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.

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General Information

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

The COVID-19 pandemic caused Mountain View School District, along with all other districts in San Bernardino County, to close schools on March 13, 2020. For the remainder of the 2019-20 school year, learning was provided via a distance learning format. Due to the lack of notice of a complete district shut-down, there was not time to prepare our technology for student use at-home. Teachers reached out to students and families regularly and provided learning and enrichment opportunities for students. It became apparent that families would need a device and internet access for students to receive a quality virtual instructional program.

The stay-at-home orders caused the entire district to shut down and work from home until the orders were lifted. Many of our families had one or more parent/guardian also working from home. Unemployment numbers soared across the state and our community suffered food insecurity. Essential district staff provided free meals for children (ages 0-18) located in South Ontario throughout the summer. Currently, schools in San Bernardino County are not allowed to open to in-person instruction. Devices (Chromebooks), textbooks, instructional materials and supplies have been provided to students. Hotspots with Internet access have been provided upon request. Drive through meal service continues to be offered. As parents are able to return to work, childcare is a needed commodity. The district does not currently operate its own childcare program, however, we provide space for YMCA to operate childcare on our school sites. We have expanded these offerings from one school site to three.

All programs that occur outside of the regular school day have been suspended until further notice. Elementary music and band are now being offered synchronously during student independent work time. Professional development for staff had to be modified and increased to support teachers in providing instruction in a distance learning format and strengthen their technology skills related to educational tools available for distance learning. The district wellness team has created a variety of resources for staff and students to support the wellness of all during these challenging times, including creating virtual student and staff calming rooms. School psychologists and mental health specialists collaborate with teachers to identify students and/or families in need of mental health supports. This plan addresses the impacts that the COVID-19 pandemic has had upon Mountain View School District and the community.

Stakeholder Engagement

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

The District solicits stakeholder feedback and encourages engagement over the course of the year in the development of district plans and programs. The district regularly holds meetings with various stakeholder groups including our LCAP Stakeholder/Parent Advisory Committee (S/PAC), District Curriculum Council (DCC) and District English Learner Advisory Council (DELAC). At the school level, regular meetings are held with School Site Councils (SSC), English Learner Advisory Council (ELAC) and school staff. We also meet regularly with our two bargaining units, leadership team and with students annually. Feedback is accepted all year long in other forms as well, including, but not limited to: phone calls, email, public comment at Board meetings, questions/comments on district social media feeds, discussions with staff on informal visits and feedback through our website. We reach out via phone blasts and marquees as well for families who do not have access to internet. The district has also offered hot spots to provide internet to families in need. This allows families to participate remotely via their child's school Chromebook. Options for participation include oral and/or written translations for families who do not speak English.

As planning began for the upcoming school year, the district surveyed families, certificated and classified staff regarding the safe reopening of school and instructional model options. We were also in close communication and receiving information from families who were coming daily to our meal service. Administrators were passing out food daily, which allowed us valuable input from parents and students. All of that information was processed and synthesized along with information/guidance from state, county and local authorities regarding the safe opening of schools and instructional options. The desires of our stakeholders are always in the forefront of all decision-making as we are here to serve the community. Survey results were shared with our Board of Trustees as well, who provided direction. All stakeholder engagement was considered by our District administrative team before finalizing the LCP.

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

Parents and families were encouraged on social media feeds and the district website to participate in Board meetings, including the study held on virtual learning models. The Board also suspended their policy to limit public comment to 30 minutes on one subject to allow the

public to be heard. Board of Trustees meetings were held in a virtual format via Zoom from April through September. This information was provided on the meeting agenda, which was posted on the district website and at all district and school locations. Anyone interested in viewing the meeting was requested to contact the Superintendent's office to obtain Zoom meeting information. There was a time for public comment at the beginning of every meeting. Beginning with our September Meeting of the Board of Trustees, we will be broadcasting live via Zoom while in-person meetings are still restricted. The posting of the public hearing notification (in both English and Spanish) informed the public of their opportunity to submit written comments regarding the specific actions and expenditures in the LCP. All notifications are made in English and Spanish and translators are provided for meetings. The LCP public notice was posted on August 31, 2020. The LCP was available for stakeholder review beginning September 8, 2020. Public Hearing occurred on Monday, September 14 with formal approval on September 17. The Board meeting agenda was also posted 72 hours in advance as noted on the agenda.

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

Community/Stakeholder/Parent Feedback - A survey was conducted of our community stakeholders to gain input as to their needs and preferences relating to instructional program offerings and student safety for the 2020-21 school year. We found that 45% of our parents were comfortable with students returning in a traditional format. Twenty-eight percent of our parents preferred a blended format while only 29% wanted a full virtual format. Unfortunately, we were not able to open to in-person instruction and a virtual format was the only option the district had. Fifty-one percent of the parents were comfortable with possible modifications having to the made to the school schedule to limit the amount of students that can be together at one time. Parents indicated the need for Chromebooks (62%) and internet access (4%). The community was notified of the Learning Continuity and Attendance Plan public hearing and approval dates as well as the location for accessing the document prior. Stakeholders were offered the opportunity to provide feedback and ask questions. During Mountain View School District Board of Trustees' study session on distance learning models on June 24, 2020, public presentations were made regarding instructional models and the community was able to address the Board with their questions, concerns and input. The Board held another meeting on July 1, 2020 and heard public comment prior to voting on which model to implement.

