California Department of Education, July 2020

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 health crisis and school closure brought many challenges to the 2019-2020 school year and summer school. However, during that time, our students, teachers, staff and families have come together and *Shined Brighter*.

Since the beginning of the school closures, our district has worked closely with state and local education and health agencies to ensure we were doing what was best for the health and safety of our students and staff. From the very beginning, the district has prioritized student and staff safety, health and well-being. The challenge we have faced of a global pandemic has impacted not only MVUSD, our community and our families, it has also impacted our world.

Many in our community have lost jobs and experienced a lack of a stable home environment due to the pandemic. Unprecedented numbers of families have lacked the basic necessities including food. The district has partnered with community organizations and faith-based organizations to provide food as well as meals for our students throughout the pandemic. With an unduplicated count of 84% of students, we worked to continue programs such as mentoring and providing support to a majority of our foster and homeless youth during the school closures.

Our efforts to ensure all 33,000 plus students were equipped with a device and internet access have been tireless. Without our support, many families would not have access to devices to support distance learning or connectivity. The district has spent millions of dollars providing devices and hot spots for student use. In addition, our parents lacked skills in utilizing devices and teachers, students and families lacked the skills needed for distance learning. The Professional Development and Digital Learning Department have reimaged their offerings to accommodate the needs of our community of learners.

We are committed to supporting our families and encourage them to focus on their health, practice mindfulness, and reach out if they are in need of help. Throughout this challenge, our superintendent has communicated with families via telephone, emails, text messaging, the district website and social media. He has been a constant voice and support to our families. In March when information and guidelines were changed daily, the district communicated with families and staff on a daily basis, including weekends if necessary. As the year moved forward and guidelines were developed, our district has communicated with families and staff a minimum of twice a week.

Stakeholder Engagement

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

As we looked at how to best reopen schools for the 2020-21 school year, we surveyed our parents and students; our employees were surveyed by their bargaining groups; and we followed guidance from local and state officials. A group representing various employee groups met over several weeks and gathered input to make the recommendations put forth in our distance learning plan.

We also worked to ensure that the guidance is inline with recommendations from the Centers for Disease Control, California Public Health Department, California Department of Education, Riverside County Public Health Department, and Riverside County Office of Education.The district Distance Learning Plan was submitted for and approved by the Board of Education on August 6, 2020 at a special scheduled Board Meeting.

The Educational Services, Human Resources and the Moreno Valley Educators Association (MVEA) met to develop a Memorandum of Understanding (MOU) on the design of the district's Distance Learning Plan as it relates to instruction. The collaboration plan was based on the guidelines based on SB98 and the required daily instructional minutes per student per day. In addition, the district worked in collaboration with the California School Employees Association to develop and design appropriate guidelines for our support personnel. The district and bargaining units continue to collaborate on an ongoing basis to ensure program goals are met.

The Superintendent's Student Advisory Met on August 19, 2020

The plan was reviewed by, the District English Learner Advisory Committee (DELAC) on August 26, 2020

The plan was posted on the district website on August in English and Spanish on September 1, 2020

The plan was sent to bargaining units, principals, LCAP Stakeholder group, LCAP student advisory for review on August 26, 2020.

The superintendent notified parents and staff in his weekly communication in August that the plan was available for review and feedback. Parents without internet were notified how they could arrange for a paper copy to be made available in English or Spanish for their review and feedback.

The public hearing on the plan was held on September 8, 2020

The board approval date of the plan was September 22, 2020

All stakeholder engagement and feedback was considered prior to the Learning Continuity and Attendance Plan was completed.

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

Since the school closure, there has been no physical meeting location open to the public. Despite the restrictions on physical meetings, the Board of Education encourages members of the public to join the meeting electronically. Our Board of Education meetings are live streamed on YouTube as follows:

- The public can access the meetings via a posted link on meeting days – with Closed Session to begin at 4:00 p.m. and Open Session to begin at 6:00 p.m.
- The Board of Education will accept Public Comments electronically or via telephone.
- Electronic Public Comments are accepted beginning at 2:00 p.m. on meeting days via a link posted on the front page of the district site.
- Public input/testimony for the agendized meeting will be accepted until 5:00 pm on the day of the meeting. A staff member will facilitate the reading of public comment submissions
- Speakers must submit a Public Comment Form electronically whether they choose their comment to be read by staff or if you wish to call in
- Speakers are provided a phone number if they want to speak on their own.

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

4,215 Parent Survey Results indicated:

35% of responses were favorable to distance learning and academic support

70% of responses said their school was helpful or very helpful in supporting their family with distance learning

66% of responses were favorable to questions related to reopening of school

58% of responses indicated varying degrees of comfort regarding their students returning to school

43% of responses indicated a desire for in person instruction on campus as much as possible

30% of responses indicated a desire for mostly distance learning, with some limited time on campus

20% of responses indicated a desire for distance learning or independent student only

72% of response indicated parents were concerned about the social/emotional health of their students

46% of responses indicated lack of interaction with their peers is their most important concern for their child's social/emotional health if distance learning continued

50% of responses indicated parents ability to facilitate learning for their child as the most important barrier for themselves as guardians if distance learning continues.

Superintendent's Student District Advisory Feedback

The majority of students expressed that they didn't feel safe to return to school. Comments included:

I think it's important to wear masks

I will be concerned about going back to school anytime this year

Of course, I'm concerned since California is one of the most case of covid and if we go back to require masks and enforce the rule like dress code is enforced

We would need to take students' temperatures

We should have a vaccine before going back to the classroom or wait until the COVID-19 rates lower

I'm very concerned for the elementary kids that they won't know any better

As much as I hate online learning it'd be better to be online then to get sick

Wearing a mask is a small thing to ensure our safety

Student comments regarding distance learning

With the chromebook I lag too much and can't always use the mic feature

If something doesn't work, I go to the school office and get it fixed

In the morning since so many people login at the same time it kicks people out or won't even let me or my brother sign in

Lots of kids are getting kicked out of meetings or can't get online

Google meets works better and teachers should use that

Some teachers need better internet because one of my teachers had to drive to their school in order to have a stable connection

Some teachers require your camera to be on and that should be your choice

The virtual backgrounds don't work well on chromebook so it should be optional to use your camera

Camera's should be optional because not everyone's house is the same and they are not comfortable with others seeing their house

The school should give us earpods because we are not the only ones in our house and sometimes it is hard to hear

There are definite distance learning challenges, but as long as cases are climbing, I think it is the smartest choice

DELAC Feedback

Parents expressed concern about how difficult it is to explain to a 5- or 6-year old of the importance to not touch one's face.

Parent expressed that children will catch COVID-19 if they return to school because she, the parent, has an autoimmune condition.

Parents expressed concern that students are not capable of taking necessary measures to avoid catching COVID-19.

Parents expressed concern that despite measures taken by schools to keep facilities clean, asymptomatic individuals may enter and infect unintentionally.

Parents indicated they should be careful to not send children to school when ill.

Parent indicated that older children might be more careful but not the younger ones.

Parents are concerned that students with underlying conditions such as asthma are at greater risk.

While some parents indicated they had no problems with technology, others expressed that their Chromebooks were not working well.

