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
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General Information

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

The impact of the COVID-19 pandemic on the Morgan Hill Unified School District (MHUSD) and community created a multitude of challenges that extended beyond the classroom both internally and externally for students and families as well as employees. Understanding the complexities of how instruction was going to be delivered and how students were going to access their learning was of the utmost importance as we pivoted from the physical classroom to distance/virtual learning in March 2020. The challenge of planning for different instructional learning models continued throughout the summer until we finalized an instructional plan in collaboration with the Morgan Hill Federation of Teachers (MHFT), principals, district leaders, and parents. Once the instructional delivery model was determined, we sought input on potential barriers that emerged and needed to be addressed before reopening school in a distance learning model on August 13, 2020. As we explored the potential barriers for the upcoming school year, we were able to create solutions and anticipate other potential barriers, issues, and concerns. The Learning Continuity and Attendance Plan is the compilation of the journey MHUSD launched on March 16, 2020 until present time that was driven by a mission for equity, inclusion, and access to high-quality learning.

Stakeholder Engagement

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

In March 2020, MHUSD initiated efforts for stakeholder feedback which was originally focused on making contact with students and parents/guardians that had limited or unreliable internet access, technology devices, access to lunch meals, and community resources. As the educational changes evolved, various teams formed to meet the emerging student and family needs. In addition, the executive cabinet identified the types of task force/teams needed in order to organize the complex projects ahead such as instructional planning, health and safety, budget, technology, special education, and parent engagement. The district and school websites were frequently updated with curriculum, supplemental resources, and instructional tools for distance learning, community resources, and the Flexible Learning Plans which were developed in collaboration with district and school leaders and MHFT. See Elementary Plan and Secondary Plan & Plan de Aprendizaje Flexible de Primaria y Plan de Aprendizaje Flexible de Secundaria for more information.

In an effort to capture stakeholder input in May thru August 2020, MHUSD conducted a multi-stakeholder survey in English and Spanish that included the voices of students, parents, teachers, and staff which generated 2,162 responses. In addition, MHUSD hosted community and employee forums streamed on Zoom and Facebook on the following dates: 5/21, 5/28, 6/23, 7/7, 7/15, and 7/31 see Forum Highlights. These forums solicited questions from parents/community members and employees which were addressed by executive cabinet members and school site administrators during the live forums. In addition, community forums were offered in Spanish on 6/23, 7/15, 8/12, 8/19, and 8/26 to solicit input from the Latino community. Upcoming Forums and workshops are scheduled to solicit ongoing stakeholder feedback and to build parent engagement capacity.

Over the summer, the District English Learner Advisory Committee (DELAC) and Migrant Parent Advisory Committee (MPAC) representatives contacted families via phone call to gather their input. In addition, 2 informal meetings on 4/2 and 5/7 were offered to the families to learn about possible parent concerns and/or to answer questions. We developed and assigned a team charged to focus on student and parent outreach and engagement. This occurred by conducting phone calls and home visits; making connections during meal pick-ups, and engagement through community resources. Also, school principals consistently conducted home visits and outreach during the Spring, Summer, and Fall. This outreach created opportunities to establish relationships, understand needs, and areas that school and district could support students and families.

In August, in an effort to reach all stakeholders, including parents with little or no experience using technology, we offered 4 in-person workshops to bridge the gap between home/school communication and equitable parent input/involvement; 2 sessions were offered on 8/11, 8/12 and 8/13. We had 30 families attend the sessions and 130 families attended the *Introduction Distance Learning* webinars offered in English and Spanish.

As a result of the intensity of COVID-19 and the variances in educational planning, stakeholder engagement efforts continued throughout the Spring, Summer, and early Fall with an understanding that changes or new plans would be made at any time. With the rapid changes, we administered multiple surveys, community forums, and planning sessions that resulted in the development of the Distance Learning Guidelines & Resources for Parents & Students. Distance Learning Guidelines & Resources for Parents and Students (Spanish)

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

MHUSD promoted remote stakeholder engagement and feedback by inviting multiple stakeholder groups to attend community forums and/or Special and regular Governing Board meetings which all were streamed via Zoom or Facebook. Board Meeting agendas were publicly posted within the required timeframe. In addition, participation in electronic surveys and the solicitation of questions to be addressed at public forums was promoted via our mass communication system, district website and social media. Any members from the public seeking to speak at the Governing Board meeting could download a Speaker Request Form from the district website.

Communication to parents and community was in English/Spanish including online forums, phone calls, meetings, district/school website announcements, and surveys to students/parents/community members. Specific online forums and electronic surveys were also provided to classified and certificated employees. This generated multiple perspectives, considerations, and ample discussions that helped shape the various district plans.

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

During the months of May thru August 2020 stakeholder surveys, community forums, and internal staff input from various planning sessions that ranged from instruction to health and safety resulted in trends that were highlighted in the MHUSD Reopening School Plan PPT. Health and safety were the top priority, including providing high-quality, daily, live instruction and rigorous and relevant instruction; understanding of progress monitoring and standards on teaching and learning; and academic letter grading of A-F were input shared by stakeholders.

As a result, stakeholder feedback informed and influenced the development of the MHUSD instructional and health and safety plans which are provided below:

Distance Learning Guidelines & Resources for Parents & Students

Distance Learning Guidelines & Resources for Parents and Students (Spanish)

Distance Learning Guidelines & Resources for Teachers and Staff

Reopening Plan as of July 3, 2020 (includes Health and Safety)

Reopening Plan as of July 3, 2020 (Spanish)

In response to feedback provided by parents, and to maintain ongoing parent input, three virtual Parent/Community Liaisons Forums were offered in August. During these sessions, each school's (13) community liaison was introduced to the community, contact information was provided, and parents learned and were presented with the resources available on the MHUSD website.

