

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain View Whisman School District	Cathy Baur, Chief Academic Officer	cbaur@mvwsd.org 650-526-3545

General Information

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

MVWSD announced on Friday, March 13, 2020 that our students would not return to campus on March 18 due to COVID-19. Since that time, MVWSD has been working to update its procedures and protocols to serve families in this new environment. Four Guiding Principles have guided our work:

- *Keep employees and students safe
- *Be nimble and be ready to deliver instruction in any stage (traditional, blended, virtual)
- *Create high-quality, equitable learning environments for all students
- *Involve our community in solutions planning and implementation

Our plans to reopen school in distance learning, blended learning and traditional models are summarized in “Return to Learn: MVWSD Reopening Plan” at <https://www.mvwsd.org/returntolearn>.

Actions found in MVWSD’s Learning Continuity and Attendance Plans are funded from a variety of state and federal funding including but not limited to: SB 117 COVID-19 LEA Response Funds, Elementary and Secondary School Emergency Relief (ESSER) Funds, Learning Loss Mitigation (LLM) Funds, and the Corona Virus Relief Fund or Cares Act funds.

Food Service: MVWSD serves 30.6% Free and Reduced Lunch students. These families rely on MVWSD for meal service. Our Food and Nutrition Services have distributed 350,000 meals in total on weekdays to families since closure and we anticipate this need possibly growing in the coming months.

Digital Divide: In the spring, many of our families did not have access to a device or internet to participate in online learning. Our technology department distributed 954 chromebooks and 42 hotspots to support families. As we move into the 2020-21 school year, MVWSD will be a 1:1 District. All students PK-8 will be issued a District device (PK - iPads and TK-8 chromebooks). Our technology department has expanded their capacity and are available to families online and in person to troubleshoot issues, distribute devices and hotspots, and provide replacement parts.

Instructional Changes: MVWSD has learned many lessons from the initial school closures in spring. Our team has continued to work to improve Distance learning offerings. MVWSD started with offering families online Flexible Learning options as well as paper packets during the first weeks of school closure (March 18 - April 17) . When it was announced that school closure would be extended, the District hosted an online community discussion through ThoughtExchange from April 1-8. We asked what was working well and what challenges parents and staff members were facing in supporting their child(ren) in learning from home. More than 1400 people participated. The feedback helped the District design a new Distance Learning Plan (DLP) which was implemented the week of April 20. After a few weeks of implementation, the District again revised expectations to include more in-person video lessons by teachers as feedback from parents was that students missed their teachers. This revised plan was implemented between May 11 and June 5. The District also created and implemented new optional Summer Learning plans for grades TK-8 and provided online teacher support for students. These plans allowed students to continue learning over the summer.

This fall, planning for instruction has been extensive and based on stakeholder feedback. At County recommendation, we'll open in 100% Distance Learning with planning for Blended Learning when it is safe to have students on campus. Some of the new initiatives in place for Distance Learning since the spring include:

- * More rigorous and robust learning experience for all students in our district
- * Assigned teacher will provide daily/weekly instruction either in real time or as previously recorded lessons
- * Teachers will provide small group instruction
- * Daily attendance and assignment completion is required
- * Feedback and grading will be given by assigned teacher
- * Childcare will be provided on MVWSD campuses by Right at School and the YMCA for children of essential workers.

Communications/ community engagement: COVID changed the way we engage parents. We revamped our communications plan to engage stakeholders (parents, students, staff) with communications by re-establishing parent and stakeholder feedback loops that existed under a traditional format. MVWSD has reached hundreds more stakeholders through the use of video, social media and teleconferencing technology and we continue to work to find additional avenues to reach our stakeholders.

Stakeholder Engagement

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

In May, June, July and August MVWSD provided multiple opportunities for parents and staff to give input and feedback on reopening plans including health and safety, distance learning and in person learning. Additionally, to better support and understand the needs of our students who are homeless we extended the work year for our McKinney-Vento liaison. She met with families over the course of the summer to connect them with resources including technology and hotspots as well as to listen to their concerns and needs for the upcoming school year.

Focus Groups: May 26, 27, and June 2

The District held multiple focus groups for a total of eight hours in order to gather as much qualitative feedback as possible from staff and parents to inform our reopening planning. Focus groups were kept to approximately 35 people each so that we could hear from as many stakeholders as possible. For those we were not able to accommodate, they participated in a Thoughtexchange (May 20-28 2020) where they were able to share their feedback online. The feedback from these groups is included in re-opening planning and is an important part of these plans.

Reopening Task Force June 5, 2020 and July 24, 2020

This group, representing teachers, administrators and classified staff, met to vet ideas for reopening and share ideas and concerns. Feedback collected was used to inform re-opening plans.

Public Meetings - Board of Trustees May 7, June 4, July 2, July 23, August 6

Superintendent, Dr. Ayindé Rudolph talked extensively about the reopening process in Board of Trustees meetings

Community Check-ins - May 8, May 12, May 19, May 20, May 22, June 19, July 16, August 7, August 21

Staff and Community members could register and participate in meetings or view past meeting recordings at https://www.mvwsd.org/about/communications/news_events/connecting_with_the_community Attendance at these meetings has ranged from 25-900 people.

Staff Check-ins - July 14 (classified staff) July 15 (certificated staff) August 6 (District Office staff)

Opportunities for staff to ask questions, provide feedback and express concerns related to re-opening. Feedback was used to inform re-opening plans.

District Advisory Groups - DELAC June 25, August 19 / DAC August 24

Opportunity for advisory groups to provide additional feedback and ask questions/comment on the next steps for reopening and the Learning Continuity and Attendance Plan

Responses to advisory group feedback were posted the week of August 24th.

The plan was presented for public hearing on September 3, 2020 at the regular meeting of the Board of Trustees.

The plan was approved by the Board of Trustees on September 17, 2020 at the regular meeting of the Board of Trustees.

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

Guided by Executive Order N-25-20, which directs Californians to follow public health directives including canceling large gatherings and also allows local legislative bodies to hold meetings via conference calls while still satisfying state transparency requirements, the District developed processes to provide remote participation in public meetings and public hearings.

