

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.]

Murrieta Valley Unified School District (MVUSD) has been impacted by COVID-19 like other school districts in California and across the nation. Our district staff have been collaborating throughout school closures and into the summer to plan for the 2020-21 school year and to address the needs of our staff, students, and families as we make this transition into virtual learning.

MVUSD will begin the school year virtually which will have impacts to student learning both academically and social emotionally. Students will not be able to fully participate in hands-on learning associated with young learners, as well as activity-based classes including the arts, athletics, Career Technical Education, Associated Student Body, physical education, etc. Students will miss full participation in these courses and activities that immerse students in the school culture and climate. Additionally, students are returning to school after a period of time where learning loss occurred due to school closures and distance learning. MVUSD has great concern about the learning loss for all students, especially the following student groups: Students with Disabilities, Socioeconomically Disadvantaged, Foster/Homeless, English Learners, and our targeted student groups including our African American and Hispanic students. Lastly, MVUSD students will not experience the traditional in-person interactions with teachers and staff that promote positive mental health and social emotional well-being.

MVUSD staff thrive on the connections with students to ensure learning and positive relationships. In a virtual environment, it can be challenging to build teacher-student rapport and caring relationships. The transition to virtual learning has impacted the way teachers plan and deliver instruction which has required a great deal of training and collaboration to facilitate the quick shift in our traditional practices. Our staff needs to not only implement high-quality instruction in a virtual environment, but they must also ensure students make progress towards meeting academic standards and address their mental health needs. Additionally, staff are tasked with following up with students and families who are not engaging in daily instruction to intervene and provide support.

Our community is struggling on several fronts. Parents are trying their best to provide for their families in this economic crisis, as well as support their students in their learning. Parents are not educators and may get frustrated when trying to assist their students in learning a variety of content at different levels. Parents may need support in assisting their students with the instructional expectations, assignments, and programs. Additionally, parents may need assistance in utilizing the technology necessary to access instruction, submit assignments, and complete assessments. Finally, parents are worried about the lack of student interaction to promote social skills and opportunities for

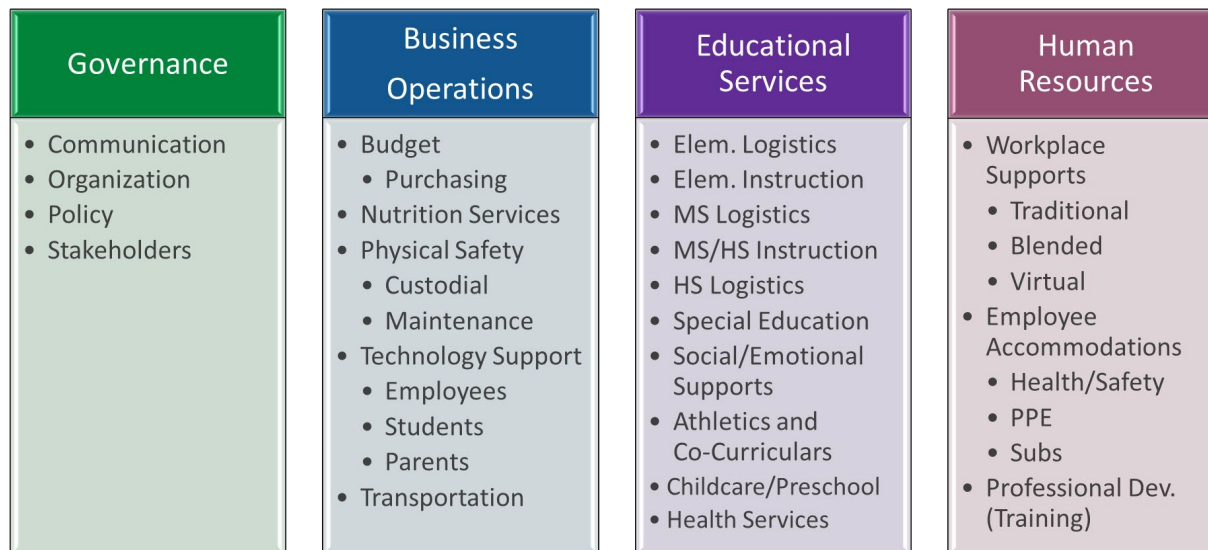
students to connect and develop positive relationships. Our staff has serious concerns regarding family and student mental health in the midst of this pandemic and is planning to provide services and support throughout the school year.