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

On 4/7 and 5/7 the Educational Services department met with all our parent leadership groups, including DELAC, MPAC, and California Association of Bilingual Education (CABE) Project to Inspire representatives. Parents had the opportunity to share their challenges and needs, and were able to make requests for parent education workshops. Based on their feedback, prior to the first day of school, on 8/11, 8/12, and 8/13 we offered in-person workshops for parents with limited to no technology skills. To follow up, we set up online workshops on the following areas: *Tips for Distance Learning Success, How to Support My Child in Google Classroom and Other Technology Needs, How to Organize a Home Space for Distance Learning, How to Collaborate with Teachers in Distance Learning, and the Importance of Growth Mindset for Parents.* In addition to these areas, parents expressed a need to connect with a Spanish speaking staff member on an ongoing basis. With this in mind, we held 3 bilingual Parent/Community Liaisons forums on 8/12, 8/19 and 8/26 to introduce all Community Liaisons to parents, share their contact information, and open an ongoing dialogue. The list of contact information was also posted on the Parents' Link section on the district website for easy access. Finally, parents expressed their concern of the lack of connectivity in many households. To date we distributed over 1,000 hotspots and provided them information on how to request a hotspot at their school.

The stakeholder feedback allowed the development of the distance learning and health and safety guidelines. The feedback from the focus and labor groups, parent and student surveys, staff and teacher surveys, parent/community and employee forums, district and school leadership, and the reopening planning teams influenced the multiple perspectives and voices that were necessary to confidently develop a comprehensive and inclusive plan.

Specifically, the feedback informed decisions for the school bell schedules, synchronous and asynchronous instructional minutes, teaching and learning expectations, delivery of instruction, classified and certificated professional development needs, planning and preparation, child care program, and other decisions that emerged. Please see Distance Learning Guidelines and Reopening Plans for detailed information.

The stakeholder engagement process was fluid and with every new iteration of public health communication, Santa Clara County Office of Education and California Department of Education, we adjusted plans and communicated as frequently as needed. MHUSD proactively communicated with stakeholders and generated opportunities to engage in discussions, develop or revise plans, and to seek input. This constant dialogue enabled a comprehensive plan that was published by August 10, 2020 on the district website, email, Blackboard, and communicated on social media.

Continuity of Learning

Purpose

In-person instruction is defined in California Education Code (EC) Section 43500(b) to mean instruction under the immediate physical supervision and control of a certificated employee of the LEA.

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction may not be immediately allowable under state and local health orders. However, LEAs must be prepared to offer in-person instruction when possible. A sufficient response will address the actions the LEA will take when health and safety allows a return to in-person instruction.

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.]

MHUSD's educational program is adaptable to both in person and distance learning. Core curriculum materials have all been updated to the most recent state adoptions and include digital resources for both teacher and student. This allows us the agility to flip from distance to in-person learning with the same materials and lessons. During distance learning, most teachers are teaching from their classrooms which allows for limited in-person attendance for students with special needs, digital access barriers, or assessment and intervention support that requires in-person interaction. Prior to the current shelter guidelines resulting in distance learning, the district developed a cohort model with staggered arrivals and departures in addition to other health safety measures. The Distance Guidelines & Resources for Students & Parents and Distance Guidelines & Resources for Teachers is available as a phased reopening option should local health conditions allow. All district master plans are aligned to Multi-Tiered Systems of Support which allow us to tier supports based on student needs. The actions itemized below are referenced by Tier level and both improve and increase the services for primarily high need student groups including English Learners, socioeconomically disadvantaged, and foster-homeless students by differentiating support to their unique assessed needs.

MHUSD's school instructional bell schedule is above the minimum minutes of instruction required by the California Department of Education. See MHUSD Distance Learning Bell Schedules K-12 for details. A combination of synchronous and asynchronous instruction is provided daily per grade level and aligned to curriculum standards and student needs based on a collection of performance data. Benchmark assessments

using Fountas and Pinnel reading assessment (grades K-5) as well as the NWEA MAP assessment (grades 2-11) are completed each fall and spring. Just prior to the shelter orders last March, students had just completed the spring benchmark assessments and are currently in the Fall benchmark window through September 30. That data, along with longitudinal testing history prior to the pandemic, will inform instructional priorities and provide a more informed picture of relative student growth last spring to assess the impact of the shelter-in-place.

The Health and Safety Task Force met and planned safety protocols and procedures throughout the spring and summer and created the district Reopening Plan: Health & Safety 7/3/2020. The plan includes safety measures for students and staff that are consistent with Santa Clara Public Health Guidelines, process for screening, resources for personal protective equipment (PPE), process for cleaning and disinfecting, hygiene practices, plan for accessing the district or school campus, communication, cohorts, reopening classrooms, school schedule models, and more. The Reopening Plan: Health & Safety is subject to revisions as public health and safety guidelines change.

