

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mt. Diablo Unified School District	Dr. Adam Clark, Superintendent	clarka@mdusd.org 925-682-8000

General Information

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

The safety and well being of the students and staff of the Mt. Diablo Unified School District (MDUSD) is the District's highest priority. In response to COVID-19 pandemic which caused school closures starting March 13, 2020, MDUSD immediately reacted by collecting and organizing resources and tools to send home to families in "paper/pencil" format and in electronic form. Sites began collecting information from their students and families on their ability to access digital devices and WIFI. Instructional expectations were negotiated with Union Leaders and virtual professional development and training were provided to all staff to help support the maintenance of learning and progress monitoring. As the school closure extended, educators were expected to monitor the engagement, connectedness, and the work submission of their students. Support staff (i.e. counselors, community liaisons, social workers) were deployed to assist homeless, foster youth, English learners and families in need. Since mass purchases of hotspots were difficult to obtain and cost prohibitive, next steps included expanded WiFi in parking lots and other common areas on campus. Bilingual network techs, access to sites with free WIFI and community meal programs were added in response to the COVID-19 emergency. Major impacts to students and families included inconsistent access to WIFI and devices, massive unemployment percentages, inconsistent distance learning expectations from teachers, inability to access child care, food insecurity, and limited access daily mental health and socio-emotional support.

In developing the Learning Continuity Plan, MDUSD acknowledges the pandemic's disproportionate impact on students and families who were already experiencing inequitable outcomes. These students include English learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color, particularly Black and Latino/Latina/ Latinx students. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the level of stress it is placing on our collective community.

Along with the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH) and Contra Costa Health Services, MDUSD is partnering closely with our County Office of Education as well as with local health agencies to monitor new developments with the illness and to ensure that we are following the most up-to-date guidelines set forth for schools in order to prevent and postpone the spread of the disease. On July 20, 2020, the Board of Education decided to start the school year with 100% Distance Learning.

The LCP specifically describes how MDUSD is responding and addressing the current COVID-19 pandemic and is not intended to be a replacement for the more comprehensive Local Control Accountability Plan. Included within MDUSD's Learning Continuity Plan are only the expenses built within the Learning Loss Mitigation funds- Coronavirus Relief Funds (CRF), Governor's Emergency Education Fund (GEER), and Prop 98 general funds to be used by December 30, 2020.

Stakeholder Engagement

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

MDUSD's "[Roadmap to Reopening](#)" was an informational campaign starting in May 2020. Its purpose was to keep stakeholders involved with and informed about the planning process for the unique 2020-21 school year, amidst the coronavirus pandemic. A triad of Task Force groups included over 180 district administrators, teachers, classified staff, community members, parents, and students who worked to provide input to the Board of Education on multiple school reopening scenarios that aligned with public health orders. After each revision of the reopening plan, feedback from the public and staff was collected using online surveys, email comments, Zoom advisory meetings, by soliciting phone messages, and public comment during six different [Board meetings](#) from May – July 2020. The link to the Roadmap to Reopening can be found at [MDUSD's Roadmap to Reopening](#) and is available in multiple languages. A link to the [LCP CDE template](#) in multiple languages was included on the website and members of the Reopening Task Force Groups were provided access to the LCP draft to provide input and feedback.

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

MDUSD provided a variety of options for remote participation in public meetings and public hearings. After each revision of the reopening plan, feedback from the public and staff was collected using online surveys, emailed comments, Zoom advisory meetings, by soliciting phone messages, and public comment through six different Board meetings from May – July 2020. MDUSD Communication Specialist ensured that all reopening plans, social media posts, community emails, and robocalls to the community allowed for remote participation in English and Spanish with the option of translating and collecting information from additional languages spoken throughout MDUSD. A public hearing was held on September 22, 2020 to review the LCP draft to collect feedback with written responses available for community review on the MDUSD website.

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

Specific feedback provided by the Reopening Task Force groups during the spring and summer summer included the need for daily direct instruction for students, consistent daily and weekly schedules for families, a return to letter grades to support accountability, robust training for staff and families to access platforms and instructional tools (i.e. Google Classroom, Zoom), access to clean and sanitized work spaces, and established health and safety protocols in the event staff or the public visit district work locations. The Task Force groups also recommended that communications on how to access devices, Hotspots to support wifi access, and contact school officials for more information be provided in multiple languages, not just English and Spanish.

Specific input from **SELPA/Community Advisory Committee (CAC)** group included the need to provide additional training for parents/ families on communication devices their child was using to access instruction at home, consistent services for those MDUSD students placed in programs outside the District, a need to provide strategies for students and families on how to support students with executive functioning challenges which makes planning and scheduling difficulties, a recommendation to create plans to make-up of compensatory services and workability opportunities, and a need to provide suggestions to families on ways to increase student engagement on "live" interactive instruction.

Specific input from **District English Learner Advisory Committee (DELAC)** included a request for tutoring especially in reading and math, more instructional time, small group instruction, elimination of combination classes, help with connectivity and the distribution of hotspots, use of office hours where parents and teachers can meet regularly, return phone calls from parents or create a Google Voice so they can communicate orally, daily live interaction should increase, schedule tech support locations (at churches or parks) for families, teachers allow more flexibility with homework, provide translation of homework, inform parents when their child is absent, schedule parent classes on how to use Zoom and Google Classroom, consider ways to drop off lunches to students' homes, create an "all in one" resource page, share extracurricular "fun" activities for students and families, create Homework Help times, SEL lessons should be included in daily instruction, there should be regular communication between home and school, use Wednesday times to receive additional support from volunteers and teachers, more direct feedback from teachers to families so they know how their student is progressing, create Zoom behavior expectations and security measures, younger students need other methods of instruction (not just Zoom,)

additional training for parents on the platforms and online materials, teachers should work to make sure students are connected and follow up with them if they have difficulty, provide teachers extra assistance if they struggle with technology, identify tools that families that do not speak English or Spanish can use to contact school to receive support.

Specific input from **Equity Advisory Committee** included the need to provide assistance and support to families (or older siblings) in multiple languages on how to navigate the technology and platforms, the importance of collecting data from students and families on what specific needs they have, a need to streamline the communication to the families to minimize confusion and be consistent with messages, a request for additional learning time or targeted tutoring for students, a desire to find ways to engage families with alternative activities, the importance of recognizing the resiliency of our students and the building relationships, the need to have teachers focus on socio-emotional behaviors and lessons and knowing how to build relationships with students who do not look like them, and the importance of immediately addressing the pandemic's disproportionate impact on students and families of color who were already experiencing inequitable outcomes prior to the pandemic.