Stakeholder/Parent Advisory Committee (S/PAC) - A meeting of the Stakeholder/Parent Advisory was held on Wednesday, September 2. This committee is made up of teachers, classified staff, administrators and parents representing, at a minimum, our EL, low-income and foster youth students. The Continuity Plan was shared with the committee and input was sought as to the contents of the plan and what we can do to make virtual instruction more effective for our students. A suggestion was made to increase our technology staff to provide additional support to students who are newly enrolled. We currently have one tech for every two schools and two additional manning the helpdesk for families. We also provide written directions for students and parents. The superintendent responded to that suggestion in writing.

Staff Input - A survey was conducted of our certificated teaching staff and classified staff to gain input as to their needs and preferences relating to instructional program offerings and workplace safety for the 2020-21 school year. Sixty-nine percent of our certificated staff and 59% of our classified staff felt comfortable with returning to a full traditional format. Fifty-one percent of certificated and 52% of classified were comfortable in returning to a blended format. Twenty-six percent of certificated and 42% of classified were comfortable with a full

distance learning format. Seventeen percent of our certificated staff indicated that they are uncomfortable in utilizing technology to teach students in a distance learning format. This drove the professional development opportunities we put together for teachers. Feedback from teachers have provided valuable input into needed programs and hardware to support distance learning.

District Curriculum Council (DCC) - Our District Curriculum Council is made up of teachers across the district representing all grade levels and sites. The Continuity Plan was reviewed with this group during a virtual meeting on Tuesday, September 1, 2020. Input and feedback as to the plan and our current experience with distance learning was gathered. No additional needs were provided from the council. We have been seeking input from our teachers over the past five months and have moved in the direction to provide them with the needed resources. Teachers feel that with the items being purchased within this plan (technology and programs) they will have what they need to teach effectively in a virtual, blended or traditional model.

Bargaining Unit Feedback - We have worked closely at every step of the way with our bargaining units: Associated Mountain View Teachers (AMVT) and California Schools Employee Association (CSEA) to ensure their partnership and input into the plans and direction of the district as we plan for all types of learning models that may occur of the school year - traditional, blended and full virtual. The influenced all aspects of the plan.

District English Learner Advisory Committee (DELAC) - The DELAC met on Thursday, September 3, to review the Continuity Plan and gather input as to the actions and services. Members of the DELAC were pleased to see the supports for their children included in the plan. They reiterated the need for additional supports (which are already in place), such as Discovery Center, i-Ready and Rosetta Stone, for their children. There were no comments other than those of support so there was not a need for the superintendent to respond in writing.

Students - We met with our ASB Leadership and Renaissance students on Monday, August 31 to share the Continuity Plan and gather input input as well as assess the current status of our virtual program and determine areas of need. Overall, students were very positive about the transition the district has made to a virtual program. They indicated they would prefer in-person instruction, but understand why this model is necessary. Suggestions they had to improve the program included extending teacher office hours for student support, extending due dates of assignments and providing more math support during tutoring hours. Students also shared the desire to ensure their safety while they are online. There were a few suggestions around teacher management of google classroom and zoom sessions as far as monitoring, organizing and student expectations. Those aren't applicable to this plan, but have been passed on to administration. Students were aware that we have Internet available for those who lack it, the tutoring available for English learners and students with disabilities as well as our virtual calming rooms.

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

1. All of our stakeholder groups have been clear about the expectation for their safety while on our campuses. We have ensured that protocols are in place that make us a San Bernardino County COVID-19 Compliant workplace. We have prepared our facilities with signage, hand washing stations, protective barriers, providing personal protective equipment and practice social distancing. Our facilities are cleaned regularly with additional attention on high touch point areas.

2. Our teachers need Board-adopted core instructional materials to teach virtually. All student materials were sent home with families for this to occur. We anticipate there being a loss of materials that are never returned. Our teachers and administrators have shared the concern of needed materials not being returned. We will need to have additional materials on hand for immediate student use when we are able to host students on campus again. The District will be ordering additional materials to ensure all students have the needed materials.

3. Our teachers, including our District Curriculum Council, have expressed the need for additional technology to support their virtual instruction including a second monitor, updated document cameras and updated laptops to support the demand being placed on aging laptops. The District is purchasing all needed technology to support virtual instruction.

4. Our parents, students and teachers (including our District Curriculum Council, District English Learner Advisory Council and LCAP Stakeholder/Parent Advisory) have expressed the need for Chromebooks and Internet to be available for families who do not currently have Internet connectivity.

5. Our teachers have expressed the need for online platforms, such as Seesaw for our youngest learners, to provide virtual instruction. They felt it was more age-appropriate than Google classroom. Licenses were purchased for all teachers in grades TK-2.

6. Administration, parents (including LCAP Stakeholder Advisory and District English Learner Advisory Council) and teachers have expressed the need to asses and address learning loss. I-Ready is the tool we are using to diagnose learning loss as we have comparable data from December 2019. It is also being used to provided individual instruction intended to remediate, support grade level instruction or extend the learning for students, based on the child's need. Our Teachers on Special Assignment (TOSAs) are pushing into Transitional Kindergarten and Kindergarten to support instruction and students in need. Our TOSAs will also provide remediation to students in grades 1-3 through our Discovery Center program.

7. Our teachers have expressed that they need time to analyze data, collaborate and plan to address learning loss and support students in a virtual setting.