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

For each action related to in-person instructional offerings, please enter the following information in the table:

- *A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and*
- *Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.*

Description	Total Funds	Contributing
Professional Support for Distance Learning **Subtotal:**	$596,470	
• Teacher July/August up to 3-days stipend for parent outreach, planning and preparation, and professional development	$216,000	Y
• Special Education professional development, curriculum planning, stipends, and sub coverage	$159,275	Y
• EL, Constructing Meaning PD, Constructing Meaning Lead Stipends, Ellevation with EL instructional strategies, English Language Facilitators Stipends	$221,195	Y
MTSS Academic Student Supports and Interventions **Subtotal:**	$3,663,215	
• Tier 1 Intervention (differentiated program to support early literacy): Lexia/Power Up	$121,900	Y
• Tier 1 Intervention (differentiated content for individual learning plans based on MAP test): Study Island	$63,223	Y
• Tier 1 Benchmarking for learning loss: NWEA MAP Assessment, Fountas and Pinnell	$237,277	Y
• Tier 2 Early Literacy and Math Intervention: Read 180, System 44, Math 180	$67,075	Y
• Tier 2 Credit Recovery: Cyberhigh	$27,580	Y
• Tier 3 Early Literacy Intervention: Leveled Literacy Intervention Maintenance	$5,000	Y
• Tier 3 Literacy and Dyslexia Intervention: Sonday System	$43,067	Y
• Tier 2-3 Literacy Intervention Teachers and Paraprofessionals	$1,251,249	Y

• All Tiers: Teachers on Special Assignment to support ELD, Differentiated Instruction and MTSS implementation	$335,602		Y
• Equity Staffing: Additional staff to meet the needs of Low SES and English Learners	$321,128		Y
• Migrant/English Learner program staff and supplies	$138,678		Y
• Extended Learning for ELD, Low SES, Migrant, Special Education, English Learners	$959,052		Y
• Migrant Pre-school	$92,384		Y
Family/Student Engagement, Social Emotional and Student Services **Subtotal:**	**$1,352,826**		
• CARE team staff serve Foster, Homeless and Low SES students	$399,559		Y
• CARE team supplies and expenses	$5,000		Y
• School Linked Services Coordinator and supplies	$102,174		Y
• Professional Development supporting social emotional learning/trauma-informed instruction	$20,000		Y
• Equal Opportunity Schools (EOS) contract supporting equity in access	$36,593		Y
• CalSoap: Counseling and college support for first generation college going students	$55,000		Y
• Bilingual Community Liaisons	$473,886		Y
• Naviance: College/Career readiness program supporting equity in college and careers	$65,066		Y
• South County Youth Task Force (SCYFT team of community based organization to support high need students and families)	$45,000		Y
• Advent Program: Direct services to Foster Youth	$118,048		Y
• California Association of Bilingual Education (CABE) Project to Inspire parent trainings/ distance learning trainings	$32,500		Y
Total contributing in this section:	**$5,612,511**		

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 educational program offered is adaptable to both in person and distance learning. Students will continue to have access to their full curriculum. Core curriculum materials have all been updated to the most recent state adoptions and include digital resources for both teacher and student. This allows us the agility to flip from distance to in person learning with the same materials and lessons. Daily attendance is recorded and student work assigned and collected with teacher-student and student-student interaction including formative feedback and

traditional grading and progress reporting. Our distance learning plan for teachers Distance Guidelines & Resources for Teachers and distance learning plan for students and parents Distance Guidelines & Resources for Students & Parents provides additional specifications for distance learning which demonstrate a structure and expectations that emulate in person school to the extent that conditions allow. Educational resources for enrichment, intervention, and engagement include Read 180, Math 180, Lexia, Leveled Literacy Intervention, Sonday System, and System 44.

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.]

In March 2020, during shelter in place, MHUSD deployed teams from school sites and the district office to reconnect with parents/students that were absent/not engaged and/or lacked connectivity. Student Services CARE team members, Community Liaisons, Counselors, Assistant Principals, Principals and office staff conducted phone calls and home visits to ensure every family was contacted.

A comprehensive technology needs assessment was conducted and administered to families: MHUSD COVID-19 Hotspot & Chromebook Needs Assessment. As a result, 350 hotspots were purchased for distribution to the families identified in the assessment report. Over the summer, families of students attending summer school that reported a need for connectivity received a hotspot and a device. These included students in our English Learner, Migrant and Special Education programs.

Foreseeing that additional families would need hotspots for connectivity, MHUSD purchased an additional 250 hotpots. As the start of school approached, the need for connectivity grew and 200 more hotpots were purchased. We also received 30 additional hotspots from our local library. Presently, we have purchased and distributed a total of 1049 hotspots and continue to receive requests for hotspots.

Over the summer, to ensure accessibility to devices, we acquired 1300 Chromebooks for students and an additional 2,514 Chromebooks were purchased in August 2020.

In anticipation of the rising need for connectivity, we developed a request for hotspot and hotspot user agreement protocol that each school site is responsible for providing families that seek connectivity support. If hotspots are unavailable or the geographic location where a student lives is not equipped for wifi/hotspot accessibility, students can attend one of the district's Internet Connectivity Hubs hosted at school sites.

MHUSD hosted orientations at each school site and inquired about each family's needs. Hotspots/Chromebooks were issued upon request. Wifi Hubs were set up as an alternate resource for families who were unable to access the hotspots. Our most vulnerable populations such as foster/homeless and low socioeconomic have case managers to keep in contact with to resolve any problems that may arise.

Finally, for equitable access, a series of workshops were provided to families both in-person and online to ensure parents were able to access the technology as needed to support their children's learning. As technology needs evolve, so will the training we will provide to staff and parents.

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.]