Several parents indicated that internet was slow.

Several parents reported students not being able to submit their work and having to re-do assignments.

Parent suggested the district providing a school bus as a hotspot for local residents.

Several parents reported their children having problems with Zoom.

Parent expressed great satisfaction with teacher response as well as tech issues being resolved in a timely manner.

Parent expressed satisfaction with professional development offered to parents especially in Spanish.

Parent expressed she would benefit from having access to "how to" videos to watch at her leisure.

Parent shared there in a lot of good communication coming from district and sites.

Several parents expressed that distance learning is not working for their children.

Several parents expressed that distance learning is working better for older students.

General consensus is that face-to-face instruction is better for students, especially older students.

Parents appeared to favor synchronous over asynchronous instruction. They fear that asynchronous instruction is too distracting.Parents indicated counselor ignores requests.

Parent feels counselors should be more involved by teaching SEL lessons.

In summary all the feedback received reflected the following priorities that have been considered and included within the plan:

Concern for the safety and well-being of students and staff

Priorities to ensure the students and staff technology, connectivity and professional development are met

Ensuring parents and staff are communicated with on a regular basis with transparency and consistency

Ensuring interventions and support for students to minimize learning loss

Ensuring teachers and staff have the necessary materials and supplies to provide best first instruction

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

Based on the input from educators, parents and students the district will implement a district wide tutoring support system for students deemed to be in need of support

FEV Tutoring will provide virtual tutoring sessions.

Social Emotional Learning (SEL) lesson support was included in the MOU between the teacher's association based on parent feedback as well as to meet the needs of MVUSD students that include 84% unduplicated count and a high number of foster and homeless youth.

E- Mentoring services will be utilized during distance learning and will transition to face-to-face when in person instruction resumes.

The goal is to transition students to in-person instruction as soon as it is safe to do so

The district will continue to monitor and evaluate whether it meets the guidelines set forth by the county and state to reopen in-person instruction

Phase 1: Distance Learning through October 30, 2020

Phase 2: Hybrid planning process

Phase 3: In-Person Instruction

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.]

Moreno Valley Unified School District has developed an MTSS for distance learning. The district has compiled a report that includes students who did not engage in distance learning in the Spring of 19-20 AND completed the school year with unsatisfactory academic performance. These students are considered to be at a greater risk of experiencing learning loss in 20-21 due to the school closures in the fall. Therefore, MVUSD will offer classroom-based instruction through **Learning Satellites** available across the district for these students, or students who are experiencing significant learning loss during the school closures. MVUSD will especially monitor targeted student groups who experienced learning loss with priority given to students who did not engage in Distance Learning. The following specific action steps will be taken by the district:

1. Compile a report based on academic performance and student engagement. Special attention will be given to specific programs (EL, SWD, low SES, Foster Youth, and Homeless).
2. Identify students, by name, for this alternative non-virtual instruction.
3. Group students by region, grade and content area.

4. Identify teachers to instruct students in a small group classroom-based setting.
5. Ensure students attend and participate in classroom-based instruction sites for instruction.
6. Progress monitoring will take place during the school year to determine ongoing services and supports for students.
7. Ensure that all local and state-level guidance for public health are followed for the health and safety of the students and staff

The following safety protocols have been outlined and disseminated throughout the district and to all stakeholders.

Handwashing and hygiene protocols
Face Coverings
Social Distancing
Cleaning and disinfecting of school and office sites
Minimizing access of employees on sites at one time

Plans for hybrid learning models including students participating in a combination of in-person and distance learning have been made. To allow for a return to school buildings for limited numbers of students following the recommended 6 feet of social distancing. Modification of classroom spaces may need to be made including movement of furniture and desks to provide the necessary space for social distancing. School days will be modified to allow for smaller cohorts of students to attend and maintain social distancing recommendations.

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

Description	Total Funds	Contributing
Sanitization Materials to support the cleaning of equipment, supplies and the school environment to reduce exposure and minimize the spread of the virus.	$10,000,000	N
Personal Protective Equipment (PPE) such as masks, face shields, and gloves to ensure safety and minimize the spread of the virus.	$7,000,000	N
Physical Learning Environment including the purchase of Plexiglas shields and allowing for the social distancing between staff and students.	$1,000,000	N
Special Education Learning Support	$3,000,000	N

Distance Learning Program

Continuity of Instruction

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

MVUSD maintains a commitment to providing high quality instruction online to every student everyday through Zoom for Synchronous Instruction and through Google Classroom and Screencastify for Asynchronous Instruction. All students will also have access to these instructional platforms and all state-adopted curriculum, through **Clever**, *a personalized portal with a single login for all online programs and resources*. By participating in a virtual experience through distance learning, students will not only maintain enrollment at their school site, but will be connected and engage in instruction provided by their teachers.

Committed to our district's mission, vision and goals, students will be provided with;

- High quality instruction in an online environment for every student using district-approved curriculum
- Social emotional lessons, while addressing the needs of every student
- A positive experience that will be created by the collaboration between students, teachers, leaders and all stakeholders

Additionally, all MVUSD certificated and classified staff will continue to help students meet the four Superintendent Goals and Expectations and 14 Outcomes that include the following:

Goal #1: All students are proficient in literacy, numeracy, critical thinking and technology skills

Goal #2: All students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path.

Goal #3: Learning environments support all students to thrive academically at the rigor of each grade

Goal #4: Parents, community members and labor groups in partnership with staff support student academic goals and career aspirations.

Outcomes for Goal #1:

Outcome #1: Increase the Distance From Standard in grades 3-8 and 11 SBAC ELA and Math by 10% of the Distance from Standard.

Outcome #2: Progressively increase the number of students who meet their expected growth as measured by the Achievement Status Growth report in the areas of Reading and Math on the Interim MAP assessment with 50% or better of your students.

Outcome #3: Increase English Learners' reclassification rate by 2% annually.

Outcome #4: Increase the status of the English Learner Progress Indicator (ELPI) by 2% annually

Outcomes for Goals #2:

Outcome #1: Progressively increase high school graduation rates to 90% for all students with an emphasis on African American, Hispanic, English Learner and Special Education student groups as measured by the CA School Dashboard

Outcome #2: Decrease high school dropout rate by 2% annually with an emphasis on African American, Hispanic, English Learner and Special Education student groups.

Outcome #3: Progressively increase the A-G course completion rate to 65% with an emphasis on African American, Hispanic, English Learner and Special Education student groups.

Outcome #4: Attain a 50 % AP qualifying score rate of 3+ for all students with an emphasis on African American and Hispanic students

Outcome #5: Attain a 85% FAFSA Completion Rate.

Outcome #6: Increase the High School Readiness Indicator by 10% annually.

Outcome #7: Address Middle School Readiness by increasing the percent of students scoring Average or above on the MAP Reading Assessment by 5% annually.

Outcomes for Goals #3:

Outcome #1: Decrease suspension rate for Foster Youth* and African American* students by 2% annually.

Outcome #2: Meet or exceed 95% attendance rate for all students.

Outcome #3: Decrease the chronic absenteeism rate for all students by 2% annually.