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.]

Mountain View School District has opened the 2020-21 school year in a full virtual model due to public health orders. Once the District has permission to teach students in-person, the district will pivot to a blended learning model with safety measures and social distancing in place at all schools. Blended is a combination of in-person instruction and independent study for a total of 180 days. In our blended model, students will be divided into two groups: A & B. Group A will attend in-person (elementary: 8:00am - 1:45pm, junior high: 7:50am - 1:45pm) on Tuesdays and Thursdays. Group B will attend in-person (elementary: 8:00am - 1:45pm, junior high: 7:50am - 1:45pm) on Wednesdays and Fridays. Mondays are designated for staff meetings, department/grade level meetings, collaboration time, preparation time for staff and professional development. Mondays will also have designated time for student check-ins and instructional support through virtual office hours. During days of non-physical attendance, students will continue to engage in independent learning. Students will be expected to complete instructional assignments, as provided by the teacher, during non-physical attendance days. Additionally, students are expected to attend a teacher-led virtual session from 2:00pm - 2:30pm for the purpose of reviewing assigned work from the previous day, social-emotional learning and/or checking in with students. Programs in which classes are traditionally small may be permitted to meet in-person Tuesday through Friday, as per the determination of the district (example: Special Day Class Programs). Appropriate social distancing will be required where possible, including one-way hallways and stairways, in classrooms, designated entrances and exits to buildings and appropriate locations for lunch periods. Using a blended model allows the district to provide in-person instruction, accountability and student services (such as counseling and intervention) while maintaining social distancing and limiting the number of students on campus during a given day. Every effort will be made to assign family members to the same cohort and honor the requests of families who have students in surrounding districts on a similar model. Having only half of the students attend daily will also allow our teachers to provide instruction to smaller groups that is focused on the needs of the individual learner and address learning loss that may have occurred as a result of the school closures in March. Once we are able to, all students will return to a traditional format and attend school five days per week during regularly scheduled hours.

Mountain View School District has received the designation of a COVID compliant workplace as determined by San Bernardino County Public Health Department. When students physically return to campus, staff and students will follow established District health and safety guidelines aligned with recommendations from the California Department of Education (CDE), San Bernardino County Department of Public Health (SBCDPH), Center for Disease Control (CDC), and other local agencies. The District will continually monitor the recommendations from these agencies and make adjustments to the District health and safety guidelines accordingly. These health and safety guidelines include, but are not limited to the following considerations for campus access:

- Students will wear face masks on District campuses.
- Staff will wear face masks or face shields on District campuses, while in the presence of others, unless otherwise designated by the Superintendent or designee.
- Staff will adhere to weekly wellness checks and daily temperature screenings.

- Classrooms will be sanitized daily, with frequent attention paid to high touch areas and hard surfaces throughout the day.
- Staff will be encouraged to practice social distancing of at least six feet.
- Social distancing will be practiced in the classroom setting through reduced occupancy of students.
- The District will utilize modified instructional schedules to support social distancing and reduced occupancy on campuses.
- The District will provide students with individual school supplies, and will limit the sharing of supplies among students.
- District campuses will utilize one-way pathways, whenever applicable, to allow for limited interactions and the promotion of social distancing.
- The District will provide and post signage throughout District campuses to encourage the practice of wearing face masks, social distancing, hand washing and sanitizing, as well as additional information related to COVID-19.
- The District will provide all personal protective equipment (PPE) for staff and students, which are necessary to ensure the safe practice of established District health and safety guidelines. These PPE items will include, but are not limited to: face masks, face shields, gloves, touchless thermometers, sanitizing products, and protective barriers.

Mountain View School District will be ensuring learning and competency development through i-Ready diagnostic assessments, i-Ready MyPath, curricular and teacher-made assessments and an analysis of student work. Teachers also have office hours to work independently with students to assess their needs and ensure competency. MVSD students will be assessed with Curriculum Associates i-Ready Diagnostic. For first through eighth grade students, this assessment will take place within the first month of school. Our kindergarten students will be assessed during the second month of school. This assessment will take place three times during the 2020-21 school year, taking place in August, December and May. Additional diagnostic assessments will be scheduled for students as needed to provide additional academic achievement measures. This assessment was taken in August and December of the 2019-20 school year and that data will be used to develop student learning trajectories. This assessment will be used consistently and not dependent upon our instructional delivery model. This assessment measures six key areas in English Language Arts and four key areas in Mathematics. The key areas in English Language Arts align with English Language Development Standards.

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

Description	Total Funds	Contributing
Preparing facilities for students to return following required protocols, such as hand washing stations, protective barriers, signage to ensure social distancing, etc.	$15,000.00	No
Purchasing Personal Protective Equipment for staff and students	$15,000.00	No
Additional cleaning and sterilization supplies to assure our facilities are safe for all.	$43,100.00	No

Description	Total Funds	Contributing
Additional Core Instructional Materials due to loss of sending textbooks home and not being returned. In order to be compliant with the Williams' Act and to provide a free and appropriate education, we must have core instructional materials at all times for all students.	$176,820.00	No

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.]