MHUSD endeavored to provide all students with virtual access in preparation for distance learning. Limited in person attendance to school sites will allow students without home access to have supervised access to the same distance learning if not accessible at home. This allows the teacher to convene class synchronously and as normally as possible. Each school has a class schedule which meets or exceeds the minutes requirements for distance learning. Classes may include a mix of direct instruction, guided and independent practice, small group work, project based learning, and other creative approaches for the duration of class time.

Teachers will collect work and conduct formative and summative assessments and issue grades at each marking period to accurately report on student progress. Teachers will also engage in feedback for student academic growth. Daily work will be as similar in time value with regular in person instruction as practical and as determined by the certificated teacher. Should students be unable to attend for conditions beyond their control, the sites will follow the same procedure as for independent study contracts which scale assignments to time.

Teachers will take daily attendance and record in the student information system.The system used is Aeries and it integrates each evening with Datazone in partnership with the Santa Clara County Office of Education (SCCOE).This allows daily attendance monitoring with instant rosters for absent students and this information will inform teachers, office staff who will conduct outreach as needed, and parents through the parent portal of the student information system. Codes have been adapted to distance learning to track student attendance to distance learning, work completion, absences and truancy events. Teachers will continue to develop their lessons and adjust for a distance learning environment, provide live, interactive synchronous lessons, monitor student participation and engagement, assess and provide feedback on student progress, and assign asynchronous, independent aligned learning activities.

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.]

The Teachers on Special Assignment (TOSAs), as a part of the Educational Services Department (ESD), provided professional development and learning resources in both the Spring and Fall of 2020. In the Spring, the TOSA team administered over 50 professional learning opportunities, in the form of webinars for staff to increase their education in technology, curriculum and best practices for students during distance learning. These workshops serviced teachers, principals, district office employees, board members, site secretaries, counselors, and other classified and support staff at school sites. A survey was sent out to all district staff soliciting input on technology and curriculum needs for emergency remote learning. This data guided the webinars and training offered to staff in Spring and Fall.

Professional learning for teachers and support staff included curriculum, communication tools, social-emotional support for students and teachers, and training on websites utilized by teachers for remote learning (i.e. Zoom, Flipgrid, Google Suite, etc). In addition to formalized webinars, the TOSA team archived all of the recordings into a Google Slides presentation for teachers and staff to reference. The team also served staff through drop-in "Office Hours" four times a week to answer any questions. At the end of the 2019-2020 school year, the TOSAs surveyed all of the teachers to determine which platforms and tools they would like training on in the upcoming year. Educational Services then reconnected with teachers at a Curriculum Council meeting over the summer to evaluate their responses and ask if any new topics or needs had emerged. Based on the responses from the survey and the Curriculum Council meetings, the highest requested workshops were Zoom, Google Suite, Screencastify, FlipGrid, SeeSaw and community building in a distance learning environment. The TOSAs put together a schedule based on these requests. There were twelve webinars offered leading up to the first day of school.

In preparation for the start of the new year, the TOSA team transferred all of the presentations and video recordings from Google Slides to a website in order to increase accessibility and ease of navigation. The new website also provides a space to hold all of the upcoming professional development resources. This will include continued workshops throughout the school year and one on one appointments for support.

ESD recognizes that classroom teachers are learning invaluable lessons throughout their day to day experiences and are becoming experts in supporting students during this time. Leadership opportunities will be available to teachers who would like to share best practices with their peers. Finally, the TOSAs will continue their efforts to provide grade level and content specific cross-site collaboration to broaden teachers' Professional Learning Networks.

Although training is inclusive of leadership as well, another area of focus for leadership development is on equity and inclusion. ESD is in the process of establishing a partnership with the National Equity Project which will include training for district and site administrators. This training will enable district and school leaders to examine and transform practices of inequities, lead meaningful communities of practice, design and implement practices to support changes for equity, and sustain change by developing diverse leadership teams.

During the emergency closure at the end of the 2019-2020 school year, the special education staff (including Speech Language Pathologists, Occupational Therapists, Adaptive Physical Educators, and Emotionally Related Mental Health Service Counselors) were able to pivot quickly from providing in person services, to attending virtual professional development trainings detailing rules and regulations on how to provide teletherapy services and applying what they learned to provide virtual services to our students. In the spring, staff stayed informed and abreast of new information and guidance through weekly newsletters disseminated from the district office special education department and attended weekly job-alike meetings hosted by district office special education administrators. All of the paraprofessionals were invited and participated in the virtual behavior technician training modules during this time as well. Special education staff, paraprofessionals, and parents were provided with extensive lists of free digital academic and therapeutic resources to utilize during distance learning.

Prior to the commencement of the 2020-2021 school year, a special education task force was created from a variety of special education stakeholders that allowed these members to provide their experience, knowledge, and expertise when developing the special education distance learning guidelines. All district special education staff attended an all district training on distance learning guidelines and expectations and how to complete necessary special education distance learning documentation. All special education staff attend weekly job-alike small group trainings that provide additional information and specific guidance on distance learning expectations. A systemic professional development plan for all supplemental digital learning platforms has been created for each special education program and grade span, this includes a partnership with SCCOE math specialists regarding training and coaching for math instruction from kindergarten to Integrated Math 1 in a digital platform. All training was recorded to enable staff that were unable to attend the events, the opportunity to review the content presented.