Specific input from **Parent Advisory Committee (PAC)** included a request to submit a waiver to reopen schools for younger students and those with unique needs, provide additional training and assistance for teachers who are struggling with technology and teaching in a virtual classroom, have principals communicate more with families about free instructional resources available from the school and community, provide social-emotional and mental health counseling for students negatively impacted by COVID and not being able to physically attend school, streamline communication tools to ensure consistency across the site and district, purchase more adaptive technology (modified computer mice for younger students), and find ways to continue to host PSAT, SAT, and other college entrance assessments following all state and health guidelines.

Specific input from bargaining groups on how to respond to reopening schools was collected through district surveys and included within several MOU's developed from April through August 2020. Feedback from the community after the public hearing included requests for the District to be more aggressive in distributing hotspots to families, a request to improve filtration in the school facilities and to have additional cleaning and training for custodial staff, to negotiate more instructional time for students to prevent learning loss, an extended school year or day, for more home visits to support students at-risk, more consistent weekly communication from the school on updates, food to be available on holidays. The MOUs described modified working conditions for employees, including but not limited to, the option to work from home, access to technology and licenses to software and online communication tools, modified job duties which better matched to a full time distance learning environment, increased professional development for classified and certificated staff, access to clean and sanitized work spaces, and established health and safety protocols in the event staff or the public visit district work locations.

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

Input from the School Board, Community Meetings, District Advisory Committees, Student Board Reports, Union Leadership, SELPA leadership, bargaining groups, and school community members was used to inform the Learning Continuity and Attendance Plan.

- The need to publicize multiple methods and options so the broader community can provide feedback on District plans (i.e concurrent translation during meetings, option to email and leave voicemails, the use of www.TalkingPts.org .)
- Materials and supplies were purchased to ensure district locations had clean and sanitized work spaces, as well as established health and safety protocols in the event staff or the public visited district work locations.
- Communication was provided during drive through events on how to access devices, Hotspots to support wifi access, and contact school officials for more information to be provided in multiple languages, not just English and Spanish.
- Consistent daily and weekly schedules and ongoing communication with families was strengthened as their support is paramount to students' success.
- Social Emotional Learning (SEL) modules were developed for teachers and families and training provided and implemented in the first week of school.
- More instructional time was requested to support the needs of English learners and students with unique needs.

- Site administrators will work as small professional learning networks to tackle disproportionality at their site as well as institutionalized racism and practices.
- Common assessment and data protocols will be used to accurately measure learning loss and used to provide targeted support for students.
- High quality online instructional tools are being purchased to supplement core materials.
- An exploration of interactive online materials/ programs, specifically in the area of special education assessments, secondary science, and credit recovery
- Time has been built into the school schedule to ensure teachers have time during the work day for additional preparation for distance learning, training and professional development.
- Families and support staff will receive training in English and Spanish on platforms (Seesaw and Google Classroom) and on the use of communication tools (Zoom and Google Meet)
- Additional technology (i.e. webcams, laptops, Chromebooks, Hotspots) have been purchased.
- Increased access to meal programs due to food insecurity for many disproportionately impacted families
- Clear expectations and communication to the schools, community, and stakeholders to support pupil and family engagement resulted in an updated website, [Parent Portal Resources](#), weekly [Superintendent Update](#) to the community, and Organizational Updates to the School Board.

As additional feedback is collected from our students, families and staff, the LCP may be modified to better address the changing needs of our community.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. Any county that does not meet the state’s benchmarks is put on the County Monitoring List. When data indicates that it is safe for schools to reopen, MDUSD plans on slowly opening up the campuses by first offering a limited hybrid model for small groups of students, including but not limited to students with exceptional needs, homeless or foster youth, newcomers, and younger students. It is important to note that MDUSD will work as partners with bargaining groups, families and the school communities prior to students returning to campus. MDUSD has established protocols to ensure safety of students and staff which can be found in the document "[MDUSD's Roadmap to Reopening](#)". The document includes plans for a full distance learning, hybrid learning model as well as having students back on school campuses full time. Regardless of the model, staff will utilize a systematic assessment cycle to monitor student learning and competency development by using End of Year Illuminate assessments, iReady diagnostic data, as well as formative and summative common assessments. Assessment data will be used to identify students who have experienced significant learning loss who require a tiered level of supports to accelerate their learning. When schools are able to open, identified students will be offered small group instruction, additional access to software programs (i.e. Imagine learning), and, possibly, supplemental summer programs. Identified students will be targeted for ongoing support in the event of school closure including, but not limited to, access to WIFI, devices, common platforms, supplemental materials and supplies, support from school counselors and support/ intervention staff, and regular opportunities to pick up meals. The District’s plan for progress monitoring and communicating student progress to families/guardians include progress reports, report cards, regular communication, parent/teacher conferences, and access to [Homelink](#).

School Counselors and other mental health staff will provide regular check-ins and screenings for student mental wellness, in person (if possible) and virtually. They will work on building relationships and developing social emotional learning recommendations that will include self-awareness, self-control, and interpersonal skills that are vital for success in school, work, and life. Counselors and Advisors will partner with teachers and parents to support students' academic, college/career needs, accessing support, courses and credits for college/career readiness. Counselors will provide explicit guidance for teaching staff as they create safe, culturally responsive school environments in both the hybrid and full-distance learning models.

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

Description	Total Funds	Contributing
Personal protective and health equipment: Face coverings, gloves, plexiglass barriers, hand sanitizer, "touchless" thermometers, etc. Disinfection materials and equipment: Spray bottles, disinfectant, goggles, face coverings, HVAC filters. Signage, posters, decals, and other visuals to encourage physical distancing and the following of safety protocols.	462,000	No
Additional security, custodian, maintenance, warehouse, grounds, and food service staff to ensure safety, cleaning and maintenance protocols are being followed and our school sites and departments are disinfected and well maintained.	510,507	No
Due to the COVID 19 pandemic, a modified schedule for instruction (aligned to minimum standards set forth by SB 98) was created with reduced instructional time for students on Wednesdays to allow additional time for staff training and distance learning preparation.	4,195,000	No

Distance Learning Program

Continuity of Instruction

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

MDUSD has developed a comprehensive online learning plan that addresses all aspects of curriculum and instruction in distance learning, The plan aligns with the states 'Five Key Principles of Distance Learning' developed by the California Department of Education. The plan addresses student/ teacher connection, learning structure and sequence, content and presentation, feedback, collaboration, professional learning, and technology access and support. Within each of these areas is a framework detailing the expectations for supporting and meeting the needs of all students. The plan includes the use of adaptable Learning Management Systems (Seesaw and Google Classroom) and a system for "drop off" and "pick up" of paper/pencil instructional materials in order both distance and in-person learning (when appropriate.) In addition, MDUSD has adopted curriculum and distributed textbooks and workbooks that instructors are using to deliver instruction to students. The district has supported the delivery of online instruction through the use of Zoom and Google Meets and has provided guidance and best practices for its use so that all students have full access. MDUSD is also vetting supplemental online programs in several areas including special education assessments, secondary science to investigate programs for interactive labs, and looking at additional supports for the arts which includes the option to lend instruments to families and the ability for parents to pick up instructional materials and supplies from their school site.