Regardless of the model used during distance or traditional instructional models, Mountain View School District teachers will be providing instruction to students aligned to California's rigorous state standards from Board-adopted curriculum. In planning for a distance learning (either virtual or blended), the goal is to take what students receive in the traditional model and provide the same access and offering in a distance learning format. The level of rigor is substantially similar to traditional in-person instruction, grade-appropriate and intended to ensure students are prepared to progress to the next grade level. Students will have access to a full curriculum as if they were attending on a traditional schedule. All students were also provided with instructional materials (adopted textbooks, consumable workbooks, a Chromebook computer and charger, and basic school supplies. Internet access was provided to families in need. Students also have access to all online materials from our adoptions as well as other district programs, such as i-Ready. Students have access to our technology help desk to help troubleshoot technology challenges. Schedules have been aligned so staff and students will be able to easily pivot from virtual instruction to a blended model, as well as from a blended model to traditional program. For continuity, students are assigned to the same teacher over the course of the year. To support instruction, teachers were provided with paid Zoom accounts, Google Classroom and our new student information system, Synergy, which allows teachers to communicate easily and effectively with families and supports Zoom and Google Classroom. Training occurred prior to the start of the school year that focused on preparing teachers to provide instruction virtually and training on technology tools and programs. Teachers planned collaboratively to shift their traditional instructional strategies and curriculum to virtual. District pacing guides provide a reference point for all teachers to keep students on track with grade level expectations.

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.]

The District surveyed parents in June 2020 regarding the feasibility of families being able to access instruction digitally should students be required to participate in school instruction from the home setting due to campus closures or reduced campus occupancy. Of the 685 parent

survey responses, 5% indicated that they did not have access to internet or WiFi. Additionally, the parent survey results indicated that 62% of respondents stated that they would need a digital device (Chromebook) to access digital curriculum from home. Based on results of the District survey, it was determined that should the school year instructional model be anything but traditional, the District would need to provide ALL students (including those with unique circumstances) with a digital device as well as provide internet connectivity for families that do not have access at home. Once it was determined that the District would begin the 2020-2021 school year in a fully virtual environment and would likely move to a blended instructional model before returning to a traditional model, it was critical to ensure that all students had access to their teacher's digital classroom instruction on a daily basis. The District ensured access to digital devices and connectivity in the following ways:

- All District students received a District Chromebook through a distribution checkout process prior to the start of school.
- District Chromebooks were preloaded with needed applications and filtering measures to ensure students could access their teacher's digital classroom instruction.
- All District teaching staff were provided a fully licensed Zoom account as a uniform platform for providing digital classroom instruction.
- All District students were provided a basic Zoom account, through their District email account, in order to allow for access to their teacher's digital classroom instruction.
- The District provided internet hot spots to families that could demonstrate a need for stable internet connectivity.
- The District set up and maintains a digital Student Help Desk through the District website, staffed by the District Technology Department, to assist students and families with potential access and connectivity issues.
- The DIstrict is providing ongoing support and access to Google Classroom and other digital support platforms for teachers and students to assist with digital classroom instruction.
- Our Director of Student Services worked with families that have unique circumstances to make sure they have the technology needed to access the curriculum.

During the school closures in March 2020, students participated in Distance Learning via paper/pencil and project-based activities where technology was not required. Students were emailed assignments weekly. A paper assignment packet was mailed weekly to parents who requested it. We also communicate with parents over our telephone calling system as a way to ensure all families, especially those without Internet, have access to the information provided.

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.]

In our virtual model, all elementary (TK-6) students participate in synchronous instruction 3.75 hours per day (includes a 15 minute morning break). All junior high students participate in synchronous instruction 3 hours and 55 minutes per day (includes 5 minute passing period between classes and a 5 minute break). Attendance is taken at both the elementary (daily) and junior high (by period) during synchronous instruction. Students are expected to attend daily as if they were in a traditional format. Teachers are tracking daily participation and weekly engagement during synchronous and asynchronous times as required by CDE. Participation is measured as per CDE guidelines, through

attendance, contact with students/parents and assignment/test completion. Teachers will be able to assess the progress of their students during asynchronous instructional time using publisher and teacher made assessments via Google classroom and checking for understanding. Teachers also offer 30 minutes per day of office hours where students may check in for additional assistance with classwork and to ask questions. This is another opportunity for teachers to evaluate the progress of their students. Regular communication with students and families is also an essential way to gauge progress. Lastly, the district uses i-Ready diagnostic and instruction for all students. Students take a diagnostic test at the beginning of the year and two more times to monitor progress over the course of the year. They are then assigned "My Path" which provides students with instruction and practice in areas of need in Reading and Mathematics. Students are expected to complete 30 minutes per day during independent study time. The district, school and teachers monitor the student's time completing the work as well as the progress the student is making, including areas of needed remediation. In addition, teachers are assigning an additional two hours of assignments aligned to virtual instruction, pacing guides and state-standards for students to complete independently in the afternoon. Included in this time is 20 minutes of daily PE. As defined by Senate Bill 98, California Educational Code Section 43501, students in grades TK & K meet their minimum of 180 daily minutes during synchronous instruction. Students in grades 1-3 meet 225 of their daily minimum of 230 minutes during synchronous instruction. Students in grades 4-6 meet 225 of their daily minimum of 240 minutes during synchronous instruction. Students in grades 7-8 meet 235 of their daily minimum of 240 minutes during synchronous instruction. The additional time value comes during asynchronous time through the monitoring of time completion of i-Ready minutes and work assigned independently as certified by a certificated employee of the district. In a blended model, all students will receive their minimum daily instructional minutes during synchronous time on their two days in class. For the three remaining days during asynchronous instruction, teachers will be assigning a full day's worth of work (aligned with what students would complete in a traditional model). Teachers and/or other certificated employees of the district will evaluate the time value of student work based on i-Ready minutes and completion of assigned independent work.

