) students. In response to the COVID-19 pandemic, MVLA has actively increased our capacity to support students and families who are in need of mental health and social services through this partnership with Uplift Family Services. MVLA also strengthened our long-standing relationship with CHAC. Starting in August, 2020, MVLA welcomed five Associate Marriage and Family Therapists (AMFTs) to the district for four and a half days a week. This is in addition to our two full-time LMFT Senior Clinicians / Lead Intake Therapists and two part-time AMFTs from CHAC. Three of the new CHAC associates are bilingual and two are bicultural to better serve our Spanish-speaking students.

MVLA has also refined our Student Support Referral system to better triage support based upon academic, social, emotional, behavioral, physical, and community resource-based impediments to learning. This evolution of the Student Referral Form was a direct effort to create a tiered system of intervention so that our students who have been disproportionately by the Distance Learning can be more quickly identified and referred to our new social worker. Our Student Support Referral system is available online and students, staff, families, and community members have the ability to request support.

There is acute awareness that every family, every staff member and every student has been impacted by COVID-19. Each person responds differently and has different needs because of the situation. We know that students and staff need support from one another and from our counselors and administrators like never before. Creating environments that foster optimal physical and mental well-being is one of our priorities. Some of our strategies include the following:

1. Continue preservice days for counselors to review and assess student needs. This strategy was implemented to specifically identify students disproportionately been affected by distance learning based on academic progress, attendance, and engagement.
2. Identify hand-off protocols and the referral process for appropriate student support services.
3. Share Social and Emotional Learning (SEL) resources with staff, students, and families.
4. With administrative endorsement and communication to families, utilize the critical needs model to determine priorities for counseling serviced during distance learning. During remote learning, students have full access to tutorial centers, their teachers and counselors through "office hours" and individual appointments, mental health support and social/emotional learning modules.
5. Investing in HAERT, a Social-Emotional Learning Platform.

Telehealth and other outside providers have been contracted with to support the emotional well-being of both students and staff.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement 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.]

Attendance and engagement are essential for a student's academic success. A meaningful connection to friends, caring adults, and engaging subject matter and activities in class are at the core of what our students need to learn and thrive in any environment and in particular, Distance Learning.

MVLA has created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed.

Attendance and engagement need to be redefined in Distance Learning, as it is different from a traditional school setting.

We learned from our spring distance learning that engagement and attendance was not just about logging in, but about attending synchronous classes and a certain level of completion of lessons (physical and academic)

As we moved into the 20-21 school year, we decided that attendance and engagement are based on and monitored by attendance in synchronous classes and also the completion of lessons, warm-up activities, exit tickets, usage and level of understanding of various online tools, participation in online discussions, and participation in expanded learning, and extracurricular activities.

The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility.

MVLA does not view engagement as a student responsibility only. Teachers, administrators, and staff have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

- Students and families: Attend/engage daily with their teacher and report absences.
- Teachers: Mark attendance/engagement every school day for each scheduled class period (both synchronous and asynchronous). Reach out to administrators when attendance/engagement becomes a concern for a student.
- Attendance Staff: Monitor attendance/engagement, reach out to counselors and administration when concerns arise
- Administrators: Ensure that attendance/engagement is being documented as required.

When attendance/engagement is a concern, reach out to families to provide support and reinforce the importance of attendance

For the Spring school closure, attendance and engagement efforts were made. Admin and attendance staff contacted every student and family that was not attending or engaged in the majority of their classes. This contact included connecting students and families to resources if needed.

For the 20-21 school year, teachers were trained in how to implement and develop communicating building, inclusive classroom and engagement strategies to increase or student attendance and engagement from the beginning.

Communication of the first days of school were sent out multiple times in a variety of platforms and in both English and Spanish.

Out 20-21 MVLA attendance and engagement strategies are as follows:

Tier 1: Students attending school somewhat regularly interventions:

*Ensure access to technology

*Building relationships and creating a positive learning environment

*Rigorous and engaging instruction

*Phone calls home when a student has been absent for two days

*School-based Health/Mental Health Services

*Meal services

*Relevant—and Culturally Relevant—Curriculum

Targeted support in office hours, and advisory

- * Virtual Parent meetings
- * Peer tutoring
- * Interpreters/translated documents

Tier 2: Students who struggle to attend regularly (60-80%)

- Phone calls home
 - Provide device for distance learning (as needed)
 - Referral to student support services
- * Student Assistance Team (SAT) Referral and Student Study Team (SST) meetings
 - * Home Visits
 - * Wellness check

Tier 3: Students who struggle to attend:

- Home visits
- * SST or SAT meeting initiated
 - * Referral to the county program

To support implementation, weekly attendance reports are given to administrators to help identify students with attendance concerns.

