

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of schools by local educational agencies (LEAs) in response to the COVID-19 pandemic. That same day, the Monterey County Home Charter School (MCHCS) team initiated an outreach campaign to ensure all MCHCS families received information regarding the school closure order. The MCHCS team has continued to remain in close communication with its students and families since the initial school closure order was issued. For example, MCHCS personnel mailed letters in multiple languages (i.e., in English and Spanish) to all families regarding the school closure order, and MCHCS families were also notified of the closure through phone calls, text messages, and emails. Moreover, MCHCS teachers were in weekly communication with their students and families throughout the school closure period. The school closure information was also posted on both the MCHCS and Monterey County Office of Education (MCOE) websites. Families were directed to these websites for additional information and resources.

The two educational programs offered by MCHCS, the homeschool, and independent study programs, are both "non-classroom-based" programs, which means that, before the school closure order, students spent less than 20% of their school day in a traditional classroom environment. As such, MCHCS was well-positioned for the pivot to a distance learning program. In a traditional school year, students typically spend minimal time on campus (i.e., when compared to the time spent that students spend on traditional schools) and are issued all (or the vast majority) of their textbooks, technological devices, and other learning resources at the beginning of each semester.

In general terms, the educational program at MCHCS was allowed to progress uninterrupted, with the following modifications:

1. Regularly scheduled in-person weekly teacher meetings were instead, conducted digitally or over the phone.
2. Classes were held via an asynchronous distance learning program, which included teachers posting and emailing instructional videos (many of which were created by MCHCS teachers), support resources, and assignments to students.
3. All *in-person* field trips and school events were canceled, while a few of those fieldtrips were able to be rescheduled in a virtual format (e.g., virtual deep-sea dive field trip, condor observations via Ventana Wildlife Society's online Condor Cams, etc.).

The transition to a distance learning program presented the follow challenges:

- Timely and equitable access to technology, resources, protocols, and related training. In order to ensure that all students could access and participate in their educational programs, this became our first priority. Upon shifting to distance learning in Spring, MCHCS could not utilize a virtual setting for weekly meetings with students because it did not have approved protocols for synchronous sessions in a distance learning environment. This issue was quickly resolved. Teachers are now effectively providing instruction and support in a virtual setting, with Zoom being the primary platform that is being utilized.
- After the campus was closed immediately, MCHCS did not possess enough Personal Protective Equipment (PPE) to safely have its team members return to school to distribute the necessary resources (books, technology, etc.) to students/families. In April, the school obtained the appropriate PPE, and essential resources were delivered to students/families in need. Due to the support of MCOE's General Services Department, MCHCS continues to have appropriate PPE to meet its students' and staff's needs.
- Many resources to which teachers need access were available in hard copy format only (i.e., on-campus), which delayed the speed with which teachers delivered resources and information to their students. The MCHCS Extended Leadership Team ("ELT"; i.e., a group of four lead teachers) initiated a digitization project in the summer of 2020 intending to provide teachers with all necessary documents in digital form to improve accessibility.
- While MCHCS students had a relatively high engagement rate in the spring 2020 distance learning program, not all students were adequately engaged in their academic programs. We are confident that this issue will be resolved as attendance and completion of assignments will be required in 2020-21 (i.e., as opposed to "encouraged," as it was last spring).
- Some students lacked home-based internet access, making it difficult to access the full scope of our distance learning program. This issue has been resolved due to MCHCS office members assisting families in securing the free services offered by the various internet providers throughout Monterey County. Moving forward, MCHCS plans to issue hotspots to students in need of home-based internet connectivity (i.e., if other options, such as free connectivity offered by local service providers, are not available)
- MCHCD team members participated in professional learning opportunities on various digital resources to effectively serve students in the distance learning environment. MCHCS has held several in-services and training on various digital resources used in the 2020-21 distance learning environment.

MCHCS' response to the impacts of COVID-19 are as follows:

- MCHCS began its first day of the 2020-21 school year on Monday, August 24, 2020.
- Student participation in their academic programs is required throughout the 2020-21 school year.
- Instructional videos, training opportunities, and one-on-one meetings with students and parents have occurred (and many more are planned) to ensure that students, parents, and MCHCS staff members have the knowledge and tools needed to succeed in the distance learning environment.
- MCHCS now possesses adequate PPE to meet its students' needs, parents, and staff members.
- The MCHCS Extended Leadership Team initiated a digitization project to provide teachers with all necessary documents in digital form to improve accessibility. This effort will be an ongoing project, but it has quickly proven to be a hugely successful, productive, and appreciated endeavor.

