



# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

The unprecedented COVID-19 pandemic has affected the families and community of the Meniffee Union School District. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to many students and their families.

The closure of schools has potentially impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

MUSD is a preschool through grade eight district in southwestern Riverside County. The current enrollment is nearly 11,000 students. The district has ten elementary schools, three middle schools, one TK - Eighth Grade school, and a state funded preschool and a Special Day

Class (SDC) preschool. The district's diverse geographic area encompasses isolated, rural housing to planned community developments and has an equally diverse socio-economic and ethnic student population. Furthermore, the district's diverse community speaks over 34 different primary languages. Forty-five percent of the students district wide are socio-economically disadvantaged and 12% of students receive special education support. The district had a total of 778 English learners, 24 students experiencing homelessness, and 63 Foster youth in 2019-20.

In developing the Learning Continuity and Attendance Plan, MUSD has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students with a history of adverse childhood experiences.

As the district explored plans for the re-opening of schools and developed the 'Path to Re-Opening' models for in-person and/or distance learning, addressing the learning loss that students experienced during spring and over the summer was identified as a major priority. This is especially critical for the student groups experiencing disproportionate impacts from the pandemic.

The development of our Learning Continuity and Attendance Plan acknowledges the orders from the governor of California and will abide by all county public health orders to implement full distance learning and to transition to in-person instruction only when restrictions are lifted to allow in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will prioritize fluid supports and structures for students, families, and staff.

#### MUSD 'Path to Re-Opening' Task Force Identified Priorities

Safety

Social Emotional Health and Well-being; Connectedness and Community

High Quality Instruction and Student Learning

Supports for English Learners, Students with Disabilities, Students Experiencing Homelessness, Foster Youth, and Low Socio-Economic Status (SES)

Professional Development and Supports for Educators

Collaboration and Articulation

Family Support

Targeted Student Support and Intervention

Assessments and Accountability

Continual Improvement

## Stakeholder Engagement

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

MUSD's effort to solicit stakeholder feedback to inform the District's 'Path to Re-Opening' Plan and the Learning Continuity and Attendance Plan began in June and have continued through the plan development process. As the impact of Covid-19 continued to ripple in our community, stakeholder feedback came in waves from spring of 2020 and through the re-opening of schools in August of 2020.

On May 21, 2020 MUSD Educational Services Department engaged our community in the preliminary development of the 'Path to Re-Opening' to the 2020-21 school-year. Various instructional models were considered through collaboration with multiple stakeholders. School staff, as well as parents/guardians and pupils indicated their preferred instructional model and needs/reasons for cited preferences via a survey in English and Spanish.

Meetings were held for the following groups share information and gather community feedback:

- District English Learner Advisory Committee (DELAC) - May 21, 2020
- LCAP Parent Advisory Committee (PAC) - May 21, 2020

Community stakeholders had ongoing opportunities to provide feedback to the District via telephone, written correspondence, and through walk-in or in-person visits to the school district office (Tuesdays and Thursdays from 8 am - 12 pm).

Our School District Board of Trustees has considered input from all stakeholders in the development of our 'Path to Re-Opening' plans. Virtual Board meetings held beginning in June provided our community the opportunity to be informed of and comment on the development of our 'Path to Re-Opening'. The various instructional models being considered in response to community feedback and in alignment with Guidance from the county health office were presented to our Board of Trustees who authorized the creation task forces on June 23, 2020 to conduct further inquiry and develop recommendations.

Each of the three instructional model task forces were composed of multiple staff of various classified and certificated positions, staff who work with special education, and parents. A special education task force was also created. The four task forces each met for two full days to deeply study full in-person learning, hybrid in-person and distance learning, and full distance learning. The task forces generated essential actions and priorities for each model as well as ongoing topics of focus and learning for staff and families which were shared publicly at a virtual board meeting on July 14th, 2020. Again, public comment was made available in this virtual format.

The recommendations of the task Force's, provided our district and our classified and certificated employee bargaining groups a lens for collaboration to develop agreements for implementing instruction during Covid-19. Each group then engaged their members who participated in a vote to approve the adaptations of their working conditions.

When beginning the 2020-21 school year in full distance learning became imminent with the governors July 13, 2020 orders, the findings of the distance learning task force informed the necessary purchases, training, and professional development to begin the school year. From their recommendations a new task force convened for the purpose of developing common districtwide grade level model lessons that teachers could utilize for the first two weeks of the school year as all educators prepared to deliver full distance learning. The district goal of providing high-quality standards-aligned instruction in distance learning necessitated the purchase of additional technology supports,

licenses, and tools. Our school calendar was readjusted to ensure all teachers could receive training in the tools to support successful delivery of instruction in distance learning.

Upon return to school on August 14, 2020, we have continued to engage staff, parent advisory groups, and community in the development of our Learning Continuity and Attendance Plan components. The following groups participated in designated sessions to provide feedback on components of the Learning Continuity and Attendance plan on the following dates:

- District African American Parent Advisory Committee (DAAPAC) - August 20; Sept. 17, 2020
- Special Education Parent Advisory Committee (SEPAC) - August 20, 2020
- Parent Advisory Committee (PAC) - August 27; September 10, 2020
- District English Learner Advisory Committee (DELAC) - August 27; September 17, 2020
- District Next Steps Task Force/K-2, 3-5, 6-8 Teacher Leads - August 27, 2020
- Special Education Task Force - August 20, 2020

A similar opportunity was provided to parents/guardians and staff through school site virtual meetings with PTA/PTO, ELAC, SSC, and/or Principal Coffee during the month of September. Public comment on the draft plan was also available to the stakeholders through a survey. Input gathered from stakeholder meetings and community surveys were presented to the Board of Trustees on September 8, 2020.

Following the presentation of the DRAFT Learning Continuity and Attendance Plan to the Board of Trustees at the September 8 board meeting

Additional input received during the September 8, 2020 Public Hearing and from the school site virtual meetings supported final refinement of the plan leading toward the approval date of September 22nd.

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

The engagement of our stakeholders has been promoted through Social media, email, and phone messaging in both English and Spanish, encouraging participation in surveys and public hearings. Feedback was sought through parent and staff surveys, participation in parent advisory meetings; District English Learner Advisory Committee (DELAC), District African American Parent Advisory Committee (DAAPAC), Parent Advisory Committee (PAC), and Special Education Parent Advisory Committee (SEPAC), School Site Parent Meetings, and through ongoing collaboration with our employee associations. Regular meetings of our School District Board of Trustees are announced in both English and Spanish through social media and emails. Since April 28, 2020 board meetings have been conducted through “Board Meeting Live” and provided opportunities for public engagement through virtual attendance including public comment. Public attendance has been as high as 1,000 and as many as 55 public comments on plans for return to school were read to the board in a single meeting.

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

Special Education Parent Advisory Committee (8/20)

- Desire for students in small moderate to severe classrooms to return to in-person school for services and support
- Desire for individualized support in distance learning

- Desire for lessons to be recorded to allow students to take at a schedule or pace that works for their learning needs and/or parent schedules
- Concern that students with disabilities have a lot of difficulties accessing virtual learning
- Concern that the work assigned to students may require unrealistic levels of parent support for the child to access/complete
- Desire for parent technology support

#### District African American Parent Advisory Committee (8/20; 9/17)

- Need to increase time the teacher is with students, have them working with them on assignments and less time on their own.
- Need to improve the coordination between student support services and general education.
- Parents access to the Google Classroom to see assignments; provide parents quick tech help via parent square, email etc.
- Teachers and support staff should receive instruction/training and monitoring on appropriate instructional material that is easily accessible by the student for work completion.
- Improved teacher technology
- Increased synchronous time with explicit instruction; less independent unsupported time.
- Maximize the effectiveness of counselors
- Parent outreach and support
- Add intervention and small group classes/meetings
- Utilize data to inform instruction and build on student present levels
- Foster community building activities in class and engaging school activities

#### District English Language Advisory Committee (8/27)

- Students need to socialize with classmates freely and during learning
- More live instruction time with teacher(s) for the class to know one another better and so students can participate; more time is needed to build trust and safety for students
- Consistent schedules for all classes
- Provide opportunities for students who are accelerated
- Technology help desk
- Counselors who speak Spanish
- Flexible schedules to support family schedule needs and issues with internet connection
- Work assigned weekly so families can work together when time allows and meet the deadline
- Survey student needs and letting them express themselves
- More opportunities to talk with other students when learning
- Provide information to families about the pandemic, technology, and resources including social emotional supports
- Support English learners and others with small group when needed
- Tools for reading and translating are desired
- Recorded lessons would help to let students review information and allow flexibility of schedules
- Online programs/dynamic activities
- Clear district message about the importance of attendance

#### Parent Advisory Committee (8/27; 9/10)

- Flexibility to complete activities asynchronously is needed to meet the needs of families of those who have multiple children or other obligations; recorded lessons
- Parents would benefit from knowing grade level end of year learning expectations
- Student opportunities to socialize is important to well-being
- Need immediate access to the teacher so we can reach out when we run into problems. This will allow my students to have full access to the curriculum because I can easily message the teacher if a link isn't working so they can fix it quickly.
- Teachers need technology training.
- Appreciate the programs purchased for distance learning such as Edpuzzle
- Have MUSD Google Classroom proficient teachers share what they are doing with all teachers, particularly on how to engage students in the work
- Students need opportunities to socialize; virtual clubs every week where students can attend and meet with other students for some fun would be amazing; not just lessons from counselors.
- There needs to be more oversight with your teachers and the google meets they are holding. Administrators should take the opportunity to attend as many classes as you can to see what the teachers are actually doing with the students.
- School libraries should be open for book check out regularly
- Youngest students should be a priority when we can transition to in-person school
- Would like to see more Fun and engaging Math and early reading programs