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 implementation of quality professional development aligned to California's Quality Professional Learning Standards ensures that educators and students will experience positive outcomes as we pivot from one instructional program model to another. In surveying and working with families and educators, it became clear as to the professional learning needs of our staff as we transition away from a traditional program to a virtual or blended model. As the year progresses, we will continue to monitor the professional learning needs of our staff through educator and stakeholder feedback. The best way for us to maintain positive relationships among the staff is to provide support and resources from within. Our teachers are supporting each other.

In order to build teacher confidence and competence in teaching a virtual or blended rigorous program, the following training opportunities were offered to all staff:

- Effective Learning Environments for our Littlest Learners
- Google Classroom & Google Docs/Slides
- Introduction to Google Drive, Slides and Forms for the Beginner
- Advanced Google Slides
- Using Zoom for Beginners

- Zoom for Junior High Instruction
- Basic Introduction to Google Classroom
- Synergy Support (New Student Information System)
- Synergy Class Websites
- Google Classroom and Zoom
- Classroom Collaboration and positive relationships in an online setting
- Google Classroom (Intermediate/Advanced) How to Organize Google Classroom for Streamlined Learning
- Tech Support for Teachers (Using a variety of programs including Google and SeeSaw)
- Creating an Effective Virtual Learning Environment utilizing Virtual Norms
- Social-emotional supports and strategies for teaching in a virtual format

These sessions were taught by district teachers over the course of two days. We also have classroom teachers and teachers on special ssignment who are available to work one-on-one with staff to support their instruction.

We also offered professional learning opportunities for teachers on our new district science adoption, including its use in a virtual format, how to do a diagnostic assessment on students virtually using i-Ready, and Synergy, our new student information system, presented by outside vendors. Our professional development opportunities are rooted in student and educator needs and focused on content and pedagogy. It emphasizes equity for all learners, especially our students who are most at-risk. Trainings are intended to allow teachers to collaborate, have access to resources and aligned to district policies and protocols. The goal is for teachers to provide a seamless virtual program for students that is equal in quality to a traditional in-seat program.

Teachers have access to a variety of resources. They have a teacher-on-special assignment at each elementary school who are able to provide technological support. We have expanded our technology department as well to service the needs of our staff teaching virtually and our students learning from home. Our teachers all have technology equipment, with updated equipment being purchased. Trainings have been recorded for teacher use. Zoom and SeeSaw accounts have been purchased. The i-Ready program is in use for all district student to provide diagnostic assessment and individualized instruction. Teachers and families also have access to a technology help desk and a technology facilitator is located on each campus.

During the school year training opportunities were scheduled for the 2020-21 school year prior to school closures. We have had to modify those offerings as we don't want to release teachers from their teaching responsibilities in a virtual or blended format as teacher time with students is limited. We have made modifications to our offerings so teachers do not have to be pulled from their teaching responsibilities. Teachers will receive professional development in teaching math and science virtually and supporting students at home using i-Ready. These modifications have been made in order to maintain quality, safety and accelerate student learning. We will continue to have teachers collaborate monthly during their Professional Learning Community (PLC) grade level and/or department meetings.

Staff Roles and Responsibilities

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

Due to the impact of COVID-19 on health and safety guidelines and the District instructional delivery models, modifications to staff roles and responsibilities have been made for classified, certificated and management staff. In relation to classified staff, the District worked with the classified association to negotiate allowance for staff to work out of classification during the impacted time period, in order to support new and changing needs of the DIstrict. As a result, the following modifications for classified staff have been made:

- Maintenance & Operations and Custodial staff have shifted their focus from standard cleaning rotations to deep cleaning and sanitizing of high traffic areas on campus.
- School Proctors now support the distribution of to-go lunches as well as support the site through light cleaning and sanitizing duties.
- Paraeducators are providing support directly to the classroom teacher instead of solely supporting students in face-to-face small settings.
- Health Clerks and the School Nurse are providing outreach support to families and assisting with resources as needed.
- School Office Staff have assumed the responsibility for weekly wellness checks and daily temperature screening for all staff on District campuses.
- Technology Specialists are now working to distribute and provide ongoing support for student devices and internet hot spots for student learning.

Additionally, the District has worked with our certificated bargaining unit to negotiate procedures for adjusted instructional schedules for the our certificated teaching staff. As a result, the District has established alternative schedules for Virtual Learning (fully online from home), as well as Blended Learning (combination of online from home and live in-class instruction). Each schedule presents it's own unique challenges that have adjusted how our certificated staff perform their duties. These adjustments to their standard roles and responsibilities include, but are not limited to:

- Providing full digital instruction.
- Scheduled time when instruction is delivered.
- Methods for collecting, grading, and providing feedback on digital assignments.
- Methods for providing digital assessments.
- Methods for digital classroom management and engagement strategies.
- Methods and strategies for support Special Education students digitally, as well as for conducting IEPs.