As stated [MDUSD's Roadmap to Reopening](#), in addition to grounding all instruction in 'The Five Key Principles of Distance Learning', instructional planning is the be standards based and is also rooted in the use of the [MDUSD K-12 Priority Standards](#) and the scope and sequence of each of the sets of prioritized standards. These documents were created over the past three years in a collaborative setting where teachers were able to gather and

determine the most essential standards in each of the subject areas. Career Technical Education (CTE) programs are also updating their CTE course alignments to reflect distant learning and to ensure continued alignment with the CTE Model Standards. Each of the guiding documents and resources will assist MDUSD to prepare students for grade level standards mastery, high school graduation, and college and career readiness. During the distance learning period, the team of Teachers on Special Assignment (TOSAs) went further in determining the most high leverage standards in accordance with "Achieve the Core." These high leverage standards are now highlighted in the original documents as the most essential of the previously agreed upon priority standards of years past. These standards are highlighted so that teachers can effectively make decisions regarding what to teach in terms of what they must know in order to move forward through this current year, and years beyond, effectively. As the year progresses, instructional teams will collaborate to develop online lessons and assessments based on grade level priority standards. They will also analyze data to identify distance platform instructional strategies to address learning gaps, support and enrich new learning, and extend instruction. Synchronous instruction with teachers interacting directly with students in large and small groups using Zoom, Seesaw, Google Classroom, or other tools will be provided. In addition, staff will provide learning opportunities to students most impacted by COVID and opportunities for small group instruction for all students, during instructional time, "flex/prep/PD" or virtual office hour time during the week. Minimum instructional expectations for daily live interaction are scheduled and publicized on the website, including time for English language development. Instruction will be provided in all content areas, including but not limited to, English, math, science, history/ social studies, and socio-emotional learning. To ensure instructional continuity for students if there is a transition between in-person instruction and distance learning, a hybrid model will be implemented. Within the hybrid model, classroom teachers will continue to maintain a virtual classroom in either Seesaw or Google Classroom to allow students to have access when they are at home. In addition, supplemental instructional resource licenses and sites will be available to differentiate instruction for students (i.e. ALEKS, Imagine Learning, iReady, Khan Academy) to ensure instructional continuity.

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 order to determine which students require devices and/or connectivity to access distance learning, MDUSD surveyed families around their unique needs. Identified in the [July 2020 Community Survey Results](#), staff determined it was necessary to purchase additional Chromebooks and to have WIFI Hotspots available rather than simply relying on free or low cost internet access. MDUSD worked with an outside consultant, Digital Advisors, to ensure that what was being purchased was adequate for student learning and integrated well into the District's infrastructure. Families were given the opportunity to check out devices and Hotspots by participating in "drive-by registrations" where individual students and families would be issued devices and Hotspots. Additionally, any student not participating in the registration activity would receive a phone call asking if they needed support picking up their materials and equipment. Priority was and will continue to be given to students with disabilities, homeless youth, foster youth, and students with multiple siblings enrolled in MDUSD. If a student's device requires technical service, or if a student's access to a device and/or connectivity changes midyear, guidance was given to first contact their child's teacher so staff can better determine the issue. If the device needs to be replaced, individuals can pick up another device at school. If individuals need tech assistance, they can contact the [Network Tech at the site](#) or the [District's TIS Helpdesk](#). Partnerships with YoursHumanly, City of Concord, Los Medanos Community Healthcare District, Mt. Diablo Education Foundation, and the Contra Costa County Office of Education have all supported the purchase and distribution of devices and equipment. As of mid September 2020, more than 950 Hotspots, close to 20,000 Chromebooks, and 175 webcams were either purchased and/or distributed to staff and families.

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.]

MDUSD will use the following strategies to track and monitor student progress through live contacts and synchronous instruction minutes. Attendance will be gathered in several different ways by classroom teachers: live interaction, pupil and/or parent contact, assignment completion, assessments, and engagement in the Seesaw and/or Google Classroom environment as well as by recording daily attendance in our Student Information System (AERIES) and completion of a Weekly Engagement Log. MDUSD will evaluate and assess student work completion of assignments and collect metrics on our students' daily/weekly progress to ascertain the level of participation, engagement and progress. Assessments will be used to evaluate how students are progressing in the moment and overtime to address learning loss before and after the school closures. Formative assessments will be used to help teachers identify students' strengths, weaknesses, and target areas that need support. Online and/or pencil paper quizzes, projects, tests and exams will be used for summative and grading purposes. Teachers will provide regular feedback on student progress in all educational settings. Feedback and/or grades will be provided at the end of each trimester or quarter regardless of the educational setting. Students at the elementary grades will continue to receive grades on a 1-3 rubric scale based on standards-based criteria. Students at the secondary level will receive grades A-F on established grading criteria. The time-value will be provided through lesson plans and student assignments from each classroom teacher and /or support provider. Each school has uploaded individual class schedules for the week on the school's website and in the digital classrooms, which includes daily live interaction and synchronous and asynchronous learning opportunities.

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.]

MDUSD will provide high quality, rigorous professional development (PD) to ensure positive, equitable outcomes for all learners. Instructional TOSAs work with school staff, small groups, and 1:1 with teachers to assess training needs and to provide technical assistance on platforms and online communication tools. School administrators are also "co-teachers" so they can provide support, monitor instruction, and provide the District guidance on what professional development is needed. Training occurred during the first 2 weeks of August 2020 in synchronous and asynchronous fashion for administrators, certificated staff, and classroom assistants. Ongoing weekly PD and specific synchronous training are planned as weekly events which will then be archived for future viewing by teachers and classroom support staff. Based on the reduced amount of daily instruction for students, staff have the opportunity to virtually attend training during their "Flex/Prep/PD" built into their daily and weekly schedule and also during staff meetings. Due to the reliance on instructional technology, Technology Integration Leaders (TILs) will be identified at each site to support teachers with their virtual classrooms. If a teacher's device requires technical service, or if the teacher needs technical support with our adopted electronic platforms, there are several people at each site to reset passwords. MDUSD has District Network Technicians who are assigned to sites to assist with technological support. To receive support, they contact their Office Manager who contacts their District or Site Tech for support. MDUSD has also purchased additional laptops that can be checked out while the teacher's device is being repaired. Chromebooks are also available for temporary use, if necessary.

The overarching professional development delivery plan for MDUSD will be multitiered. There will be weekly professional development opportunities where teachers are offered sessions that are designed directly from immediate individual or PLC needs. These needs will be determined by a "[Professional Development Needs Survey](#)" that is given to teachers district wide. Professional development will also be offered on a monthly basis where principals can schedule workshops and modules that support site goals over the course of the year that are designed to intentionally improve student outcomes. For teachers who require extra instructional support in the distance learning model, they will have the opportunity to join distance learning support cohorts where they can work in small groups with a trained TOSA that will support them as they build their distance learning instructional skills.