The District uses Zoom for all public meetings and is able to provide Spanish interpretation through the platform. Members of the public who wish to participate in meetings of the Board of Trustees including public hearings may access the meeting through Zoom or by phone. They may connect directly by computer via the Zoom link published with the agenda or call in and enter the published meeting ID and password. Participants use the raise hand feature (*9 on the phone) when they want to comment on specific items or during public comment. Stakeholders are also encouraged to email their comments to publiccomments@mvwsd.org ahead of the meeting and they will be read aloud at the appropriate time in the meeting. All MVWSD meetings are streamed live at youtube.com/mvwsd and interpretation in Spanish is provided through the Zoom interpretation feature in the platform.

For all other public meetings held at the District or school level, MVWSD also uses Zoom. Participants either register in advance or participate through the published link. Public meetings are advertised widely by email, newsletters, social media, as well as on www.mvwsd.org, to ensure all families, even those without internet are notified of meetings.

MVWSD wants to ensure that all stakeholders have the opportunity to comment on the Learning Continuity and Attendance Plan if they choose. In addition to posting the plan on the District website for public comment, paper copies will be made available by request to District or school offices. The District will also send phone messages to families with information about the upcoming public hearing. Stakeholders are encouraged to comment during the public hearing. If they are unable to access the meeting, they may contact their School and Community Engagement Facilitator and provide feedback via phone that will be shared with the District and responded to in writing.

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

The District collected feedback from stakeholders from May to August 2020 that informed our reopening plans. Parents were most concerned with making sure that there were ways for students and teachers to make positive connections and the need for grading and feedback from teachers on assignments and student progress. Many also expressed that they wanted a plan that provided in person instruction for students. Staff, specifically teachers shared their concerns around needing childcare while teaching, how to differentiate lessons effectively while in a virtual or hybrid classroom, the recording of lessons, the process for supporting students who are not participating and professional development on expectations for instruction. All groups expressed concerns and shared expectations that the District have comprehensive protocols to ensure the health and safety of all students, staff, and families.

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

Planning for reopening has been an arduous process that was influenced by the feedback received from stakeholders as well as the changing conditions and directives from state and local authorities. While many items were influenced by stakeholder input the following are the most significant impacts that directed our planning and development of our Learning Continuity and Attendance Plan.

Teacher input very much influenced the District's plans for opening either in a Hybrid/Blended model where half of the students were in person and the other half were virtual. The original plan for blended instruction was to purchase technology so that teachers could stream lessons live to students in real time so that all students could participate in the lesson whether in person or at home. Teachers shared

multiple concerns about how they could manage the students in the classroom and the students online while also managing several technology devices. Based on these concerns, MVWSD decided to not move forward with live streaming. Instead, the District decided to hire a virtual team of teachers that would be responsible for only recording lessons for all grades levels in core content areas. This bank of lessons would then be given to teachers to post for students for asynchronous learning on virtual days in the hybrid model.

Another area heavily influenced by stakeholder input was the District’s Health and Safety processes and protocols. While the District had created comprehensive processes based on guidance from state and local health authorities, there was still a need to better communicate with our stakeholders. The District decided to utilize a re-opening checklist from the Center for Disease Control. MVWSD adapted the [checklist](#) and uses it to ensure that we are following all of the needed steps to re-open. We also post the checklist and share details with the community to be transparent about how serious we are about students, staff and families’ health and safety.

On June 25, the District held a meeting with the District English Learner Advisory Committee. The purpose of this meeting was to get input from them on the needs of families of English learners when school reopens. Feedback from the committee was that they were looking to get more support on issues related to mental health as well as more support for parents with how to utilize the technology that their students would be using. Based on this meeting the District re-constructed its [Parent University website](#) to include Distance Learning Resources including links to Technology How-To Videos, ways to support Distance Learning, and mental health tips. As the District started developing videos, they consulted members of DELAC to ensure we were on the right track. An additional two Parent University sessions were added for parents in August. On August 12 the District offered a Mental Health Awareness and Resources Town Hall in partnership with School Linked Services and Santa Clara County Behavioral Health. Over 300 people registered for this event. On August 13 the District offered a program on Distance Learning Support Resources. Over 600 people registered for this event which were some of the largest events the District has had in the history of Parent University.

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.]

MVWSD has been working to update its procedures and protocols to serve families during the COVID-19 Pandemic. Our plans to reopen school in distance learning, blended learning and traditional models are summarized in “Return to Learn: MVWSD Reopening Plan” at <https://www.mvwsd.org/returntolearn>. In addition, all facilities will use the [MVWSD reopening planning checklist](#) (adapted from the Center for Disease Control) to ensure that all health and safety protocols are implemented and followed.

Health and Safety for In-Person Instruction

Screening Process

Staff and students (with parent support) will need to self screen for symptoms each morning before coming onto district campuses or facilities. The screening tool asks the following questions:

- *Do you have any of these symptoms that are not caused by another condition? Fever or chills, Recent loss of taste or smell, cough, sore, throat, shortness of breath or difficulty breathing, congestion, fatigue nausea or vomiting, Muscle or body aches, diarrhea, headache
- *Within the past 14 days, have you had contact with anyone that you know had COVID-19 or COVID-like symptoms? Contact is being 6 feet (2 meters) or closer for more than 15 minutes with a person, or having direct contact with fluids from a person with COVID-19 (for example, being coughed or sneezed on).
- *Have you had a positive COVID-19 test for active virus in the past 10 days?
- *Within the past 14 days, has a public health or medical professional told you to self-monitor, self-isolate, or self-quarantine because of concerns about COVID-19 infection?

Staff or students who answer yes to any question will be asked to remain at home and will work with our District representative on next steps. The District also has developed an illness response protocol and a response process for when someone is diagnosed with COVID-19. Additionally, MVWSD has a partnership with El Camino Hospital and all employees will have access to free COVID-19 testing. All employees will need to have mandatory testing every other month.