All MVUSD teachers will have the support and knowledge to engage and connect students through Google Classroom and Zoom. Teachers will be provided with high quality Professional Development on strategies, digital platforms, and other focus areas to provide them with the skills necessary to meet the demands of distance learning.

<u>**Effective Instruction**</u>

Teachers will work alongside students and families to develop a positive online culture of learning that fosters student ownership. Teachers use the district's adopted curriculum to engage students in challenging content and provide focused supports and interventions. Teachers engage students interactively online, providing opportunities to develop the six Portrait of a Graduate Competencies:

1. Adaptability,

2. Communication,

3. Collaboration,

4. Critical Thinking,

5. Creativity, and

6. Perseverance.

Through Clever, which includes different apps such as Google Classroom, Zoom, or Q (Student Information System), teachers and administrators will engage students and parents by:

- Connecting with families and guardians as critical partners in students' well-being.

- Communicating a daily and weekly schedule for learning.

- Delivering grade level instruction using district, adopted curriculum and teacher supplemental resources.

- Creating opportunities for students to work together, small group support and one-on-one time, when needed.

- Establishing Designated English Language Development (ELD) time and support.

- Embedding Integrated-ELD within all subjects.

- Supporting students with special needs in alignment with an Individualized Education Program (IEP).

- Designing graded assignments/projects for students to showcase their learning.

- Providing feedback for student growth that fosters student ownership of learning.

MVUSD will establish systems of support that will provide:

- Academic and social emotional instruction and services for students, families and guardians to ensure continuous engagement

- Multiple types of professional learning for teachers and staff, supporting a baseline and progression of digital skills and pedagogical practices for effective and interactive online instruction.

- Provide alternative instructional schedules through MVUSD Learning Satellites with emphasis on learning loss resulting from school closure in March 2020.

- Parameters that highlight curriculum assignments/projects/Problem or Project Based Learning (PBL) which inspire learning in an online environment.
- Guidelines that establish instructional minutes to protect core instruction and daily synchronous time with students while providing teacher autonomy regarding instructional decisions.
- Training and guidance for teachers and staff with the use of Zoom and Google Classroom as a delivery platform and professional learning to develop foundational delivery and technical skills.
- Assistance for school sites by providing supplemental materials to be sent home when necessary.

<u>Instructional Continuity</u>

Instructional continuity is assured through use of the district-adopted curriculum for all courses. Curriculum will remain the same regardless of whether a student will participate in distance learning or in-person instruction (when able to do so).

1. Students will access curriculum and their teacher digitally through Zoom for Synchronous instruction and Google Classroom for Asynchronous instruction as the preferred instructional delivery platform. Also, accompanying supplemental materials will be distributed from the sites. All core subjects have access to digital platforms with standards-aligned content, digital textbooks, lessons, activities, and assignments accessible with the exception of biology in which teachers are piloting a digital platform and some AP texts not available in digital formats. These books will be provided in printed format. In addition, teachers will utilize appropriate district scope and sequence documents.

2. Instructional resources for students include:

    a. Core, standards-aligned digital curriculum

    b. Google accounts with accompanying digital tools that include Google Classroom, Google Docs, Sheets, Slides, Forms, etc., as well as Microsoft Office 365 email accounts with accompanying digital tools that include: One Drive, Word, PowerPoint, Forms, etc.

    c. Supplemental resources, including digital intervention programs, companion practice books, notebooks, sheets and sleeves, pens, dry erase markers, etc. (which can be picked up on days designated by the school).

    d. Chromebooks for all grade-levels

    e. Access to wireless hotspots, if needed

3. With use of the district-adopted curriculum, Clever connects directly with what is used with in-person instruction. The quality of the curriculum does not change. Teacher training is provided enabling effective use of digital curriculum and builds off familiarity with resources currently used. Also, Elementary Education, Secondary Education, and Professional Development departments are developing a learning loss supplement that includes district-wide research-based interventions by level and individualized tutoring. Additionally, this supplement will measure and adjust instructional strategies in order to address loss and make direct ties to new learning. Teachers will use this and revise instructional schedules to guide planning and instruction through focused and intervention support as highlighted in the MTSS Distance Learning Guide.   Additionally, all teachers were provided with the 2020-2021 Priority Instructional Content in ELA/Literacy and Mathematics guide from Student Achievement Partners (K-12). This guide is "based on research and the progression of the disciplines, the 2020–21 Priority Instructional Content names the priorities in mathematics (K–8) and ELA/literacy (K–12) that should be the focus of instruction for educators in the 2020–21 academic year. This document provides guidance for the field about content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. It is intended to help publishers, other designers of instructional materials, and instructional leaders find new efficiencies in the curriculum that are critical for the unique challenges that have resulted from school closures and anticipated disruptions in the year ahead, keeping at the forefront principles of equitable instruction that support all students" (p.4)

4. With the continued use of the digital curriculum platform district-wide, students will be able to more easily adapt when in-person instruction resumes or remain in distance learning. Students will be able to transition to and from distance learning if needed (if

 instances occur where there is an outbreak at school, or a student/teacher falls ill, etc.) and not lose instructional time. Also, teachers will be able to incorporate these digital tools and strategies into in-person instruction if they consider flipping the classroom or incorporating a more student-driven instructional approach.

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.]

Prior to Covid-19, MVUSD had a 1 to 1 Chromebook Take Home Initiative that guaranteed all students in grades 3 through 12 had a chromebook that would be used at home and school. By July 2020, MVUSD had extended the program to include preschool to grade 2, ensuring all students in the district had access to a device at their residence.

Prior to Covid-19, a survey showed that approximately 15% of MVUSD families did not have access to the internet. That gap was addressed through a program with Hispanic Information and Telecommunications Network, Inc. This program offered free internet for at least 2 years to families on free and reduced lunch via a mobile hotspot provided by the Sprint Network. With the increasing number of challenges presented by Covid-19, MVUSD has partnered with telecommunication companies to ensure access for all. Partnerships with Verizon, T-Mobile and Hubbl have been created to increase the number of mobile hotspots that will be available to all families in need of internet access.

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.]

Moreno Valley Unified School District recognizes the importance of preparing for, delivering, and supporting an engaging online student experience that fosters authentic learning; effective use of digital tools for creation, collaboration, and acceleration; and development of 21st century skills and competencies. All students will be provided live daily interaction. The first steps toward high student engagement and participation are building strong connections and relationships with students and families/guardians, co-developing positive online environments with students, and maintaining high quality instruction through authentic learning experiences. To support teachers and leaders in implementation, Moreno Valley Unified will develop processes for both capturing engagement and participation in online learning and responding when students are not engaged or are not participating.

Teachers will take attendance daily to capture student participation and engagement in live sessions (synchronous) using Moreno Valley Unified School District's Aequitas (Q) student information system. Elementary and secondary teachers will take attendance at the beginning of each day for elementary and beginning of each period for secondary, but will have 24 hours to adjust attendance for students who engaged or participated asynchronously at a later time in the day. This system will allow for quick district and site support and response and family support for students who are not engaging in online learning. Teachers will use assignments from adopted curriculum and/or created assignments to determine the level of asynchronous engagement students need to comprise their total instructional minutes. In Q, teachers will be able to log the Engagement Type, Method of Engagement, Time Value of

Assignments, and Outcome for each Engagement Type. These entries will be supported by a teacher's gradebooks. Incomplete assignments will also trigger site and district response and support for students who miss 60 percent of the instructional time or 3 school days in a school week as determined by the weekly participation (attendance and engagement) reports. Additionally, MVUSD teachers use the Q gradebook, Illuminate gradebook, or a teacher-created gradebook. Through these gradebooks teachers will be able to determine the mastery of the assignment/academic performance for those students who need additional support in distance learning.