Stakeholder Engagement

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

MVUSD has provided a great deal of communication throughout school closures and the virtual reopening of schools. MVUSD sent over thirty district communications during the spring. Communications were provided through email, social media, Aeries communications, phone calls, and text messages. Our district website and Aeries communications are designed to provide information in a variety of languages to meet the needs of our families. MVUSD has continued to provide an email or phone number to use if parents needed assistance during Distance Learning and Virtual Learning. The district provided two parent surveys regarding the proposed learning models. Families were able to share their interest in the virtual, blended, or traditional model and were able to pre-register their student for virtual or blended. In June, we had 85% of our students interested in returning to school in a traditional manner, 11% interested in a blended model that incorporated social distancing, and 4% interested in a virtual model.

At the beginning of May, our district developed many task forces (see chart below) to create implementation plans for the three possible learning models. Task forces had different areas of focus, and there was a deliberate effort to include staff from a variety departments, sites and levels to represent different perspectives in the district as plans were developed. The task force collaboration and plans were valuable in preparing for the reopening of schools and served to ensure stakeholder voices were heard.



On August 18th, MVUSD staff provided all stakeholder groups with the draft LCAP plan to garner feedback and suggestions. The groups represented were LCAP Advisory, Partnership for Thriving Students and Families (PTSF), African American Parent Advisory Council (AAPAC), Latino Parent Advisory Council (LPAC), Special Education Parent Advisory Council (SEPAC), District English Learner Advisory Council (DELAC), Murrieta Educators' Association (MEA), California School Employees' Association (CSEA), and students from the school advisory groups. The individual advisory groups will meet to discuss the plan and provide suggestions for actions the district can implement to support students and families during this school year.

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

MVUSD has continued to have Board of Education meetings throughout school closures and through July in a virtual format. The Board of Education received over 100 public comments at one of the July meetings regarding school reopening. Many of our stakeholder advisories have continued to hold meetings in a virtual format to garner feedback and input to meet the needs of our students and families.

MVUSD held a joint stakeholder group meeting on August 18, 2020, to present the Learning Continuity and Attendance Plan requirements and plan areas as well as providing a copy of the draft plan. The individual stakeholder groups met later in the week to provide feedback regarding the plan.

Stakeholder groups meeting information were posted on our district website and sent out through social media and Aeries communications. The district website and Aeries communications can be delivered in a variety of languages of which parents/guardians determine.

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

The stakeholder groups met to provide feedback in two general areas. The first area was regarding the actions and services in the plan that they supported. The second area was regarding the actions and services they would like us to consider adding to the plan.

The LCAP Advisory Council which included representation from both labor associations (MEA & CSEA) and student advisory groups provided the following feedback.

- Supported actions/services:
 - Community center for students who do not have internet connectivity.
 - Resident substitute teacher on school campuses to ensure continued learning.
 - Mental health services for students and families who are struggling.
 - Afternoon office hours/strategic planning time available for meetings or outreach to parents. This helps with engagement and provides a greater connection with parents.
 - Continued implementation of school safety and anti-bullying in a virtual environment.
 - Student engagement and attendance efforts.
- Recommended actions/services:
 - Elementary visual and performing arts programs in the afternoons.
 - Providing opportunities for students to socialize virtually during break and lunch times.
 - Virtual clubs and activities to build a sense of school community.

The Partnership for Thriving Students and Families (PTSF) group provided the following feedback.

- Supported actions/services:
 - Panorama surveys and tiered systems of support.
 - Learning loss strategies.
 - Coordinators working with sites to engage students and families.
 - Community center for students who do not have internet connectivity.
 - Staff being repurposed to connect with families to facilitate engagement and learning.
 - Professional development for staff (teachers, administrators and aides) and parents provided by the district including the Leading Edge certification program.
- Recommended actions/services:
 - Offer a virtual Step Up to Success (parent informational sessions).
 - Translate district documents and communications into Spanish.
 - Offer special education related services in a specialized virtual platform.
 - Provide missed Individualized Education Plan (IEP) services from Spring 2020 for special education students.
 - Remote computer access for specialized courses including Career Technical Education (CTE).

The District English Learner Advisory Council (DELAC) provided the following feedback.

- Supported actions/services:
 - The number of devices and hotspots that were provided to students.
 - Bilingual support for parents.
- Recommended actions/services:
 - Support for English Learners in writing and math.
 - Translation services that include website documents, Family Resource Library, Aeries access information, Canvas information and correspondences in their home language.
 - Parent workshops and resources in their home language.
 - Provide adult English education classes virtually.
 - English Learner parent meetings to support their needs in a virtual environment.
 - Provide newcomers curriculum specifically for the elementary level.