Adjustment to staff roles and responsibilities have also impacted the District at the management level. The Superintendent has assumed the role of the district communication officer, responsible for communicating the current District focus and direction with the community and staff, keeping them informed to new issues and challenges, changes to current programs, or ongoing policy directions from state and local agencies. The Assistant Superintendent of Administrative Services has assumed the role and responsibility for ensuring that the District maintains its status as a COVID Compliant Workplace, by ensuring adherence to established health and safety guidelines, by procuring and distributing necessary PPE items, and by ensuring the District maintains clean, sanitized and safe facilities. District Student Services staff have adjusted their focus to provide staff, students and community members with ongoing social/emotional support. The Junior High School Dean of Students has been tasked to provide support for a district-wide tiered re-engagement strategy for students who have not been

regularly attending digital instruction sessions. The District Technology Coordinator as assumed the overall responsibility for providing and supporting the necessary devices and connectivity hardware for both students and staff to conduct and participate in digital learning.

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.]

All pupils with unique needs were provided with all necessary technology to participate successfully in virtual learning. School counselor, behavioral health staff, EL Support staff and MTSS coordinators will reach out to our students with unique needs on a regularly scheduled basis to assist them with concerns or issues regarding connectivity or support with virtual learning plan.

All students with exceptional needs who have an Individualized Education Plan (IEP) will be provided with an Emergency Plan outlining how supports and services will be provided during our virtual learning model. Students receiving 1:1 para-professional support will continue to receive support through tele-health via an alternative device. Both the student and para-professional will have an alternative device where the 1:1 para-professional can provide redirection and direct prompting without disturbing the rest of the classroom.

English Learners will be provided additional support (including, but not limited to: additional monitoring of student progress, targeted instruction through breakout rooms, a focus on language development and growth, and targeted instructional strategies) and monitoring through classroom teachers, site EL Coordinators, and Paraeducators. Additional support times with staff will be available during non-instruction time.

Homeless and Foster Youth liaison and designated school site staff will reach out weekly to those students who have been identified as homeless or in a foster placement. Contact will be scheduled weekly and documented on a "check-in" form. Staff will provide community resources and assist with connecting services, if the family agrees. For families who are not able to pick up meals, staff will arrange pick-up or delivery for those students/families who do not have transportation or are only available after hours. In addition, in-person support will be available by appointment to assist with logging into virtual learning platforms and accessing Google classroom. Staff will also assist with helping students maintain connection to the school as well as their support groups. Weekly check-ins for all students with unique needs will also ensure their needs are being met as well as determining if any student is experiencing trauma.

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

Description	Total Funds	Contributing
Technology was provided by the District for student (including students with unique needs) and teacher use including: Chromebooks, second monitors, i-Pad document cameras and updated laptops for virtual instruction. This technology is necessary for teachers to be able to provide virtual instruction and for students to access the instruction and curriculum. Additional iPads for para-professionals providing 1:1 supports to students with unique needs.	$386,765.00	No

Description	Total Funds	Contributing
The District provided Internet access for students who do not have Internet access at home so they may participate in daily instruction	$29,800.00	Yes
The District provided programs to allow students to access online instruction: Zoom and Seesaw subscriptions. Without these programs, students may not be able to access the online instruction.	$12,788.00	No

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.]

MVSD students will be assessed with Curriculum Associates i-Ready Diagnostic Assessment. For 1st through 8th grade students, this assessment will take place within the first month of school. Our kindergarten students will be assessed during the second month of school. This assessment measures six key areas in English Language Arts and four key areas in Mathematics. The key areas in English Language Arts align with English Language Development Standards. Although not a specific English Learner assessment, the i-Ready Diagnostic is aligned with English Language Development Standards. This assessment will take place three times during the 2020-21 school year, in August, December and May. Additional diagnostic assessments will be scheduled for students as needed to provide additional academic achievement measures. This assessment was taken in August and December of the 2019-20 school year and that data will be used to develop student learning trajectories. This assessment will be used consistently and not dependent upon our instructional delivery model. Other content areas without previous assessments will be monitored by the classroom teachers for learning status and address any learning loss. For example, Zingy Science will be used to supplement our Science curriculum to support student learning.

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.]

Teachers will be provided with a Historical Monitoring trajectory tool to specifically plot the growth or slide of student academic progress utilizing the intervals of the Diagnostic assessment. Teachers will create monitoring lists and develop a student plan based on areas of loss. These areas are designated as six key areas in English Language Arts and four key areas in Mathematics. The key areas in English Language Arts align with English Language Development Standards. This historical monitoring tool will first be utilized for all English learners, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. This process would continue for low-income students who were not included in the previous categories, and then students who do not fall into the previous student groups. Students who are found to have learning loss will be provided support by differentiation in the classroom, support from our teachers on special assignment (TOSA) utilizing our Discovery Center intervention program, and additional support from paraeducators assigned to support those areas. This support will vary depending upon learning delivery model, but will include small group instruction and additional support time. English learner students will have access daily to additional software to reinforce English language skills. Access to these programs will be during the independent work time and not during direct instruction time. Classroom teachers will meet in Professional Learning Communities (PLC) to discuss their monitoring lists and develop learning plans to meet student needs. PLCs will continue to meet to discuss outcomes and adjust as needed. Students who continue to grow at a pace slower than expected will continue to receive class and grade level team support. Students who do not grow as expected, or experience learning loss that does not recover, will be directed to our Multi-Tiered System of Support teams (MTSS) that function on each campus. Individualized distance learning plans have been created for all students with special needs to support the implementation of the student's IEP. In addition, the historical monitoring tool will be utilized to identify key areas of learning loss and will assist in providing direction, supports and goal generation for students with special needs. All students who experience learning loss will utilize Curriculum Associates i-Ready instructional component, which will provide targeted, individualized instructional opportunities to strengthen key area skills and concepts.

