



# 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.

[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.

[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.



# 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.

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

Description	Total Funds	Contributing
<p>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.</p>	<p>\$40,000</p>	<p>Yes</p>

## 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

## 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 Palloozza 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 "Falooza" 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.

**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 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.

### 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.	\$194,686	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



Description	Total Funds	Contributing
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.	\$102,793	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 of 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.

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. MVLA also contracted with Uplift Family Services to fund a full-time Social Worker to support our high-intensity cases particularly our Newcomer and McKinney-Vento 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. 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. 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 students 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.
2. Identify hand-off protocols and the referral process for appropriate student support services.
3. Share Social and Emotional Learning (EL) 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.

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.]

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

**EQUITY**

Ensuring system 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 a virtual learning environment.

#### ACADEMIC ACCESS

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

#### ENGAGEMENT

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

#### HEALTH and SAFETY

Ensuring student and staff safety at all times.

Ensuring students are in an environment that fosters optimal physical and mental well-being.

#### FISCAL STABILITY

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

To these ends, MVLA formally established a Reopening and Redesign Task Force, comprised of content specific subgroups to identify needs associated with the three potential school opening scenarios and to develop a set of recommendations for the task force. The Task Force was charged with the responsibility of addressing three essential questions:

1. What worked well in our Spring 2020 experience for students and staff?
2. What needs improvement?
3. How do we measure the impact of our work?

Advisory groups, including the Critical Learners Outreach Team met weekly, and their input informed the Board of Trustees' final decisions regarding re-opening of school. As part of this process, the Task Force Advisory Teams conducted needs assessment, involving all stakeholder groups. Feedback from stakeholders, in a synthesized and prioritized form, informed the recommendations that were forwarded from the Task Force to the Board of Trustees. The composition of the Task Force and its charge has been discussed in great detail in Section 2 of this report (pg. 3).

## 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. Students not eligible for free or reduced-price meals can pay for these meals. 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. In March 2020 when we first moved into distance learning, we immediately pulled together a team of administrators to create the list of students in these categories. We targeted our outreach to them regarding free meal pick-ups, information on rent assistance, and ensured they had the materials they needed for distance learning, including Chromebooks and hotspots. We monitored their attendance and engagement, and begin weekly phone calls to students and families to provide support, work to understand their specific challenges and attempt to re-engage the students.

As we moved into the 20-21 school year, we considered a plan to keep support and engagement for our foster-youth, English learning, and low-income students. We organized 'advisory rooms' for our English Learners to attend every Tuesday and they will check in with their advisory teacher on the engagement, progress, and mental health. Many of our low-income and foster youth students who struggled in the Spring of distance learning were placed in an academic support class to provide more assistance and support in the 20-21 school year. Foster-youth, homeless, English learners, and low-income students are our first priority for our returning learning cohorts. We hired a social worker who is specifically doing outreach to this group of students and working to provide the foundational services the students need to be able to connect and engage in school. Parent meetings and training were specifically designed our English Learners families to help communicate the structure of the reopening of 20-21 school year and tool and suggestions for them to help their children. Monitoring of attendance, engagement, and internet access is ongoing.

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

MVLA's foster youth, English learners, and low-income students are a priority when deciding services, curriculum, and programs.

Our current population attending our schools is:

### Alta Vista

- English Learners: 11% (8 students)
- Low-income: 0.1% (1 students)
- Foster Youth: 35% (30 students)

### Los Altos

- English Learners: 3% (66 students)

- Low-income: 0% (0 students)
- Foster Youth: 11% (247 students)

#### Mountain View

- English Learners: 7% (169 students)
- Low-income: 0.1% (4 students)
- Foster Youth: 7% (165 students)

Our services to support our foster youth and low-income students 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 every Thursday afternoon.
- \* A mobile doctor specifically for our students.
- \* Outreach to families connecting them to community resources.
- \* Our college advisors specifically reached out and set up meetings with these seniors and assisted 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.

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.
- \* The hiring of a social worker to specifically work with our low-income English Learner families.
- \* A food truck providing free meals every Thursday afternoon.
- \* A mobile doctor specifically for our students.

- \* Our college advisors specifically reached out and set up meetings with EL seniors and assisted them in community college applications, scholarship and aid applications, and any other college needs they may have.
- \* Training to teachers on differentiating and creating inclusive classrooms.
- \* Presentations by our Student Resources Officers on safety and how they communicate that they need help
- \* 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.
- \* We created 'Advisory rooms' for our EL students to attend every Tuesday from 2:30-3:45 to check in with their advisory teacher on progress, attendance, get academic support, and build a connection.

In 20-21 MVLA established a district-wide Equity Alliance Steering Committee with site-based advisory teams. IT is the goal of this team to identify and dismantle inequitable practices and policy, implement anti-racist and equitable practices, and provide relevant professional learning to all staff.