Procuring PPE

MVWSD began procuring personal protective equipment and sanitation supplies and equipment in the spring of 2020 knowing that these items would be essential for the health and safety of our staff and students when it was time to have students return to in person instruction

The District has purchased a variety of items including but not limited to: Masks, face shields, electrostatic sanitizing machines, disinfecting wipes, hand sanitizer, touchless thermometers (Enough for all school offices and for each teacher to have in their classroom, disposable gloves and gowns, no touch sanitizer and soap dispensers, tissues, cleaning and disinfecting supplies, foot pedal operated trash cans.

Masks and Face Shields: When staff or students are using campus areas, both groups are required to wear masks, Students should wear clean, cloth masks from home or will be provided with disposable ones at school. Staff members can wear district-provided masks, clear face masks, and can opt to add a face shield if needed. Mask breaks can occur throughout the day when students and/or adults can be six feet apart and ideally outside.

Cleaning and Disinfecting: When staff or students are using campus areas, daily cleaning and sanitizing protocols will be followed with an emphasis on high-traffic areas. Areas include: Full classroom misting with disinfectant, door handles, faucets, table tops & chairs, soap, paper towel and sanitizer dispensers, main offices, restrooms. Additionally, All HVAC units will be serviced and MERV 13 filters will be installed in all units

Physical Distancing

Physical Distancing Protocols have been put in place to protect students and staff. Classroom furniture has been rearranged to ensure a 6 foot distance between students. School Schedules have been modified and only 50% of students will be in classrooms at any given time. Students will be placed in stable cohorts and meals will be served in classrooms. Arrival, dismissal, recess, and lunch times will be

staggered to allow for adequate rooms for students. Social distancing markers have been purchased for all District facilities and will be placed strategically to help remind staff and students of the need to keep 6 feet apart.

Hygiene Practices

Signs and videos have been created to train and remind staff and students about good hygiene practices including washing hands for 20 seconds and covering coughs and sneezes. All employees will be provided supplies to sanitize their desk areas at the end of each day, which is in addition to the cleaning and disinfecting that will be done each evening.

Teaching and Learning

When MVWSD is able to do in-person learning we will use a [blended or hybrid approach](https://docs.google.com/presentation/d/12-j0akxfakZhh-WWnzxAtiHTqRseCMiD_9qtD7-o77o/edit#slide=id.p9) (https://docs.google.com/presentation/d/12-j0akxfakZhh-WWnzxAtiHTqRseCMiD_9qtD7-o77o/edit#slide=id.p9). Students will be assigned to a stable cohort and be on campus for in person learning two days per week in groups of 12-15 students to ensure social distancing. They will learn online the other three days. Lessons for students learning online on their non-classroom days will be provided by a virtual team of teachers whose only job is to record lessons for all grades and core subjects. In person teachers will provide whole group and small group instruction and will be responsible for grading and feedback for all assignments. All grades levels will follow this format. Parents/guardians will be given an option of keeping students in Distance learning when we open for in person instruction. Instruction for students opting to continue in Distance learning will be provided by a dedicated classroom teacher.

Additionally, pacing guides have been developed for all content areas TK-8 based on the District's adopted curriculum. Teachers must follow these guides throughout the course of the school year. Following the pacing guides ensures that students will be taught all of the essential standards in the grade level and also ensures that as the District transitions in and out of Distance learning and Blended or hybrid learning the virtual teaching team will be able to provide appropriate lessons for students during asynchronous learning time.

When in person instruction opens, students in Specialized Academic Instruction classes will attend school 4 days per week and students with Individualized Education Plans (IEPs) will be able to come to school on their distance learning days to receive in person services and small group instruction so that they do not miss core instruction on their in person days.

Assessments

MVWSD has developed assessment plans for all grade levels. Students will take a variety of assessments over the course of each trimester including i-Ready ELA and Math, Literably (reading), writing, and specialized formative assessments for primary grades that assess phonics and phonemic awareness skills. i-Ready diagnostic assessments in ELA and Math will be given in August, December and May. Literably, writing and formative assessments are given at the end of each trimester. The District has developed an virtual assessment protocol so that students can still be assessed no matter what stage of reopening the District is in.

All data is housed in our data system, School City and all teachers have access to disaggregate results and pull reports to monitor students progress. All sites and teachers will be asked to use the District's data protocol after i-Ready diagnostic 1. The data protocol process will help schools and teachers identify standards and skills that students need additional instruction with or possibly need extension or enrichment. Once the standards and skills are identified, instruction can be added to small group time during core instruction or to the Response to Instruction period. Additionally, the District uses trend data by school and grade to determine next steps for professional development.

Additional Supports

In both in person and distance learning, students will still have access to Response to Instruction periods. In middle school this is an additional period added at the end of the day where students can be provided targeted support based on data. In elementary school, our RTI model allows for teachers to regroup students in small groups to provide intervention or enrichment. Half of the class goes to STEAM while the other half stays with the teacher and then they switch. All students get access to hands on STEAM lessons and RTI weekly.

Small Group instruction is required for all students weekly in all subject areas. ELD is taught at least 3 times per week.

MVWSD has a team of School and Community Engagement Facilitators (SCEFs) whose main role is to support students and families. SCEFs work with teachers to identify students who are struggling either academically or emotionally. The SCEF then works with the families to reduce any barriers or connect them to school or community resources to address needs.

MVWSD also continues to have Instructional Coaches in place to support effective learning environments for students. Research on strategies to mitigate learning loss and supporting target students like English Learners and Socio-economically Disadvantaged you include ensuring that students immediately have access to high quality grade-level-appropriate content in the new school year. This is more important than just repeating material from the end of the prior grade. Our coaches are a critical component in making sure teachers are providing engaging and rigorous instruction. Elementary schools receive either a 0.5 FTE or 1.0 FTE coach depending on the academic needs of students and the middle schools share a 0.5 ELA coach, a 0.5 FTE Social Studies Coach, a 0.5 FTE math coach and a 0.5 Science coach. These coaches will work with teachers both in person (following health and safety protocols and procedures) and virtually to improve instructional practices.

The District has also added an Equity Coach. The coach in partnership with District administrators will be developing plans that focus on Diversity, Cultural Competency, Equity, and inclusion. The District has surveyed staff of these topics and will be using that data to inform planning.