The Latino Parent Advisory Council (LPAC) provided the following feedback.

- Supported actions/services:
 - Mental health services for students and families.
 - Teacher office hours to provide support for students.
- Recommended actions/services:
 - Spanish speaking district hot line for technology and program assistance with possible in-person support if needed.
 - Canvas class for staff to access resources in Spanish.

- Offer a virtual Step Up to Success (parent informational sessions) including “how to” videos (Canvas, Aeries, and technology), resources and mental health support in their home language.
- Parent information on virtual academic expectations and support so they can assist their students academically.
- Access to library resources and ability to check out books.
- Weekly teacher communication with parents so they are aware when their student’s progress and can intervene early.
- Information on grading practices and assignment completion.
- Dual immersion program at the elementary level. (Note: the district has explored dual immersion and is not planning on implementing at this time).
- Recorded teacher lessons.
- Address learning needs when there are technology glitches, blackouts, lack of internet access, and absences.
- District phone calls in Spanish and other languages.
- Consistent and equitable services across the district (phone calls made to English Learner parents, etc.).

The African American Parent Advisory Council (AAPAC) provided the following feedback.

- Supported actions/services:
 - Connectivity to school for African American students and families.
 - Panorama survey to conduct needs assessment to determine needs of African American families who are essential workers.
 - Training, protocols, systems, and resources for students who are sporadically or not attending virtual learning.
 - Staff being repurposed to connect with families to facilitate engagement and learning.
 - Counselors and mental health therapists providing grief and culturally relevant coping mechanisms as well as validating what African American students and families are experiencing with COVID-19 and anti-black racism.
 - Tutorial services and communication about those services.
 - Quick reference documents with supports and communication about those services.
- Recommended actions/services:
 - Appendix with acronyms defined. (Note: document adjusted to define acronyms).
 - Attendance and participation African American student data and the response to that data. (Note: attendance was not taken in the spring and student group data will be provided in the full Local Control and Accountability Plan).
 - Special education online accountability form and/or weekly progress report.
 - Communication to students and families on grading practices and regular timely grade updates (Aeries or Canvas).
 - Virtual family engagement opportunities based on the needs of students and families.
 - District virtual events, learning and networking opportunities for parents who have respite care or for severely handicapped students.
 - Strategic outreach for students from athletic coaches and other co-curricular staff.

The Special Education Parent Advisory Council (SEPAC) provided the following feedback.

- Supported actions/services:

- In-person assessments and services.
- Learning loss services for special education students.
- Small groups for services.
- Recommended actions/services:
 - Reading comprehension, researching, and writing support.
 - Increased support in the areas of speech/language and occupational therapies.
 - Additional support for Canvas.
 - In-person on campus instruction as soon as possible.

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

As a result of stakeholder input, MVUSD has included the following actions/services in the Learning Continuity and Attendance Plan. Many of the requests that were shared were already included in the plan, but the following actions/services represent those that have been added or adjusted based on stakeholder input.

- Elementary visual and performing arts programs in the afternoons (Already being offered, added to Continuity of Instruction section).
- Providing opportunities for students to socialize virtually during break and lunch times (New, added to Continuity of Instruction section).
- Virtual clubs and activities to build a sense of school community (Already being offered, added to Continuity of Instruction section).
- Offer a virtual Step Up to Success (parent informational sessions in English and Spanish) (Already planned to be offered, added to Supports for Pupils with Unique Needs section).
- Translate district documents and communications into Spanish (Being expanded, in Supports for Pupils with Unique Needs section).
- Offer special education related services in a specialized virtual platform (Already being planned, in Supports for Pupils with Unique Needs section).
- Provide missed IEP services from Spring 2020 for special education students. (Already being planned in Pupil Learning Loss Strategies section).
- Remote computer access for specialized courses including Career Technical Education (CTE) (Already being offered, added to Access to Devices and Connectivity section).
- Support for English Learners in writing and math (Already planned, in Pupil Learning Loss Strategies section).
- Provide adult English education classes virtually (Already being offered, added to Supports for Pupils with Unique Needs).
- English Learner parent meetings to support their needs in a virtual environment (Already being planned, added to Supports for Pupils with Unique Needs).
- Provide newcomers curriculum specifically for the elementary level (To be explored, added to Supports for Pupils with Unique Needs).
- Spanish speaking district hot line for technology and program assistance with possible in-person support if needed (To be explored, added to Supports for Pupils with Unique Needs).
- Parent information on virtual academic expectations and support so they can assist their students academically (Already being planned/offered, added to Supports for Pupils with Unique Needs).
- Access to library resources and ability to check out books (To be explored, added to Supports for Pupils with Unique Needs section).