Professional development will be approached and designed on a continuum and all professional development will be grounded in the California Department of Education's 'Five Key Principles of Distance Learning'. Regardless of which tier of the professional development delivery a teacher engages, all will be focused on supporting teachers to learn and grow in the use of district supported platforms with special attention given to the skills needed to support a distance learning environment.

Staff Roles and Responsibilities

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

A wide variety of student needs, including trauma, lack of mental wellness, stress and anxiety, and low academic performance have been intensified as a result of the COVID-19 pandemic and the transition to a distance learning model. In light of this, the traditional role of several employee classifications have changed and expanded. New roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Below are several employee groups which have experienced modifications to their job duties as a result of COVID-19. (This should not be considered an exhaustive list.)

- The original role and responsibilities of a Site Administrator has changed in a remote environment to include technology support to better meet the academic and social emotional needs of students and families ensuring all students and staff have access to the materials, training, and tools to engage effectively in distance learning. They publish times available to support teachers, students, and families during the school day, monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning, engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings, help to set up and run a Seesaw/Google Classroom for teachers, and ensure that support staff, co-teachers, and assistants can work as co-teachers in Seesaw/ Google Classroom.
- The original role and responsibilities of a Classroom Teacher have changed in a remote environment to include providing full time distance learning instruction from either a classroom setting or from their home. Teachers have had to become more technically adept than ever before to better meet the academic and social emotional needs of students. Within the full-distance and any future hybrid models, teachers are responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Seesaw or Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.
- The original role and responsibilities of a Classroom Assistant has changed in a remote environment to include technology support and virtual classroom support. Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction. There has also been a need to have assistants attend additional training to prepare them to engage in online classrooms and with online communication tools, such as Zoom and Google Meets.
- The original role and responsibilities of a School Counselor has changed in a remote environment to include providing full time distance learning counseling and advice from either an office setting or from their home. Counselors have had to become more technically adept than ever before to better meet the social emotional and academic needs of students. Within the full-distance and any future hybrid models, counselors are responsible for supporting social emotional learning, academic advisement, college and career planning and providing professional development to staff and parents. In distance learning, counselors will engage with students and families through the distance learning

programs, email, phone, video, and other forms of contact determined at the site. They will also be responsible for documenting student contact, support and outreach.

- The original role and responsibilities of a Noon Supervisor or Campus Supervisor have changed in a remote environment to include family and parent outreach to follow up with those families who have not yet engaged with the school or with the classroom teacher. These individuals are also helping to connect parents with community liaisons and with others staff members in the event the family needs access to community resources.
- Operations/Custodial Staff actively model and support all required public health measures. Staff maintain a stock of personal protective equipment to ensure readiness and order additional supplies as needed. Routine disinfecting of all high-touch areas occurs on a daily basis, and staff contacts the operations department if a large-scale disinfecting/cleaning is required.
- Food Service Staff are now modeling and supporting all required public health measures, implement one-way passage ways through meal delivery, ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials, and work to increase ventilation for any closed areas. Food services staff members, instead of picking up deposits, may also be used to deliver food, materials, and supplies to underserved communities.
- Transportation staff, without assigned routes, will help deliver food, materials, and supplies across the district.

Copies of specific COVID-19 Bargaining Agreements and MOUs can be found here- <https://www.mdusd.org/contractsandnotification>. As bargaining teams meet to refine the Distance Learning MOUs, the District will continue to monitor and support the impact of their changed roles.

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.]

As noted in the Council of Great City School report: “While school closures have impacted all students, some students, such as ELLs, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth, will be disproportionately affected by school closures and the unanticipated, rushed switch to distance learning.” Mt. Diablo Unified School District is committed to ensuring equitable access to engaging, grade-level content and instructional rigor for all students. To mitigate learning loss and prevent additional learning loss, for pupils with unique needs, we will utilize benchmark assessments and ongoing formative assessments to monitor student progress like iReady diagnostics, Illuminate End of Year Assessments, teacher created formative assessments, and summative tests and quizzes. Students in the Dual Language programs will be additionally assessed in the target language.

Support for English Learners

English learners will receive both daily Designated and Integrated English Language Development (ELD) instruction during distance and in- person learning. The purpose of daily Designated ELD is to practice language and achieve academic standards, via instruction targeted at their proficiency level. ELD instruction is based on the California ELD Standards. Designated ELD instruction at the elementary level will be 30 minutes of daily live interaction. Four days a week of ELD instruction is synchronous and on Wednesday, which is a minimum day of instruction, instruction can be asynchronous. Designated ELD instruction at the secondary level will be a minimum of one period a day. Newcomers may receive more than one period of support.

Teachers have received professional development on the delivery of Designated ELD through distance learning. Teachers on Special Assignment are available to provide further professional development and individual support. For Integrated ELD, English Learners will receive regular instruction during core coursework. The purpose is to focus on the language students need to understand the specific content. Scaffolding like use of sentence frames, visuals, realia, graphic organizers will be used based on the level of proficiency of the students. Small group instruction will be implemented as needed. Scaffolding provided for English Learners during core content instruction will benefit as well other student's groups like: students with unique needs. To further support elementary English Learners, they have access to a supplementary language program "Imagine Language and Literacy." Teachers assign independent practice using this software. Middle school and high school English Learners have access to Brain Pop ELL and Grammar Gallery to further their development of English language. Development of primary language provides a foundation for the development of English language. MDUSD will continue implementing their existing 50 /50 Dual Language programs. Bilingual community service assistants and staff members have been utilized to support families who have questions as students are learning from home.

Support for Special Education Students

Staff will provide Case Management of all students eligible for special education services to work with families to address the unique needs and educational programs during distance learning. MDUSD will ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary including targeted student support and intervention supports and instruction for small groups of students who need additional instructional and/or social and emotional attention will be provided.

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in an in-person model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- External Vendors: For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments and Distance Learning Plans will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Support for Foster Youth and Youth Experiencing Homelessness

School and Community Services staff and Social Work Specialists promote the well being of the District's foster youth and homeless students and their families. Homeless Outreach Program for Education (HOPE) provides educational and related services for homeless students in preschool-12th grade. Foster Youth Services (FYS) promotes the well -being of our foster youth students. School site staff have also participated in home visits as a way to ensure instructional materials and technology are accessible to families and as a way to "check-in" to determine if additional support or resources are needed.

A Social Work Specialist who oversees the FYS program:

- Provides case management to support all eligible foster youth

- Conducts weekly check ins with students and parents via telephone, text, email or zoom to access basic needs and emotional wellbeing
- Monitors student attendance /engagement and communicates with teachers, support staff and administrators as needed.
- Makes referrals to district support staff and community/county agencies for additional resources and support.
- Collaborates with group home providers, caregivers, district personnel, partnership agencies, universities and community stakeholders.