Description	Total Funds	Contributing
Purchase of cleaning and sanitizing supplies.	\$143,494	N
Purchase of PPE including masks and face shields as well as thermometers	\$462,745	N
Continuing to have an Instructional Coaching team to support teachers in providing rigorous and engaging instruction.	\$1,270,602	Y

Distance Learning Program

Continuity of Instruction

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

MVWSD has been working to update its procedures and protocols to serve families during the COVID-19 Pandemic. Our plans to reopen school in distance learning, blended learning and traditional models are summarized in “Return to Learn: MVWSD Reopening Plan” at <https://www.mvwsd.org/returntolearn>. One of our guiding principles during reopening planning is - Be nimble and ready to deliver instruction in any stage. By keeping this principle in mind, we have developed plans that will provide continuity for students if we transition between Distance learning and a blended model over the course of the school year.

Daily Schedules/Instruction in Distance Learning

Distance learning plans have been developed for all grade levels. MVWSD decided that in order to better support students and families during distance learning we have become a 1:1 environment for all students in grades PK-8. Students in preschool have been issued ipads and students in grades TK-8 have been issued chromebooks that also convert to a tablet. Chromebooks come with stylus’. These learning plans outline the expectations for instruction from the beginning of the day until the end. Each day begins with a live student check in and ends with a live student check out. On Monday, Tuesday, Thursday and Friday teachers are expected to teach synchronously in all core subjects. At elementary that includes ELA, Math, Social Studies, ELD and RTI/STEAM. In middle school this includes ELA, Math Science, Social Studies, and ELD/RTI. Please click links to sample daily schedules for [elementary](#) and [middle school](#). Live lessons will consist of a whole class lesson, independent assignments, and small group instruction and include integrated ELD strategies including content and language objectives, frequent checks for understanding, explicit vocabulary instruction, and ample student interaction using academic language. In elementary school all students are assigned to a small group and teachers must meet with these groups at least two times per week for ELA, Math and RTI and three times per week for ELD. In middle school, teachers also assign all students to a small group and must meet with each group at least once a week in all subject areas. Wednesdays are asynchronous days for students and teachers have staff meetings, professional development, collaboration and planning time. Teachers do have a live check in and check out with students on Wednesdays.

Instructional Delivery

Similar to the spring MVWSD is using Google Classroom as our Learning Management System. All information for students including Zoom links, assignments, lessons and feedback are in each teacher’s google Classroom. MVWSD created a standard set up for Google Classroom for elementary and middle school to provide consistency for students and families. In addition, each Friday, an overview of the upcoming week by class is posted on each school’s website on the learning Dashboard. This provides parents an opportunity to see what is coming up and plan their week ahead of time.

Teachers teach live lessons through Zoom and are able to use breakout rooms for small group instruction. All teachers have a District issued laptop and ipad to help them with live instruction. Teachers are also welcome to teach daily from their classrooms and have the option of teaching from home during distance learning.

All of the District’s core curriculum can be accessed online. Currently the District has consistent programs in TK-8 for Math (Eureka Math, Science (TCI - Bring Science Alive) and Social Studies (TCI - History Alive). Elementary teachers use Benchmark Advance (Benchmark Education Company) and middle school uses StudySync (McGraw Hill). Consumable materials for all programs will be distributed to students each trimester and be kept at home for students to utilize no matter what stage of learning the District is in.

Additionally, pacing guides have been developed for all content areas TK-8 based on the District's adopted curriculum. Teachers must follow these guides throughout the course of the school year. Following the pacing guides ensures that students will be taught all of the essential standards in the grade level and also ensures that as the District transitions in and out of Distance learning and Blended or hybrid learning the virtual teaching team will be able to provide appropriate lessons for students during asynchronous learning time.

Feedback and Grading of Assignments

Elementary School

All feedback and grading of assignments at the elementary level will be done through Google Classroom. Assignments can be submitted in a variety of ways including through google docs, See Saw (PK-2). The District has also purchased SquidNotes and the Kami app for teachers and students to facilitate work completion and submission. Standard grading and feedback expectations have also been set including the following All assignments must receive a score. Feedback must be provided on at least 1 ELA and 1 math assignment each week. Feedback can be provided by adding private comments on students' Google Classroom assignments, using screencastify to display student work and giving audio commentary. Student participation is to be monitored in Google Classroom platform by a daily participation score of 1- 4 based on the MVWSD Participation Rubric.

Middle School

All grading of assignments at middle school be done in Powerschool and updated weekly. Assignments can be submitted in a variety of ways including through google docs. The District has also purchased SquidNotes and the Kami app for teachers and students to facilitate work completion and submission. Teachers must acknowledge all work that is turned in. They are expected to give detailed feedback to each student on at least 1 assignment weekly in their content area. Feedback Can be a written comment on work, a Screencast of feedback and/or a score or grade based on a rubric that has been reviewed with students. Middle school teachers will provide a weekly score (1-4) for participation using the new MVWSD rubric.

Assessment

MVWSD has developed assessment plans for all grade levels. Students will take a variety of assessments over the course of each trimester including i-Ready ELA and Math, Literably/DRA (reading), writing, and specialized formative assessments for primary grades that assess phonics and phonemic awareness skills. i-Ready diagnostic assessments in ELA and Math will be given in August, December and May. Literaby, writing and formative assessments are given at the end of each trimester. The District has developed a virtual assessment protocol so that students can still be reliably assessed no matter what stage of reopening the District is in.

All data is housed in our data system, School City and all teachers have access to disaggregate results and pull reports to monitor students progress. All sites and teachers will be asked to use the District's data protocol after i-Ready diagnostic 1. The data protocol process will help schools and teachers identify standards and skills that students need additional instruction with or possibly need extension or enrichment. Once the standards and skills are identified, instruction can be added to small group time during core instruction or to the Response to Instruction period. Additionally, the District uses trend data by school and grade to determine next steps for professional development.

Designated and Integrated ELD

Students will be provided live ELD lessons based on proficiency levels weekly. At elementary school, ELD will happen in small groups three times per week. In middle school, English Language Learners have a separate period of ELD daily. Four days a week the instruction is live and one day a week students will complete an asynchronous lesson.