- MCHCS will continue to support families securing home-based internet connectivity; hotspots will be issued to families as needed.

Stakeholder Engagement

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

The efforts to solicit stakeholder engagement feedback by MCHCS included numerous opportunities and strategies employed for each group of stakeholders, including students, families, staff, bargaining unit, and community members. The school's stakeholder engagement process started in March 2020 and will continue throughout this school year. Initial stakeholder engagement included gathering input from students and families via needs assessments and surveys administered online and over the phone. These surveys assessed each student's access to technology, including internet connectivity. The MCHCS team also supported families in need of various resources by identifying local and state organizations that could facilitate such support (e.g., resources for homelessness, mental health issues, etc.). Such outreach was conducted in both English and Spanish, and all responses were documented. In June 2020, the MCHCS COVID-19 Operation Written Report was presented to and approved by the Monterey County Board of Education.

Beginning in May 2020, a second round of feedback from stakeholders was gathered to prepare for the 2020-21 school year. The feedback from our **students and families** was obtained via telephone calls and online surveys (both English and Spanish). The results of these surveys were reviewed with the entire MCHCS team. Similarly, the **MCHCS staff** was polled numerous times to ensure that their feedback was integrated into our 2020-21 school year plans. The overall results of staff sentiments were shared with the entire MCHCS team. The primary purpose of this outreach was to determine which type of instructional model each group would prefer, and how MCHCS would be best able to incorporate recommendations into the 2020-2021 school year.

In addition to the outreach and feedback opportunities noted above, additional stakeholder engagement opportunities included: weekly staff meetings, regular office meetings, monthly meetings of the MCHCS Charter Advisory Board, quarterly meetings of the MCHCS ELAC, weekly Extended Leadership Team meetings, planned follow-up surveys to ensure that we continue to be informed of all stakeholder needs, student and parents weekly one-on-one sessions with their supervising teacher, which provides a safe and appropriate setting for students and parents to provide feedback to teachers, and teacher quarterly one-on-one meetings with the principal.

MCHCS also engaged in numerous conversations with our many community partners including Monterey County District Attorney's Office, Monterey County Department of Social Services, the Monterey County Department of Behavioral Health, MCOE's Technology and Operations Department, MCOE's General Services Department, MCOE's Educational Services Department, and MCOE's Foster Youth and Homeless Liaisons. These input sessions aimed to identify areas of shared student concerns and priorities and to collaborate in providing strategic support, including mental health services, truancy, and attendance intervention, case management and coordination for both foster and homeless youth, support to educators, and the identification of new risks to students and support strategies as a result of this new distance learning environment.

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

MCHCS has made all efforts to provide stakeholders with the opportunity to give comments and feedback through remote participation in a public meeting and hearing.

MCHCS promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways:

1. Holding public meetings via teleconferencing.
2. Making public meetings accessible telephonically/otherwise electronically to all members of the public seeking to observe and address our local administrative/legislative body, as consistent with Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020.
3. All MCHCS stakeholders and members of the public were offered an opportunity to provide feedback during the public hearing that was held on September 9, 2020.
4. MCHCS did not receive any feedback during the public hearing.

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

From March 2020 to August 2020, stakeholder feedback was gathered and analyzed to uncover recurring ideas and trends. Stakeholder feedback will help drive the academic, social and emotional support, and resource allocation plans for MCHCS. The following themes emerged from our analysis:

1. Feedback shared from all stakeholder groups: A strong desire to do everything possible to keep students, staff, and other stakeholders safe and healthy and to ensure that the MCHCS instructional program and (physical) school environments are aligned to the health and safety guidelines that have been provided from the state.
2. Feedback shared from all stakeholder groups: A widespread desire to integrate flexibility into MCHCS's 2020-21 plan, so the unique needs of each student and family are accommodated to the furthest extent possible.
3. Feedback shared from all stakeholder groups: A commitment to ensure equity and access to the educational program and continue to provide an engaging learning environment with a focus on students working toward mastery of standards and related learning objectives.
4. Moreover, our administration of surveys to key stakeholders was critical to our development of this plan:
 - a. Survey results indicate that approximately 98% of MCHCS **parents** and 95% of **students** preferred a distance learning program as an option for the 2020-21 school year. Survey participants reported that the primary reason for a distance learning program option was health and safety concerns.
 - b. Survey results indicate that 80% of **MCHCS staff members** feel uncomfortable returning to work daily for full workdays in the presence of other staff members and students; the primary reason behind this sentiment is health and safety concerns.