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.]

During distance learning, the district is distributing nutritionally adequate meals to students on Mondays and Wednesdays for grab-and-go pickup. On Monday, breakfast and lunch is included for Monday and Tuesday. On Wednesday, breakfast and lunch is included for Wednesday, Thursday and Friday. Due to the recent federal waiver, all children age 18 and younger can get these meals at no cost through December 2020. Meals can be picked up at both Mountain View and Los Altos High School campuses, and students are not required to go to the school they attend. A more community-centered location may be used in the future if the campus locations prove to be too challenging to travel to. When in-person instruction resumes, students can get meals at their respective school cafeterias.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
3.56%	\$1,403,654

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.]

MLVA is well aware that moving into Distance Learning is particularly difficult for students who are foster youth, English Learners, and low-income families. MLVA understands how integral our decisions, actions, and the services we provide for foster youth, English learners, and low-income students are our students and community.

Several of our actions are for increasing or improving services for unduplicated students. These actions include:

Access to Devices and Connectivity:

Our BYOD program and the lending out of Chromebooks for any student in need is primarily intended to provide access for low-income students who may not have the means to purchase their own device. In March 2020, our staff made phone calls to homes and passed out Chromebooks to any student without one. Over the Spring and Summer, our district purchased more Chromebooks. Again we reached out families ensuring that all students had a device and those with older devices we had them switch with a newer one for better connectivity. We collected attendance data, engagement data, and survey data to discover out students with no internet connection. Our hotspot distribution is prioritized to our low-income students and foster youth. We made phone calls and distributed wi-fi hotspots to these students. For 2020-2021, We have distributed 230 hotspots to students/families in need and around 3,500 Chromebooks checked out to students.

Distance Learning Professional Development:

Professional Development has been provided to both teachers and staff in Distance Learning. Professional Development included focus on community building in synchronous learning, creating an inclusive classroom, how to increase the opportunity for engagement, how to use technology to formatively assess students, and designing synchronous and asynchronous lessons that are differentiated and support all students. Although our PD supports all students, we specifically decided our sessions to provide differentiation for our EL students and the lens of building community and inclusivity for our at-risk students that history struggled with.

We also provided training for our ELD aides. The training includes how to better navigate the technology and Zoom so they are comfortable using it. We also had training on leaning Zoom breakout rooms so they can provide small group support synchronously.

For the 20-21 Distance Learning school year, the MVLA school district increased the amount of teacher collaboration time by several hours for each week. The intention of this time is to allow staff and course teams time to collect and review data and in particular have the time to profile the students who are struggling in their classes and plan instruction, support, and outreach to best meet the needs of those students. The increase and support of collaboration time does support all students, but the primary intention was to ensure time to increase support for our EL, low-income and foster/homeless youth.

The Instructional Support Team, which supports a variety of roles, also focuses on working with induction teachers. A foundational element in their work with teachers to know their students and class profiles, identify their EL students, low-income and foster/homeless students, strategies, and resources to use and support them and going monitoring.

Staff Roles and Responsibilities:

The start-up of the 20-21 school. The ELD program established “Advisory Rooms’ which is a specific day, once a week for our ELD students to check in with a specific teacher for support on academics, maintaining progress, building relationship, and supporting their mental health. The establishment of this program was due to the identified challenges in engagement that was observed in the Spring 2020 Distance Learning. The program sees success with students attending consistently, providing the mentorship needed, and the communicating concerns observed.

Classified staff roles may have shifted pending on the role. Some of our classified, because of distance learning, cannot fulfill their regular duties. Due to this, some staff picked up roles that supported outreach and communication to students who are struggling to engage or attend class.

As mentioned earlier, starting in the 20-21 school year, MVLA hired a new staff position, a Social Worker. Our social worker is to provide the support, connection, and help to our low-income and foster/homeless students.

MVLA also provides an At-risk counselor at each school. The caseload of our At-risk counselor consists of a larger majority of low-income and foster/homeless students.

For classes/teachers that have classes with a high population of unduplicated students, we have increased FTE to reduce class size to support a low teacher to student ratio. For certain math classes, we have also created a double-block math class to provide the extra time and professional support to master their math skills.