#### District Next Steps Task Force/K-2 Leads/3-5 Leads/6-8 ELA and Math Leads/Site Administrators

- Ongoing access to model lessons to support teachers and provide continuity
- Curated tech tutorials for parents needed
- Time for teacher collaboration and sharing lesson resources is desired
- Recorded virtual lessons that can be viewed at later times is needed for students, especially our English learners and students with disabilities
- Access to technology to support distance learning teaching is a priority
- Social emotional/community building meetings needed to support student social-emotional health
- Time for students to talk is needed
- Tools to translate to parents are desired
- Support staff to assist with small group instruction and intervention is needed
- Clear data about learning loss and tools to address essential skills are needed
- Clear consistent communication about plans and timeline for return to school is desired

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

- Resources to support English Learners and students with reading difficulty - Google Read and Write Licenses purchased district-wide. Rosetta Stone purchased for English learners at the Emerging and Expanding proficiency levels

- Use of ELA and Math Diagnostic assessment to inform intervention and acceleration groupings and assignments. Teacher training in understanding data, identifying essential standards, and school grouping and monitoring September 16, 2020
- Teacher professional development in community building circles and student discourse in distance learning; scheduled September 23, 2020 and ongoing.
- CORE/Rally Social emotional mini assessments (grades 4-8) and data collection resource implemented
- Consolidation and sharing of technology tutorials from across the district via grade level Google Classrooms
- Continue to develop grade level Google Classroom lessons; exemplars
- District wide-review of schedules and flexibility to support greater access for parents and students to complete as individual circumstances necessitate
- District wide-review of Wednesday schedules to identify time for ongoing collaboration, learning, and supporting small group instruction
- Purchase of Aeries communication tool, Parent Square, to provide immediate two-way communication
- Purchase of enhanced Google Meet features to support student collaboration
- Purchase of teacher Chromebooks and instructional technology to replaced district's older model
- All school libraries will be available for families to access library books on a regular schedule beginning late September
- Additional hours provided to teachers and Intervention Facilitators to support small groups and engagement
- Teacher and school site menu of professional development and coaching for building class culture, community, engagement and learning in distance learning

## 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.]

On June 16th, 2020 three instructional models were presented to our Board of Trustees; a fully online learning model called Distance Learning+, a blended or hybrid online and in-person learning model called Hybrid AA/BB, and a traditional full in-person model, called Traditional with Safety Enhancements. The creation of a fully online option for families, Distance Learning+ was approved and the Hybrid AA/BB model was not yet explored. Thereafter, the community and staff responded to the early decision to provide only two instructional models for the return to school in August 2020. By the June 23rd, 2020 Board Meeting, circumstances related to the Covid-19 Pandemic and July 13 Governor's orders had resulted in MUSD opening the 2020-21 school year in full distance learning, or MUSD Distance Learning+.



During the June 23, 2020 Board of Trustees meeting, the Board authorized the creation of task forces to conduct further inquiry and develop recommendations. A task force of nearly 30 members representing Classified and certificated staff and administration and inclusive of staff from Special Education, as well as parents was developed for the purpose conducting investigation of precautionary practices supportable in a traditional or in person setting.

The In-person Instruction Task Force focused on in-person instruction in work/study sessions on 30 and July 2, 2020. The Hybrid AA/BB Task force also focused on partial in-person instruction during their work study sessions on July 6 and 9, 2020. The following priority areas related to in-person instruction arose:

#### Staff and Student Safety

Disinfecting and sanitizing procedures

Use of masks and other personal protective equipment (PPE)

Screening and monitoring for illness among staff and students

Social distancing and limiting interactions

Communications with staff and families.

In the governor's July 13th press conference, conditions under which schools will be allowed to reopen, requirements they will have to follow when bringing students back, and conditions under which a school or district may have to return back to a full distance model after reopening were detailed.

We have identified priority students from our data collection of student participation in distance learning in the spring of 2019-20. In particular, we expect our foster and low income or homeless students may demonstrate high levels of social-emotional needs when returning to school. Our school administration and Engagement teams and our district department of Pupil Personnel Services regularly monitor the attendance, academic participation, and other factors of our foster and homeless students. Additionally, school sites have processes in place to monitor student participation and collaborate with school counselors and administration. This process includes a continuum of coordinated actions and timelines including parent phone calls, screening or survey, and referrals for health, counseling, or other services through Care Solace.

Staff professional development has included emphasis on community building, trauma informed practices, and social emotional learning. School counselors work closely with teachers and school staff regarding student indicators of academic and/or social emotional concerns.

Students who may have experienced less structure and supportive conditions during school closures and who may have potentially developed behaviors require higher levels of attention and support. School counselor(s), administrator(s), Health office technician or nurse, and support staff participated in training to understand how to identify and to respond to such areas of needs.



We have prioritized resources to re-engage and support students, prioritizing our foster and homeless students. Additional hours have been provided to our School Intervention Facilitator staff at each school site to respond to the needs of our foster and low income or homeless students. Similarly, school administration, counselors, and office staff, have also shifted responsibilities to assist in the re-engagement continuum of actions.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan the Hybrid AA/BB blended learning model so it will be prepared to bring students back once it is safe to do so. MUSD will continue to align decision-making to public health experts at the state and county level and to orders. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes:

#### Modes of Instruction:

- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance learning model, Distance Learning+, and Transition to In-Person Instruction or blended learning model, Hybrid AA/BB, which is part in-person and part distance. The blended Hybrid AA/BB learning model students would receive part of their instruction each week at their school site. Once safety conditions allow for full in-person instruction the Hybrid AA/BB model would transition to full in-person. However, if conditions again became more restrictive, students in the Hybrid AA/BB model, would transition back to full online learning, Distance Learning+.
- The district is preparing for potential shifts in instructional models as determined by public health conditions or student need. One strategy under consideration is the continued use of Google Classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the continuity of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

#### Social Distancing

- To effectively coordinate with Riverside County Public Health social distancing and safety requirements, students in the Hybrid AA/BB model will attend in smaller groups or roughly half at a time. Students will attend in-person on either Monday and Tuesday or Thursday and Friday and all students would participate in Distance Learning the remaining three days of the week. Grouping of students into AA or BB groups would be consistent throughout all grade levels in MUSD to support consistency for families. The smaller grouping of students will help the potential County health required cohort contact tracing.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.

- Classroom activities will, wherever possible, provide for virtual peer collaboration between using breakout rooms to group students who are in-person and engaging in distance learning.
- Class sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

#### Middle School Scheduling

- Middle schools will continue to schedule students into six courses. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.
- A block schedule will be implemented at the middle school level. This would result in periods 1, 3, and 5 and periods 2, 4, and 6 being held on alternating days. This will minimize student movement throughout the day.

#### Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons. Additionally, based on student and family needs, teachers may need to work with students at other school sites.
- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Most of the District's related service providers are able to provide their services in a virtual setting. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and Foster students.

#### Students who are Medically Impaired or have significant behavioral or physical support needs

- For students who are medically impacted, the Special Education Department will work closely with Health Services and consult with the student's physician to determine the degree to which the student can participate in a return to a physical school setting. If the physician determines that the student cannot participate in school due to their medical condition, the IEP team will determine Home and Hospital Instruction or virtual instruction services as appropriate, and applicable per student's IEP. All students with IEPs will be provided the SB 98 minimum instructional minutes within a combination of synchronous and asynchronous instruction and related services targeting students IEP goals. For students with significant behavioral or physical support needs, considerations will be made collaboratively with parents whether additional supports are needed in the home setting to access Distance Learning services.

## Special Education In-Person Services at the School Setting

Part of the In-Person services will include Special Education Assessments, 1:1 instructional aide services, small cohort instructional model.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- **Physical distancing:** Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- **Face Coverings:** Wearing a cloth face covering is required for all MUSD staff, students, parents/guardians, and visitors unless it is not required by CDE for in-person instruction, not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- **Ventilation and Air Flow:** Sites will continue to replace all HVAC filters at least every 3 months. Sites will run HVAC fans continuously throughout the school day beginning one hour before the start of the school day through one hour after the end of the school day.
- **Entrances and Exits:** Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- **Designated 'Care Room':** Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- **Classrooms:** Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- **Common Areas:** Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- **Recess and Play spaces:** Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact. **Physical Education (PE) Classes and Athletics:** Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to

be necessary. Staff will work with Riverside County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. MUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late June 2020. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. To be used for small group support or tutoring in addition to general interaction.	\$34,197	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$1,000	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$36,592	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$19,332	No

Description	Total Funds	Contributing
Custodians/Plant Managers: Additional staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$9,297	No
HVAC filters: Sites will replace HVAC filters 4 times per year as recommended.	N/A	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk. To be used for small group support or tutoring for English Learners, students experiencing poverty and/or homelessness, and Foster youth, in addition to general interaction.	\$19,167	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$157, 500	No
Hand Sanitizing Stations: Additional hand sanitizing stations for locations where sink access is insufficient.	\$18,805	No
Services/Support for English Learners; Training and coaching for teachers of English Learner clusters and school site principals	\$38,000	Yes
Services/Support for Foster youth, students experiencing homelessness or poverty; additional hours for teachers and support staff to provide tutoring and intervention and/or engagement	\$56,000	Yes
In-home Tutoring Services for students with moderate to severe special education supports	\$10,000	No
Contracted psycho-educational services to provide in-person special education assessments	\$342,000	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.]