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

Due to Monterey County's inclusion in the Governor's COVID-19 Tiered System, all Monterey County Schools will start the 2020-21 school year with 100% Distance Learning. This is in alignment to the existing MCHCS educational model where the majority of instruction is delivered virtually.

MCHCS will begin the school year with distance learning and will align the instructional and support model to incorporating the feedback received from all stakeholder engagement sessions and surveys including the recommendations made to ensure equity and access to the educational program and continue to provide an engaging learning environment for all students. Moreover, the delivery of instruction and support will contain plans to meet students' health and safety needs, with behavior and mental health support. Feedback provided the expectation that when face to face interactions becomes possible, the program will adhere to protocols for personal protective equipment (PPE), sanitization of work and class areas, social distancing, and protocols for checking in and out site buildings.

Specifically, the stakeholder feedback brought forward two main item; continued focus on effective instructional practices for students and adherence to health and safety protocols for students, families and staff. Our plan reflects the preference of our families and students for a distance learning program option for the 2020-2021 school year with the continued commitment to providing a high quality education and the social and emotional support resources required by the students and families.

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.]

MCHCS is a *non-classroom-based* program. The independent study setting is the sole educational setting available to students. The MCHCS "homeschool" program is an independent study program with different expectations placed on parents and mentors (e.g., participating in weekly one-on-one meetings with their child(ren)'s supervising teacher, providing instructional support to their child(ren) for at least six hours per day; please see the 2017-22 MCHCS Charter Petition on the school's website for more information: www.mchcs.org). In addition to these expectations, MCHCS prides itself on offering numerous in-person instructional opportunities to students in need of academic support.

Like all other public schools in Monterey County, MCHCS will begin the school year with all instruction and support offered via the virtual, distance learning setting (Zoom will be the primary virtual platform utilized by MCHCS students, parents, and staff). Once students are permitted to return to campus to receive in-person instruction and support, families will be given the option to continue participating in the program via the virtual setting or to receive in-person instruction and support in person (i.e., on-campus). A detailed description of the [MCHCS 2020-21 School Year Plan](#) includes information about cleaning and disinfecting practices, hygiene practices, PPE utilization, and other health and safety protocols in addition to the school's instruction/support plans, is accessible on the school's website.

MCHCS will identify students who have experienced learning loss by administering the North Western Evaluation Association’s (NWEA) Measure of Academic Progress (MAP) assessments in math, reading, and language usage upon a student's reentry. MCHCS educators will assess the results from each individual student, provide personalized supports for students who have experienced learning loss, and will continue to monitor student progress via the utilization of teacher, publisher, formative and state-developed summative assessments (e.g., the Smarter Balanced Interim Assessments). The results of the assessments will be used to develop an individualized instructional plan for each student based upon their skills, needs, interests, and goals.

MCHCS will develop instructional schedules to accelerate student learning by creating personalized opportunities for students to return to campus to receive in person instruction and support, as needed based on student data and parent request. Priority will be extended to the following special student populations: special education students; English learners; foster students; homeless students; socioeconomically-disadvantaged students; students with 504 Plans; and students who are performing below grade level average.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
MCHCS's shared-space facilities will be cleaned and disinfected by the MCOE General Services Department's custodial staff on an hourly basis; additional cleaning and sterilizing supplies were procured for MCHCS team members, who will be expected to clean/disinfect their workspace/items at the beginning and end of their workdays, and before/after they provide any in-person support to students.	\$300	N
MCHCS acquired additional PPE and other protective equipment (e.g. plexiglass barriers) from a variety of sources (MCOE’s General Services Department provided the vast majority of PPE) to ensure that any in-person instruction/support is delivered in a manner that is in alignment with current health and safety protocols (e.g., students, teachers, and campus visitors will be expected to wear face coverings while on campus).	\$2900	N

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.]