A Social Work Specialist who oversees the HOPE program:

- Communicates weekly with the shelters to engage students in distance learning
- Conducts weekly check ins with students and parents via telephone, text, email or zoom to access basic needs and emotional wellbeing
- Monitors student attendance /engagement and communicates with teachers, support staff and administrators as needed.
- Collaborates across MDUSD departments, school sites and community/county agencies to reduce barriers to educational success
- Coordinates the delivery of gift cards for food, school clothing, supplies, chromebooks, hotpots and other community resources needed for students to be successful in distance learning.

Additional support for Foster Youth Students (FYS) Homeless Youth will be provided by a new Homeless/FYS Counselor. Supports include:

- Provide support to MDUSD foster youth and HOPE students who have been identified in Aeries.
- Provide support to these students at schools where there is no counselor.
- Outreach calls to students and families as needed
- Assistance accessing academics, virtual learning
- Focus on non-attenders
- Utilizing the FYS/HOPE district databases to track students and their academic progress.
- Collaborate with FYS/HOPE staff around AB 1806 and AB 167 credit exemption eligibility
- Review FYS and HOPE students attendance and grades and provide academic support as needed

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

Description	Total Funds	Contributing
Additional Chromebooks, WIFI hotspots and devices have been acquired and distributed to students and families ensuring access to synchronous and asynchronous instruction in full distance learning and in a hybrid instructional model.	1,950,000	Yes
Supplemental equipment for teachers and staff, including, but not limited to, Chromebooks, laptops, printers, headsets, webcams and document cameras to support full time distance learning and a hybrid instructional model.	2,900,000	No
Maintain and support departments and staff who support the needs of foster youth and students and families experiencing homelessness Staff within the FYS and HOPE programs, as well as the community assistants and counselors at the district and at the school sites, help to ensure two- way communication, outreach to families, the ability to assess needs, identify supports, build capacity and provide technology and equipment to those that needed it. These activities will help to decrease learning loss, chronic absenteeism, and disengagement.	372,000	Yes
Maintain and support departments and staff who support the needs of newcomer, English learner, and dual immersion students and families. Staff within the English Learner Department, as well as the community assistants at the district and at the school sites, help to ensure that there was two- way communication, an outreach to families, the ability to assess needs, identify supports, build capacity	209,000	Yes

and provide technology and equipment to those that needed it. These activities will help to decrease learning loss, chronic absenteeism, and disengagement.		
Teachers on Special Assignment (TOSAs) and the Instructional Support Department worked after hours and beyond their work calendars during the summer months to update scope and sequence documents, manage and create assessments, provide training on how to effectively teach in a distance learning environment, and provide training on learning management systems. An unexpected number of teachers retired, many due to the pandemic, forcing the District to hire back additional Teacher Induction & Support Coaches. District staff worked to ensure training modules were available for classified, certificated, and administrator staff.	651,000	Yes
Licences for learning management, communication, tracking and security systems for devices and support for connectivity and online safety (i.e. Seesaw, Google Enterprise, Zoom and Google Suite, ThoughtExchange, ticketing system, Mosyle, Securely, Palo Alto Networks, Digital Sceptor, Business Plus)	466,000	No
A significant portion of the TIS Network Techs and HelpDesk time has been spent on supporting parents, students, teachers, administrators, and community partners.	753,200	No
Creation of Technology Integration Leaders (TILs) and .2 FTE of a lead Tech TOSA to support teachers at school sites to support the full time dull distance model and the integration of educational technology. Staff will receive training on creating engaging and rigorous digital classrooms and fostering an equitable and engaging culture in digital classrooms.	83,000	No
Supplemental online resources (i.e Ed1Stop, ALEKs, Imagine Learning, BrainPop, BrainPop ELL) will be purchased to support differentiated online learning for students disproportionately affected by COVID-19 and learning loss. This is especially important for those core content areas with older adoptions which may not have online materials built into their programs.	427,000	Yes
Maintain and expand staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling, and provide credit recovery options throughout the year at the high school sites. Support effective scheduling within distance learning and in transition to hybrid and full "in-person" models.	3,959,000	Yes
Stipends for classroom teachers who teach in Dual Language Classrooms and combination classrooms to support full distance learning .	254,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Mt. Diablo Unified will administer the iReady diagnostic tests for students in grades 1 through 8, including all English Learners, in English language Arts (ELA) and mathematics. This assessment will be given the first month of school to determine the learning status. The data collected will be compared to

the Winter 2020 diagnostic to determine specific academic regression. This data comparison will provide valuable information for staff to structure the student learning environment accordingly. Moving forward, students needing Tier 2 and Tier 3 services (students 1-2 grade levels behind in ELA or math), will be assessed to monitor academic performance. In addition to the diagnostic tool, teachers will administer common formative assessments to measure grade level priority standards to all students. This data will support teachers in differentiating the content, process, or product for students. Secondary students will continue to be assessed using the Interim Assessment Blocks (IABs) and Frequent Interim Assessment Blocks (FIABs) in ELA and Mathematics. These common benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. An example of a TK-5 Assessment Calendar is provided [here](#). An example of a Secondary Assessment Calendar is provided [here](#).

The use of either Google Classroom (Grades 3-12) and/or Seesaw (TK-2) has been allowed for continuity in the delivery of instruction and materials in both synchronous and asynchronous instruction. These Learning Management Systems (LMS) are age appropriate and also offer predictability for those that are partnering and supporting students in the home environment. Both allow multiple benefits including the pushing out of content, communication with families, centralized work space for students, ease when submitting assignments, space for teachers and students to engage and interact with feedback, and to house all of the links to important meetings, dates, and documents. Students engage in daily live interaction which is a part of the minimum instructional minutes. This time is designed to support synchronous new instruction and instructional support for students. Targeted support is also built into the daily and weekly schedule. At these times, students are able to receive targeted support for learning loss, intervention, and other support needs. Virtual Office Hours is another opportunity during the day where students are able to gain additional support and additional daily live interaction and instruction from teachers. All instruction and learning goals are based upon the [MDUSD Scope and Sequence](#). Within these Scope and Sequence are the [MDUSD K-12 Priority Standards](#) that were developed by grade level teams of teachers.

As mentioned above, the scope and sequence, and the prioritized standards inform all of the instructional decisions being made. This is also true of the Assessment Calendar that goes hand in hand with all instruction. To connect this to home, daily and weekly communication of student progress on daily assignments goes out to families by way of the Google Classroom Guardian reports. This feature is pushed out centrally from the Technology and Information Systems Department. This feature will help parents partner with teachers in the progress monitoring of their students.

Mt. Diablo will disaggregate virtual classroom participation, work completion, formative and summative assessment data by unique student group status (i.e EL, Foster Youth) and by race to ensure programs and services are targeted to those most in need of support.