MUSD's 'Path to Re-Opening' is anchored around the following guiding principles:

1. Commitment to grade-level content and instructional rigor
2. Focus on the depth of instruction, rather than pace
3. Prioritize content and learning
4. Maintain the inclusion of each and every learner.
5. Identify and address gaps in learning through instruction. Monitor students' progress on grade level appropriate assessments and adjust supports based on student results.
6. Provide Social Emotional support for students and staff; connect families to available resources

To provide students access to the full curriculum in both distance and in-person learning, standards scope and sequence in English Language Arts and Math will be framed by mid-year ELA and Math District Assessments. Standards addressed in the mid-year assessments, as well as student learning needs identified in the beginning of the year diagnostic ELA and Math assessments, will inform teacher teams to use adopted curriculum efficiently.

One of the district's expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families weekly, using the district's Google Classroom templates. These templates include the scheduled Google Meet times for synchronous instructions, learning objectives, content to be taught, criteria by which student success will be determined, and all assignments with related rubrics and due dates. This communication is a critical component of the district's effort to help parents/guardians gain a deeper understanding of their student's learning process and how to effectively partner in their education. This has never been more critical than now, with parents/guardians and family members taking on a much more prominent role in the daily learning of their students within the distance context.

All learning standards are important and were included in state frameworks design. MUSD is actualizing its plan to focus on depth of instruction, rather than pace, and commit to grade level content in a manner that is rigorous and prioritizes key content and learning. Structured grade level collaborative inquiry will occur periodically throughout the year to ensure student progress toward mid-year and end of year learning goals is maximized while time is also prioritized to address learning loss. This prioritization will enable teachers to more effectively address learning gaps through instruction, daily re-engaging students with prior knowledge, and allowing unfinished learning to be concluded while also introducing new content. Through scheduled and structured collaboration, curricular leaders will further articulate specific instructional priorities within the standard clusters. This articulation will provide clear guidance on what is important to teach within each grade level, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.

Note: The terms ‘synchronous learning’ and ‘asynchronous learning’ are used throughout this document. Following are MUSD’s definitions of these terms:

**Synchronous Learning:** Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video.

**Asynchronous Learning:** Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

A robust distance learning plan will include a combination of synchronous and asynchronous learning. MUSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district’s planned distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support.

District staff and community feedback identified a number of areas in which improvements were needed in the Distance Learning model provided from March - June. Daily, live instruction and interaction was a key area for improvement in the spring, with asynchronous learning being the primary model. The MUSD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. MUSD will offer consistent, daily, live instruction for every student with the option of participating in asynchronous activities



later through During Distance Learning+. The option to later view asynchronous content is critical in supporting the different needs of learners, some of whom need to watch instruction over again. MUSD families also have diverse needs for child care, supervision, and work and the flexibility is needed to support the needs of our community. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. These instructional components are discussed in more detail within the 'Support for Pupils with Unique Needs' section.

In accordance with SB98, all students should receive a minimum number of instruction and student support per day, which shall include both scheduled synchronous and asynchronous instruction as follows:

TK/Kindergarten - 180 minutes

1st - 3rd - 230 minutes

4th - 8th - 240 minutes

These minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings. Students in grades 6-8 will continue to be scheduled in six classes as they usually would. This schedule benefits students by maintaining continuity of support services linked to courses across the year, aligns to current staffing models, and allows for easier transition both between in-person/distance/blended models and into and out of MUSD.

The daily schedules for synchronous and asynchronous activities may vary somewhat between classrooms. Ongoing teacher collaboration as well as site and district leadership analysis of attendance, engagement, and academic data will continuously inform both the learning and interaction priorities and the type and distribution of synchronous and asynchronous activities.

In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students and family members need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

A key decision supporting articulation and family support in the district's teaching and learning was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use assessments to inform pacing, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

In the process of collaborative inquiry to study and develop instructional models and necessary supports during the time of Covid-19, it is noted that gaps existed prior to Covid-19. The development and implementation of the 'Path to Re-Opening' and Learning Continuity and Attendance Plan represents a unique opportunity to improve in a time of crisis. The alignment of teaching and learning to prioritized standards, effective use of district assessments, consistent implementation of Universal Design for Learning (UDL) instructional practices,

and other identified actions within this plan are not only for ‘right now’ in this time of COVID. These are critical moves for the district to improve student outcomes regardless of context (distance, blended, or in-person) and for the long term. MUSD is implementing a distance learning plan that will both maintain continuity of instruction during the coming year and serve as a stepping stone in the district’s overall continuous improvement journey.

## **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.]

As we begin the 2020-21 school year in a full distance-learning context, we prepare for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district’s understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. MUSD’s efforts in the spring to provide all families with access to devices and connectivity have significantly reduced the identified gaps.

Through community surveys we collected information on the availability of devices and connectivity at home. Based on feedback from the community, we learned several families in our district did not have home internet. During spring of 2020, mobile Internet devices were provided to families and MUSD staff also assisted families connect with available free devices through local providers when possible. Moving into full distance learning in the 2020-21 school year, these resources and efforts have been amplified to eliminate this obstacle for all MUSD students and in anticipation of future challenges our community may experience.

In preparation for the 2012-21 school year, providing a learning device (Chromebook) for every student was deemed essential. A reallocation of funding ensured functioning devices were available for every student grades TK - 8. Additional mobile internet devices and headphones with microphones were purchased to provide families home internet connectivity immediately as the need is discovered. Prioritized support for Foster youth, students experiencing homelessness, students experiencing poverty, students with disabilities, and English Learners are discussed in more detail within the ‘Support for Pupils with Unique Needs’ section.

## **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.]

Beginning the 2020-21 school year in distance learning restrictions and under the guidance of Senate Bill 98, student participation in synchronous or asynchronous activities is monitored daily. Teachers and school staff utilize our student information systems, Aeries, for recording attendance. School administration and re-engagement teams monitor attendance to provide families with communication to support attendance.

Similarly, monitoring student participation in synchronous and asynchronous activities is reported weekly by every teacher. We began the school year with school sites utilizing Google Sheets or Aeries attendance comments notes for teachers to record those students

participating in less than 60% of classroom activities over a 5 day period. All School sites report this data to their school site re-engagement team. School-based teams have developed a continuum of responses and support in efforts to reconnect students to school and learning.

Assessments such as those in the below table are part of the district's assessment plan. Support materials for district iReady Diagnostic, Mid-year, and End of Year Assessments, including schedules and guidance for administration and use of data results, have been provided to staff. Guidance for analyzing assessment data is also provided for school administrators to work with their site grade level teams to monitor and respond to site based grade level assessed needs.

#### SEP

K - 2 Math and Literacy Screening and Progress Monitoring Handbook (SPMHB); additional diagnostics as needed

3 - 8 iReady ELA and Math Diagnostic

#### OCT

K - 2 Ongoing Math and Literacy Progress Monitoring

3 - 8 Quarter 1 Site Selected Grade Level Standards Aligned ELA and Math Assessments

Social Emotional Assessment

School Climate Survey 1

#### DEC

K - 2 Ongoing Math and Literacy Progress Monitoring

3 - 8 iReady Mid-Year ELA and Math Assessment

#### Feb - Mar

K - 2 Ongoing Math and Literacy Progress Monitoring

3 - 8 Quarter 3 Site Selected Grade Level Standards Aligned ELA and Math Assessments

#### Apr

K - 2 Ongoing Math and Literacy Progress Monitoring

School Climate Survey 2

#### May - Jun

K - 2 Ongoing Math and Literacy Progress Monitoring

3 - 8 iReady End of Year ELA and Math Assessment, CAASPP

Additional diagnostic assessments available for ongoing use include tools for assessing student progress in phonics and high frequency word (HFW) recognition.

MUSD also recognizes the importance of partnership with students and parents in the effective monitoring of progress. Among the expectations the district is asking families to have for the implementation of distance learning is the expectation of regular communication to

students and parents on learning goals and student progress, including weekly reporting of student progress consistent with the District's grading policies to maintain the home-to-school connection.

Additionally, all parents will receive tutorials and support in English and Spanish to assist them in using our Aeries Parent Portal and accessing student gradebook and attendance information. Not only will this provide students and parents/guardians important information about progress, but it will also open communication channels that enable students and parents/guardians to provide teachers important feedback and information. This information might include details of current obstacles preventing full engagement in learning or identification of specific content/concepts that are presenting difficulty. Channels of communication such as these will improve the ability of all stakeholders involved to effectively partner in supporting improved teaching and learning outcomes.