All teachers must incorporate integrated ELD strategies into daily lessons including content and language objectives, frequent checks for understanding, explicit vocabulary instruction, and ample student interaction using academic language.

Engaging Families

MVWSD has a team of School and Community Engagement Facilitators (SCEFs) whose main role is to support students and families with a focus on families of English Learners, Socio-economically Disadvantaged students and foster youth. SCEFs work with teachers to identify students and families that may need additional support including parent education and information in their home language. The SCEF then works with the families to eliminate barriers or connect them to school or community resources to address needs. Additionally our District has worked with our DELAC committee to identify needs of families whose primary language is not English. One of the issues raised was the need for additional training for parents on the technology students will be using this school year as well as the expectations for learning. The District has updated our Parent University webpage to include Distance Learning resources for parents like technology how-to videos and tips for distance learning.

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 the Spring, MVWSD purchased 3,850 Chromebooks to provide one take home Chromebook for every student in grades TK-5. The two middle schools already had a take home Chromebook program in place. The Chromebooks were prepared over the summer, assigned to each student, and then moved to the sites. The sites distributed those Chromebooks to families the week prior to the start of the school year. To provide connectivity for our preschool families, MVWSD repurposed about 100 iPads. The iPads were configured, assigned to a student, and moved to the preschool site for distribution to families.

MVWSD purchased 250 hotspots to provide Internet access for the 200 families the school sites had identified in the Spring that were unable to sign up for Internet service at their home. Over the summer, MVWSD staff reached out to each family to distribute the hotspot and show the families how to use them.

MVWSD created a number of training resources on a wide variety of technology topics. The resources are available on our website in [English](#) and [Spanish](#). We also added a parent portal to the support system that the Technology department uses to provide support for the District. The parent support portal is available in both English and Spanish and provides articles to families on how to use their technology and an easy way for them to contact the Technology department for support should they need it.

To support families that may have difficulty connecting remotely, the Technology department will be working closely with the SCEFs to support families that need additional assistance to connect.

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.]

MVWSD collected extensive feedback from parents regarding our spring Distance Learning Plan. One of the biggest concerns was the lack of live, synchronous instruction provided by teachers each day. The District's new Distance Learning Plan contains specific expectations for live instruction daily. On Monday, Tuesday, Thursday and Friday teachers are expected to teach synchronously in all core subjects. At elementary that includes ELA, Math, Social Studies, ELD and RTI/STEAM. In middle school this includes ELA, Math Science, Social Studies, and ELD/RTI. Live lessons will consist of a whole class lesson, small group instruction, and then independent assignments.

Teachers will monitor student participation during synchronous and asynchronous instructional time and assign a participation score in accordance with the adopted district wide rubric. Elementary teachers will assign a participation grade each day and middle school teachers will assign a participation grade each week. Additionally, all assignments given must be turned in and then provided a grade in either Google Classroom (elementary) or Powerschool (middle school). Teachers will be monitoring student progress in a variety of ways including participation in live instruction, small groups, discussions, assignment completion and assessment results. MVWSD has developed a virtual assessment protocol so that no matter what stage the District is in, students can still be reliably assessed and results used to make instructional decisions for students.

Additionally, the District will pull data from both Google Classroom and Powerschool weekly and provide it to District and site administrators so that they can also monitor student progress, participation and attendance. If students are not participating or completing assignments regularly, they will be supported through the District's re-engagement process.

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.]

In order to support the Distance Learning program, the district has planned regular professional development opportunities for staff throughout the year. The District calendar includes six full day teacher service days.

During the first week of the teacher work year, four full days of professional development sessions were provided. These sessions covered topics including health and safety, instructional pacing, participation, and expectations. Staff was provided with training on the use of online assessment tools and online curriculum resources. Training was also provided on the use of new devices, student tools, and effective use of digital platforms.

School schedules have been designed to include dedicated time for professional development for staff every Wednesday. These weekly sessions will allow sites to provide ongoing training in the area of distance learning, virtual instruction and technology. Site leaders will utilize input from teachers as well as academic and engagement data to plan sessions for the continuous improvement of the instructional program.

The District created a [Training Portal](#) to house all training videos created for students, staff and parents. As new trainings are developed by District and site personnel links will be added to the portal.

Instructional coaches and the District Technology coach will be instrumental in continued support of new learning for all staff.

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

To provide for the changing needs of students, staff, and the community, the District has created a number of new or increased positions.

The **District Technology Coach** was a part time position in 2019-20. In 2020-21, this position was increased to full time status to provide for the increased technology training that will be needed by teachers and families.

Two additional **Technology Support Technicians** have been hired to respond to the technology needs of teachers and families.

A **team of virtual teachers** has been hired to provide recorded lessons aligned to District adopted curriculum and pacing. These lessons will be available for students on their non-classroom days during the hybrid/blended model, allowing classroom teachers to focus their instructional planning time to in-person whole and small group teaching.

The District is adding a **Communication Specialist** position to support the District's communication efforts including community outreach, print, social and digital media, and video creation. This is particularly important as all communication must be done in a different environment this year.

A **Health and Wellness Coordinator** has been added this year. Research has shown that wellness matters because everything we do and every emotion we feel relates to our well-being. In turn, our well-being directly affects our actions and emotions. Therefore, it is important to focus on wellness programs in order to subdue stress, reduce the risk of illness and ensure positive interactions. This position is even more important in our current environment.

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.]

Supports for English Learners

MVWSD's Distance Learning Plans have specific expectations for instruction for English Learners including time for designated and integrated ELD. Teachers will need to have ELD listed in their schedules on Google Classroom so that site administrators can monitor implementation. Additionally, all lessons that teachers teach need to include the following SLOP components:

- *content and language objectives
- *frequent checks for understanding
- *explicit vocabulary instruction
- *student interactions using academic language

Site principals will monitor Google classrooms and conduct virtual walkthroughs to monitor implementation.

Elementary School

In elementary school, teachers must provide live, synchronous ELD three times per week in small groups based on proficiency levels. Teachers have been provided with a lesson plan template to ensure that they are meeting the goals and objectives for ELD for students as well as a resource list which contains materials that can be used for ELD lessons.