Due to the non-classroom-based setting offered by of MCHCS, the shift to the virtual setting is a relatively seamless pivot. The nature of MCHCS's independent-study setting, before the COVID-19 pandemic, was that all students completed all or the vast majority of their schoolwork/studies in an asynchronous setting. In 2020-21, all students will continue to have full access to all of the standard curriculum and

instructional resources available before the COVID-19 pandemic. The most significant change in 2020-21 is the shift to an all virtual, distance learning setting. MCHCS staff has evaluated every students' access to technological devices and internet connection. Devices such as iPad tablets and Wi-Fi hotspots are made available to all students. After surveying families, staff delivered technology to students in need to ensure 100% access to a computer device and internet connectivity.

One additional change in 2020-21 will be in the change in delivery of small group or classroom instruction. Before the COVID-19 pandemic, such instruction and support opportunities were provided to students only in an in-person setting. In 2020-21, all or the vast majority of this instruction and support will be delivered via a virtual setting (as noted above, students may choose to receive in-person instruction and support once it is permissible). Moreover, both asynchronous and synchronous settings will be utilized (i.e., as opposed to the exclusively synchronous setting for in-person support before the COVID-19 pandemic). Example: A student will be directed to watch a teacher-created video with a mini-lecture on a particular day at a specific time. The student will be expected to display evidence to their teacher that they have engaged in the lesson where the concept or skill was taught. The teacher will then identify the students in need of support by utilizing formative assessments, and will schedule an individual or small group or whole class synchronous sessions to provide students with the necessary instruction and support to accelerate their learning.

This approach will allow for a smooth transition from a virtual setting to in-person instruction and support once it becomes permissible.

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.]

MCHCS will ensure access to devices and connectivity for all pupils to support distance learning in the following ways:

- 1) First, MCHCS ascertained students' needs by understanding access to devices and connectivity from our families and our teachers by conducting a needs assessment in the spring of 2020. The needs assessment involved each teacher communicating with their students/families in a one-on-one setting through personal contact to identify the resources needed for the student to fully and effectively participate in a distance learning program.
- 2) Then, MCHCS provided both technical and logistical support in coordinating access to needed resources (e.g., working with families and internet service providers to secure home-based internet access, distributing computers/tablets to students). MCHCS is prepared to deliver hotspots to the approximately 3% of families who lack home-based internet access at the beginning of the 2020-21 school year; hotspots will continue to be provided to families in need throughout the school year.
- 3) Finally, MCHCS utilized a variety of methods (e.g., phone calls, emails, text messages) who were unable to access devices and internet connectivity following the school closure after the 2019-20 school closure order was issued.

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.]

MCHCS will track and monitor student progress via live contacts, synchronous instruction/support settings, and weekly work products. (As a non-classroom-based independent study program, MCHCS will continue with its standard pre-COVID-19 attendance accounting processes.)

Those standard accounting process include teachers make entries in a student's "contact log" after each weekly meeting. These entries summarize the student's performance for the week, including whether students completed all of their assignments and worked toward meeting their weekly learning objectives. Attendance for all synchronous instruction and support sessions will be taken in the same manner that it would be taken if a student was expected to attend a class/workshop/tutoring session physically (e.g, students are marked "present" if they participate in the virtual synchronous instruction/support sessions).

Finally, teachers evaluate the amount of schoolwork completed each week to determine whether attendance can be claimed for a given school day. For a more detailed description of the MCHCS attendance accounting process, please see [the 2017-22 MCHCS Charter Petition](#) or the [2020-21 Student & Parent Handbook](#), both of which are on the school's website: www.mchcs.org.

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.]

To support the MCHCS team in the implementation of a high-quality distance learning program, MCHCS will provide the following professional development opportunities and resources based upon the "Professional Learning and Relationships" section in the [CDE's "Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools"](#):

- Professional learning sessions titled, *Virtual settings 101* and an *Introduction to Zoom* (lead by Rod Garcia, MCOE's Educational Services Department's Computer Science and Digital Learning Administrator)
- MCOE's Technology and Administrative Services Department will provide training to teachers on iPad usage, which will be a crucial component of our 2020-21 school plan, as well as providing technological support for teachers.
- MCHCS (lead) teachers and the principal will provide training and support including team-created video tutorials for all MCHCS team members on a variety of software applications and digital resources that will be utilized in 2020-21, including:
 - Schoology
 - Notability
 - Cam Scanner
 - Jam Board
 - Mystery Science
 - Khan Academy
 - YouTube (creating a secure channel to upload instructional/support videos for students/parents)
 - Google Drive (for digitally organizing instructional and student documents)
 - Assigning and collecting student assignments digitally
 - Proctoring assessments in a virtual setting
 - Other topics, as requested

Technological support was also provided by teachers' collaboration in developing the expectations to which students will be held in all virtual synchronous settings; teachers will review this information with their students at the beginning of the school year.