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.]

There is an understanding that school closures may have impacted student learning. This has been referred to as the "COVID-19 slide." To address the COVID-19 slide, MDUSD will implement the following strategies and actions to address learning, differentiate support, and accelerate learning progress.

Strategies to support English Learners:

- During the summer (June-July) Mt. Diablo offered ELD sessions for High School Newcomer English Learners. Additionally, Algebra credit recovery classes were offered.
- The Assessment Center for English Learners continues to meet virtually with newcomer secondary students and new students to the district to determine their academic needs and recommend the appropriate placement.
- Elementary EL Support teachers are contacting parents of newcomer students to determine level of proficiency in English until the Initial ELPAC can be administered. Additionally, staff are providing support to parents that have difficulty with technology, or for those whose students are absent. Additionally, software to support language development "Imagine Learning and Literacy", "Brain Pop ELL", and "Imagine Learning Espanol" will be purchased.

- Teachers on Special Assignment support new teachers delivering ELD/ Academic Language Development for long term English Learners, and instruction in the target language in the Dual Language Programs.
- Evaluation of 11th and 12th grade English Learners will occur to see if they qualify for graduation exemption AB 2121
- Project 2 Inspire classes will be offered to Spanish speaking parents so they can effectively support their students.

Strategies to support Low Income Pupils:

- Access to the District's CARES Expanded Learning Program at [identified schools](#) during the summer and school year which includes online enrichment, STEM, [CARES Youtube Channel](#), and make and take activities to help build language skills.
- Provide access to connectivity and technology and/or printed materials
- Monitor attendance/engagement and inform teachers, administrators as needed
- Connect youth with the district liaison, counselors and other school support staff
- Contact parent/caregiver to offer support and link to local and community resources
- Provide academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, and additional instructional materials or supports.
- Provide whole group, small group and individualized instruction in the distance learning format

Strategies to support Foster/Homeless Youth:

- Connect youth with the district liaison, counselors and other school support staff
- Minimize barriers to enrollment by having support and assistance from the district liaison
- Contact parent/caregiver to offer support and link to local and community resources
- Evaluate newly enrolled students in 11th and 12th grade to determine if they qualify for graduation exemption (AB 167/216)
- Provide access to connectivity and technology
- Monitor attendance/engagement and inform teachers, administrators as needed

Strategies to support students in special education and with exceptional needs:

- Provide access to connectivity and technology
- Monitor attendance/engagement and inform teachers, administrators as needed
- Provide whole group, small group and individualized instruction in the distance learning format
- Provide consultative support to the parents / families on student learning programs
- Provide related services via online format including, but not limited to speech therapy, occupational therapy, physical therapy, adaptive physical education and vision / orientation and mobility
- Assess progress on goals and adjust goals / benchmarks according to students present levels
- Provide professional development opportunities to help teachers and parents support pupils in distance-learning contexts
- Provide integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services
- Provide academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, and additional instructional materials or supports.

At the high school level, additional credit recovery options will be provided starting January 2021.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The implementation of pupil learning loss strategies is a necessary step in addressing the needs of students. Student data is essential in understanding the effectiveness of implemented learning loss strategies. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. (Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools - <https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>)

The effectiveness of the services and supports provided to address learning loss will be measured by ongoing assessments of student progress. This will include diagnostics, interim, and common assessments for ELA, ELD, and math administered throughout the course of the 2020-2021 school year. For students with disabilities, this will also be monitored by progress on goals and standardized assessments. The fall series of baseline formative and summative assessments, which include ELA and math IAB's, FIABs, iReady, common writing assessments, Spanish Language Arts Reading Assessments, trimester benchmark assessments, will identify critical information on the students' current academic status and how best to move forward with instructional support and, when appropriate, enrichment. During the mid year review, data will once again be analyzed by looking at individual student performance and student group data to determine if learning has improved as the result of the instruction in the fall. This information will be used to make adjustments to the overall design and strategy implementation in an effort to improve program services. Student specific data will continue to be used to meet students' individual learning needs. Regular monitoring at 6 to 10 week formative cycles will be critical to addressing academic needs for particularly vulnerable populations. Targeted interventions, such as small group instruction and supplemental online programs, can be immediately provided to prevent further learning loss. Since these same assessments will be administered throughout the year, staff will have the opportunity to analyze the impact of the different programs, strategies, and professional development sessions that have occurred. As mentioned above, based on the reduced amount of instructional minutes being required, classroom teachers and student support staff have a significant amount of time built in during the week to participate in professional development to not only strengthen their digital engagement instruction but to review, assess, and plan, using the assessment results reports and student work.

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

Description	Total Funds	Contributing
Additional licenses for online credit recovery programs (i.e. Cyber High, and APEX) and supplemental staff to provide and/or monitor instruction. (See page 12 for additional online program information.)	83,000	Yes
iReady diagnostics for TK-8th grade students to assess learning loss between Spring 2020 and Fall 2020 and the use of Illuminate to monitor learning loss and disaggregate data on student progress.	50,000	Yes
Credit Recovery Summer Program to support students who received a No Credit (NC) for spring 2020.	163,000	Yes
Supplemental technology licenses, programs, enterprise services to support special needs students (i.e. ALEKS, Imagine Learning, Presence Learning)	411,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Strong school to home communication and relationships are essential to students re-entering school. Prior to the start of the school year administrators received Professional Development (PD) on the value and need to integrate Social Emotional Learning (SEL) within a Positive Behavior Intervention and Support (PBIS) to maximize student support and learning. Site administrators will focus on building community and addressing basic staff and student needs the first few weeks of school. This includes updating and sharing their vision highlighting the systemic integration of SEL with the larger school vision and examining strengths and weaknesses of current policies, structures, practices and beliefs that support and inhibit opportunities for staff and families to access mental health and support SEL. Sites will receive support and training to use the SEL modules developed by the SEL Taskforce that begin with a framework to strengthen the home / school connection prior to addressing or introducing course content. Administrators will begin by reviewing and teaching expectations the first few weeks of school to staff so staff can then collaborate with parents to establish and develop expectations at home. In addition, site administrators will collaborate with school counselors and support staff to provide additional assistance to staff and families. Site administrators will collaborate with the Student Services and Equity Department to revisit and update a districtwide behavior matrix to address disproportionality and increase student engagement. Site administrators will work as small professional learning networks to tackle disproportionality at their site as well as institutionalized racism and practices.