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 our strategies will be determined by classroom monitoring and assessments as well as through the use of the diagnostic assessment that will be administered for each student a minimum of three times during the 2020-21 school year. After each assessment, there will be an evaluation of the progress of students on our monitoring list. This will be analyzed at the district, site and individual student levels. Monthly staff meetings and PLC meetings will provide additional time to discuss student progress and beneficial strategies. For students who have results showing learning loss, an additional interim Diagnostic may be conducted between the regularly scheduled Diagnostics of August, December, and May. The Diagnostic results have 6 domains in English Language Arts and 4 domain areas in Mathematics that allow teachers to target specific concepts and objectives.

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

Description	Total Funds	Contributing
i-Ready Diagnostic and Instructional Program (Cost is being covered by SBCSS System of Support Differentiated Assistance Funds)	0	Yes
Dedicated Professional Learning Communities (PLC) time for teachers to focus on identifying and supporting students with learning loss	0	
Discovery Center Remediation Program to provide support to students identified as having learning loss.	$530,773.00	Yes
Additional technology programs for students to rebuild skills independently. Programs include Zingy Science and Rosetta Stone.	$12,180.00	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.]

Mountain View School District's behavioral health staff, clinical counselor and school psychologists will continue to provide supports to students, families and staff to assist with the impact of COVID-19 on our community. On-going training and support will be provided as follows:

- Behavioral health staff, clinical counselors and school psychologists will provide professional development to teachers, para-educators and office staff on identifying signs of trauma, anxiety, homelessness and possible child abuse during virtual learning.
- Behavioral Health Staff developed a "Virtual Calming Room" to support staff and students. Strategies consist of stress management, coping skills and mindfulness activities.
- Daily social-emotional activities have been incorporated into the students' daily schedule. Teachers will use "Zones of Regulation" to assist them with identifying students who might be having difficulty in navigating the challenges of social distancing and virtual learning. In addition, behavioral health staff will push out weekly videos for teachers to use as social-emotional activities to foster self-regulation and emotional control.
- Behavioral Health Staff, clinical counselors and school psychologists will provide support directly to teachers and/or parents with daily scheduled office hours. Teachers and parents can discuss student needs or make a referral for services. Staff will assist in connecting students and parents to services and supports.

- Counseling and progress monitoring for students who have mental heath services will continue to be provided. Counseling will be provided via tele-health/virtually. Services will continued to be provided by the behavioral health staff, clinical counselor and/or school psychologist.
- For staff and students who require a higher level of need for support, the Behavioral Health staff will connect them with resources and outside agencies who can assist in providing the level of support needed. In-person support will be offered for those who are experiencing a crisis or in need of a lethality assessment.
- On-going professional development will be provided in areas the staff identifies as we continue with our virtual learning plan.

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.]

School teams/MTSS teams (attendance clerk, counselor, MTSS Coordinator, and site administrator) will use data on absence rates to identify students who need immediate support. In addition, staff will pay attention to which students miss the first week of school and will begin monitoring those students as well. For those families whose contact information is not available, staff will utilize alternative outreach strategies. Staff will also provide information and communications to families in their home language. The Student Services Dept. will coordinate with school sites to provide translation of documents as necessary. Teachers will document student attendance and daily participation. For students who miss more than three days or 60% of the instructional days in a week, the following tiered approach to ensure re-engagement will be followed:

Tier 1 - School Culture (Attendance Clerk, Counselor and MTSS Coordinator): Students missing 5% or more of school (at risk)
- Educate and engage students and families
- Monitor attendance data and set attendance and instructional goals (analysis of synchronous and asynchronous learning)
- Home visit
- Recognize consistent and improved attendance
- Attendance Clerk/Parent communication
- Identify and address common barriers with attending school
- Automated attendance notifications
- Teacher/Parent communication

Tier 2 - Personalized Outreach (Counselor, MTSS Coordinator/Team and Site Administrator): Students missing 8% or more of school (moderate chronic absence)
- Home visit
- Establish CICO
- Assign a mentor

- Refer to MTSS to address social-emotional, behavioral or academic needs
- Provide personalized early outreach and develop a personalized action plan
- Teacher/Parent communication
- Attendance Clerk/Parent communication
- Administrator/Parent communication - SART process
- Automated attendance notifications

Tier 3 - Case Management (MTSS Team and Site Administrator): Students missing 10% or more of school (sever chronic absence)
- Intensive Case Management
- Coordinate school and local public agency response
- Legal intervention - includes the SARB process

School Nutrition

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

The MVSD Food Service Department has created a plan to ensure compliance with our Child Nutrition Programs during our full Virtual Learning setting. We were able to apply and receive waivers for Non-Congregate Feeding, Meal Service Time Flexibility, Parent and Guardian Pick-up, and Meal Pattern Flexibility. The following items are part of our implementation plan:

- All employees, delivery drivers, and visitors must enter through the front office. They must sign in and have their temperature taken.
- Before entering the kitchen, employees must wash their hands, put on vinyl/latex gloves, and wear a fact covering (mask).
- There is sufficient soap and posters to show employees how to properly wash their hands at every hand washing station. There are plenty of new gloves and hand sanitizer throughout the kitchens.
- Each employee will have a work station set up in the kitchen with at least six feet of space between them and their co-workers. They have been instructed to keep a social distance of at least six feet as they move around the kitchen.
- Employees will clean and sanitize as they work and finish each task, or every 20 minutes. We have a timer set to remind them.
- Meal entrées will all be pre-packaged frozen items that will be placed in plastic bags with students' juice, fruit, vegetable and milk.
- We serve one breakfast entrée, one lunch entrée, two milks, one vegetable, one fruit and one juice for every participating student per day. We also offer a 5-day meal pick up in a grab-n-go drive through service at all school sites to maximize physical distancing.