School Nutrition and Learning Supplies:

Starting in March 2020, MVLA supplied free meal pick up that offered bagged lunches and breakfast for students. We opened this up to any student/family that needed meals. We understood that this time may be a financial struggle for many families, not just those that met the Free/Reduced lunch criteria. We also opened up our free meal service to staff, as some of our classified staff worked two jobs and lost their second job due to the pandemic, and therefore found hard times financially.

We continued our food services throughout the summer and into the 20-21 school year. Students can pick up free two-days worth of lunch and breakfast. MVLA also partners with a Food Truck that provides every Wednesday, nutritious dinners for families. Although anyone can receive food for the Food Truck, it is primarily set up for our low-income and foster youth.

Due to Distance Learning, MVLA knew that many of our students may be without the physical learning materials that they need to support their learning and engagement in classes. MVLA gave students masks, sanitizers, and school materials such as paper, pencils, math, science, and art supplies. We provided this for all students, but the primary focus was for our EL, low-income, and foster youth.

Mental Health and Social and Emotional Well-Being:

As mentioned previously in our place, supporting mental health and being proactive with Social-Emotional Learning (SEL) is paramount for the support we provide our students.

Staff participated in two SEL trainings for the 20-21 school year. The focus is understanding the needs of our students' mental health and tools and strategies they can use in their classroom. There is an additional focus in these training on the possible enhanced trauma and struggles that our EL, low-income, or foster youth may be dealing with during the pandemic.

Before our school year started, we provided an online self-paced tutorial that gave students tips on stress management and mental health, as well as how they can find and connect to a wide range of services that may support them. Many of the services that we provided were specifically for low-income and foster youth. The students' training was also provided in Spanish to support the vast majority of our EL students.

Students also participate throughout the 20-21 school year in weekly SEL modules. While this is important to all students, it is particularly important for our unduplicated students who have historically and continue to experience struggles with stress and connection due to the pandemic.

MVLA also added the position of a social worker for the 20-21 school year. The social worker is prioritizing their work to support our low income and foster/homeless students.

We have a therapist specifically assigned to our EL students. The therapist, not only works during the school year, but throughout the summer. Students' mental health challenges do not stop for summer break.

Health Van and Social Workers:

Having access to health service is particularly challenging for our unduplicated students.

In addition to the mental health services as mentioned above, MVHS provides physical health services. Providing preventative health services and responding to health needs when identified, increases the ability of students to attend school and have academic success.

MVLA provides students with a Health Van for physicals, exams, immunizations, substance abuse, family planning, and more. Outreach and publicizing gets the word out to the community. Counselors and the social worker specifically contacts our foster youth and low-income students to communicate the services and help them set up appointments.

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

The actions and services described in this plan that has previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Foster Youth Services
- English Language Learners Department

* Low-income students services

- Professional Development and Teacher Collaboration Time

* Mental health and social-emotional Learning

*Physical health

- Social Worker

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- * Academic support class embedded into the schedule that is led by their academic counselor. This academic support class has a low student to teacher ratio with additional adult aides for increased academic and wellness support
- * The hiring of a social worker to specifically work with our homeless families, our low-income families, and our foster youth.
- * A food truck providing free meals once a week.
- * A mobile doctor/health van specifically for our low-income and foster/homeless students.
- * Outreach to families connecting them to community resources.
- * Our college advisors specifically reaching out and set up meetings with these seniors to assist them in community college applications, scholarship and aid applications, and any other college needs they may have.
- * Training to teachers on how children respond to trauma
- * Professional development with staff on using DataZone to create profiles on their classes and know who their foster youth, English learners, and low-income students and training on how to differentiate to support these students.
- * Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.

Our services to support our English Learner students include:

- * Targeted meetings and training for our EL families on school, grades, distance learning, and connecting them to community services.
- * Training to teachers on differentiating and creating inclusive classrooms.

- * Presentations by our Student Resources Officers on safety and how they communicate the help they need
- * Teacher Collaboration Time: This weekly time is provided to certified staff to collaborate on ways to meet the needs of unduplicated pupils. This time has increased importance during the current year, as staff collaboration will need to address pupil learning loss.
- * Instructional Aides in the EL classes and many of the core-academic classes that our EL students are enrolled in.
- * A therapist that specifically works with our English Learners.
- * 'Advisory rooms' for our EL students to attend every week to check in with their advisory teacher on progress, attendance, get academic support, and build a connection.