Throughout the 2020-2021 school year, the special education department will host monthly trainings regarding compliance, onboarding training for new teachers, and Special Education Information System (SEIS) training. Special education teachers will be engaging in ongoing PD in supplemental virtual curriculum throughout closures and upon return to in-person instruction. In addition parents were provided with guidance on expectations, resources, and ideas on how to work with their special education student during distance learning and will be receiving ongoing support series throughout the year. The Special Education Department, in conjunction with the Student Services department, hosted the South County Youth Task Force to provide professional development sessions to all district paraprofessionals on the following topics: conflict resolution and de-escalation; trauma informed practices, and drugs and gangs. All district paraprofessionals attended

a training meeting with the special education district administrators on special education distance learning plans as well as guidelines and expectations for paraprofessionals.

Staff Roles and Responsibilities

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

As described in previous sections, all personnel have been affected by changes in our educational program as a result of COVID-19. Teaching and classified instructional staff have received additional training in order to prepare and deliver instruction via a virtual platform. Counselors and other student support staff are likewise learning to deliver services in a remote setting, including additional counseling sessions for students negatively affected by the stress of COVID 19. Over 150 classified staff whose positions have been affected have been flexibly reassigned per a signed Memorandum of Understanding to give additional classroom support for students, to reach out to engage families through phone calls and home visits, to provide supervision in a new child care program for employee's children, and to contribute to grounds and maintenance projects.

In addition, the District has created a "COVID team" specific to working with positive confirmed COVID-19 cases within the District, whether employees, students, or community members who have interacted with the District. A school nurse has become the coordinator collaborating with site/department leads and Human Resources as we report to public health and contact trace internally to ensure that appropriate notifications are made.

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.]

MHUSD is committed to providing optimal support to assist students with unique needs. As such, dedicated and trained leaders and staff are working collaboratively with school teams, students, parents, and community agencies to provide students with diverse needs that they need to increase their likelihood of success.

English Learner Instruction and Supports

English Learner students enrolled in MHUSD will participate in appropriate English Language Proficiency Assessments for California (ELPAC) assessment to identify their language proficiency, including the initial ELPAC and make-up summative ELPAC assessments. Scores that were obtained from spring testing have been shared with teachers to inform their instruction in the virtual classroom setting. Designated and integrated English Language Development (ELD) are mandated to take place within all classrooms either in their stand alone ELD class or within their multiple subject classroom setting. Small group instruction time is protected within the day for teachers to schedule appointments and lessons with their students who need more language support. Each site has an appointed EL Facilitator who participates in monthly meetings with district EL teams to strengthen their understanding of ELD instruction and provide support and training to teachers at their site. They are involved in the reclassification and assessment process of all the EL students at their site and aid teachers in the process of monitoring. EL facilitators have clear responsibilities that ensure a strong system of support.

Our district uses a program called ELLevation for the process of monitoring and reclassification; all forms are processed and signed electronically through the platform. ELLevation also allows teachers to gather data about their ELL students and form instructional groups based on their class profiles within the program. This year teachers have access to an instructional strategies element of ELLevation which gives them access to strategies and ELD standards aligned lessons targeting language development. These lessons are adaptable to fit curriculum aligned lessons or used to extend learning. Each lesson provides scaffolds and strategies for specific students in the teacher's class based on their assessment data. More on ELLevation can be found [here](#).

In person and online training are offered to families in order to close the technology learning gap so parents are well-equipped to assist their students. These trainings are delivered in both Spanish and English. A website has been created for parents to find resources and strategies to support their students at home and can be found at [MHUSD EL Resources](#). MHUSD's summer school program invited EL students to participate in further learning to prevent academic regression between school years. This past summer we adapted our program to a virtual platform and connected students with teachers, materials via flash drive and a [website](#) to continue the education of our EL students. Parents and students can access a wealth of resources through our district website as well as directions on using platforms that teachers will be relying on for instruction.

Special Education and Resources

The Special Education (SPED) district office team collaborated with teachers to develop the [Special Education Distance Learning Guidelines for Parents](#). In an effort to support parents and students, teachers, support staff, and service providers are available daily during their office hours. In addition, a variety of supplemental educational resources, curriculum, and materials was purchased to engage and deepen student learning. Professional development training has been offered and will continue to be offered throughout the school year. SPED district office leadership continues to support in developing teacher capacity by providing coaching, resources, tools, and clear expectation on preparing and facilitating Individual Education Plans (IEP) meetings in a virtual/remote setting. This readily available support enables the team to understand what professional learning is needed and how to best deliver it to amplify student success. In addition, teachers are building their toolbox that will prepare them to design strategies for teaching or reteaching standards that may have not been achieved during shelter-in-place. The following is the list of the supplemental resources: The Creative Curriculum for Preschool, Unique Learning, ReadTopia, Achieve 3000, Power Up, Encore (Math, ELA, Science, Social Studies), Teachtown, Equals Math, Meta Play (Preschool SEL), Why Try, News 2 You, Everyday Speech, Boom cards (online/virtual speech & language materials), Zones of Regulation, Social Thinking, and Boardmaker online. Additional technology devices for students with special needs were identified and purchased such as iPads, student Chromebooks, document cameras (teacher use to facilitate learning), online virtual assessment kits, and speech and language kit resources.

Special Education created a Distance Learning Plans for all special education students and teachers will communicate and monitor progress and effectiveness of distance learning and services through quarterly/trimesterly progress reports. Students' progress will also be monitored by the online supplemental curriculum. All supplemental curriculum is available virtually with progress monitoring, and aligned with district curriculum. Ongoing PD is required for teachers implementing supplemental curriculum with special needs populations. Ongoing parent communication between resource teacher, service provider (if applicable), and student is imperative to determine student progress and areas of strengths and challenges. Teachers create weekly plans that include how special needs students were engaged daily in the areas of: Topic of instruction; instructional method of delivery; and objective or standard being addressed.

