



Mountain View  
Whisman  
School District

# Learning Continuity and Attendance Plan

August 2020





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# Background

# Senate Bill 98

- On June 29, 2020, Governor Newsom signed Senate Bill 98 (SB 98) into law.
- Although SB 98 is a budget bill, it also includes requirements regarding distance learning, in-person instruction, attendance instructional minutes among other items
- SB 98 also mandates the creation of a Learning Continuity and Attendance Plan (LCP) in lieu of the 2020-21 Local Control Accountability Plan which was originally required by the Governor's Executive Order N-56-20 in April 2020



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# Purpose and Requirements

# Learning Continuity and Attendance Plan (LCP)

- The Learning Continuity and Attendance Plan is a key part of the overall budget package for K-12 education.
- It seeks to address funding stability for schools while providing District-level information for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year.
- The LCP is intended to balance the needs of all stakeholders, including educators, parents, students and community members and the ongoing need for Districts to formally plan to return to school in the midst of the COVID-19 pandemic without requiring two plans (an LCAP and and LCP).

# Learning Continuity and Attendance Plan (LCP)

- The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following:
  - Addressing gaps in learning;
  - Conducting meaningful stakeholder engagement
  - Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness
  - Providing access to necessary devices and connectivity for distance learning;
  - Providing resources and supports to address student and staff mental health and social emotional well-being
  - Continuing to provide school meals for students.

# LCP Timeline

## June/July

- District consults with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in developing the Learning Continuity Plan.

## August 1, 2020

- California Department of Education and State Board of Education release LCP template

## August

- District solicits recommendations and comments from public
- District notifies public of opportunity to provide written comments.
- District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) have opportunity to separately review/comment on plan; district responds in writing to their comments.

# LCP Timeline

## September

- LCP presented at public hearing. Agenda for hearing must be posted at least 72 hours in advance and explains how to locate the plan.
  - Hearings must include remote participation opportunities, and district must make efforts to solicit feedback from families without internet and/or who do not speak English.
- Board adopts LCP at a separate public meeting held after the Learning Continuity Plan is publicly presented - on or before September 30, 2020



# MVWSD Timeline

**June/July** - Stakeholder Engagement

**August**

- Plan is written using published template
- Plan is reviewed by a representative of the SCCOE (August 18, 2020)
- Plan is posted to District website for public review (August 19, 2020)
- Plan is reviewed by DELAC - August 19, 2020
- Plan is reviewed at DAC - August 24, 2020
  - Written Comments are sent to advisory committees and posted on District website (week of August 24th)

# MVWSD Timeline

## September

- Public Hearing - September 3, 2020 meeting of the Board of Trustees
  - Outreach to community about opportunity to comment via email, newsletters, social media, as well as by school messenger to ensure all families, even those without internet are notified of meetings
  - Paper copies of the plan will be available by request by calling sites or the District office.
  - Families unable to participate in the public hearing due to connectivity issues may provide feedback to their school's School and Community Engagement Facilitator. Who will share the information with the District representative and written responses will be provided.
- Final approval - September 17, 2020 meeting of the Board of Trustees



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# Learning Continuity and Attendance Plan

# General Information

In this section, the District outlines the impacts that the COVID-19 pandemic has had on the community. The description highlights the following impacts:

## Food Distribution

- MVWSD serves 30.6% Free and Reduced Lunch students. These families rely on MVWSD for meal service and the need continues to grow as we begin 2020-21

## Bridging the Digital Divide

- MVWSD distributed 954 chromebooks and 42 hotspots in the spring.
- The goal was to make sure that all families had at least one connected device for distance learning.
- MVWSD was not able to reach all families and for families with multiple students one device was not enough.

# General Information

## Instructional Changes

- MVWSD continually revised and refined its Distance Learning plans in spring 2020. Major flaws included not having enough live instruction, not having a specific grading, feedback and attendance policies, and the lack of opportunities for small group and differentiated instruction.

## Communication/Outreach

- The need for clear and timely communication with stakeholders continues and is even more necessary as we begin the 2020-21 school year in Distance Learning. Communication protocols has been revamped to include feedback loops and to reach as many people as possible.



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# Stakeholder Input

# Stakeholder Input

## Districts are asked to respond to the following prompts:

- A description of the efforts made to solicit stakeholder feedback
- A description of the options provided for remote participation in public meetings and public hearings
- A summary of the feedback provided by specific stakeholder groups
- A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input

# Stakeholder Input Highlights

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

**Focus Groups:** May 26, 27, and June 2 & online May 20-28, 2020

- 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
- Thoughtexchange online platform for stakeholders who could not be accommodated in focus groups to provide input and feedback

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

- Teachers, administrators and classified staff vetting ideas for reopening and sharing ideas and concerns.