School Counselors and other mental health staff will provide regular check-ins and screenings for student mental wellness, in person and virtually, building relationships, providing crisis counseling, trauma informed supports, and developing social emotional learning (SEL) recommendations that will include self-awareness, self-control, resilience, and interpersonal skills that are vital for success in school, work, and life. Counselors and Advisors will partner with teachers and parents to support students' academic, college/career needs, accessing support, courses and credits for college/career readiness. Counselors will provide explicit guidance for teaching staff in order to create safe, culturally responsive school environments in both the hybrid and full-distance learning models addressing the needs of *all* students, including English learners, students with unique needs, students of color, and LGBTQIA+ youth. Counseling Resources will be shared with families and are posted on the district webpage and updated regularly to support staff and families. They include; [Distance Learning Counseling Support for Parents-Elementary](#) and [Distance Learning Counseling Support for Parents-Secondary](#) is on the parent portal. [Counseling Resources for Teachers-Elementary](#) and [Counseling Resources for Teachers-Secondary](#) is on the staff portal. District staff will work with teachers to model the proper use of pronoun use on digital platforms ensuring that students have control over their own chosen name and/or gender adding additional supports for LGBTQIA+ youth. Supports specifically addressing trauma include access to online grief support groups for teens, podcasts on anxiety and resilience, scheduling regular check-ins, and providing additional time to complete assignments. Lastly, there is a new Counseling website sites.google.com/view/mdusdcounseling with additional resources and a developing virtual library of professional development for students, staff and parents.

Ongoing support, coaching and professional development will be provided to staff to address trauma and other impacts of COVID-19 on the school community. Regular virtual meetings occur with staff groups to maintain communication, cultivate relationships and opportunities for check-ins to support staff in their work and life. Collaboration and coordination with bargaining groups, the Human Resources and the Legal and Benefits Departments will further assist staff in managing and adjusting to the new school environment by connecting staff to district and community resources. Additionally, all MDUSD employees have access to the [Employee Assistance Program \(EAP\)](#) which provides work life services including; counseling, financial and legal services.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

MDUSD's "[Roadmap to Reopening](#)" reaffirms our commitment to attendance and engagement in all our schools. As schools open in a distance learning format, students and families continue to struggle as the COVID-19 pandemic spreads throughout the community. Numerous resources are available on the district's web page under the [Parent Portal](#) to support pupil and family engagement. MDUSD is committed to supporting students' social emotional wellness and offering resources to provide support during distance learning and throughout the transition back to in-person instruction, and acknowledges that not all families have the same areas of need or the same access to resources. Therefore, a range of strategies will be employed to provide outreach and support student and family engagement.

Mt. Diablo has a three tiered re-engagement strategy for students who are not engaged in learning. Each layer of support is essential.

Tier 1: Universal Strategies

MDUSD staff are creating a welcoming environment for all students and families. Each family has access to an online copy of the Parent Information Packet (PIP). The packet includes our district-wide expectations, parent resources, and the school forms. The goal is to provide all stakeholders with MDUSD policies and regulations which encourage student well-being and student achievement. A variety of platforms are used for communication including [HomeLink](#), Class Dojo, Remind 101, physical walk-throughs, [school](#) and [district](#) websites, text messaging, and other social media (FaceBook, Twitter [@MtDiabloUSD](#)). For instructional platforms, MDUSD supports SeeSaw and Google Classrooms which monitor and measure engagement. Families are notified of student absences using weekly robocalls. Staff has been trained on engaging students via distance learning and are aware of the signs of trauma, abuse or neglect so that they can determine the barriers that families face to education, including the availability of technology, access to stable wireless internet, technology support for accessing tools, and communicating regarding the availability of counseling resources. Regular wellness checks and family outreach will be done by classified and certificated staff to assess needs, identify supports, and build capacity, especially while students are engaged in distance learning. MDUSD is also providing opportunities for professional development and on-going support regarding Culturally Relevant and Trauma Informed practices to ensure all students are seen, heard and validated. In addition, staff offers a variety of parent and family training to ensure families have the support needed to engage with school. Students and caregivers will receive training to effectively utilize the technology required for instruction and be provided staff to contact in the event they need assistance. This assistance will include technology support to engage non-English speaking families or others who experience difficulties or barriers to use. These trainings are offered through webinars and virtual gatherings from our school counselors, social work specialists, technology support staff, Adult Education, and other providers during the period of distance learning to support the re-engagement of students. Online social groups will be available for students in distance learning models. A few include the [Parent Academy](#), and [eTraining for Parents September 2020](#). Online social groups will be available for students in distance learning models. An increased focus on social emotional learning and mindfulness is offered to all students and is available to families and staff. Attendance is being verified through audits in our student information system. In addition, attendance is being verified through audits in our student information system. Families have been informed how participation will be monitored and assessed, particularly where independent assignment completion and asynchronous instruction is counted as instructional time.

Tier 2: Targeted Strategies

MDUSD will provide targeted levels of support when students have not attended school/ class after two days. The essential support from Tier 1 will continue and staff will make support calls home to address the access and attendance concerns. Staff will work individually with students as mentors and/or tutors through daily check-ins. Sites will continue to use Student Success Team (SST) and CARE team processes to establish academic and social emotional support needed. Counseling is being provided for students who require this support, and counselors are available on a grid system in

order to have support available to every student throughout the school day. At this level, families may also be connected with resources including school supplies, food banks, and crisis centers. For students who have excessive absences at this level, a School Attendance Review Team meeting (SART) will be convened at the school sites.

Tier 3: Intensive Strategies

MDUSD provides intensive intervention for students with whom we have lost contact, or are not attending or engaging in class activities. Staff continues the additive support from Tier 1 and Tier 2. For families who are experiencing trauma, homelessness, financial instability, and health concerns, there is an increased awareness and referrals to community agencies that support students and adults, including Child & Family Services. Child Welfare and Attendance (CWA) Liaisons will conduct home visits at this level to inquire about the barriers of participation for families and students and to offer resources. Hotspots, devices, and references to community resources have been provided to students who have indicated this is a need for them to engage with school. Regular wellness checks and family outreach will be done by classified and certificated staff to assess needs, identify supports, and build capacity, especially while students are engaged in distance learning. Students and caregivers will receive training to effectively utilize the technology required for instruction and be provided staff to contact in the event they need assistance. This assistance will include technology support to engage non-English speaking families or others who experience difficulties or barriers to use.

MDUSD's District Community Liaison coordinates with twenty school liaisons to provide professional development as well as information on education, mental and physical health, or financial support and programs. The site liaisons help connect families to pertinent schools, complete home visits for newcomer students who may not know how to use technology, and they provide families with district and community resources and information. MDUSD staff collaborate with community organizations and businesses to support families in need, such as St. Vincent de Paul, The Bay Church, Refuge Church, White Pony Express, Los Rancheros Supermarket, Concord Produce, NAMI of Contra Costa, and the Family Justice Center. The community liaisons work with community members, parents and volunteers on ongoing School Supply Drives to serve low-income students across the district. MDUSD Parents for Multicultural Education championed our school supply drive this year, especially for the needed headphones and dry erase boards. MDUSD's ongoing partnership with Monument Crisis Center helped to provide direct services and support to our families with in-person service on school registration, food application sign ups and offered information on various ongoing parenting support programs in the District. Families that speak languages other than English or Spanish are provided access to and are supported through the use of www.TalkingPts.org, Konstella, Smore, Class Dojo, and by using site staff and parent volunteers. Lastly, MDUSD community liaisons collaborate with the Contra Costa Department of Health to distribute information in various languages of ongoing COVID-19 testing for our families.