Pupil engagement/participation will be determined based on multiple measures of a student's attendance and participation in learning. Measures will include log-in records to the Learning Management System (Google Classroom) and other on-line applications used by the teacher, submission of assignments to the teacher, submission of a Daily Engagement Survey created by the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Teachers will document attendance for each student in the Student Information System (Aeries) every day. Documentation of attendance in Aeries is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous participation for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

School sites are required to certify that the total amount of synchronous and asynchronous activities meets the minimum required daily instructional minutes. School principals will routinely monitor classroom and grade level schedules and instructional minutes in accordance with SB98 instructional minutes certification and auditing requirements. Below is a sample table that will be used to document required instructional minutes.

TK - K: 180 minimum daily instructional minutes(combined synchronous and asynchronous activities)  
1st - 3rd : 230 minimum daily instructional minutes(combined synchronous and asynchronous activities)  
4th - 8th : 240 minimum daily instructional minutes(combined synchronous and asynchronous activities)

## 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.]

One of the key priorities expressed by MUSD teachers for distance learning is for support and professional development for educators. Specifically, families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction and on the District's learning management system (Google Classroom) to provide students access to learning aligned to standards.

Following spring school closures and prior to the launch of distance learning, teachers were provided the opportunity to complete various professional development sessions to support them in distance learning: Google Classroom, Universal Design for Learning, Screencastify, and WeVideo and Closed Captioning.

The district acknowledges that voluntary professional learning is not sufficient to ensure that every student has access to a teacher with the necessary capacity built to meet all student needs. MUSD's vision for professional learning is one in which all staff engage collectively in learning that allows us to continuously improve our practice in services of students.

Building on the experience of initial distance learning in the spring, and in response to feedback from staff, the priority to ensure all educators receive learning and support to deliver effective instruction in distance learning 2020-21 was actualized through an adjustment of the school calendar and the creation of two additional days of professional learning. Task force recommendations and recommendations and others that arose from MUSD staff participation in Google Camp identified a field of topics deemed essential. Additionally, a variety of resources deemed necessary to support high quality distance learning in 2020-21 were identified and funded.

Several live and recorded professional development sessions were provided to all teachers during the week of August 10 through 13 to support their use of curriculum technology tools in distance learning, supplemental co-curricular resources to identify student learning loss and plan targeted instruction and to improve student learning and engagement. All resources and video professional development are maintained and continue to grow so that educators may revisit prior learning and/or continue to access new learning relevant to their needs or level of readiness.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

1. Implementation of Universal Design for Learning (UDL) practices
2. Use of Google Classroom as the Learning Management System for a virtual/blended environment
3. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
4. Monitoring student engagement, participation, and progress
  - a. Trainings on new attendance and engagement processes for attendance staff
  - b. Training on new social emotional assessment tools (4th - 8th)
  - c. Administrator professional learning on new attendance and engagement expectations

## 5. Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area

Essential learning to support distance learning for Substitute Teachers will include the use of instructional technology (Google Classroom) and strategies for teaching in a virtual environment.

Starting in September 2020, a cadre of six elementary school principals and teachers of English Learners in grades 3-5 at those sites will receive ongoing professional development and coaching in the delivery of Designated and Integrated English Language Development (ELD) in distance learning. This learning will extend to all principals and teachers through sharing of best practices and resources during staff meeting and collaboration time throughout the year. Beginning in January 2021, all (four) MS principals and ELA teachers of ELD Clusters will engage in this professional development.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback from principals. The district expects principals to consistently join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an in-person context. Following and during these visits/observations, principals can act as thought partners, providing timely and specific feedback on teacher practice. Regular principal observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the district's common assessments to inform lesson and unit design.

An additional professional learning opportunity that will support implementation of the distance learning program and in-person instruction is a three-year cohort model to develop a Multi-Tiered System of Supports (MTSS). Beginning in 2020-21, a cadre consisting of teachers, special education staff, counselors, and school and district administration will participate in training/consultation with ROCE to develop MUSD MTSS structures and to design a multi-phased plan to implement MUSD MTSS plan.

## Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, 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. Following are the key changes to roles and responsibilities of staff, organized by area.

### Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be 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 (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.

Attendance staff will continue all of their core functions, though specific roles within these functions are adapted to the distance learning context. Attendance staff will support school site engagement teams with a variety of actions such as follow-up with teachers who are not documenting attendance/engagement, attendance coding/entry, and outreach/intervention within the MTSS context. A responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff may support contact tracing protocols as directed by the Riverside County Health Department. This may include entry of detailed attendance data into the student information system.

### Lead Counselor

The academic and social emotional needs of students and families during Covid-19 Pandemic are increased for all. These needs are amplified for our unduplicated students. Our Lead Counselor will support the roles of all school counselors as critical members of site engagement and site academic and intervention support teams. The Lead Counselor will assist sites and district with administration and analysis of data of school social emotional surveys. Additionally, our Lead Counselor will support the tier 3 re-engagement actions related to student attendance engagement with a priority for our re-engaging and supporting our Foster youth, students experiencing poverty and/or homelessness, students with disabilities, and English learners.

### Intervention Specialist

Similar to the role of Lead Counselor, the Intervention Specialist will also support the capacity of school site teams to respond to academic and social emotional needs of students and families. Our Intervention Specialist will support the roles of all school Intervention Facilitators as critical members of site engagement teams and site academic and intervention support teams. The Intervention Specialist will assist sites and district with administration and responses to the data of school social emotional surveys and engagement team data. Additionally, our Intervention Specialist will support the tier 2 re-engagement actions related to student attendance engagement with a priority for our re-engaging and supporting our Foster youth, students experiencing poverty and/or homelessness, students with disabilities, and English learners.

### Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Board Certified Behavior Analyst (BCBA) supports district-wide behavior intervention supports and services. They conduct Functional Behavior Analysis and prescribes intervention through a Behavior Intervention/Support Plan in alignment with the District's Multi-Tiered Systems of Support Model.



- Counselors will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- Behavior Intervention Support Specialists will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified. This is different from the previous model of assigning a set of schools to each Behavior Intervention Specialist.
- Resource Specialists will support a range of distance learning-related actions. Two of the five positions will focus their efforts on supporting the assessment process, monitoring student progress, and coordinating with instructional aides. The other three positions will focus on support at the school site level to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS).
- Instructional Assistants: Instructional Assistants will be more systematically used to support individual students than they were in the spring. Assistants that are assigned to classrooms and assistants that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. This will include contracted assistants as well as district staff. In accordance with the student's IEP, instructional assistants will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.

## Health and Safety Protocols

The roles and responsibilities outlined within this section are from MUSD's 'Path to Re-Opening'. This plan was developed using recommendations from the Riverside County Office of Education (RCOE), Riverside County Public Health, California School Nurses Organization, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Student Support and Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Riverside County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.
- Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

- Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse or health technicians to follow protocols that lower the risk of infectious students being on campus.
- Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- Food Service Staff: Actively model and support 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. Increase ventilation for closed areas.
- Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- School Nurses or Health Technicians: Actively model and support all required public health measures. Follow Riverside County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- Bus Drivers/Transportation Staff: Actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.
- Intervention Facilitator: Actively model and support all required public health measures. Assist site Attendance and Re-engagement team with continuum of actions to re-engage pupils, prioritizing the needs of Foster youth, students experiencing homelessness and/or poverty, students with disabilities, and English learners.

#### Additional Staff Expectations for Distance Learning Teachers

- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite site administrators and training specialists to join Google Classrooms
- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents in Aeries.

#### District Administration

- Provide professional learning/coaching to teachers/administrators on distance learning.
- Be available to support teachers and school administrators with using distance learning tools throughout the day.
- Arrange office hours to be available to teachers/administrators.
- Be available to support teachers within Google Classroom and help students with assignments.

- Develop Google Classrooms to support student learning, provide enrichment programming through Google Classroom and Google Meets, and maintain attendance records for student engagement.

#### School Site Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- 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.
- Set up and run a Google Classroom for teachers – use this to share information.
- Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.
- Organize office hours/synchronous learning
- Ensure teachers consistently submit accurate attendance and participation data and maintain schedules to meet daily minimum instructional minute requirements

### 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.]

A consistent priority in MUSD’s ‘Path to Re-Opening’ plan is to provide appropriate support for every learner. In the expectations for the implementation of distance learning, this priority is further detailed:

#### Appropriate supports for students receiving Special Education

- 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. Targeted student support and intervention
- Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

#### Support for English Learners

- Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

In presenting its ‘Path to Re-Opening’ Plan, MUSD cited the RCOE Moving Forward Together: A Planning Guidebook for the Re-Opening of Schools, to emphasize that the impacts of COVID-19 and additional supports that will be required to address those impacts need to be viewed through an equity lens. The report states,

“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.”

MUSD is committed to ensuring equitable access to engaging, grade-level content and instructional rigor for all students. As noted in the Moving Forward Together Guidebook,

“One way to make grade-level content accessible for all students is through the use of the principles of Universal Design for Learning (UDL). Universal Design for Learning principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g. blindness or deafness), and learning disabilities all require a different way of approaching content. ”

It is important to reiterate, as often as possible, that in making content more accessible for students with disabilities and other students with unique needs, all students will benefit. Additionally, it is important that all of our students are seen as students first, and not solely defined by their disability, fluency, or other status.