In order to make the program successful we passed out flyers at the school sites during enrollment, placed information on the school, district and nutrition websites, emailed out flyers via Peachjar to all parents, and a phone blast was sent to all parents/guardians of every student in our district. The following information was on the flyer:

"Due to our virtual learning model of teaching, we will be offering breakfast and lunch in a grab-n-go system. This means that students, parents or guardians can come by any MVSD school between the hours of 11:50am to 1:30pm, Monday through Friday, to pick up both breakfast and lunch together. You will have an option of picking up meals daily or a 5-day package on any given day of the week. We also ask that whoever comes by to pick up the meals has their student's ID in order for us to verify enrollment in our district and participation in our Meal Program."

In a blended model, we will continue food service for all. Students who attend in-person will have lunch daily at school as if they are on a traditional schedule. When students are not in attendance, we continue our drive through pickup of meals for students. Regardless of the model: traditional, blended or virtual, lunch service continues for all students.

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

Section	Description	Total Funds	Contributing
School Nutrition	The following additional supplies were needed to be able to provide for staff and student safely and to provide "grab and go" meals for students: gloves, masks, sanitizers, 2 push carts, a bun rack cart, a milk cooler and a two-door freezer.	$7,000.00	No

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
16.10%	$3,250,594

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.]

Mountain View School District is estimating the proportion of all low-income pupils, foster youth and English learners to all students for the 2020-21 school year to be approximately 62%. Based on this percentage, the total supplemental and concentration funding is estimated to be $3,250,594 for the 2020-21 school year. It is the intention of the District to consider all Local Control Funding Formula subgroups when planning services. In the past, the District has shown strong performance results from running district-wide and school-wide programs. All of the services have been principally directed to meet the educational needs of low-income pupils, foster youth and English learners while allowing access to all students. Participation of eligible students in the planned services is anticipated to continue to be equal to or greater than the percentage of unduplicated students, just as it has been since the 2014-15 school year. The following district-wide and school-wide programs will be offered to address the needs of low-income pupils, foster youth and English learners that have been identified through a needs assessment, academic data and stakeholder input: at home internet access, discovery center, additional technology programs such as i-Ready, Zingy Science, & Rosetta Stone.

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

Mountain View School District is estimating the proportion of all low-income pupils, foster youth and English learners to all students for the 2020-21 school year to be approximately 62%. Based on this percentage, the total supplemental and concentration funding is estimated to be $3,250,594 for the 2020-21 school year. It is the intention of the District to consider all Local Control Funding Formula subgroups when planning services. In the past, the District has shown strong performance results from running district-wide and school-wide programs. All of the services have been principally directed to meet the educational needs of low-income pupils, foster youth and English learners while allowing access to all students. Participation of eligible students in the planned services is anticipated to continue to be equal to or greater than the percentage of unduplicated students, just as it has been since the 2014-15 school year. Based on funding, the District has increased services provided for low-income pupils, foster youth and English learners by 16.10%. In an effort to increase and improve services to the unduplicated pupils, the District has bolstered its school day academic intervention and remediation programs which include: (3) Teachers on Special Assignment (TOSA), and (3) Paraprofessionals to support the TOSAs. Students will have access to additional academic supports in Mathematics from i-Ready. In the area of English Language Arts, students will have access to i-Ready, Rosetta Stone (for beginning English learners), Zingy Science (for informational text) and the aforementioned Teachers on Special Assignment and their paraprofessionals. Students will receive instruction aligned to California State Standards by teachers who have been trained in the new state standards. To ensure students are College and Career Ready, students in grades 7 and 8 will have access to an AVID elective, as well as gain AVID strategies within the core content areas. Additional funding will continue to support and expand the existing music program for grades TK-8. A counselor at the junior high level will monitor academic achievement and provide support to all subgroups, including Foster Youth. English Learner Coordinators at each site will monitor the progress of EL students in acquiring proficiency of the English language. Paraeducators provide support to all subgroups in addition to English Learner paraeducators, who focus solely on the needs of students acquiring a new language. Special Education paraeducators provide support in addressing the needs of unduplicated students within the Special Education setting. Continued implementation of Positive Behavior Intervention and Supports (PBIS), along with Professional Learning Communities (PLC), will allow students to access the core

curriculum. In addition, the District will add additional teachers to reduce class size enrollment averages from 29 down to 25 in grades K-3. These increases and improvements to services provided will support the District in meeting the 16.10% MPP for the 2020-21 school year. In addition, the following district-wide and school-wide services will be offered to address the needs of low-income pupils, foster youth and English learners that have been identified through a needs assessment, academic data and stakeholder input: at home internet access, discovery center, additional technology programs such as i-Ready, Zingy Science, & Rosetta Stone.