Middle School

In middle school, designated ELD is a separate period. All English learners will have ELD 5 days a week - 4 days live, synchronous instruction and one day of asynchronous instruction. Middle school classes utilize English 3D as the core curriculum for designated ELD.

At this time the District is planning to assess students virtually on the ELPAC and is awaiting further guidance from the California Department of Education.

Students with Exceptional Needs

Students who are educated in general education classes will receive their special education services virtually during their independent work time throughout the day. Educational Specialists, instructional assistants and other service providers will work with classroom teachers to determine schedules that do not interfere with live, synchronous instruction.

Small group instruction classes (SDC) will follow the general education schedule for their classes to ensure the ability to mainstream students into specific general education classes. Small group instruction will take place utilizing the classroom teacher and instructional assistants.

Students who struggle with on-line learning will be given paper/pencil tasks to complete at home with virtual or phone support.

Students who require a 1:1 Instructional Assistants will receive this support virtually (all instructional assistants will be issued a District chromebook so they can participate and support students virtually while they are distance learning) or on the phone or utilizing both of these techniques.

Students who have signed up for all day daycare and have support of a 1:1 on their IEP will receive this support in-person at the district school where the daycare is located.

Teacher training on how to monitor goal progress was completed. Teachers will use what they learned to ensure that students are making progress. All special education teachers will establish distance learning plans for their students on an IEP and share them with parents/guardians.

Individual Education Plan meetings will be held virtually. If a parent does not have a way to participate in a virtual meeting, the parent and principal will meet in person with the rest of the IEP team meeting virtually. Special Education teachers will communicate with families on a regular basis and more so if the student is not engaging in services or classes. Teachers will keep a log of communication and also work with the School and Community Engagement Facilitators through the re-engagement and IEP process as needed.

All students have been given access to a technological device and will receive materials on an as needed basis.

Supports for students in foster care, pupils who are experiencing homelessness, and students who are socio-economically disadvantaged

MVWSD employs a variety of personnel whose jobs are devoted to supporting our District's neediest students and families. The District's Director of Federal, State and Strategic Programs in conjunction with site administrators oversees the daily work of these groups.

School and Community Engagement Facilitators

School and Community Engagement Facilitators (SCEFs) are employed at all school sites. The main role of the SCEF is to remove barriers for families and students and connect them to District and community resources. They support the student re-engagement process, make home visits and check in with students and families regularly.

At Risk Supervisors

The District's school's with large populations of target students also have At Risk Supervisors. At Risk Supervisors monitor students identified as at risk for the purpose of determining the appropriate interventions. They also develop plans and supports for students in conjunction with the students, parents, community agencies, administration, and teachers. They support the student re-engagement process, make home visits as needed, and work directly with students.

McKinney-Vento Liaison

The District also employs a McKinney-Vento liaison. This employee works directly with families and students who are homeless and ensures that they have the resources needed for day to day living and schooling.

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

Description	Total Funds	Contributing
Continue to have School and Community Engagement Facilitators to support students and families	\$860,566	Y
Continue to have At Risk Supervisors at the District's schools with the highest number of target students	\$396,990	Y
Purchase of Chromebooks for every student in MVWSD	\$1,585,218	N
Purchase of hotspots for students without reliable internet	\$48,128	Y
iPads for every teacher to assist in creating a digital whiteboard for students	\$55,158	N
Purchase of apps to support teachers and students with Distance Learning - Kami app and Squidnotes	\$25,500	N
Purchased digital components to textbook adoptions	\$92,005	N
Hiring of two additional Technology Support Technicians to help with chromebook troubleshooting and repair	\$141,730	N
Hiring of 6 teachers for the virtual teaching team that will provide asynchronous lessons for students when the District enters Blended/hybrid learning.	\$622,610	N
District Technology Coach	\$ 107,518	N

Hiring of a District Equity Coach	\$145,738	N
Noon duties repurposed to serve Grab and Go meals during distance learning at all school sites	\$207,380	N

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.]

MVWSD has developed assessment plans for all grade levels which outline what District assessments will be given and when over the course of the year they will be administered. The District has developed a [Virtual Assessment Protocol](#) for assessing students while we are in Distance learning. When the District is able to transition to a Blended/hybrid model, assessments will be given in person.

i-Ready Diagnostic assessments will be used to assess students in ELA and Math and results will inform instructional support and measure student growth. They will be conducted 3 times a year - August, December and May). The beginning of year i-Ready diagnostic assessment will provide teachers with the most current data on student learning. Based on this assessment data, teachers will identify where each student's strengths and focus areas lie. This data will be benchmarked against expected grade level standards for this time of the year. Students will then be put into similar needs groups and focused small group instruction will be provided during Response to Instruction (RTI) time.

In addition to this, teachers will also provide focused small group instruction during core instruction to ensure that students are mastering the priority standards being taught. Priority standards have been shared with teachers at all grade levels across the District. Small group instruction will be provided in both English Language Arts and Math to each student at least 2 times per week, in addition to RTI. Students will also be assessed on curriculum based unit and module assessments across content areas. Students will be regrouped at regular 6-8 week cycles based on their unit, module assessment results and progress.

Similar small group targeted instruction will take place at the Middle school level with co-teachers and push-in support for student groups. Additionally, the District has built in an additional period at the end of the day for targeted support. Students needing extra support can be placed into these sections once assessment data has been analyzed.

English Language Development will be provided through designated and integrated live instructional lessons. Designated ELD will occur three times per week for elementary students and 5 days a week for middle school students. Literably/DRAs will be used to assess students to the most accurate leading levels and supports will be designed accordingly. Teachers will also provide individualized i-Ready lessons and pathways to students with Reading and Math support based on their assessment results.

Students displaying the largest gaps between their start-of-year i-Ready performance data and expected grade level performance will be identified and their progress will be monitored carefully by site teams. Our School and Community Engagement Facilitators (SCEF) and At-Risk Intervention Supervisors (ARIS) will also play a critical role in tracking student progress and coordinating wraparound services between teachers, students, administration, and families.