Staff Roles and Responsibilities

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

As a result of COVID-19, MCHCS has had to adapt staff roles and responsibilities. Many classified staff members, teachers, and the school principal will regularly participate in drive-through book and material resource pick-up and drop-off sessions, and will conduct doorstep drop-offs/pick-ups of books/materials.

To meet the needs of students, MCHCS has established school teams for the 2020-21 school year, including STEAM, Language and Humanities, College & Career, and the Special Education, and Social-Emotional (SEL).

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.]

MCHCS will assess all students' unique needs to determine what additional supports are needed by continuing to administer formative and summative assessments, as well as conduct individualized needs assessments via the internet, phone calls, and text messages.

Once the unique needs of each student are determined, staff will provide additional supports for each student group below in the following ways:

- 1) English learners- Weekly synchronous EL support workshops, designed to enhance EL students' ability to communicate (i.e., speak, listen, read, and write) in the English language, will be offered at the elementary, middle school, and high school levels delivered by qualified and trained staff.
- 2) Pupils with exceptional needs and students with disabilities will be served across the full continuum of placements- Weekly synchronous support workshops will be offered at the elementary, middle school, and high school levels for pupils with exceptional needs. In addition, students with disabilities will continue to receive instruction/support services as stipulated by their IEPs.
- 3) Pupils in foster care- Priority access to all MCHCS resources/offering will be extended to foster care students. Collaboration with our MCOE Foster Care staff will ensure we know who these students are, acknowledge their individual situations, and make the necessary accommodation to ensure learning acceleration and success.
- 4) Pupils experiencing homelessness- Priority access to all MCHCS resources/offering will be extended to students experiencing homelessness. All students experiencing homelessness will be offered the opportunity to have any necessary school resources dropped

off to them at a mutually agreed upon location. Collaboration with our MCOE McKinney-Vento administrator will ensure all available resources will be extended to families and supports given to ensure learning acceleration and success.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
MCHCS ordered additional devices (iPads) to ensure that all students have a device (i.e., either an iPad or a laptop) in 2020-21. MCHCS will prioritize the distribution of iPads or laptops to all English learners, foster students, homeless students, and socioeconomically disadvantaged students.	\$145,000	Y
MCHCS will provide hot spots to all English learners, foster students, homeless students, and socioeconomically-disadvantaged students who lack home-based internet connectivity. All other students in need of a device will be provided with a hotspot after being provided to the special student populations noted above.	\$50,000	Y
MCHCS will ensure that all students and teachers have access to necessary software and applications to provide equitable access to and the effective administration of its distance learning program; software/applications include, but are not limited to: Schoology; Notability; Cam Scanner; Jam Board; Mystery Science; Zoom; Houghton Mifflin Harcourt's <i>Math Expressions</i> and <i>Journeys</i> digital curriculum/support resources; Pearson SuccessNet's digital curriculum/resources; and Rosetta Stone digital curriculum/support resources.	\$25,000	Y

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.]

MCHCS will address student learning loss that resulted from COVID-19 during the 2019-20 and 2020-21 school years by measuring learning status in the following content areas: English language arts, English language development, and mathematics, as well as all required content areas.

In addition to ongoing (curriculum-based) formative and summative assessments, MCHCS will utilize the tools below at the indicated frequencies to measuring pupil learning status:

- The NWEA MAP Assessments will be administered at least three times per year (i.e., September, December, and March/April) in reading, English language usage, and mathematics. These MAP assessments are instrumental at measuring achievement and growth in K–12 math, reading, language usage, and science. It provides teachers with accurate and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.

- The Smarter Balanced Interim Assessments (i.e., the comprehensive strands) will be administered in January/February and will provide teachers information regarding students' progress towards Common Core Standards.
- The English Language Proficiency Assessments for California (ELPAC) will be administered in September to newly identified English learners, and in February/March to previously-identified English learners.
- English learner students will take REACH, INSIDE, or EDGE placement assessments to identify the appropriate ELD curriculum for their individual needs.