To make grade-level content accessible for all students, MUSD is prioritizing the planning of all lessons using Universal Design for Learning (UDL) practices. MUSD teachers and leaders will engage in ongoing professional development on the use of UDL to support this effort. As a framework, MUSD is using the CAST Universal Design for Learning Guidelines. These provide guidance for educators on how to plan for (a) providing students multiple means of engaging in content, (b) providing students multiple ways to access content (Representation), and (c) giving students multiple ways to demonstrate their learning (Action and Expression), with the ultimate goal being the development of expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal oriented. This represents a shift, with the new frame of reference being design of lessons with student needs in mind at outset.

Distance Learning supports specific to Homeless Youth will include:

1. Coordination & communication with shelters and homeless agencies to make them aware of MUSD Homeless Services and to engage students in distance learning
2. Contact with parents or guardians/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
3. Communication with schools/teachers & parents or guardians/students to locate ‘missing’ students or students who are not engaged in distance learning, and identification of special needs or services
4. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.

5. Provision of community resource information for parents or guardians/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

6. Coordination with MUSD Homelessness Housing Services to provide continuity of educational services as students transfer

Distance Learning supports specific to Foster Youth will include:

- School administration and counseling teams to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, Google Meet, and e-mail as appropriate
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring will be offered to eligible Foster youth
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

### English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Appropriate designated ELD Instruction will be provided daily.

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

### Students with Disabilities

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 a face to face 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 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.

Accessing full online learning without the embedded supports of peers and teachers/staff presents an increased challenge for our Foster youth, students experiencing homeless and/or poverty, English learners, and students with disabilities. A variety of supportive technological tools have been shared with MUSD teachers and specific programs have been purchased such as the following:

- Google Read and Write (purchased for all students)
- Rosetta Stone (purchased for English Learners level 1-3)
- Edpuzzle (purchased for all students)
- Peardeck (purchased for all students)
- Learning A to Z/RAZ Kids (purchased for TK-5; 6-8 SDC)
- Gizmos (purchased for TK-5; 6-8 SDC)
- Dreambox (purchased for TK-5; 6-8 SDC)
- IXL (purchased for 6-8)
- iReady (purchased for 3-8)
- Rewordify (free)
- Google Translate (free)
- Natural Reader (free)
- Mercury Reader (free)
- Readsy (free)
- Text2Speech (free)
- Rewordify (free)
- Google translate (free)
- ChromeVox (free)
- Sweet Search (free)
- NVDA Screen reader (free)
- Visuwords (free)
- Voice Typing in Google Docs (free)
- VoiceNote (free)
- Quizlet (free)
- Tomato Timer (free)
- MindMup Maps (free)

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

Description	Total Funds	Contributing
Provide Devices to Students and staff for distance learning: Chromebooks will be made available for all students who need a device to access distance learning at home. Kajeet wifi hotspot devices will be made available to all homes that do not have internet. Headsets with microphones will provided for early English Learners. Teacher Chromebooks, webcams,and document cameras will be provided to staff as needed to replace outdated devices.	\$1,123, 705	No
Additional Technology for Students with Disabilities	\$22,000	No
RCOE Led Teacher and Administrator professional development in designated/integrated English Language Development (ELD), newcomer programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.	\$38,000	Yes
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	\$34,437	Yes
English Learner Support: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	\$260,733	Yes
Technology for the delivery of special education services or psycho educational assessments	\$7,074	No
Counselors: Maintain staffing and supports to provide Second Step Social Emotional Curriculum and core and supplemental counseling services to students. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes,	\$1,874,164	No



Description	Total Funds	Contributing
particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.		
Educational Services Department: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions.	\$1,702,420	No
Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessment and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID19.	N/A	No
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	\$6,013,355	No
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	\$34,437	Yes
Lead Counselor: Support all school counselors, site engagement and site academic and intervention teams, administration and analysis of data of school social emotional surveys. Support the tier 3 re-engagement actions.	\$100,210	Yes

Description	Total Funds	Contributing
Intervention Specialist: Support school site academic and social emotional needs, all school Intervention Facilitators, support site engagement teams continuum of supports. Assist with social emotional surveys and engagement data, tier 2 re-engagement.	\$95,973	Yes
Planning and collaboration to develop distance learning protocols and practices and legal services to engage classified and certificated staff in agreement of working conditions in during distance learning	\$30,472	No
Comprehensive Sexual Health Education, Positive Prevention Plus, online student portal to implement required curriculum in distance learning	\$7,667	No
Special Education Contracts Services for home based services and assessments during distance learning	\$1,056,013	No
Spring 2020 Virtual Professional Development Opportunities for all teachers to prepare for ELD and UDL in Distance Learning	\$18,750	No
Provide certificated and classified staff with extra hours for pre-calendar consultation and training with families to orient with Google Classroom	\$30,030	No
Classified Hours for the distribution of Chromebooks, textbooks, materials and supplies for home use during distance learning	\$2,530	No
Purchase of learning materials for home use during distance learning	\$156,000	No
Additional materials and supplies for home use during distance learning for students with Special Education related needs	\$106,200	No

Description	Total Funds	Contributing
Extra hours for the development of professional development resources such as recorded tutorials or presentations in strategies to foster learning and engagement in distance learning, use of student diagnostic assessments in distance learning, and student data management in distance learning and in the creation of model Google Classroom lessons for use across the district during the first 11 days of instruction.	\$72,192	No
Extra hours for the creation of academic summer enrichment lessons and activities for families	\$6,050	No
Purchase/subscription of technology supports and programs for students in special education to support access to learning	\$405,560	No
Rosetta Stone English learning licenses for English learners levels 1-3 and headsets with microphones	\$56,933	Yes
Purchase of technology/technology professional development to promote student learning and engagement and district wide two way communication platform, Aeries Parent Square, to support parent communication in distance learning	\$257,688	No
Provide funding for sites to offer extra hours for staff to assist with distribution of Chromebooks, textbooks and instructional materials, and other home supplies needed for distance learning	\$11,000	No
Extra hours for classified and certificated staff to support student academic support and tutoring in distance learning with a priority for addressing the needs of unduplicated populations.	\$25,000	Yes

Description	Total Funds	Contributing
Extra hours for planning, collaboration, and training of Special Education Certificated staff in delivery of services and provisions of Individualized Educational Plan in distance learning	\$42,700	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.]

A consistent priority in the district’s ‘Path to Re-Opening’ plan is to Identify and address gaps in learning through monitoring students’ progress on grade level appropriate assessments and to adjust supports based on student results. In the district’s distance learning program, students and families should expect to have assessment and accountability. Specifically, families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

As discussed in an earlier section of this plan, the district assessment timelines developed for English Language Arts (ELA) and Mathematics include specific guidance for administration of assessments over the course of the 2020-21 school year. This includes administration, prior to September 15, of the (K - 2) ELA and Math Academic Initial Screening, additional diagnostics as needed and (3 - 8) iReady ELA and Math Diagnostic Assessments. While these beginning of the year screeners and diagnostics will be used as key means of assessing learning loss for all students, data assessment and planning for instruction, academic assistance, and additional support will ensure a priority for the following student groups:

- English Learners
- Students experiencing poverty
- Students experiencing homelessness
- Foster youth
- Students with disabilities

Over the course of the year, regular assessments in both ELA and Math and daily formative assessment conducted by teachers during live instruction and asynchronous activities will allow teachers and schools to identify essential standards and to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

- Beginning of the Year, iReady diagnostics and screeners
- Quarter 1 Progress Monitoring

- Semester 1 Summative, iReady diagnostics and screeners
- Quarter 2 Progress Monitoring
- Semester 2 Summative

Additionally, unit assessments in our Math and ELA/ELD Curriculum will inform the learning of all students and our unduplicated populations. "Wonders for English Learners", Study Sync, and Rosetta Stone will be used to monitor English learner progress typically every 6-8 weeks.

School grade level teams, site leadership teams, and district Educational Services department will participate in ongoing collaboration to review student learning progress data and to identify needed resources and supports for meeting the needs of all learners with a priority for addressing the needs of Foster youth, students experiencing homelessness and/or poverty, students with disabilities, and English learners. Below is a list of platforms that will be utilized for continuous improvement efforts to ensure effectiveness of strategies to address learning loss:

- iReady Reports
- iO Assessment Reports
- Dreambox
- IXL
- CORE Collaborative/Rally

During the spring of 2019-20, teacher leads collaborated with Educational Services to identify assessments for determining pupil learning loss. During August of 2020, school teams collaborated to develop their site assessment plans including administration dates for the ELA and Math diagnostic assessments and quarterly site based standards aligned assessments. On September 16, 2020 all teachers participated in training and collaboration to analyze assessments and develop site action plans. School sites are being provided a full month of time in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school. As noted in the RCOE, Moving Forward Together:

"Prior to administering any diagnostic assessments, educators must allow a period of time for students' readjustment to school settings and for relationships to build between students and teachers. The most vulnerable students (students experiencing homelessness, foster youth, students with disabilities, English learners, students directly impacted by COVID-19) should be prioritized in order to respond to needs as quickly as possible. Results of assessments should be used in collaboratively planning instruction and intervention to support learners and address identified needs."

## 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.]

Students identified in Menifee Union School District district-wide standards aligned beginning of the year screening and diagnostic assessments as demonstrating learning loss will be provided strategies to address learning loss and to accelerate learning. Assessed learning needs will inform teacher planning and use of differentiated curriculum resources.