- Weekly teacher communication with parents so they are aware when their student's progress and can intervene early (Already being offered, added to Continuity of Instruction section).
- Information on grading practices and assignment completion. (Already being offered in Continuity of Instruction section).
- Recorded teacher lessons. (Already being offered in Continuity of Instruction section).
- Address learning needs when there are technology glitches, blackouts, lack of internet access, and absences. (New, added to Access to Devices and Connectivity section).
- Special education online accountability form and/or weekly progress report. (Already being planned/offered, added to Continuity of Instruction section).
- District virtual events, learning and networking opportunities for parents who have respite care or for severely handicapped students. (Already planned in Supports for Pupils with Unique Needs and Continuity of Instruction sections).
- Strategic outreach for students from athletic coaches and other co-curricular staff. (Already being planned/offered, added to Support for Pupils with Unique Needs section).
- Reading comprehension, researching, and writing support. (Already planned, in Pupil Learning Loss Strategies section).
- Increased support in the areas of speech/language and occupational therapies. (Already being planned/offered in Supports for Pupils with Unique Needs).
- In-person on campus instruction as soon as possible. (Already being planned in In-Person Instructional Offerings section).

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.]

MVUSD has been preparing for three instructional models since the beginning of May to provide our families and students with choice of models including virtual, blended, and traditional. MVUSD desires to return to school in an on campus, in-person format as soon as it is safe, healthy, and possible to do so under the guidelines from state and county officials.

MVUSD is waiting for guidance from Riverside County Public Health regarding the ability to have individual or small groups on campus to receive intervention, assistance, and assessments in a socially distanced environment with safety procedures and protocols in place. MVUSD wants to provide this in-person individual or small group instruction to assist students with significant learning loss and to provide the supports necessary to mitigate learning loss and close the achievement gap. Additionally, MVUSD desires to have facilities available for students who have connectivity issues, so they have a place to participate in live instruction.

Until we can open to individuals or small groups, MVUSD has developed a virtual learning model to mitigate learning loss and address students' academic and social emotional needs. Small groups will be emphasized to provide the necessary intervention for students in reaching academic standards. Intervention groups will focus on those skills lost during school closures as well as supporting students with current class work. Universal screeners will be administered to assess students' current ELA and math skills so that the interventions can be

targeted appropriately. Students will be monitored on a regular basis using both formative and summative assessments to determine progress and areas for continued support. MVUSD will offer tutoring services for our students in grades 4 through 12 who need continued assistance with learning gaps and current instruction. Additionally, counselors will be meeting with students individually and in small groups to provide social emotional support as needed.

MVUSD is planning for the hybrid, blended, and traditional models that may be offered at some point during the 2020-21 school year. The hybrid model will include half of the students attending school in-person 2 days per week and completing virtual learning the other 3 days during the week. Students will be grouped by alphabet to facilitate families attending school in-person on the same days during the week. This model will provide for greater social distancing in classrooms.

MVUSD is also preparing to offer in-person instruction in a traditional manner when allowed by state and county officials with enhanced health and safety procedures and protocols. Class sizes would return to a traditional number and be held in a traditional format with an emphasis on maintaining smaller K-3 class sizes. Additionally, MVUSD is investigating the ability to continue to offer virtual and blended instruction to families who wish to have their students continue to learn in that model. The blended model at the elementary level would be similar to the hybrid model and would be able to provide students with classes of approximately half the traditional class size with in-person instruction 2 days per week and virtual learning the other 3 days per week. The secondary blended model will include the ability for students to take some classes on campus in a traditional format and other classes in a virtual model. With the implementation of virtual, hybrid, blended, and traditional models and the use of the district's Learning Management System, Canvas, there can be a smooth transition between models to meet the educational needs of our students in this everchanging pandemic environment.

MVUSD will continue to offer the same services offered in virtual learning when we transition to hybrid, blended, and traditional models. The additional services for English Learners, Foster/Homeless Youth, low-income students, special education, and our targeted students will continue to be offered to mitigate learning loss and close the achievement gap.