MCHCS teachers will analyze assessment results individually, in small groups (i.e., grade-specific groups and in school teams) and as an entire staff. MCHCS teachers and the principal will collaborate in making data-driven decisions regarding instructional/intervention approaches/methods/resources/etc. to mitigate pupil learning loss and accelerate learning.

Pupil Learning Loss Strategies

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

Note: MCHCS anticipates little or no learning loss due to COVID-19 as it experienced a weekly participation rate of between 97% and 100% in its spring 2020 distance learning program (i.e., this engagement rate is comparable to its pre-COVID-19 engagement rate).

MCHCS will address the learning loss for students and accelerate learning progress for students by establishing individual learning plans for all students based on each student's skills, needs, interests, and goals. These plans will be developed at the beginning of the school and will be updated quarterly. Specific actions and strategies for each student group are as follows:

- 1) English learners- All EL students will attend support workshops designed to enhance students' ability to communicate (i.e., speak, listen, read, and write) in the English language and will be offered at the elementary, middle school, and high school levels.
- 2) Low-income students- Priority access to all MCHCS resources/offerings will be extended to socioeconomically-disadvantaged students.
- 3) Foster Youth- Priority access to all MCHCS resources/offerings will be extended to students in foster care.
- 4) Pupils with exceptional needs and students with disabilities placements- Weekly synchronous support workshops will be offered at the elementary, middle school, and high school levels for pupils with exceptional needs. In addition, students with disabilities will continue to receive instruction/support services as stipulated by their IEPs.
- 5) Pupils who are experiencing homelessness: Priority access to all MCHCS resources/offerings will be extended to students experiencing homelessness. In addition, all students experiencing homelessness will be offered the opportunity to have any necessary school resources dropped off to them at a mutually agreed upon location.

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.]

MCHCS will measure the effectiveness of services and supports provided to address learning loss by utilizing the diagnostic, formative, and summative assessment tools mentioned above (e.g., NWEA MAP suite of assessments) and engaging in individual, group, and staff-wide analysis of such assessment data.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
MCHCS will ensure that all students and teachers have access to the necessary software and applications to ensure that learning loss is detected and can meet the needs for learning acceleration equitably and effectively. Software/applications include, but are not limited to, NWEA assessments, Read Naturally digital support resources, Zooms support resources, and IXL's digital support resources.	\$15,000	Y

Mental Health and Social and Emotional Well-Being

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

MCHCS will support the mental health and social-emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (whole school safety and prevention, community and family engagement and supports, personal wellness, classroom strategies), Tier 2 (early intervention for students/staff), and Tier 3 (targeted intervention for students/staff) supports.

For Tier 1 mental health and social-emotional well-being, MCHCS will:

- Provide (virtual) training and professional development to MCHCS team members hosted by MCHCS personnel, MCOE personnel, or outside agencies (e.g., Monterey County Department of Behavioral Health, Harmony at Home) on Social Emotional Learning and how to apply strategies to build relationships between students and teachers in the classroom.
- Include Monterey County Department of Behavioral Health's no-cost virtual training on self-care for educators to decrease the number of administrators and teachers experiencing burnout, depression, or feelings of being overwhelmed.
- Provide training on trauma-informed practices and how to integrate into school response systems. Monterey County Behavioral Health, MCOE Foster Youth Services, and MCOE Educational Services provide training support.
- Provide training and support for parents to increase student's and parent engagement and effectiveness in the distance learning environment. Agencies such as Partners for Peace, Building Healthy Communities, and MCOE provide this training free of charge.
- Provide training on restorative practices, how to create expectations for behavior in virtual and in-person classrooms. Restorative Justice Partners, Inc. provides this training free of charge.
- Integrate SEL curriculum and instructional practices into students' weekly lesson plans.

Tier 2 supports include Tier 1 and

- Partner with Harmony at Home's Sticks and Stones program to ensure that students experiencing trauma or other mental health challenges can receive help from a (professional) therapist.
- Work with various providers, including the Monterey County Behavioral Health Department, Harmony at Home, and school psychologists to offer regularly scheduled virtual trainings related to mental health services and how to support students at schools. Trainings will include the role of clinicians, administrators, teachers, and parents regarding mental health support.
- Harmony at Home therapists, school psychologists, or outside agencies may be provided small group counseling sessions.