<u>Foster Youth and Students Experiencing Homelessness Supports</u>

The Student Services CARE team are dedicated to ensuring that students who are experiencing hardship receive optimal support from various internal and external resources. MHUSD has dedicated positions that provide various support services to students and families in need in collaboration with the services and programs provided by the Director of Equity and when applicable the Special Education Department. In addition, students are connected with community agencies and resources that can provide support that may not be attainable at the school district such as housing, food boxes, and medical care. The school administration, counselor, community liaison, and CARE specialist are champions for students needing support to and through school.

Actions Related to the Distance Learning Program

For each action related to the Distance Learning Program, please enter the following information in the table:

- *A description of what the action is. This may include a description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and*
- *Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.*

Description	Total Funds	Contributing
District wide license for Zoom presentation licenses for video conferencing to deliver instruction, communicate to stakeholders, parent engagement, and professional development	$20,720	N
District wide license for ScreenCastify video archiving service: provides flexibility for homes without direct supervision during live remote instruction	$9,750	N
District wide license for SeeSaw (student/parent learning management system for grades PreK-2)	$11,889.07	N
Chromebook devices to provide access for students without 1 to 1 device availability (Principally low SES)	$458,406.75	Y
GoGuardian (chromebook security licenses)	$26,888	N
Hotspot access devices and fees for students without their own access (900 at monthly rate of $21 per hotspot equaling $18,900 per month)	$226,800/ annual	Y
Distance learning courseware (HighSchool/Edmentum) and Individual Learning Program	$146,114	N
Supplemental virtual curriculum for special needs populations	$361,000	Y
Total contributing in this section:	$1,261,567.80	

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.]

Twice each year and within the first few weeks of school, all grade 2 to 11 students are assessed using the NWEA MAP assessment. That assessment is used each fall and spring and provides a CAASPP like measure of student achievement across both English Language Arts and Mathematics. The district had just completed the assessment last spring a week prior to the shelter in place order, so comparative data

for class cohorts as well as longitudinal data for individual student growth will be readily available. Likewise, all K-5 students are also assessed for reading level at each trimester and screened for dyslexia red flags using Fountas and Pinnell and an observation rubric. That information is recorded in our student information system where it informs intervention efforts as part of our Multi-Tiered System of Support.

English Learners will be assessed using the Initial and Summative ELPAC this year. Test examiners will be trained using the state guidelines for remote or one on one testing to administer the both assessments. We will be administering summative ELPAC make up assessments for students who started the exam last year and didn't finish or are close to reclassification. We will resume with remote testing guidelines in the Spring for the Summative ELPAC if the health ordinances call for it.

Special Education created the Special Education Distance Learning Guidelines and Expectations.This plan includes data from current levels of performance compared to previous levels of performance. It also details tools or strategies that may be implemented to address any learning loss. Prior to implementation of new approaches, assessments will be administered to determine learning loss. The following digital tools may be used to measure student learning status: Social Skills (Teachtown SEL, Why Try, & Positivity); Reading (teacher/therapist data, Fountas and Pinnell reading and comprehension level, Lexia/Power Up, Achieve 3000 Reading Inventory, formative assessments, Readtopia, Sonday System, NWEA MAP Scores, Encore, Unique Learning System, Readtopia, & Scholastic Student Reading Inventory (SRI); Math (Achieve 3000 Math, NWEA MAP scores, formative assessment, Unique Learning Systems, & Equals; Writing (grades/rubrics on assignments & writing samples).

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.]

MHUSD delivers services to students based on assessed needs using a Multi-Tiered System of Support (MTSS). This allows for a more targeted delivery of services to individuals rather than student groups; however, since high need student groups have the highest assessed needs, the MTSS structure directs the majority of supports to unduplicated count student groups. For Tier 1 catch up, student assessment results are uploaded into a strategic content programs (Study Island, Lexia, Khan Academy, Prodigy Math) which generate individual learning plans for each student in their zone of proximal development. Study Island provides content in English, Math, Science, and History in both English and Spanish. Differentiated Tier-1 instructional strategies include small group instruction using a rotational model so that students can have more individualized support. Higher need general education students are also served with intensive support based on need and including Leveled Literacy Intervention, System 44 and Read 180.

The Special Education Distance Learning Guidelines for Parents is available to provide detailed information on what to expect this school year. To address learning loss these are a few initial strategies with a practice of monitoring and adjusting as needed for student success: develop opportunities for after-school tutoring, communicate provider expectations to enable consistent quality services and care, and submit weekly instructional plans and multi-tiered re-engagement strategies.

Students in the EL program will continue to receive daily differentiated instruction that includes designated and integrated ELD. Teachers and parents will continue to receive ongoing support throughout the school year to accelerate student learning through on-going workshops that include Project to Inspire, facilitated in collaboration with the California Association of Bilingual Education (CABE). The MHUSD EL

Resources will continue to be updated as needed. Summer school and afterschool tutoring will be offered through extended learning opportunities.

The Student Services CARE team will continue to support students who are experiencing homelessness and offer case management. In addition, CARE will continue to provide transportation (VTA), connection to resources (housing, food, clothing, mental health, day care), academic progress monitoring, home visits, re-engagement supports, technology connection, food distributions and diaper program, community partnerships for hot meals and hotel vouchers, credit/transcript evaluation, and counseling services.The connection and relationship between CARE team and students/families is instrumental in providing students with the services they need. This is done through ongoing communication, resources, and support.