Pupil Learning Loss Strategies

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

The LEA will have a heavy focus on identifying students' needs via assessments. i-Ready diagnostic data in English Language Arts and Math will provide teachers with an understanding of the learning loss in reading and math. All District assessment data is housed in our data system, School City and all teachers have access to disaggregate results and pull reports to monitor students progress. Teachers can also create their own tests and quizzes in this platform. All sites and teachers will be asked to use the District's data protocol after i-Ready diagnostics are given. The data protocol process will help schools and teachers identify standards and skills that students need additional instruction with or possibly need extension or enrichment as well as monitor academic growth. Once the standards and skills are identified, instruction can be added to small group time during core instruction or to the Response to Instruction period. The formative cycle of inquiry will be followed to teach, assess, and regroup students to continuously monitor and address student needs. Additionally, the District uses trend data by school and grade to determine next steps for professional development.

Student participation in learning will also be scored on a district adopted rubric and all assignments will be expected to be turned in and will be graded in either Google Classroom or Powerschool. The District will pull regular reports from each system and provide the data to sites as a way of monitoring student progress. This will prevent further deepening of the learning loss when we can intervene early.

For ELs and SED families, our SCEFs will hold regular office hours to answer questions, troubleshoot, collect feedback; then engage teachers and administrators in improving ELD, small group instruction, and RTI. The District is planning to offer (pending further guidance from state and local authorities) McKinney-Vento families in person school-day childcare at Castro Elementary School through the Beyond The Bell Program. BTB will be available for full day supervision so students have a safe place to learn and receive support. Pupils with exceptional needs will be supported with integrated STEM projects to extend learning and support application for deeper understanding

Teachers, Administrators, SCEFs and ARISes will also facilitate efforts to remove barriers to learning and identify additional supports needed to close the gap, including optional before school classes and a Saturday Academy aimed at giving extra support to English Learners, Students with Disabilities, and Socio-economically Disadvantaged students. Targeted students will be prioritized for 1:1 tutoring programs.

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.]

Weekly reports will be generated and shared with site administrators to monitor student participation and work completion at elementary as well as middle school level. Based on the weekly reports, site administrators will work with the teachers, SCEFs and ARISes to support students and families.

Site administrators will be co-teachers in their teachers' Google Classrooms and support feedback provided to students. Virtual classroom walkthroughs will be conducted by site administrators to monitor instruction, student-teacher interaction, and provide teachers with feedback and support on the effectiveness of instruction during Distance Learning. Principals will provide constant feedback and support to their teaching staff based on classroom walkthrough trends and observations. Sites and teachers will be asked to use the District's data protocol

after i-Ready diagnostics are given. The data protocol process will help schools and teachers identify standards and skills that students need additional instruction with or possibly need extension or enrichment as well as monitor academic growth.

District Leadership will provide opportunities for student learning loss data analysis during administrative meetings with district leadership and during site administrator PLC meetings. Follow-up action steps will be developed by sites and effectiveness monitored.

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

Description	Total Funds	Contributing
Continue to have an Responsive to Instruction Teaching Team that enables students to receive small group intervention or enrichment based on data and identified needs.	\$1,686,137	Y
Allocation of additional fund to sites to support English Learners, Socio-economically Disadvantaged students, and Foster Youth (Targeted Student Support Program)	\$382,200	Y
Costs related to extending the Beyond the Bell program at Castro School to provide targeted McKinney-Vento students with access to a consistent place for learning and support during Distance Learning.	\$100,000	Y

Mental Health and Social and Emotional Well-Being

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

While MVWSD has many programs that address mental health and emotional well being of staff and students, they have not been a part of a cohesive plan. This is an area that the District was focusing on when school closure began in March 2020. As a result, we have been working to better coordinate efforts and have made the decision to hire a Health and Wellness Coordinator. This coordinator will be responsible for supporting the planning, implementation, and evaluation of the District’s PK-8 Health and Wellness program in order to improve the health and wellness of all students and staff at each school site in the district.

All MVWSD school sites use Social Emotional Learning programs for students. Each school had to turn in their plan for the rollout of SEL activities that were happening in the first two weeks of school and are expected to have schoolwide and classroom based activities each week. Each middle school has a counselor and the District did add a counselor to our elementary school with the highest number of English Learners, Socio-economically Disadvantaged and McKinney-Vento students. School counselors provide an open door policy for students as well as provide check ins for students who are needing someone to talk to or in need of emotional/social support

The MVWSD website and social media promoted resources curated by the District’s School Community Engagement Facilitators. https://www.mvwsd.org/parents/health/mental_health_resources. We have a referral process to different community providers including the Community Health Awareness Council (CHAC) and Uplift that can provide individual therapy, family therapy, school and telehealth support if needed for students.

In May, MVWSD launched an Employee Assistance Program (EAP). On behalf of the Santa Clara County Schools' Insurance Group, the EAP program offers 5 counseling visits per issue per year via face-to-face counseling, telephonic counseling, or virtual counseling, at no cost to employees. The District's Clinical Therapist offers teachers an opportunity to join a support/process group one time a week or as needed to share the impact of Covid and get support from one another.

Special Education staff has been trained to learn ways to identify student's possibly being impacted by Covid through distance learning and provided tools to support those behaviors. School Psychologists, School Counselors, the Clinical Therapist and other identified staff will provide crisis intervention and risk assessment for students as needed.

Staff are encouraged to have daily check-ins with students to gauge their social and emotional well being throughout the day. Staff, if noticing a student's mood may be impacted will encourage students to talk to a counselor in the office for support or will connect with the site School and Community Engagement Facilitator and principal to arrange for a more formal check in with the student/family.

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.]

Student participation and engagement in learning is monitored by teachers, site administrators and the District. Teachers, Principals, Office Staff, and SCEFs, and At-Risk Intervention Supervisors (ARIS) work together to monitor student attendance and engagement at the site level. Constant communication and monitoring will take place between the district staff and the site administrators on student engagement and support. The tiered re- engagement plan that has been created by MVWSD includes:

Tier 1 - SCEF, ARIS create a list of students with low participation or work completion (less than 60%), collaborate with teacher and office staff to provide support for the family to remove barriers to attendance, work completion and/or participation. Student engagement is monitored and increase is celebrated with families and students.