The results of these diagnostic assessments will inform teacher, school site, and district planning in the identification of essential standards, effective instructional strategies, and groupings and resources for intervention and acceleration. On September 16, 2020, our teachers have received professional development in the analysis of academic data, process for student grouping and resources to support and accelerate student learning. While the data analysis and planning for instruction, academic assistance, and additional support for all students, site plans ensure a priority for the following student groups:

- English Learners
- Students experiencing poverty
- Students experiencing homelessness
- Foster youth
- Students with disabilities

Embedded in all professional development is the use of differentiated curriculum resources and supports for online learning and academic intervention platforms. Student data gleaned from the beginning of the year academic Diagnostic assessments provides school teachers and teams data to target learning loss in instruction and intervention.

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority or essential standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 or small group instruction through individual or small group sessions. Small group and/or individual sessions will take a 'just in time' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session, often enlisting the support of school site Intervention Facilitator. These sessions would allow the teacher or Intervention Facilitator to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Examples enhanced or prioritized supported for target populations include:

#### English Learners

- Teachers and school principal receive ongoing professional development in Integrated and Designated ELD
- Students participate in daily small group Designated ELD and Instruction
- Students may access after school homework help or tutoring
- Students have supplemental resources such as Rosetta Stone; Google Read and Write, Learning Ally (if below grade level in Reading)
- "Wonders for English Learners" and Study Sync will be used to scaffold, support, and monitor English learner progress.

#### Students experiencing homelessness and/or poverty

- Students participate in daily small group instruction
- Students may access after school homework help or tutoring
- Students have supplemental resources such as Google Read and Write, Learning Ally (if below grade level in Reading)

#### Foster youth

- Students participate in daily small group instruction
- Students may access after school homework help or tutoring
- Students have supplemental resources such as Google Read and Write, Learning Ally (if below grade level in Reading)
- Students receive regular check-ins from school counselor; referrals to services via District Community liaison

#### Students with disabilities

- Students participate in daily small group instruction
- Instructional Assistants provide support in Distance Learning online instruction
- Students may access after school homework help or tutoring
- Students have supplemental resources such as Google Read and Write, Learning Ally (if below grade level in Reading)
- Students receive regular individual and/or small group check-ins from Special Education case manager

School teams will maintain consistent academic pacing to ensure that collaborative planning and shared structures for differentiating instruction are maximized to target student learning goals. Additionally, common periodic grade-level assessments administered at least every 8 to 10 weeks in English Language Arts/English Language Development and Math will allow teachers to monitor student progress and in the identification of needed additional resources or recommended training to support student growth and recovery of learning loss.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress.



The District is using a Unified Student Achievement System, using iReady, CORE Collaborative, and CAASPP interim assessments to address the following:

- Student Data Security and District Data Ownership
- Reclassification
- Universal Diagnostics
- Progress Monitoring Features
- Standards-Based Assessments
- Testing Accommodations

The interim/benchmark assessments for Math and ELA are administered over the course of the 2020-21 school year. In grades K-2, students will be measured on ELA/Math achievement using curriculum-base Progress Monitoring and Benchmark Booklets and grade 3-8 will use PLC driven curriculum-based Progress Monitoring formative assessments and iReady for beginning of the year diagnostics and summatives.

- Beginning of the Year diagnostics and screeners
- Quarter 1 Progress Monitoring
- Semester 1 Summative
- Quarter 2 Progress Monitoring
- Semester 2 Summative

School grade level teams, site leadership teams, and district Educational Services department will participate in ongoing collaboration to review student learning progress data and to identify needed resources and supports for meeting the needs of all learners with a priority for addressing the needs of Foster youth, students experiencing homelessness and/or poverty, students with disabilities, and English learners.

Below is a list of platforms that will be utilized for continuous improvement efforts to ensure effectiveness of strategies to address learning loss:

- iReady Reports
- iO Assessment Reports
- Dreambox
- IXL
- CORE Collaborative/Rally

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

Description	Total Funds	Contributing
Extra hours for classified and certificated staff to support student academic support and tutoring in distance learning with a priority for addressing the needs of unduplicated populations	\$25,000	Yes

Description	Total Funds	Contributing
Rosetta Stone English learning licenses for English learners levels 1-3 and headsets with microphones	\$56,933	Yes
Spring 2020 Virtual Professional Development Opportunities for all teachers to prepare for ELD and UDL in Distance Learning	\$18,750	Yes
Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessment and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID19.	N/A	No
Educational Services Department: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions.	See Distance Learning Action 8	No
Counselors: Maintain staffing and supports to provide Second Step Social Emotional Curriculum and core and supplemental counseling services to students. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.	See Distance Learning Action 7	No
English Learner Support: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	See Distance Learning Action 5	Yes

Description	Total Funds	Contributing
RCOE Led Teacher and Administrator professional development in designated/integrated English Language Development (ELD), newcomer programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.	See Distance Learning Action 3	Yes
Purchase of Diagnostic assessment and instructional tools; iReady, Dreambox, IXL to measure and inform appropriate instruction and support student learning acceleration and progress monitoring in Math and English Language Arts. Middle school StudySync English Language Arts curriculum resources are also used to address learning loss and accelerate learning in ELA	\$168,000	No
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	See Distance Learning Action 11	Yes
Extra hours for classified and certificated staff to support student academic support and tutoring in distance learning with a priority for addressing the needs of unduplicated populations	See Distance Learning Action 27	Yes
Staff Professional Development in Equity, Meaningful and Engaging Instruction, Using Data to Address Academic Achievement Gaps, and Student Centered Learning with Better Lesson	\$24,000	No

## 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.]

One priority identified in the district's 'Path to Re-Opening' plan is to continue to implement Social Emotional Learning (SEL) and support for our students. To effectively support the social and emotional well-being of students during the school year, SEL Second Step lessons are implemented consistently across all classrooms and focus on developing student social emotional skills and understanding. Resources supporting universal practices across the year include guidance for implementing community circles and guidance for daily integration of SEL. Menifee Union School District was committed to social and emotional health and well-being of all students and staff and has allocated the resources to provide at least one counselor to each school in our district prior to Covid-19. This priority is amplified during Covid-19.

The Menifee Union School District acknowledges that Social Emotional Health and Well-being is not only important for staff but that if it is a prerequisite to being able to attend to the social emotional health and well-being of students. In other words, social and emotional health and well-being is a universal need. All staff were required to complete an online course in managing stress and anxiety. Specific social and emotional well being practices such as identifying the signs of stress, the importance of self care, and community building circles are integrated into staff development topics both for the benefit of staff and as practice for implementing procedures and learning with students.

Community building circles or other practices to "check-in" with staff are integrated into routine staff meetings. Our personnel department has shared resources for staff to address mental health or counseling. Additionally, school counselors have informed all staff of available social and emotional health and well-being resources such as Care Solace to our community of parents and extended family through ongoing virtual workshops and counselor websites.

Professional Learning opportunities provided to staff that are designed to build and expand staff capacity to implement SEL practices include:

- A module focused on building system wide coherence with our SEL curriculum, Second Step
- A module on community building circles for staff and students
- A module focused on self-care for staff
- Professional Learning focused on trauma-informed practices, restorative practices, and PBIS
- Professional Learning in equity and equality,
- Professional Learning in designing engaging learning experiences,
- Professional Learning in building positive class community
- Professional Learning in responsive/inclusive practices

The district has developed and implemented resources for educators, certificated and classified, to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.

- Providing routines and structure: Class meetings and check-ins.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.
- Implement the CORE Rally Social Emotional Survey to students in grades 4-8 in October and April

Tiered supports for mental health promotion, awareness, and supports are outlined in the table below:

#### Tier 1: Universal Mental Health Promotion and Awareness Strategies

Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.

- Community Resources
- School wide SEL curriculum and lessons
- Parent Teacher Calls/Meetings
- Professional Learning for staff: Self-Care, Trauma-Informed Practices TK-8, Managing Stress, Suicide Prevention & Mental Health Crisis Response
- District-wide focus on promoting well-being
- Parent Outreach & Engagement sessions focused on topics such as Self Care, Trauma Informed Care & Building Resilience, Suicide Prevention
- PBIS expectations developed for distance learning

Tier 2: Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Identify students in need of supportive interventions and provide support and linkages.

- Coordination of school site Engagement team continuum of supports
- Check-in/Check-out
- Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.
- Linkage to community-based services
- School-based mental individual counseling (in person or virtually) for students and their caregivers
- Case Management services (ensuring needs are met)
- Professional Learning for staff & caregivers
- Small group supports and skill development

Tier 3: Intensive Strategies Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problem behaviors. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

- Referral and linkage to community-based services through Care Solace
- Suicide Risk Assessment & Safety Planning
- Crisis Intervention
- Behavior contract support
- Special Education advocacy
- 504 advocacy & supports
- School Attendance Review Board (SARB) process

District mandated staff training includes guidance for crisis response procedures, suicide risk assessment and child abuse reporting. The Benefits and Personnel Department provide communication between departments, are notified when employees express stress, secondary trauma, compassion fatigue or any related mental health issue related to COVID-19. Benefits and Personnel Department reach out and provide resources as soon as possible. The Benefits Department Pupil Personnel Services Department regularly send out information on free webinars on social and emotional health and well-being during COVID-19 as follows:

#### Self Insured Schools of California (SISC) Resources

Obtain the resources below by going to the SISC-COVID Site [HERE](#)

- List of SISC Value Added Benefit Programs to support health and well-being
- Coronavirus FAQ and Risk Assessment by MD LIVE
- List of COVID 19 Resources available to all through SISC EAP
- Tips to Cope with Anxiety and Stress during the COVID-19 Outbreak by Anthem EAP
- Steps to Stress less during the COVID-19 Pandemic by Anthem EAP
- Mask Etiquette by Kaiser Permanente
- How to Squeeze in Movement While Working from Home by Hinge Health
- Resources for Parenting during the Coronavirus by Anthem EAP
- How to talk to Kids about COVID-19 video by Kaiser Permanente
- COVID-19 Resources for Schools and Families from Kaiser Permanente
- Managing Anxiety When Returning to work SISC
- SISC COVID19 myStrength Parenting
- SISC Child Care COVID

\*\*Resources listed above are accessible for all employees during the Pandemic.