Outside agencies will provide Tier 3 supports in addition to the supports at both Tier 1 and Tier 2 for students and staff:

- Partner with a Harmony at Home's Sticks and Stones program therapist to ensure that students experiencing trauma or other mental health challenges can receive professional help.
- Individual counseling support by a school psychologist, program specialist, or outside agency (e.g., Monterey County Department of Behavioral Health)

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.]

MCHCS will continue to follow its pre-COVID-19 policies and procedures regarding pupil and family engagement and outreach:

MCHCS will provide engagement and outreach to students who are absent from distance learning by continuing to follow and implement the MCHCS Progressive Discipline Policy and the Student Direct Contact Policy, which can be reviewed in its entirety in the [2020-21 Student & Parent Handbook](#). In short, students who receive an unexcused absence and complete less than 80% of their weekly assignments, will receive a disciplinary infraction; the issuance of this infraction involves communication with the student and the parent and may result in a review meeting with the principal. Moreover, a home visit wellness check will be made by the principal (or another MCHCS team member, as appropriate) for any student with whom MCHCS does not establish direct visual contact in ten school days.

As a reminder, all homeschool parents and students meet with their teacher weekly, which provides the best opportunity for regular engagement and outreach.

Finally, MCHCS parents will receive regular school messages through MCHCS's new mass communication tool, Parent Square. The school has sent eight mass communications to parents in the first two weeks that Parent Square has been activated; the system allows for parents to engage in private follow-up communications with the principal if necessary/desired. MCHCS anticipates that Parent Square will play a crucial role in ongoing pupil and family engagement and outreach.

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.]

Any students in need of nutritionally adequate meals will be able to arrange a time to pick up food/beverage items (free of charge) via the drive-through option. Once in-person instruction/support resumes, students will be able to receive food/beverage items (free of charge) on campus, on an as-needed basis (i.e., in the same manner that students received food/beverage items prior to COVID-19).

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	N/A

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
16.4%	\$408,946

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.]

Due to the COVID-19 pandemic, MCHCS has recognized that foster youth, English learners, and low-income students experience an array of challenges, are at a higher risk for trauma, dropping out of school, and may experience both significant mental health challenges and a lack of stability in all facets of life. We consider the needs of these students first, based on data and student outcome results on MAP assessments, formative results, and summative assessments, and as a result of this information, MCHCS prioritizes the needs of these students in the following ways:

English Learners (EL):

Monitoring and coordinating the EL program are critical to the successful implementation of a high-quality instructional program for EL students. The EL program will be the responsibility of the EL Program Manager and the MCHCS Principal. This responsibility includes implementing, monitoring, and evaluating the program. As indicated above, each English learner will be placed in an appropriate instruction program, and their progress will be monitored and tracked. The EL Program Manager and Principal will work collaboratively to ensure the effective delivery of the EL instructional program by conducting classroom observations, reviewing student engagement data, analyzing assessment data, and engaging in discussions with teachers of EL students.

Low-Income Students:

MCHCS has strong relationships with community partners who support our low-income students and families. For example, the MCHCS Principal and office team members work collaboratively continually with the Monterey County Behavior Health Department and the Monterey County Department of Social Services. Such collaboration allows MCHCS to connect students and families to services and resources provided by these organizations.

Foster Youth:

MCHCS supports foster youth's educational needs through collaboration with the Monterey County Office of Education Foster Youth Services Coordinating Program (FYS). The FYS program provides numerous professional development opportunities for the MCHCS staff. In 2020-21, tutoring and other services are scheduled to be made available to all foster and homeless youth through the EpiCenter.

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

MCHCS services are increased, in quantity, and improved, in quality, to all unduplicated students in the following ways:

- Screening, assessing and implementation of mental health services
- Additional technology, including but not limited to, MacAir laptops, iPads, and hotspots is given to foster youth, English learners, and low-income students to ensure acceleration of learning, and accessibility of content
- Weekly individual student check-in meetings will be increase in frequency, and will be improved by the documentation of qualitative feedback from foster youth, English learners, and low-income students
- Targeted academic support based upon teacher-identified or student-identified areas of support will be given in an increased quantity, targeting foster youth, English learners, and low-income students
- Additional professional development, in-services, and training for all MCHCS team members will be provided so that the quality of services being delivered to our foster youth, English learners, and low-income students will be increased due to quality professional learning