The following is the guide used by MVUSD to maximize instruction and provide students their instructional minutes both synchronous and asynchronous (these are the minimum minutes students are receiving daily):

- Grades TK-K: 60 minutes of live synchronous instruction / 120 minutes of independent work asynchronous instruction

- Grades 1-3: 75 minutes of live synchronous instruction / 105 minutes of independent work asynchronous instruction

- Grades 4-5 & 6th grade self contained: 90 minutes of live synchronous instruction / 150 minutes of independent work asynchronous instruction

- Grades 6-12: 120 minutes of live synchronous instruction / 120 minutes of independent work asynchronous instruction

To maximize an effective response and support system, Moreno Valley Unified will continue to explore a system of data analytics that looks at a combination of student participation through digital platforms. For example, Zoom is the preferred instructional delivery and video conferencing platform while Clever captures the number of times students login to our district adopted curriculum and Google Classroom captures how students access asynchronous assignments. Also, students will engage in different intervention digital platforms to support acceleration and mitigate learning loss. Each of these tools provide data indicators to support measuring participation such as time and access. Data analytics could provide a more complete picture of student participation, as MVUSD learns and applies best practices to support students and families/guardians.

Distance Learning Professional Development

MVUSD developed a comprehensive plan involving highly effective opportunities for a final high-quality Distance Learning approach. The components of this plan involve a four-prong approach. One, the district will provide devices to all students TK-12 (over 33,000); Two, the district will develop and define specific Distance Learning platforms and tools for teachers to utilize along with appropriate training for both certificated and classified employees; Three, the district will develop resources for parents; And four, the district will ensure provisions are made to provide support for students and employees needing social-emotional support.

First, MVUSD is fortunate to have implemented a 1:1 take-home Chromebook initiative for Grades 3-8 in January 2018. Since the closure of schools in March 2020, the district has been able to add enough Chromebooks for Grades Preschool-2 by gathering existing devices on various campuses. The district also purchased additional devices as needed to ensure all students, Grades Preschool-12, have access to remote learning. The district also created a Chromebook repair-swap process to ensure students always have access to a device. Further, through a partnership with HITN, MVUSD is able to provide free internet access to needy families. This grant provides families a mobile hotspot that allows 50 GB of data per month through the Sprint Network. Since the school closure in March 2020, over 100 hotspots have been distributed.

Second, in an effort to unify district instruction and mitigate parent/guardian confusion, all teachers were trained in three main districtwide required resources: Zoom, Google Classroom and Screencastify. Educational Services and the teachers' association agreed upon one learning platform (Google Classroom) for teachers to deliver asynchronous instruction for Distance Learning. Additionally, teachers were trained in Screencastify to create asynchronous lessons for students to access throughout the day. All teachers were trained in Zoom to deliver synchronous live instruction. Further, guidance was established by these two groups to outline the parameters of teacher-student interactions.

Comprehensive professional development is offered on an ongoing basis via virtual meetings (Zoom). This training is developed and presented by the Professional Development staff. Over 15,000 hours of professional development so far has been completed by district teachers, classified staff, parents, substitute teachers and administrators. In addition, site Professional Development Specialists (coaches) provide daily support to all teachers via phone calls, email, Zoom, etc.

Third, beginning the first day of the schools closure, extensive parent resources were developed and communicated to all families. This includes textbook materials as well as digital resources.

Fourth, MVUSD ensured that all stakeholders, parents, students and employees, have access to social-emotional support through immediate access to counselors, online mindfulness and yoga offerings, digital resources and textbook materials (texts and consumable).

Staff Roles and Responsibilities

Non-Classroom Certificated Staff (Psychologists, Counselors, Nurses, Speech Pathologists, Specialists, and Counselors) conduct their required work via online technologies. Additionally, these specialized unit members meet (virtually) and consult with their general education colleagues and administrators to create a schedule   by which services and supports will be provided.

All classified employees may be asked to perform duties outside of their current job descriptions.

Instructional Assistants have been trained to support distance learning via our online platform. Education Code section 45343 allows instructional aides to assist teachers with supervision and to carry out their responsibilities outside of the physical presence of the assigning teacher.

Bus drivers are currently repurposed and are delivering meals to families in need, driving buses equipped with Wi-Fi to strategic locations where students lack connectivity. In addition, bus drivers have been reassigned to the wellness center to support students and families. They are helping pass out food and organizing food, clothing and other necessities. In addition, bus drivers are assisting with clerical work to support school sites. Bus drivers are also providing custodial support as needed. Transportation staff has also provided support for Chromebook distribution.

Library Assistants are supporting grab and go lunches and providing books for students.

Campus Support Aides have been repurposed and are supporting the registration process to ensure students and families are able to register through our drive-up registration process. In addition, they are supporting school sites with clerical, during grab and go and by making phone calls to support families.

Supports for Pupils with Unique Needs

MVUSD will provide additional support to students with unique needs which includes close monitoring through the MTSS Pyramid of Interventions, as well as, providing access to the MVUSD Learning Satellites as needed. Teachers will address the needs of all students, while focusing on the targeted students to meet their individual needs. Furthermore, each group of students with unique needs will also receive the following services and supports:

English Learner Supports

In addition to the core Designated and Integrated ELD being delivered through synchronous and asynchronous instruction, easy to access supplemental online resources continue to be provided to all English Learners throughout the District. Specifically, Imagine Learning's Language and Literacy is being provided to all ELs in grades Kindergarten through 5th grade. The Imagine Learning Language and Literacy component explicitly teaches students the skills that are critical to reading comprehension and language proficiency, empowering them to unlock learning across all subject areas. The online support provides explicit instruction through personalized learning paths that adapt based on student progress. Strategic scaffolding and support further personalizes the learning experience for English learners.

Additionally, Imagine Español is made available to all ELs in the Dual Language Immersion program. Imagine Español teaches foundational literacy skills in an engaging environment that celebrates the cultures of the Spanish-speaking world.

Middle and high school English learners receive support services through an online program called Achieve3000. Achieve 3000's extensive library includes scaffolded interactive assignments to support ELs with full access to grade level content in science, history-social science and English Language Arts at their specific level of language proficiency.

All teachers in grades K-12 have access to ELLevation, a platform specifically designed to support English learners using a suite of online language acquisition strategies in all core content areas for the delivery of integrated ELD. ELLevation offers resources to classroom teachers to effectively differentiate instruction for ELs and prepare students to access rigorous grade-level content.

Furthermore, all EL students in grades 2-12 will continue to access on-demand FEV tutoring 24/7 from the comfort of their homes in support of all core instructional areas to mitigate further learning loss during Distance Learning.