School Nutrition

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

During 100% Distance Learning, MDUSD will provide nutritionally adequate meals at (14) fourteen [Meal Service Centers](#) throughout the district. Meal Service Days are Monday, Wednesday, and Friday serving from 8:00 am - 12:30 pm. and 3:30 pm - 5:00 pm Monday and Wednesday, and Friday students will receive multiple days meals and on Friday weekend meals as well. This is a Curb Side Distribution Pickup System for meals where parents can do a drive through pick up and follow social distance protocols. The Food & Nutrition Services Department will adhere and follow the USDA Meal Pattern requirements and will include minimally processed entrees or scratch made meals whenever possible. This includes fresh vegetables, fresh fruit, and milk for each meal served. Also, a bagged meal will consist of a school breakfast, school lunch and if the school site is approved a snack for each day which equals nutritionally adequate meals (5) five days per week. Special meal theme days will be included in the meals service and offered to a Meal Service Center one day per week. When the full distance learning model moves into a hybrid model, all staff will return to all 47 school sites to serve

multiple day meals to students. Meals will be served according to the school site Bell Schedule which Breakfast, Lunch, Snack, and Supper will be served depending on site eligibility.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
School Nutrition	Additional staff and support to provide meals for all pupils at multiple sites, including those students who are eligible for free or reduced-price meals, when students and families are participating in distance learning.	1,880,000	Yes
Mental Health and Social and Emotional Well-Being	Contract with Mindful Life Project to enhance mindfulness practices and targeted trauma informed instruction for students, families and socio-emotional support for staff.	8,000	Yes
Distance Learning Program (Continuity of Instruction)	Career Technical Education (CTE) programs are updating their CTE course alignments to reflect distant learning and to ensure continued alignment with the CTE Model Standards. CTE programs are provided with resources and professional development opportunities from CDE and third party providers on teaching career technical courses in a distant learning model (Professional Development). MDUSD Work Based Learning Coordinators are working with CTE teachers and industry partners to provide virtual work based learning experiences, including but not limited to guest speakers, virtual site tours, online mentorships, and virtual internships. The coordinators are also working with CTE teachers to provide work readiness activities through work readiness workshops and integration of Naviance into the CTE curriculum. A career pathway counselor is working with CTE teachers to support CTE pathway mapping and integration of student leadership opportunities into CTE programs. The counselor will also collaborate with site counselors to develop best practices in supporting CTE students. (Cost includes salaries of the Work Based Learning Coordinators and the 1.4 of the counselor.)	NA	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.64%	557,364

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.

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. Several actions from the existing LCAP that are both being implemented districtwide and increasing or improving services for unduplicated students are being maintained in the 2020-21 school year.

Connectivity

Actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. Targeted outreach is occurring through FYS, HOPE, community liaisons, and in partnership with school sites to make contact with 'unreachable students.' WIFI hotspots are being provided on a case by case basis.

Curriculum & Instruction Support

The Curriculum Specialists and TOSAs in the Educational Services department provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. The focus during the previous two years on the creation and implementation of common scope and sequence documents and common assessments has primarily benefited those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and synergistic effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. As distance learning continues for the 2020-21 school year, the district has communicated the expectations that all lessons are designed using inclusive, engaging and standards-based instructional practices. There is significant work to be done to ensure this is done systematically in a full distance learning environment. The Curriculum Specialists and Teachers on Special Assignment will be key leaders in this effort.

Supplemental Online Programs

Supplemental online resources (i.e Ed1Stop, ALEKs, Imagine Learning, BrainPop, BrainPop ELL) to support differentiated online learning for students disproportionately affected by COVID-19 and learning loss have and will be purchased. As distance learning and school closures continue, these supplemental resources will be critical as we differentiate to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will include providing multi-tiered systems of support and formatively assessing student needs so that targeted small groups and 1 on 1 synchronous instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Staff Collaboration

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will include providing multi-tiered systems of support and formatively assessing student needs so that targeted small groups and 1 on 1 synchronous instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

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

Academic Planning & Credit Recovery

Providing robust and predictable academic counseling services is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of high school and the path to college and career. Particularly for students who will be the first in their family to go to college, many of whom are unduplicated students, consistent access to counseling is a critical support for their success. Establishing clear and functioning systems for allocations of staffing, course scheduling, preregistration, and reduction of unnecessary course stratification/tracking are all key elements of more equitable schools. Students who are historically less likely to self-advocate or have advocates at home, which can often include unduplicated students, will have increased access to college preparatory and advanced coursework and other classes that meet their individual needs. Supplemental licenses for credit recovery and differentiated instruction play an important part in this effort.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs and counselor support will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

Homeless Outreach Program for Education (HOPE) and Foster Youth (FY) Staff and Social Workers

This action, in non-pandemic times, represents another of the district's efforts to provide resources to the MDUSD community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to health services, including counseling and mental health services, this action is a critical support. Providing preventative health services and rapidly responding when needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic and/or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

English Learner Family and Community Outreach

The district office community liaison position will continue to coordinate the work of site-based community liaisons who are, as a group, a critical resource for families in need of support in this full distance learning environment. Regular community liaison meetings will be held where best practices are shared by the site staff in how to improve and strengthen the engagement of students and families during this COVID-19 pandemic. Family Nights and parent education topics include a focus on Cyber Safety, Digital Literacy, how to navigate Zoom, Google Meet, Seesaw and Google Classroom. The District will partner with community groups, such as the Mindful Life Project and the Monument Crisis Center, to help provide SEL support for students and families. Training classes for families will be offered in English and Spanish with additional languages added, as necessary. Staff within the English Learner Department, as well as the community assistants at the district and at the school sites, help to ensure that there was two-way communication, an outreach to families, the ability to assess needs, identify supports, build capacity and provide technology and equipment to those

that needed it. These activities will help to decrease learning loss, chronic absenteeism, and disengagement. The specific action/ service of providing support to families utilizing community liaisons and community partners is principally directed towards, and is effective in, engaging families of unduplicated students who often do not have the background or experiences in successfully navigating school systems, specifically in this full distance learning environment.

School Nutrition

This action, in non-pandemic times, represents another of the district's efforts to provide healthy meals multiple times during the day at multiple sites to the MDUSD community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to nutritious and healthy meals or who may live with food insecurity, this action is a critical support. When the full distance learning model moves into a hybrid model, all staff will return to all 47 school sites to serve multiple day meals to students. Meals will be served according to the school site Bell Schedule which Breakfast, Lunch, Snack, and Supper will be served depending on site eligibility.