# Stakeholder Input Highlights

**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
- Attendance at these meetings 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

**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

# Stakeholder Input Highlights

MVWSDs LCP was influenced by stakeholder input in many ways. The following were the most significant:

## **Instruction during stage 3 - blended in person/online model**

- First plan was live streaming
- Feedback from teachers caused district to move to the hiring of a virtual team to record and provide asynchronous lessons on online days when teacher is instructing other half of students.

## **Health and Safety**

- Adoption of a re-opening checklist adapted from the Centers for Disease Control to better communicate to stakeholders our plans to keep staff and students safe.

# Stakeholder Input Highlights

## Supports for families of English Learners

- Parents from the District's DELAC indicated that they needed 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.
  - The Parent University website was re-constructed to include Distance Learning Resources including links to Technology How-To Videos, ways to support Distance Learning, and mental health tips.
- Two additional Parent University sessions were added in August to support parents as school re-opens
  - Mental Health Awareness and Resources Town Hall
  - Distance Learning Support Resources



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# In-Person Learning

# In-Person Instructional Offerings

This section outlines the following:

- Health and Safety Guidelines during In-person Instruction including
  - Screening process
  - Personal Protective Equipment for staff and students
  - Mask and face shields
  - Cleaning and disinfecting
  - Physical distancing
  - Hygiene practices
- The plan for teaching and learning including:
  - Description of the Stage 3 Blended/hybrid approach
  - Assessments
  - Additional supports for students
    - Response to Instruction
    - Small group instruction and English Language Development
    - Role of Instructional Coaches, School and Community Engagement Facilitators and Equity Coach

# In-Person Health and Safety Highlights

- Staff and students (with parent support) will need to self screen for symptoms each morning before coming onto district campuses or facilities.
  - All employees will need to have mandatory testing every other month
  - When staff or students are using campus areas, both groups are required to wear masks
- 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

# In-Person Health and Safety Highlights

- 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.
  - All HVAC units will be serviced and MERV 13 filters will be installed in all units
- 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.
- 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.

# In-Person Teaching and Learning Highlights

When MVWSD is able to do in-person learning, we will use a blended or hybrid approach.

- 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 will be provided by a team of virtual support 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.
- Parents/guardians will be given an option of keeping students in Distance learning when we open for in-person instruction.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	On Campus	On Campus	Online	Online	Online
Group B	Online	Online	Online	On Campus	On Campus



# In-Person Teaching and Learning

## Highlights

### 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.
  - The District has developed an virtual assessment protocol

# In-Person Teaching and Learning

## Highlights

### Additional Supports

- In both in person and distance learning, students will still have access to Response to Instruction
  - 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 and in small groups during core instruction
  - 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.
- MVWSD also continues to have Instructional Coaches in place to support effective learning environments for students.
- The District has also added an Equity Coach who will partner with District administrators to develop plans that focus on Diversity, Cultural Competency, Equity, and inclusion.

# In-Person Actions and Services

<b>Description</b>	<b>Total Funds</b>
Purchase of cleaning and sanitizing supplies.	\$143,494
Purchase of PPE including masks and face shields as well as thermometers	\$462,745
Instructional Coaching team to support teachers in providing rigorous and engaging instruction.	\$1,270,602



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# Distance Learning

# Distance Learning

This section outlines the following:

- Continuity of Learning
  - Daily Schedules
  - Instructional Delivery
  - Feedback and Grading
  - Assessment
  - Designated/Integrated ELD
  - Engaging Families
- Access to Devices and Connectivity
- Pupil Participation and Progress
- Distance Learning Professional Development/New Positions
- Supports for Pupils with Exceptional Needs
- Additional Actions/Services and budget allocations

# Distance Learning Highlights

- Each teacher has a dashboard and a Google Classroom.
  - The school dashboard is updated and shared with parents every Friday by 4pm with schedule for following week so parents can plan for upcoming week
  - The Google Classroom is organized by week and assignment nomenclature matches the dashboard
- Check in and Check out meetings at all grade levels happen daily
- Students will receive Designated/Integrated ELD
- Designated
  - Elementary 3 days per week
  - Middle: 5 days per week
- Integrated - Lessons include the following SLOP strategies
  - content and language objectives
  - frequent checks for understanding
  - explicit vocabulary instruction
  - student interactions using academic language

# Distance Learning Highlights

Distance learning plans outline expectations for instruction for all grade levels  
Students will have **live instruction** 4 days a week via Zoom.