To effectively implement each supplemental support, extensive and ongoing PD opportunities have been provided to certificated and classified staff. In order to facilitate easy access to virtual tools, a depository of resources was created and housed in the district's internal website for all teachers of English learners. Training on how to navigate these resources is ongoing. Additional PD offerings to support ELs in Distance Learning include, but are not limited to: English Learners 101 for new teachers, Distance Learning for English Learners, Effective Implementation of Imagine Learning in a virtual classroom, Effective Implementation of Achieve3000 in a virtual classroom, and How to Access FEV Tutoring from Home.

In an effort to increase our partnership with parents, the district will continue to provide parent training on digital platforms such as Zoom to support students and to encourage parent continued involvement during school closures in ELACs, DELAC and parent book clubs, among others.

Supports for Pupils with Exceptional Needs

The district will implement each IEP or Individualized Family Service Plan (IFSP) to the greatest extent possible during distance learning.

- Each student with a current IEP/IFSP will have an individualized virtual learning plan outlining the provision of special education and related services during distance learning.

- Each student will continue to receive a free appropriate public education (FAPE) during distance learning.

- Case managers will monitor the implementation of special education and related services during distance learning and revise accordingly, with the IEP/IFSP team.

- IEP/IFSP teams will evaluate progress made on IEP/IFSP goals during distance learning to the extent possible.

- Annual IEP or Evaluation meetings will take place as scheduled during distance learning through either an online platform, email or phone.

- RSP teachers will provide student support and IEP implementation through the instructional delivery model in accordance with the student's Virtual Learning Program.

Supports for Students in Foster Care or Experiencing Homelessness

Every school site has a designated school counselor to respond to the unique needs of foster and homeless students. The designated school counselors will work with their site administrators and teachers to help monitor foster and homeless students' participation in Distance Learning. If a student is not actively engaged in synchronous and asynchronous instruction, school staff will contact parents and students to determine any unmet needs for accessing distance learning. Staff training will be provided to properly identify the signs of students in distress, specifically foster and/or homeless and how to refer for assistance.

Distance learning supports specific to **Homeless Youth** will include: Additional support provided by District Homeless Liaison and District Homeless Counselor to school sites, students and parents assisting with immediate enrollment, proper course placement, internet access, food, clothing and hygiene kits. School supplies and free tutoring services are offered to support any educational needs. Through collaboration with community partners, provisions for shelter, housing, rental assistance, medical, mental health and COVID-19 resources will be available to reduce any interference from distance learning. Continued coordination and collaboration with the County and other Homeless Liaisons to provide the continuity of educational services.

Distance learning supports specific to **Foster Youth** include: Continued collaboration between social workers, group homes, County Foster Youth Liaison and Special Education staff, for students with IEPs, to expedite immediate school enrollment and proper course placement. District Foster Youth Liaison provides mediation between social workers, Family Foster Agencies (FFA), group homes and Ed Rights Holders to monitor student engagement in distance learning. Free tutoring is provided, as needed. Outreach campaigns to foster youth living in group homes provide assistance for unmet needs. Referrals to both district and community agencies are made, when appropriate. Foster youth seniors receive extra support for FAFSA completion, college applications, post-graduation and transition to college/employment.

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

Description	Total Funds	Contributing

Social Worker to provide SEL support for student	$88,277	Y
Additional Counseling Staff to provide small group counseling support for at risk students	$1,212,531	Y
English Learner Supports to ensure students are able to progress and reclassify in a timely manner and don't become Long Term English Learners	$1,563,217	Y
Technology one to one devices in order for students to participate fully in distance learning. All students TK-12 have been assigned a device.	$3,700.000	Y
Technology (Devices and Connectivity) to ensure students have access to the internet and the ability to participate in distance learning	$15,000,000	N
Health/Social-emotional Support to ensure the district supports the whole child and are not limited to providing academic support.	$3,000,000	N
Teacher Distance Learning Support to provide professional development to enable teachers to provide best first instruction via distance learning	$4,000,000	N
Student Nutrition Support to ensure our students continue to receive a nutritious breakfast and lunch during distance learning. 84% of students in MVUSD receive free and reduced lunch and could be at risk of not having food to eat during distance learning. We have also provided food from food backs to augment our student nutrition program.	$1,500,000	N

Pupil Learning Loss

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

MVUSD currently uses a myriad of intervention programs to support student learning status. These programs include individual instruction, small group instruction and digital programs. Additionally, the MVUSD student information system, Q, will be used to determine what students are not participating in distance learning by monitoring attendance and engagement.

For effective and frequent assessing, MVUSD uses Read 180, Achieve3000, Imagine Learning's Language & Literacy, Imagine Math, i-Ready, and other digital/online intervention programs previously used at various sites throughout the district to determine student needs in the areas of reading and math. These programs allow a student's teacher to monitor progress and personalize learning. For the upcoming school year, we will also be using reports from MAP assessments (given three times per year), IAB assessment (given throughout the year) or Interim Comprehensive Assessments (ICAs), and ongoing Common Formative Assessments or teacher-created assessments to monitor student progress for English Language Arts, English Language Development, and Mathematics. MAP assessment and IAB assessment create easy to follow reports for teachers and families/guardians to get the best and most accurate data from diagnostic and follow-up assessment. Additionally some of the aforementioned intervention & digital programs include diagnostic assessments to determine a student's need for support. Some of these assessments are adaptive, meaning that it is

individualized and adjusts questions suited to meet a student's needs. Once the student's level is determined, lessons are delivered to students based on where they are and targets growth using the appropriate intervention programs as mentioned above. Pupils with exceptional needs will also be assessed, monitored, and supported using the referred programs and assessments. However, other supplemental resources and programs are available to meet the individual needs of these students. If students do not demonstrate progress using these tools, referrals to the IEP or 504 teams will take place.

English Language Development:

To address the learning loss and monitor the progress of English language learners, EL Specialists and Facilitators will continue to provide guidance and support to teachers on how to effectively monitor EL progress using the ELLevation platform with a target completion rate of 100%. Additionally, EL Specialist and Facilitators will ensure that all site teachers at their respective sites are fully trained on how to effectively use the ELLevation Strategies platform to support instruction during distance learning and in the classroom during hybrid instruction or when students and teachers are able to return to the classroom fully. Following the California Department of Education guidelines, the Language Assessment Staff will support sites in the strategic administration of the Summative ELPAC assessments not completed in the spring due to school closures. This practice will assist in the district's efforts to reclassify as many English learners as possible in keeping with SB 98.

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.]

All MVUSD students will be monitored closely for learning loss, especially those that are not participating in distance learning as determined by their attendance and/or lack of engagement (Q-SIS reports). Learning loss will be determined using district-wide assessments and intervention program reports. Through the collaborative approaches teachers engage in through Professional

Learning Communities and Professional Learning Networks (district-level "PLCs") students will be matched to the appropriate intervention. This will include reviewing data from their Common Formative Assessments (CFAs), Interim Assessment Block (IABs), and Interim Comprehensive Assessments (ICAs) and other teacher-created assessments. These will determine the specific needs of students, while teachers and administrators continue to monitor progress.