Migrant Students' learning is supported by ongoing tutoring, case management, Math and Language Arts/ELD academies, and parent education opportunities. Students enrolled in the preschool programs were supported by both online instruction and in-home support services that included delivery of materials and packets, assessments, and parent support. In addition, migrant students had the opportunity to participate in summer school and a math academy that was focused on closing the gaps in learning from the spring.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of MTSS support programs is well established in our use history. We are eager to see how these supports perform in the distance learning environment. Our benchmarking results measure individual student growth and will provide measures on either side of various program treatments to assess how students have grown. Growth results will be compared to similar student's growth achieved during regular in-person instruction. As such, we will analyze our student data, discern areas of improvement, and provide opportunities for deeper discussions on effective strategies and practices that may address learning loss outcomes.

For students in our EL Program, reclassification will be a direct reflection of our success as well as ELPAC summative assessments.

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

For each action addressing Pupil Learning Loss, please enter the following information in the table below:

- *A description of what the action is. This may include a description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and*
- *Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.*

Description	Total Funds	Contributing
• Summer School Programs (EL, Migrant & Sped)	$214,580	Y
• Supplemental Tutoring	$168,800	Y
• Multi-Tiered System of Support (MTSS) based on assessment and providing strategic content as earlier described	already listed	
Total contributing in this section:	$383,380	

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.]

Social Emotional Learning (SEL)

Our SEL goals continue to provide students high-quality social emotional support with the flexibility and creativity to reach students beyond school and connect them to community resources. Identifying all of our SEL resources and the current need is critical to develop and provide a robust SEL program. As such, we recognize it is imperative to identify and understand effective current practices and how to best infuse social emotional learning in daily lessons and activities. We are providing a plethora of resources, training, and support to leadership teams, teachers, students, staff, and parents that can lead to desired outcomes. Although the degree of services and needs may vary, consistent practices can be shared and replicated to provide optimal support to all students and staff. In order to understand the state of our current needs, we are analyzing different data sources, creating action plans, and meeting with key internal stakeholders to assist in decision making.

The following are areas we are currently developing and expanding: School Link Services and Prevention Early Intervention (SLS/PEI) services to all school sites, increase of external community agency supports (ex: South County Youth Task Force), purchase of curriculum (Why Try) to support Tier 3 mental health, develop virtual self-care training for teachers, equip teachers with strategies on how to support students and families, offer a virtual therapist drop-in hours for parents, students, and teachers at every site. In addition, we purchased software to help support and increase efficiency of contracts/referrals for services (DocuSign), and provide stipends for teachers to serve as Student Study Team (SST) coordinators.

The Coordinated Advocacy and Resources for Education (CARE) team of 10 are actively supporting in the following areas: food distribution, wrap services, connection to services, providing transportation Valley Transit Authority (VTA), assist families apply for the Service Prioritization Decision Assistance Tool (SPDAT) to reduce homelessness, hotel vouchers, clothing, housing, job applications/support, tutoring, home visits, student re-engagement, academic progress support, support AB 167 students and qualifications (foster and homeless), and develop transition plans for students returning from juvenile placements (court).

Professional development is ongoing throughout the year and designed to meet the unique differences of student supports and social-emotional needs as well as teaching and learning. Student Services is focused on understanding how to best support the emotional well-being of students and regularly research effective practices, programs, and organizations that can support the development of a robust program that will meet the unique needs of all students.

Staff will participate in a variety of training including, but not limited to, post-vention through Kognito, peer-to-peer, suicide prevention and trauma informed-Kognito, supporting students with self care, ACES training, Restorative Justice (approach, mediation, circles, practices, training model), and SEL supplemental curriculum. In addition to Discovery Counseling, Prevention Early Intervention (PEI) along with School Linked Services (SLS) has been expanded to serve all school sites. They will provide small group and individual counseling for students. PEI and SLS are also providing a drop in time for every school site for students and staff, while Discovery Counseling will be mirroring the drop in model for parents and family. Student Services is also partnering with the South County Youth Task Force to reintroduce Restorative Justice

training for staff, and circles for students, along with Differential Assistance (wrap-around services for families), and Living Above the Influence.

School Psychologists were trained in virtual therapy to provide additional secure and online supports for students with special needs. To support SEL development, we purchased supplemental SEL curriculum including Why Try and Teachtown in order to reach a variety of age groups. Both curriculums provide a virtual learning platform and a series of professional developments which have been planned to provide both trauma-informed interventions and comprehensive delivery of SEL curriculum and supports. Additionally, therapeutic crisis intervention training has been scheduled to provide special education teachers tools to understand emotional escalation and de-escalation of special needs students.

Educationally-Related Mental Health Service (ERMHS) counselors have partnered with local universities to engage graduate students in mental health support fields to provide additional support to special needs populations.

MHUSD offers the Employee Assistance Program (EAP) which allows employees to have five counseling sessions per incident per year. Sessions during shelter-in-place will be available via telephone or online. Topics for support and assistance may be related to stress, mental/emotional well-being, financial planning, childcare planning, eldercare for aging parents, substance abuse, and many other challenges. Counseling sessions are free to employees and completely confidential.

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 is not engaging in instruction and is at risk of learning loss.]