- Live lessons will consist of a whole class lesson, independent assignments, and small group instruction.
- On Wednesdays, students will learn asynchronously will teachers participate in staff meetings, collaboration, professional development and plan

## Elementary

- Daily live instruction in ELA and Math. Science, Social Studies and RTI two days a week  
Small group instruction at least 2 times per week in ELA and Math
- Teachers will use Google Classroom to provide feedback and grades and Powerschool to document daily attendance and participation

## Middle School

- Daily live instruction in ELA, Math, Science, Social Studies, ELD and an elective
- Grades, attendance and participation scores will be provided in Powerschool and feedback will be given on assignments through Google Classroom

# Distance Learning Highlights

## Assessments

- MVWSD has developed assessment plans for all grade levels.
  - Students will take a variety of assessments over the course of each trimester
  - 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 a virtual assessment protocol so that students can still be reliably assessed online

## 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 staff to identify students and families that may need additional support and works with them to eliminate barriers or connect them to school or community resources to address needs.



# Distance Learning Highlights

## Access to Devices and Connectivity

- All students will be issued a District device and hotspot if needed for use in 2020-21
  - PK - ipads
  - TK-8 chromebooks (that convert to a tablet) with styluses
- Training resources have been created on a wide variety of technology topics. The resources are available on our website in [English](#) and [Spanish](#)
- 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

- The District's new Distance Learning Plan contains specific expectations for live instruction daily.
  - 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 daily attendance/participation code in Powerschool
- All assignments given must be turned in and then provided a grade in either Google Classroom (elementary) or Powerschool (middle school).
- The District will administer assessments using its Virtual Assessment Protocol.
  - Data collect will be used to make instructional decisions
- 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

# Professional Development

- 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.
- Before school started, four full days of professional development sessions were provided.
  - These sessions covered topics including health and safety, instructional pacing, participation, and expectations, the use of online assessment tools and online curriculum resources and 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
- The District created a Training Portal to house all training videos created for students, staff and parents which will be added to over the course of the school year.

# New Positions for 2020-21

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

- **District Technology Coach:** Changed from a part time position to a full time position to provide for the increased technology training that will be needed by teachers and families.
- **Technology Support Technicians:** Two additional techs have been hired to respond to the technology needs of teachers and families.
- **Virtual Teaching Team:** Hired to provide recorded lessons aligned to District adopted curriculum and pacing. These lessons will be available for students who are learning from home during the hybrid/blended model, allowing classroom teachers to focus their instructional planning time to in-person whole and small group teaching.
- **Communication Specialist:** Will support the District's communication efforts including community outreach, social and digital media, and video and online content creation.
- **Health and Wellness Coordinator:** Hired to develop, implement and coordinate the District's Wellness program for staff and students

# Supports for Students with Unique Needs

## Supports for English Learners

- MVWSDs' 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. All core instruction lessons need to include the identified SIOP components

## Supports for students in foster care, pupils who are experiencing homelessness, and students who are socio-economically disadvantaged (including English Learners)

### School and Community Engagement Facilitators (SCEFs)

- School and Community Engagement Facilitators 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 (ARIS)

- 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.

# Supports for Students with Unique Needs

## 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.
  - Schedules will be developed 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.
- 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.

# Distance Learning Actions/Services

<b>Description</b>	<b>Total Funds</b>
School and Community Engagement Facilitators to support students and families	\$860,566
At Risk Supervisors to support students and families at schools with highest needs	\$396,990
Chromebooks for every student in MVWSD and hotspots for students without reliable internet	\$1,633,345
iPads for every teacher to assist in creating a digital whiteboard for students	\$1,633,345
Two additional Technology Support Technicians to help with chromebook troubleshooting and repair	\$141,730
Hiring of 6 teachers for the virtual support team	\$622,610
District Technology Coach	\$ 107,518
Hiring of a District Equity Coach	\$145,738



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# Pupil Learning Loss



# Pupil Learning Loss

In order to address pupil learning loss the District will focus on the following:

## Assessments

- i-Ready Diagnostic assessments will be used to assess students in ELA and Math and results will inform instructional support and measure student growth.
  - Assessments will be conducted 3 times a year - August, December and May).
  - The August 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.
  - Students will then be put into similar needs groups and focused small group instruction will be provided during Response to Instruction (RTI)

## Small Group Instruction

- Teachers will also provide focused small group instruction during core instruction to ensure that students are mastering the priority standards being taught.
- Small group instruction will be provided in both English Language Arts and Math to each student at least 2 times per week

## Student Participation in Learning

Daily student attendance/participation in learning will be entered in Powerschool using the District's new codes.. The District will pull regular reports from each system and provide the data to sites as a way of monitoring student progress.