For all identified students experiencing learning loss, tutors such as FEV, AVID, the Cal-Soap Grant, and college tutors, will assist students with unique needs with asynchronous assignments; accessing, understanding, and mastery of standards. Additionally, they

will assist in communicating student progress with families and teachers; and mentoring in other areas of needs. Certificated coaches, program specialists, and/or PD specialists will provide ongoing learning opportunities for our tutors on strategies to effectively support students with unique needs and check in with them on a regular basis. To address learning loss and accelerate learning progress, students with unique needs will have the opportunity to attend summer learning opportunities, and/or Saturday STEAM classes, and engage in lessons.

In alignment with our Superintendent Goals and Expectations, individuals with exceptional needs will receive high quality instruction using district approved curriculum and interventions. This commitment is supported by training opportunities for Special Education staff to receive and maintain a foundational level of Synchronous and Asynchronous instructional strategies and technology skills.

Consistent with general education staff and programs, Special Education teachers will attain effective instruction by working

alongside students and collaborating with families to develop a positive online culture of assessment and learning that fosters student ownership. Teachers will engage students interactively online daily, providing opportunities for student collaboration, problem-solving, and creation.

English Learners

In order to address learning loss and accelerate learning progress for English Learners, virtual professional development will be provided to all teachers, including dual language educators, on how to effectively plan for and deliver designated and integrated ELD, access to core curriculum and development of content literacy, and understand district EL reports to monitor student progress in a distance learning format.

Additionally, EL Facilitators and Specialists will ramp up their planning and delivery of data chats with all English learners, particularly in upper elementary and at all secondary schools. This process will help students assess their current status as compared to where they were prior to school closures as a way to guide the best course of action leading to additional support. For example, in collaboration with FEV, AVID, the Cal-Soap Grant, and college tutors, students with unique needs will be assigned a mentor and/or tutor in order to address learning loss and accelerate learning progress.

Pupils with Exceptional Needs

The District will address student learning loss and accelerate learning progress for pupils with exceptional needs that results from COVID-19 during the 2019/20 and 2020/21 school years. Based upon assessment and progress monitoring, the Case Carrier will discuss options with families to individually address student learning loss due to COVID-19 and accelerate learning progress, including:

- Intervention programs offered outside of regular school hours

- Targeted support sessions with paraeducators during school hours while District-wide distance learning is in place

- Selective Saturday STEAM sessions for additional support and intervention

- Expanded summer options for pupils with exceptional needs, including additional instruction time for students who receive extended school year services

- Ongoing Professional Learning opportunities through weekly Professional Learning Communities targeting formative assessment connected to current grade-level standards or alternative standards, when applicable

All students, especially MVUSDs **ELs, Pupils with Exceptional Needs, Foster Youth, and Homeless Students,** will have access to the following district-wide Multi-Tier Systems and Supports for Academics, Behavior, and Social Emotional:

<u>Tier 1:</u>

- All students will be provided with best first distance learning instruction and SEL lessons

- Teachers will provide appropriate interventions as needed

- Teachers will progress monitor and contact families for students who begin experiencing learning loss

<u>Tier 2:</u>

- Referral to MVUSD Learning Satellites for intervention support for students who continue to experience learning loss and Tier 1 strategies within the distance learning classroom are not effective **in addition to online distance learning**

- Referral to Community Support Hubs for students that may be experiencing learning loss due to factors caused by trauma or other impacts caused by COVID-19

<u>Tier 3:</u>

- Referral to MVUSD Learning Satellites for in-person small group instruction for students who continue to experience learning loss and Tier 1 and Tier 2 strategies are not effective **in place of online distance learning**

- Referral to Community Support Hubs for students that may be experiencing learning loss due to factors caused by trauma or other impacts caused by COVID-19.   Through progress monitoring, students will be regularly exited from learning loss interventions as appropriate.

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.]

Three primary avenues will be employed for measuring the effectiveness of the services and supports to address learning loss: Achievement, Engagement, and Professional Development.

For achievement, the various intervention programs such as Read 180 and Achieve 3000, as well as digital-based assessment reports from IABs, MAP assessments, and CFAs will be used to monitor pupil progress for English Language Arts, English Language Development, and Mathematics. Assessment results and student progress will be communicated with families. MVUSD's student information system, "Q", will be used to measure the effectiveness of services and supports to address learning loss through engagement. Student engagement and attendance will be tracked and monitored through the weekly reports teachers submit through Q that will capture Engagement-Type, Method, Time Value of Assignments, and Outcome. Additionally, our Technology, Innovation, and Assessment department will closely monitor logins by students into the various system analytics, as listed below:

- Evidence of Student Engagement

- Clever Analytics

- Zoom Participation analytics

- Google Classroom analytics
- Q (student information system) analytic

For professional development (PD), structures of support will be provided to site leaders and teachers, as outlined below:
Structures of support to help site leaders and teachers deliver distance learning will include:

- All teachers will be trained in Zoom, Google Classroom, and Screencastify to prepare and deliver Synchronous and Asynchronous instruction
- On demand PD training and updated resources on the district website.
- PD Specialists and AAIIACs will support teachers throughout distance learning to ensure teachers are engaging students in a highly-effective manner.
- To measure the effectiveness of teacher PD, the number of teachers receiving PD will be tracked and monitored and feedback will be requested from teachers (i.e. teacher reflection and feedback survey).
- Other outcome measures may include:
- Perception/qualitative data regarding professional development
- Student engagement and participation through system analytics

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

Description	Total Funds	Contributing
Online tutoring through FEV Tutoring in all content areas to minimize learning loss	$400,000	N
AVID Program to provide additional student supports and access to a college going culture	$810,000	Y
Attendance Specialists to ensure students are participating and engaging in distance learning	$255,401	Y
African American Parent Engagement and Outreach to provide support for AA students and families to minimize learning loss and provide technology and academic support	$220,000	Y
Foster Youth Services to provide support for foster students such as tutoring, school supplies and other needed support	$50,000	Y
Homeless Youth Services to support homeless students with supplies, hygiene materials, clothing and other supports needed for families experiencing homelessness	$50,000	Y
Support for Early Literacy to ensure students have books and access to headstart and state preschool programs	$190,325	Y
Supplemental Instructional Materials to support the core instruction	$1,185,422	Y
Measures of Academic Progress (MAP) District software to provide assessments that indicate where students may be experiencing gaps in learning and minimize learning loss	$1,017,599	Y
Behavioral Support Specialist to support students and teachers in ensuring students are able to engage appropriately and mazimize learning potential	$301,103	Y
Summer Learning Programs to support students who have failed a class or accelerate them as necessary to minimize learning loss	$1,500,000	Y
Site Specific Interventions such as intervention teachers, after school tutoring, PBIS and intervention programs and software	$5,330,259	Y
Reading by 3rd grade initiative to ensure students are able to maximize their learning potential and don't experience negative barriers to learning associated with not being able to read by 3rd grade	$1,000,000	Y
Full Day Kindergarten Program to accelerate student achievement and support students who don't have access to pre school or experience barriers to learning	$6,103,748	Y
Project Moving Forward to provide academic vocabulary support for students	$493,808	Y
Professional Development to ensure staff has the skills necessary to support students as well as support for parents in understanding technology requirements and how to support their children	$2,718,607	Y
Mentoring Program to ensure students have a positive role model to connect with and feel empowered to succeed	$50,000	Y
District wide flex days to support instruction for teachers and schools to support increased academic	$954,360	Y

achievement		
GATE Programs to provide support for gifted learners and identification of gifted learners	$100,000	Y
Parent Ambassador Program to provide outreach to parents and support parents connection to school	$95,753	Y

Mental Health and Social and Emotional Well-Being

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

The day to day emotional effects of COVID-19 and distance learning have reinforced the need to provide a comprehensive social emotional learning (SEL) emphasis as part of the educational program. Every school operates under the guiding principles of Multi-Tiered Systems of Support (MTSS) which creates the foundation for a safe and healthy learning environment. Collectively, teachers, administrators, school counselors, behavior support specialists, school psychologists, and therapists provide direct services to

students that address their social and emotional needs. As part of the school counseling program, SEL lessons are posted on the school website and/or in their Google Classroom. Lessons are presented directly or in a pre-recorded format which provides Tier 1 Social Emotional Learning.