Tier 2 - If students continue to have low attendance, participation, and/or work completion for more than 3 weeks, the SCEF educates families about truancy laws (in their preferred language) and a meeting is held with SCEF/ARIS, family, student, and teacher(s) to review attendance and engagement expectations. Team develops an individualized support plan to improve student attendance, participation, and/or work completion. If the student is Special d or has a 504, an IEP or a 504 meeting needs to be held. Student engagement is monitored and increase is celebrated with families and students.

Tier 3 - If student attendance, participation, and/or work completion still has not improved after 5 weeks, SCEF/ARIS sets up a meeting between families, student, teacher, and principal to formalize a student support [contract](#). SCEF/ARIS and Principal monitor the contract and the team celebrates increased attendance and engagement with families and students.

Tier 4 - If attendance, participation, and/or work completion still has not improved after 7 weeks, Principal reviews [contract](#) with families again and escalates to the district SART (Student Attendance ReviewTeam).

In addition to the re-engagement plan, the District and sites communicate to families in weekly newsletters about the importance of attendance. The majority of the District’s support staff speaks Spanish and we employ a cadre of translators and interpreters. The District also provides access to sites to LanguageLine Solutions which provides on-demand and onsite language interpretation for schools in over 240 languages.

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.]

When campuses are closed and the District is providing distance learning, meals will be prepaid for grab and go service and distributed at each site. Meals will be ready for pickup at 11:30-1:00 Monday through Friday, and students will be given an hour break in their instructional day to receive the meals. Each meal will contain lunch and breakfast for the next morning. Free and reduced price meals will be available at all school sites for students who registered for free and reduced price meals and the National School Lunch program. Full price meals will be available for students who have paid in advance online. Food Service personnel, School Community Engagement Facilitators, Principals and Administrators continue to engage and communicate with parents about the importance of applying to the National School Lunch program if needed. When campuses are open to students and the District is providing in-person instruction, breakfast and lunch will be served in the classrooms.

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

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Wellness	Health and Wellness Coordinator	\$194,708	N
Pupil and Family Outreach	Communication Specialist	\$98,520	N

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
7.60%	\$2,825,190

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.]

Based on staff and stakeholder feedback and research on effective practices we are implementing actions/services to increase or improve services for Socio-Economically Disadvantaged, English Learner and Foster Youth. Stakeholder feedback indicates a continued need to meet the needs of all students in both academics and social emotionally. The District is implementing the following actions/services to directly serve unduplicated students:

Response to Instruction

Continuing the Response to Instruction initiative to include students at the middle schools and maintain the elementary programs to support students at all academic levels. At the elementary sites, additional Response to Instruction teachers will deliver science instruction while classroom teachers deliver targeted instruction to meet their student needs from intervention to enrichment. The additional teachers allow sites to lower class size for our most challenged learners which are our English Learners, Socio-Economically Disadvantaged students, and Foster Youth. Our middle school schedule allows the District to continue to implement Response to Instruction periods for targeted students.

Instructional Coaches

Research is clear that professional development without follow up is not effective. Having a strong instructional coaching system encourages collaborative and reflective practice. Coaching allows teachers to apply their learning more deeply, frequently, and consistently than teachers working alone. Coaching supports teachers to improve their capacity to reflect and apply their learning to their work with students and also in their work with each other. More importantly research on strategies to mitigate learning loss and supporting target students like English Learners and Socio-economically Disadvantaged youth, include ensuring that students immediately have access to high quality grade-level-appropriate content in the new school year. This is more important than just repeating material from the end of the prior grade. Our coaches are a critical component in making sure teachers are providing engaging and rigorous instruction. Elementary schools receive either a 0.5 FTE or 1.0 FTE coach depending on the academic needs of students and the middle schools share a 0.5 ELA coach, a 0.5 FTE Social Studies Coach, a 0.5 FTE math coach and a 0.5 Science coach. These coaches will work with teachers both in person (following health and safety protocols and procedures) and virtually to improve instruction.

Targeted Student Support Program (TSSP)

TSSP funds support supplemental services for target students at all school sites. Sites are allocated funding based on their unduplicated count. Funding is used by sites primarily to provide services and supports for English Learners and Socio-Economically Disadvantaged students. However, TSSP funds can be also used to support other target groups identified in the California Dashboard. Research demonstrates that when parents are active partners with their child(ren) and the school then student outcomes are improved. The District is implementing the following actions/services to directly serve unduplicated students:

School and Community Engagement Facilitators

School and Community Engagement Facilitators work with staff, students and parents to develop plans and strategies to maximize student and parent attendance, engagement, and connectedness to their school, district, and community with a specific focus on English Learners and Socio-Economically Disadvantaged students and families. Sites with high unduplicated counts have full time School and Community Engagement Facilitators and sites with lower numbers share.

At Risk Supervisors

At Risk Supervisors work with students who have been identified as At Risk academically, emotionally, or physically. At Risk Supervisors are placed at our school with the highest numbers of target students including English Learners and Socio-Economically Disadvantaged students. They work with staff, students and families to develop plans to support students.

Extension of the Beyond the Bell program at Castro Elementary

The District is planning to provide (pending further guidance from state and local entities) students identified as McKinney-Vento who live within the boundaries of Castro School to have the opportunity to attend in person programming during the school day. Beyond the Bell staff will provide a structured environment for students to participate in Distance Learning and get support. Staff will also provide recreation, enrichment, and social emotional learning activities during school breaks. The District will supplement the ASES funding for Castro so the program can run for the length of the school day.

Hotspots

The district has purchased and continues to distribute hotspots to families that do not have access to internet services so that students can participate fully in distance learning.

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

The District's percentage of funding for increased or improved services is 7.60% or \$2,815,190. The District knows that in the current environment, additional actions and services are essential to the success of all students and more specifically those that are more at risk including Socio-economically Disadvantaged, Foster Youth, English Learners, and Homeless Pupils. The District has exceeded the percentage of funding for increased or improved services and will spend \$4,744,623 on actions and services to benefit these students.