MHUSD will continue to utilize all prior and new strategies highlighted throughout this Learning Continuity and Attendance Plan to deepen engagement for students and families in a distance learning environment. As such, students that have not been fully engaged and participating in distance learning will be provided tiered support to re-engage them academically and socially-emotionally. The Multi-Tiered Re-Engagement Strategies Plan is a collection of approaches and strategies that aim to re-engage students.

Case managers for students of special needs receive a weekly assignment on google classroom to generate a weekly report of students who are challenged with engagement and methods in which support providers and mental health professionals are addressing engagement. Teams created a Special Education Multi-tiered reengagement strategies plan. All special education teachers, psychologists, and service providers received training on how to implement this plan before school began this year.

Special Services has created a series of parent partnership meetings to provide information and support to parents during distance learning with topics such as "Behavioral supports for special needs students during distance learning." These sessions are designed to be informative and interactive.

> Community Liaisons as well as the Migrant team will continue to collaborate with staff to monitor student engagement and reach out to parents/families with phone calls, home visits, and ongoing parent education workshops through Project to Inspire.

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.]

MHUSD's Food Service Team, CARE Specialist, Community Liaisons, Migrant team and Administrators continue to engage and communicate with parents about the importance of applying for the National School Lunch program, if needed. will continue to offer nutritionally compliant meals for both distance and hybrid instructional delivery models. We will meet or exceed NSLP/B guidelines which outline a meal to include a vegetable, fruit, milk, meat/meat alternative, and a whole grain.

For the distance learning model, MHUSD will offer a single day pick up on Monday's. The Monday distribution will include 5 breakfasts and 5 lunches. This is available for pick up at 3 school sites. Beginning in September, distribution times will include an early morning pick up and a late afternoon pickup. This strategy will allow parents time to pick up before the MHUSD distance school day begins or after school ends for the day.

When we are able to transition to a hybrid model, we will include a delivery system to deploy thermal bags on carts to all classrooms for all students. Staff will assemble thermal bags and teachers/staff will mark down student ID's of those who participated. MHUSD Nutrition Staff will enter ID's into the meal tracking software for CDE compliance. This process will be repeated for both breakfast and lunch meal periods.

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

This table should include additional actions related to the implementation of the Learning Continuity Plan that are not already included in the plan, including any actions related to the Mental Health and Social Emotional Well Being, Pupil and Family Engagement and Outreach, and School Nutrition Sections of the plan if needed. If applicable, please enter the following information in the table:

- *The section of the Learning Continuity Plan related to the action described. If the actions and expenditures described in this table do not apply to one particular section the LEA may put "N/A."*
- *A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable.*
- *Enter the total amount of expenditures associated with this action; and*
- *Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.*

Please add additional rows, as necessary.0

Section	Description	Total Funds	Contributing

N/A	Personal Protective Equipment (PPE), health materials, disinfecting and cleaning supplies, contracted cleaning services, signage, handwashing stations, physical barriers, additional HVAC filters, etc. to continue to provide services to disadvantaged families.	$275,000	Y
N/A	Nutrition Services additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment. Also continue to provide free meals to students under NSLP guidelines funding the student portion for reduced students and full portion for students who do not qualify for NSLP.	$175,000	Y
N/A	Reassign staff to support school re-opening, family outreach, assisting in online instruction, providing daycare services, etc. As a District, we have rapidly adjusted to a new educational delivery model, and we have begun to think about new and different ways to support disadvantaged students and families during distance learning using the available hours of our existing site-based and District-office based staff members. Estimated salary and benefits through December 2020. ● Operational Staff $3,271,000 ● Site or Office Based Staff, Instructional Support $1,814,000 ● Administrative $707,000	$5,792,000	Y
N/A	Pre-Service Days and Collaboration Time: Continue weekly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	$2,016,000	Y
	Total contributing in this section:	**$8,258,000**	

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
8.48%	$5,874,933

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.]

District and school wide actions are designed and implemented using the Multi-Tiered System of Support (MTSS) model. This model delivers services based on student need. In that way, the MTSS structure actually improves upon the precision of the state funding model that seeks to meet the needs of students based on their demographic identifiers. While many English Learners, socio-economically disadvantaged, or Foster Homeless students have high needs for support, within each group there are many who are successful in the general program. MTSS helps to differentiate the needs and services at the individual level rather than the group level. By default, high need groups end up with the preponderance of students who have needs and receive services; however, students of all backgrounds who may have individual needs also have a system in place to respond to them as well. MTSS efforts include staffing, specialized curriculum materials, strategic and intensive instructional strategies and related professional development.

Specific to the Covid-19 pandemic, the services directly impacting students include outreach and solving access barriers to virtual learning that are largely due to socioeconomic status. The same is true for food service and home assistance programs.

The Migrant program assisted students with enrollment, backpack distribution (containing school supplies for home use), food distribution, and linked families to services according to needs.

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

Services primarily directed toward improving or increasing the services provided to Low SES, English Learner, and Foster/Homeless students as described above total $15,515,458 which exceeds the percentage of the budget requirement of $8,139,277.

Services are improved in quality by considering program selection, professional development, staffing, and services to ensure that the needs of disadvantaged students including English Learners, foster youth, and low-income students are addressed and accommodated as part of the multi-tiered system of support principle that guides our work.

Services are improved in quantity by retooling our educational program, providing digital devices, access, student nutrition, outreach and support for distance learning that did not previously exist. That has been a monumental and ongoing undertaking without which our disadvantaged students would be literally without education during the pandemic.