Mental health prevention and interventions are implemented and supported through Student Services which includes crisis response procedures, suicide risk assessment and contact information, links and Apps connecting to a range of crisis intervention helplines and resources. Links to virtual calming rooms and self-care websites are shared with school counselors who in turn share and use with their staff, students and parents. Mental health awareness campaigns are promoted through anti-bullying, suicide prevention, random acts of kindness, mindful moments, mentoring, breathing exercises and yoga activities and events.

All stakeholders, including parent and community partners, receive training and continued professional development on SEL and the impact of trauma. Having a population of 84% low socioeconomic status, the stressors of trauma are heightened and increases daily with the emotional effects of COVID-19. This has sparked teachers to dedicate a portion of their synchronous instructional time to the social and emotional-well being of students. A few activities include: Mindful moments, brain breaks and lessons from Sanford Harmony. Topics such as empathy, critical thinking, problem solving, communication, diversity and inclusion help build resilience in young growing minds.

Monitoring Process

Upon the closure of schools due to COVID-19, the District established a team of coordinators to identify students who received multiple behavioral referrals. That list was broken down by student program (i.e. Students identified as having IEPs, McKinney-Vento Services, SARB Contracts, 504s and Foster Services). With the input of school psychologists, behavior support specialists, school counselors, and therapists, the team identified resources, both within the district and through outside agencies, that can be readily dispatched to support the students and their families. The team consistently collaborates to determine next steps for students

in preparation for the reopening of school buildings.   The team created a needs assessment for District staff members that is focused around loss of life, income, and mental and physical health well-being.   Upon the completion of the assessment, the team collaborates with Risk Management, Benefits, Human Resources also including the Bargaining Associations (MVEA and CSEA) to offer targeted, quality support to those who expressed a need.

Furthermore, the District employs seven Behavior Support Specialists who are supporting students who, before school closures, were identified as needing Tiers II and III behavioral and social-emotional support. These specialists provide lessons through Zoom and Google Classroom platforms for students, and collaborate with administrators, counselors, teachers, and parents to monitor student progress. The Behavior Support Specialists have also established Google Sites to provide communication and resources to parents. Beyond social emotional support for students, the team of Behavior Support Specialists is prepared to provide professional development to all staff members in the areas of trauma, bullying intervention, Check-in/Check-out, Behavior Support Plans, Student Study Teams, Section 504 Plans and Restorative Practices.

As part of the Hearts YOUnited Community Coalition, the District collaborates with community organizations to provide families with needs that have surfaced due to COVID-19 closures. Through the use of a QR code, individuals reach out to Hearts YOUnited members who are "on call" to connect families to agencies that provide food, health, legal and counseling/therapy services, to name a few.

To determine overall program successes and identify areas for improvement, the District periodically implements the Panorama Survey which measures the SEL status and well-being of students, staff and parents. Results from this survey and reviewed and disaggregated in order to adjust distance learning teaching strategies, SEL content and frequency, as needed.

Pupil and Family Engagement and Outreach

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

MVUSD is encouraging engagement of students and families with the school environment in a variety of ways including Positive Behavior Interventions and Supports (PBIS). Schools also utilize attendance incentives and events such as Spirit Week and other student activities to promote engagement. The district is proud to collaborate with the Horace Man Insurance Company who donates a bicycle to every school as an attendance incentive. The district also held an "Ice cream Social" prior to school beginning to welcome families back to the 20-21 school year. This year the district is producing a districtwide family engagement newsletter to offer resources and supports to all families. Virtual Back to School Events are scheduled for every school. All outreach efforts are provided in English and Spanish to support all students and families.

All MVUSD students will be monitored closely for learning loss, especially those that are not participating in distance learning as determined by their attendance and/or lack of engagement (Q-SIS reports).

Student services will collaborate and communicate attendance processes and procedures with site personnel and school administrators to monitor student attendance and engagement. This includes an **attendance campaign** that promotes positive student attendance and engagement, delineated roles for site Attendance Teams, systematic and accurate coding, training for attendance site support staff, and a tiered engagement plan. Student Services will collaborate with sites to provide support in attempts to verify student contact information and outreach for health/social services.

1. Site Attendance Teams will follow up with parents after 1 day of non-participation and if the issue persists for three days, notify the site counselor and administration for further support.

2. Referrals can be in the form of phone calls, emails, or conduct home visits (Attendance Specialist).

3. If internet connectivity seems to be inadequate, Technology Innovation and Assessment will be notified, and action will be taken.

4. Attendance Specialists will engage families to assess needs to fully participate in distance learning using all permissible options.

Attendance Team
Identify and support students and their families who are not attending the synchronous live sessions or engaging in learning asynchronously.

- Contact, Connectivity, Relationships, Participation

- Site Attendance Campaign Reflective of State

- Assist in Monitoring Engagement

- Ensure Accurate Attendance

- Provide families with strategies and support

School Attendance Review Team or SART

After initial contact and education has been provided and student is still not engaging or attending

- SART Process Begins After the 5th Absence

- Review Attendance**,** Engagement, Grades, & Behavior

- IEP, IHP, SST, 504 Review

- Communication with Site Foster or Homeless Liaison

- The following questions will guide the SART Team to determine further action:

- *What Interventions have been put into place since the beginning of school by the site with the family or home?*

- *Was there a need for an Attendance Specialist to verify address and contact information?*
- *Has CWA assigned a Social Worker Intern for case Management?*
- Develop an Attendance Contract

School Attendance and Review Board or SARB

If all other measures fail and student engagement has not improved, we will convene a SARB panel to discuss the situation and provide resources to help the parent and student if applicable.

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.]