# Pupil Learning Loss

In order to address pupil learning loss the District will focus on the following:

## Designated and Integrated ELD

- 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.
- Integrated - Core lessons include the following SIOP strategies
  - content and language objectives
  - frequent checks for understanding
  - explicit vocabulary instruction
  - student interactions using academic language

## Wrap-around support from School and Community Engagement Facilitators

- 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.

## Extended Beyond the Bell

- 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.

# Measuring Effectiveness

**In order to measure the effectiveness of pupil learning loss strategies MVWSD will do the following:**

- Generate weekly reports 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 and provide teachers with feedback and support on the effectiveness of instruction during Distance Learning.
- Principals will provide 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 and during site administrator PLC meetings.

# Pupil Learning Loss Actions/Services

Description	Total Funds
Responsive to Instruction Teaching Team that enables students to receive small group intervention or enrichment based on data and identified needs.	\$1,686,137
Allocation of additional funds to sites to support English Learners, Socio-economically Disadvantaged students, and Foster Youth (Targeted Student Support Program)	\$382,200
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



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# Mental Health and Social Emotional Well-Being

# Mental Health and Social Emotional Well-Being

**In order to monitor and support mental health and social and emotional well-being of pupils and staff during the school year the District will focus on the following:**

- Hire a Health and Wellness Coordinator
- Implement Social Emotional Learning programs for students at all school sites.
  - Schools turned 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.
- Added a counselor to our elementary school with the highest number of English Learners, Socio-economically Disadvantaged and McKinney-Vento students.
- Promote resources curated by the District's School Community Engagement Facilitators.
- Implement 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
- Continue the Employee Assistance Program (EAP).
  - 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.
  - Offer teachers an opportunity to join a support/process group one time a week or as needed to share the impact of Covid with the District's Clinical Therapist.



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# Pupil and Family Engagement and Outreach

# Pupil and Family Engagement and Outreach

- District staff, teachers, principals, office staff, SCEFs, and At-Risk Intervention Supervisors (ARIS) work together to monitor student attendance and participation.
- 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. The team celebrates increased attendance and engagement 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. The team celebrates increased attendance and engagement with families and students.



# Pupil and Family Engagement and Outreach

- **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 Review Team).
- 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 provides access to sites to LanguageLine Solutions which provides on-demand and onsite language interpretation for schools in over 240 languages.



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# School Nutrition

# School Nutrition

## 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
- 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.
- All meals will be provided free of charge under the Summer Seamless Program until December when the current program is set to end.
- If the Summer Seamless program ends the District will continue to serve students under the National School Lunch Program

## Blended/Hybrid Learning

- Breakfast and lunch will be served in the classrooms.

# Additional Actions/Services

<b>Description</b>	<b>Total Funds</b>
Health and Wellness Coordinator	\$194,708
Communication Specialist	\$98,520



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# Increased or Improved Services

# Increased or Improved Services

- Districts must describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students
- The District's percentage of supplemental funding is 7.60% or \$2,825,190
- The District is focusing the following actions to support unduplicated students in the LCP and exceeds the required percentage for Increased or improved services

Description	Total Funds
Instructional Coaching team to support teachers in providing rigorous and engaging instruction.	\$1,270,602
School and Community Engagement Facilitators to support students and families	\$860,566
At Risk Supervisors at the District's schools with the highest number of target students	\$396,990
Purchase of hotspots for students without reliable internet	\$48,128
Response to Instruction Teaching Team that enables students to receive small group intervention or enrichment based on data and identified needs.	\$1,686,137
Allocation of additional fund to sites to support English Learners, Socio-economically Disadvantaged students, and Foster Youth (Targeted Student Support Program)	\$382,200
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



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# Next Steps

# Next Steps

- Post written responses to all Stakeholder feedback collected
- Present the LCP for public hearing at the September 3rd meeting of the Board of Trustees
- Present the LCP for approval at the September 17th meeting of the Board of Trustees
- Submit the approved plan to the SCCOE
- Post plan on MVWSD website