Employee Assistance Program (EAP) - A confidential resource available 365 days a year, 24/7 offering one on one counseling by phone, in-person and online. Web-based tools and resources, legal and financial consultations and support on the go through the online and mobile myStrength program.

CareSolace - A simple, fast and safe tool for Drug and Mental Health help.

## 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.]

MUSD's 'Path to Re-Opening' plan begins by reaffirming the importance of attendance and engagement in school. It prioritizes meaningful connection to friends, caring adults, engaging subject matter and activities in class communities. We believe this to be true in any instructional model. Not only do we want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.

It is also noted that the district's Learning Continuity and Attendance Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Assembly Bill 77 and Senate Bill 98. MUSD's 'Path to Re-Opening' outlines the processes that our district has adopted to return to school, in person or virtually, in the safest way possible. As well as the scheduling options, we have created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the district learned new practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform or being present at a virtual meeting. Following the guidance of SB98 teachers and school teams will monitor both attendance and engagement/participation in the 2020-21 school year which are defined as follows:

**Attendance:** Attendance is defined as the physical presence of a student at school when in-person learning is allowed. During distance learning whether full distance learning or in combination with in-person instruction, attendance will be monitored through the student logging in or participating in live interaction with the teacher-led live/synchronous learning or other assigned synchronous learning that occur during the school day. Teachers will record student attendance daily in our student information system, Aeries.

**Engagement/Participation:** Engagement/Participation is defined as student interaction in discussions, assignments, or other activities. Teachers will monitor and record student engagement/participation weekly.



School site engagement teams will regularly monitor both attendance and weekly student engagement/participation. Engagement teams will follow a tiered continuum to make contact with the families who demonstrate a pattern of unexcused absences such as missing two days continuous days of school and/or students whose engagement/participation is less than 60% of a five day period.

In response to our district's priority for social emotional health and mental well-being, additional data will be collected to inform our needs and continuous improvement efforts. All students in grades 4-8 will participate in CORE/Rally social emotional surveys at least twice during the school year and all students in grades 5 and 7 will participate in the California Healthy Kids Survey, with a social emotional component.

The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend daily with their teacher and engage/participate in all class activities/assignments and report absences for any school day to the school.

Teachers: Document attendance and engagement/participation every school day for each scheduled class period, regardless of the instructional model.

Attendance Staff: Monitor attendance and work with teachers, families, and the school re-engagement team, to document engagement/participation and to provide tiered interventions when necessary.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the MUSD Pupil Personnel Services Department.

Throughout the spring school closures, school site administration, counselors, and support staff made efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting re-engagement with the learning process. These efforts significantly helped to reduce the list of 'unreachable' students.

Students that are disconnected or disengaged from school are less likely to show up on the first day and are more likely to be absent or unengaged in the fall. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of trauma for many students. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged.

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) model at each school site. The following is an example of the basic components:

Tier 1: Students attending school regularly (% TBD)

Re-engagement Strategies: Positive relationships, engaging school climate, clear and consistent communication between school and families

Tier 2: Students who attend/engage moderately (% TBD)

Re-engagement Strategies: Positive relationships, engaging school climate, clear and consistent communication between school and families

Tier 3: Students who attend 40% or less

Re-engagement Strategies: Referral to student school re-engagement team, Action Plan created with student and family, School Attendance Review Team (SART) meeting

Tier 4: Unreachable students; No contact or engagement

Re-engagement Strategies: Home visits, referral to outside agencies

To support implementation of the above strategies, site-level attendance and re-engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. The district Pupil, Personnel Services department supports sites with implementation of re-engagement strategies and ongoing planning.

A priority of the district's 'Path to Re-Opening' Plan is Engagement and Communication. School sites will provide consistent, clear and routine communications and engagement in English and Spanish.

## 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.]

Menifee USD will provide nutritionally adequate meals for all pupils, including those eligible for free or reduced-price meals during distance learning instruction as a Grab & Go meal service each instructional day. Both breakfast and lunch will be served at the same time daily at all MUSD school sites following the district calendar. Parents/guardians can drive to their students designated registered school site for curbside pick-up of meals, or students may pick up at their enrolled school site in the front of the school site at the designated table. Parents may pick-up at one school site if they have students registered at multiple school sites.

When MUSD transitions to the Hybrid Traditional model, meals will continue to be offered to all pupils, including those eligible for free or reduced-price meals. During the Hybrid Traditional model, breakfast will be offered in the cafeteria or classroom setting and lunch will be offered in the cafeteria setting. Social distancing for the cafeteria setting will be accomplished by staggering meal times, and providing physical guides on the floor. Those pupils continuing to participate in distance learning will have the Grab & Go curbside pick-up available.

MUSD has applied for the State & National Waivers and been approved for the following waivers: #33 Waiver to Allow Non-Congregate Feeding in the Child Nutrition Programs, #34 Waiver to Allow Meal Time Flexibility in the National School Lunch Program, #35 Waiver to Allow Parents/Guardians to Pick Up Meals for Children, #35 Waiver to Allow Meal Pattern Flexibility in the CNS Program.

Nutrition Services staff has received extensive training on all health, safety, and food service protocols but will continue to receive training throughout the school year. Parents/guardians were notified of the Grab & Go meal service via social media, email, flyers, and district websites. They will continue to be notified as the district transitions into the traditional meal scenario.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	\$3,000	No
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing counseling staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support	See Distance Learning Action 7	No

Section	Description	Total Funds	Contributing
	teachers in utilizing practices that increase connectedness and address trauma within the remote context.		
Mental Health and Social and Emotional Well-Being	Pupil Personnel Services Family Liaison: Maintain existing Family Liaison staffing and supports to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the district wide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic	See Distance Learning Action 4	Yes
Distance Learning Program (Continuity of Instruction)	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	See Distance Learning Action 9	No
Pupil Engagement and Outreach	District Family Engagement Center: Maintain existing staffing and actions to support district wide parent engagement. Within the school closure context, the Family Engagement Center staff are partnering closely with the Pupil Personnel Services department to provide resources and training and to conduct home visits and other outreach to make contact with 'unreachable ' students.	\$38,450	Yes
Mental Health and Social and Emotional Well-Being	Develop Tier I and II District framework for staff roles and district resources to support student behavior and skill development.	\$18,000	No

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Provide training to counselors and administration on trauma informed and restorative practices.	\$3,000	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Educational Services Department: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions.	See Distance Learning Action 8	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
9.45%	\$7,967,492

### 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.]

The closure of schools has potentially impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

As the district explored plans for the re-opening of schools and developed the 'Path to Re-Opening' models for in-person and/or distance learning, addressing the learning loss that students experienced during spring and over the summer was identified as a major priority. This is especially critical for the student groups experiencing disproportionate impacts from the pandemic.

In developing the Learning Continuity and Attendance Plan, MUSD has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes and/or for those whose circumstances have been significantly impacted. These students typically include Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners. We also acknowledge that for our most vulnerable students, we must prioritize and build upon the foundations of support for meeting the most basic needs first in order achieve relationships needed for learning and self actualization. There are several actions that are both (a) being implemented districtwide and (b) increasing or improving services for unduplicated students.

**Devices and Connectivity:** Providing home Wi-Fi access and devices to students experiencing poverty and/or homelessness, Foster youth, and English Learners was an action that had been funded in MUSD prior to Covid-19. During Covid-19 this provision is expanded to also include all students. During school closures, connecting with families and students to meet and build upon their needs is made possible through technology and access. An additional and significant investment was made for Kajeet hot spots and Wi-Fi remote access. Students are assigned access to Kajeets on a case-by-case basis, depending on need and family circumstance. The District distributed Chromebooks to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades TK - 8, and any continuing students who still need a device. While MUSD was 1:1 with Chromebooks in grades 2-8, the District invested in additional Chromebooks to ensure access to for distribution to any student in need in grades TK - 2 as well. Targeted outreach is occurring through Homeless Youth services and Pupil Personnel Services staff in partnership with the Family Engagement Center and school site Engagement Teams to make contact with 'unreachable students' and determine technology needs. The distribution of Wi Fi devices and Chromebooks has contributed to increased student engagement and attendance in distance learning and student and family access to resources such as Care Solace, as evidenced by our school site engagement team data and school counselor referrals.