A successful nutrition program is a key component to every educational environment. MVUSD Nutrition Services continues to be committed to supporting student success by providing nourishing meals during these unprecedented times of the Covid-19 pandemic. Breakfast and Lunch will be served daily via Grab & Go meal service in easy access locations at school sites throughout the district. These meal service locations allow for drive up or walk up access to portable portion packed nutritionally sound meals while maintaining CDC Covid 19 related health and safety guidelines. The Nutrition Services Department utilizes USDA waivers allowing both meals to be served concurrently and taken off school campus to be consumed at home or elsewhere. This flexibility is key to supporting pupils whether engaged in distance or in person instruction or both. Due to our high free and reduced population, MVUSD is a participant in the Community Eligibility Provision (CEP) which allows all K-8 and alternative school students access to meals at no cost. A collaboration with Transportation Department provides repurposed school busses to deliver meals to preschool special needs students. To enhance food security and the nutritional health of our students, Nutrition Services will continue to: 1) partner with alternative food coalitions to provide bonus foodstuffs as produce boxes and fluid milk at Grab & Go meal

locations and 2) provide additional meals "Saturday breakfast & lunch" on Fridays prior to major holidays. As the district transitions

to in person instruction or a combination hybrid, Nutrition Services is prepared to adapt and accommodate whether via meal service in the classroom for elementary grades, social distancing kiosks or cafeterias in secondary schools. These essential services are provided through Nutrition Services and funded by the USDA National School Lunch Program.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.66%	$82,711,486

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 list below reflects the district's supplemental funding which has been principally directed towards, and is effective in increasing or improving services for unduplicated students. Moreno Valley Unified School District has several planned actions and services to target the needs of unduplicated students in a district wide or school wide manner. Actions and services implemented in a district wide or school wide manner are determined to be the most effective or efficient implementation model through research, data or stakeholder input.

- District technology plan District wide
  This specific action/service is principally directed towards, and is effective in increasing and improving technology access for students and teachers. MVUSD believes that all students will be proficient in technology skills and to prepare them in the pursuit of

higher education or a viable career path. This action will be attained by providing Chromebooks to students, technology professional development for teachers and increasing technology access through a secure wireless network.

- Supplemental Instructional Materials District wide

  This specific action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. All students in MVUSD will be provided with supplemental instructional materials to access core curriculum

- Support for Head start and Preschool District wide. Research shows that low income, English learner and foster youth students have minimal access to pre school programs. This action is to ensure access to early literacy.
  This specific action/service is principally directed towards, and is effective in increasing and improving services to unduplicated students including foster youth, low income and English Learner students. Research shows that students who attend preschool do better in school and early intervention supports students by ensuring they are reading by 3rd grade.

Services for English Learners District wide
This specific action/service is principally directed toward, and is effective in increasing or improving services for English Learner students. Services and California Standards-aligned support materials are purchased and utilized to ensure that students are making progress in acquiring English language proficiency.

- MAP Data Assessment Program District wide to assess English Learner, Foster Youth and low income students to provide additional supports need to fill in learning gaps.
  This specific action/service is principally directed toward, and is effective in increasing student achievement. MAP data is specifically utilized by teachers and administrators to make decisions about students' instructional needs including regular classroom instruction and interventions.
- Full day kindergarten Elementary Schools District wide to provide English Learner, Low income and Foster Youth Students access to early literacy.
  This specific action/service is principally directed towards, and is effective in increasing or improving instruction for unduplicated students. Students participating in full-day Kindergarten are projected to have increased achievement in comparison to those attending half day kindergarten. The additional time provided to kindergarteners allows students to learn fundamental skills at a deeper level resulting in higher academic achievement.

- Site specific interventions District wide
  This specific action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. Each school site has conducted a needs assessment and determined the specific programs, staffing and materials necessary to eliminate the achievement gap at their school site and increase student achievement. All actions and services provided support the district mission and strategic plan.

- Mentoring Programs District wide
  The specific action/service is principally directed toward, and is effective in increasing student achievement and student engagement for low-income, foster youth and English Learner students as well impacting Goal 2 and 3. Mentoring offered through group settings or 1 on 1 provides positive encouragement which boosts student self-esteem, motivation and strengthens communication skills. . Mentors stress the importance of school, academic rigor and organized study habits. Opportunities are provided for youth to learn how to appropriately relate to adults and others from diverse backgrounds. Students properly mentored are supported to increase their grades, improve their attendance, behavior, social and emotional needs.

- Social Worker District wide to support Foster Youth, Low income and English Learner students who experience increase rates of neglect and abuse during COVID-19 and identify and meet the SEL needs of theses students.
  The specific action/service is principally directed toward, and is effective in increasing or improving services for students and their families. The Social Worker works with Student Services to provide and expand positive behavioral and social/emotional structures for high school students, staff and parents primarily at the BARR schools - MVHS and VDL with the addition of VVHS in 2016-17. Services focus on 9th grade academic achievement, student engagement, reducing drop-out rates and suspensions and increasing attendance.

- Foster Youth Services District wide
  This specific action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. Services provide resources to foster youth to reduce barriers to learning. The services provided focus on counseling, mentoring and tutoring to build connections and other support structures for our with youth to school with the goal of increasing attendance, decreasing the dropout rate, decreasing suspension rate and increasing graduate rates.
- Homeless Services District wide to support the needs of foster youth, low income and English learner students who are experiencing homeless ness at increased rates due to COVID-19. The district provides, clothing, financial resources and more to support these students.
  This specific action/service is principally directed towards and is effective in increasing or improving services for unduplicated students. Homeless services are primarily directed by our Homeless Liaison and include ensuring homeless students have shelter, clothing, meals and consistency to maximize their uninterrupted attendance at school. These students are at high risk of dropping out of school. The district is committed to ensuring these students are supported and able to maximize their potential and graduate high school college and career ready.

- Additional Counseling Staff District wide to meet the needs of foster youth, low income and English Learner students whose parents lack the knowledge to support students preparation in meeting requirements to attend college and may need SEL support.
  This specific action/service is principally directed towards, and is effective in improving counselor to student ratios at all levels. At secondary level, greater student access to A-G courses, early identification for appropriate academic interventions, credit recovery and/ or alternative education placements within the District.

- Attendance Specialists District wide to ensure English Learner, Foster youth and low income students remain engaged in the learning process and connected to school.
  This specific action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. It allows us to promote daily attendance. Students must be in school daily to do well in school. Our district goal is to maintain a 95% or higher attendance rate.

- Parent Ambassadors District wide
  This specific action/service is principally directed toward, and is effective in increasing or improving services for unduplicated students. Parent Ambassadors are assigned to all sites for the purpose of increasing parent involvement by providing pertinent information on available district programs with a focus leading toward graduation aligned with the district's mission that all students will graduate college and career ready. Monthly stipends are provided to 14 Parent Ambassadors.

- Parent Engagement District wide to ensure parents of low-income, foster youth and English Learners have the tools necessary to support their students and be successful in school in particularly during COVID-19 with distance learning requirements.
  This specific action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. Families play an important role in the education of their children. Effective collaboration between families and the school system support and enhance student's educational experiences. Parental school involvement is linked to increased educational aspirations, positive school attitudes and academic success as well as lower absenteeism and behavior problems.

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

For the 2020-2021 year, 84.3% of the students are unduplicated including low income, foster youth, and English Learner pupils. Based upon the needs of the unduplicated students, most of the supplemental and concentration dollars have been budgeted to be spent in an LEA-wide and/or school- wide manner. The needs of the targeted student populations influence the design of programs throughout the district so that all of our students receive high levels of instruction/acceleration/remediation. The expenditures have been allocated to improve and/or increase services for unduplicated students thereby serving all students.