**Nutrition Services and Supplies:** This action was implemented during school closures and throughout the summer in our district, but was primarily intended to provide food access to students and families facing food insecurity. Many MUSD students and families already faced

food insecurity prior to COVID, particularly or students who are experiencing homelessness and/or poverty. The pandemic's impact on employment and the resulting loss of income has made this an issue for many more MUSD community members. Implementation of the action included additional food, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across the district. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer. Providing food and an opportunity to connect briefly in-person with families has sustained a connection with our schools and community. Research is clear that students will not feel safe to learn if their basic needs are not met. Providing the ability for our most impacted and vulnerable families and students to rely on food meets this basic need of our students. For our Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners, meeting the basic need of food security provides us a foundation to build needed supports to ensure social emotional and academic needs.

Nurses: This action, in non-pandemic times, represents another of the district's efforts to provide resources to the MUSD community based on the basic physiological needs of the most vulnerable, with a priority on Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners. In particular for those students who are experiencing poverty and/or homelessness and Foster 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 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 Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners. Meeting basic health and wellness needs of students, like food, also provides us a foundation to build needed supports to ensure social emotional and academic needs.

The following enhanced and improved services and actions for counselors, Lead Counselor and Intervention Specialist, Foster youth and Homeless/Youth in Transition staff, Family Engagement Center staff, and PBIS and SEL, build upon and are intended to meet the basic needs of all students with an enhanced priority and urgency for our Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners. Building on our actions to meet the basic food, health and wellness needs of students, these actions are targeted to the address the safety, relationship and social emotional needs of students in order to provide a foundation to meet the academic needs of students, especially our Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners.

The Lead Counselor and Intervention Specialist are intended to support the effectiveness of site based counselors, Intervention Facilitators and MTSS and Engagement Teams to meet the tiered need or increased and improved services and support of all students, and in particular those identified through the SST/MTSS team process who are disproportionately represented Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners, While all students and families have access to the tiered academic, social emotional, and attendance/engagement supports, these prioritized student populations are prioritized populations for this action.



Foster youth and Homeless/Youth in Transition staffing: With inequitable outcomes of school closures and the pandemic impacting our most vulnerable students and families, we will continue to support the engagement and social emotional needs of our Foster youth. Our Foster and Homeless/Youth in Transition family liaison and counselors are increasing their outreach efforts, especially while in distance learning, to ensure Foster students and Homeless/Youth in Transition have needed resources to remain engaged and learning. Staff provide Foster youth and Homeless/Youth in Transition home mobile Wi Fi devices, referrals for services, school supplies and other necessities, and ongoing support.

District Family Engagement Center: The District Family Engagement Center, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are the four student groups that make up Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners. Families in our district rely on the support and resources of our family engagement center staff to navigate the educational system and seek out resources. This is especially true of our Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners and also especially challenging due to school closures and the impact of the Pandemic. Our family engagement center is adapting to distance learning to provide virtual learning tools and collaboration to support families to support their children's basic needs and academic growth.

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 Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners 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 students experiencing homelessness in particular experience higher rates of discipline and lower attendance. English learners and students students experiencing poverty 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. The 4th - 8th CORE/Rally wellness surveys will assist school PBIS teams in understanding and responding to school connectedness, climate, and social emotional well-being concerns. The PBIS and SEL programs 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.

Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulos, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005). Research has identified several elements that can almost universally increase the chances for successful teacher development and create a powerful and positive school community. These are: Effective Administrator and Teacher Leadership; Job-Embedded Professional Development; and Professional Learning Communities. The tenants of this research support the increased urgency of the following actions: professional development in social emotional supports and trauma-informed practices, Universal Design for Learning (UDL) and Integrated and Designated English Language Development (ELD) to meet the needs of Foster youth, students experiencing homelessness and/or poverty, students who have experienced trauma and English learners. The effectiveness of the below actions depends and build upon the effectiveness of our efforts to meet the basic physiological and social-emotional needs of students.

Our school administrators have shared preliminary findings of increased teacher focus and classroom base evidence in classroom routines and learning that are more accessible and equitable for all students, particularly our most vulnerable. Community building circles are also reported to be implemented with greater frequency and anecdotally demonstrate increased community and engagement. Similarly, site administrators have begun observation rounds of classroom planning and instructional practices in integrated and designated ELD. Collaboration and observation has begun to show intentional efforts to supporting the needs of English learners. They also note that these changes in instruction are supportive for all students.

Educational Services EL Staffing and Rosetta Stone: With inequitable outcomes of school closures and the pandemic impacting our most vulnerable students and families, we will continue to support the engagement and social emotional needs of our English Learners. As families enter our district and are identified through the registration process as potential English learners, our Educational Services EL staff have an increased challenge and urgency to connect with families, to build supportive relationships with families and school, to provide education information and resources including technology, and to complete the initial ELPAC assessment process. Monitoring the data and assessment process for all English learners and providing school staff updates to inform instructional needs of English learners is increased in importance during distance learning as in-person instruction and peer modeling is not an option. The nature of distance learning has amplified learning loss for many of our English learners. Mitigating learning loss due to school closures will continue to necessitate enhanced efforts of Educational Services EL staff even when we return to in-person instruction. Our early English Learners and those identified by school teachers and administration whom would benefit from additional resources are enrolled in Rosetta Stone by our Educational Services EL staff. We expect to minimize learning loss and support acceleration of English acquisition through our efforts to monitor student learning and achievement data, plan for instruction and outreach for intervention, and practice.

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

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Foster Youth Services
- English Language Learner Staff
- Homeless Services
- Curriculum and Instruction Staff
- Lead Counselor and Intervention Specialist
- Teacher Collaboration Time
- Family Engagement Center
- Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- Restorative Practices
- Nurses

- Expanded Learning Programs

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include Foster Youth Services (serving Foster Youth), the English Learner staff (serving English Learners), Homeless Services (serving Homeless Youth), and Family Engagement Center Center (serving English Learners and families who require translation and interpretation). Additionally, this plan includes an action to provide additional interpretation services through an outside provider.

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- Intervention Assistants: Sites with the highest enrollment percentages of students who are socioeconomically disadvantaged students and English Learners receive funding for additional support staff.
- Intervention Facilitator and Teacher extra hours: All sites are provided funding for Intervention Facilitators and Teachers to provide academic assistance and tutoring.
- Riverside County Office of Education (RCOE) Professional Development: At sites whose English Learner progress towards proficiency has been less than the District average, teachers of clusters of English language learners at levels 1-3 in grades 3-5 as well as their administrator and district Curriculum and Instruction staff receive professional and coaching in implementing Designated and Integrated English Language Development and Universal Design for Learning for in-person and distance learning.
- Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- District Family Engagement Center: The District Family Engagement Center, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are our Foster youth, students experiencing poverty and/or homelessness, and English learners.

Actions described in the plan that represent an increase in services above and beyond the level that would be provided otherwise, with the increase intended to primarily benefit Foster youth, students experiencing poverty and/or homelessness, and English learners include:

- Lead Counselor and Intervention Specialist: A base level of counselor staffing is provided by Local Control Funding Formula (LCFF) Base funding. The remainder is funded by LCFF Supplemental and Concentration Grant funds, with the goal of the action being to increase access to counseling for students that need it most. Additionally, the creation of a Lead Counselor position to coordinate

this work throughout our District supports improving the effectiveness of services. Our school counselors support the implementation of social emotional Second Step curriculum lessons, Student MTSS, school engagement team process, and teacher professional development in trauma informed practices such as Community Building Circles. While this goal promotes the success of all students, this action is enhanced for Foster youth, students experiencing poverty and/or homelessness, and English learners, who frequently have higher needs for counseling based on their context.

- **Intervention Facilitators:** LCFF Supplemental and Concentration Grant funds the staffing of the Intervention Facilitator at each school site, with the goal of the action being to increase student achievement. The creation of the Intervention Specialist position supports improving the effectiveness of services. Our school Intervention Facilitators support student engagement, academic and intervention. The Intervention Specialist will assist sites and district with administration and responses to the data of school social emotional surveys and engagement team data. Additionally, our Intervention Specialist will support the tier 2 re-engagement actions related to student attendance engagement with a priority for our re-engaging and supporting our Foster youth, students experiencing poverty and/or homelessness, students with disabilities, and English learners.
- **School Community Liaisons:** LCFF Supplemental and Concentration Grant funds the staffing of School Community Liaisons; one in the Pupil Personnel Services Department and one in the Family Engagement Center, with the goal of the action being to increase access to community and district resources, and training, monitoring, outreach, and advocacy of our homeless and Foster youth, and engagement of our community. While this goal promotes the success of all students, this action is enhanced for all unduplicated students, who frequently have higher needs for counseling based on their context.
- **Nurses:** This action, in non-pandemic times, represents another of the district's efforts to provide resources to the MUSD community based on the needs of the most vulnerable, including unduplicated students. In particular for Foster youth, students experiencing poverty and/or homelessness, students with disabilities, students who have experienced trauma, and English learners 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 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.

Actions described in this plan that are implemented district wide with the intent to principally benefit unduplicated students include:

- **District Pupil Personnel Services Staff:** The Pupil Personnel Services Staff work to identify and connect students and families to a range of resources, including mental health supports, immunization, transition, family counseling, attendance intervention, and suicide risk/response and intervention. While all students and families have access, these resources, similar to nurses described above, are intended to meet the needs of youth and families that experience higher rates of health challenges and accessing

services on their own. Again, this is intended to primarily benefit vulnerable youth such as Foster youth, students experiencing poverty and/or homelessness, students who have experienced trauma, and English learners.