MVUSD recognizes the importance of returning students to school campuses for in-person instruction, as well as the overarching need to protect the health and safety of our students, school staff, and the broader community. The district has worked diligently to prepare school sites and district buildings so that students and staff can safely access the school site, and the MVUSD Illness and Injury Prevention Plan (IIPP) accordingly. School sites are developing site specific mitigation plans to provide internal and external stakeholder information on how students will return to school in an on-site instructional model. This document is designed to plan for the safest possible reopening of school campuses including measures to reduce COVID-19 transmission in the school setting, while meeting the educational needs of all students. These plans will include information regarding arrival and departure, conditions for classroom and campus areas, signage, transportation, nutrition services, and health screening and monitoring for those individuals who demonstrate symptoms. Resident teachers will be assigned to each school site to ensure consistent instruction if a teacher is absent to reduce cross contamination within the district.

The data regarding the impact of school reopening on COVID-19 transmission dynamics remains incomplete. MVUSD will continue to revise our procedures and partner with our labor associations to develop transitional plans so our students can successfully move from virtual learning to in-person instruction when appropriate.

The district will implement enhanced health and safety procedures including:

- Thorough and detailed deep cleaning and disinfecting of every area of all schools prior to students returning
- Nightly enhanced cleaning and disinfecting at all schools including all desks and high touch surfaces
- Cleaning and disinfecting of frequently touched surfaces throughout the day

- Installation of hundreds of additional hand sanitizer stations throughout all schools including all classrooms and high traffic areas
- Placement of portable hand washing stations at all schools
- All HVAC systems will have fresh, uncirculated air in classrooms based on industry recommendations from the American Society of Heating, Refrigeration and Air Conditioning (ASHRAE)
- Removal of all optional furniture to allow more space to physically distance students
- Arrangement of student desks to be as physically distanced as possible
- Protective shields at the teacher’s desk in all classrooms
- Masks available in classrooms
- Disinfectant in all classrooms for teachers to use for high touch areas
- Special disinfectant in all classrooms that is safe for electronics and computers

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

Description	Total Funds	Contributing
Staffing (K-3 smaller class sizes), Resident Teachers, Counseling Services, Tutoring, etc)	\$5,000,000	Y
Safety, Disinfecting, and Cleaning Measures and Personal Protective Equipment	\$2,000,000	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 will begin school in a virtual learning environment which has been designed to mirror a traditional setting to the extent possible. The curriculum and standards are the same, but the delivery of instruction is different. Students will have a daily learning schedule similar to their traditional, in-person schedule. Daily attendance will be taken, and all assignments and assessments will be graded. There will be daily live virtual teacher interaction and instruction. Additionally, teachers will record their lessons for students so they can view the lessons at a later time if needed. Teachers will also assign independent work aligned to the daily live instruction.

Below are some of the key features of MVUSD Virtual Learning:

- Device and internet connectivity are required
- Daily live instruction and interactions with teacher/s based on class schedules
- Rigorous standards equal to in-person instruction
- Daily use of Canvas (Learning Management System), as well as Microsoft Teams and/or Zoom
- Graded assignments, regular progress reports, Individualized Education Plans goals progress reports, and reports cards will be given
- Attendance will include students participating live instruction, logging in and viewing recorded lessons, submitting assignments/assessments, and/or regular communication with the teacher/s

- Required daily instructional minutes
- Teacher virtual office hours for academic support

The virtual learning model has been designed to mirror the rigor of instruction and access to high quality curriculum offered within the traditional model and to allow for a smooth transition to in-person instruction when possible. Students will remain with the same teacher/s and will continue learning the same content and standards regardless of the learning model.

Curricular resources and online instructional programs will remain the same, and our focus on live virtual instruction will create positive teacher and school connections that will be sustained regardless of the learning model. District assessments will be administered to monitor student progress and provide the information necessary for teacher instruction and intervention focus areas. The district will continue to provide families with regular updates of student progress through Aeries or Canvas.

Our goal is to provide all the components that are offered in traditional school in a virtual environment such as Back to School Night, regular announcements, Friday Flag, parent communications, student recognition, clubs/activities, and school celebrations. As part of our virtual learning program, elementary visual and performing arts are offered through the virtual Horizons Unlimited Program which will occur in the afternoons as part of enrichment for all students. In an effort to provide opportunities for socialization, schools will develop break and lunch time virtual activities.

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.]

MVUSD has prepared all portable devices for student distribution. The district has approximately 17,000 devices that can be distributed to students who need them to participate in virtual learning. Devices have been distributed by school sites during drive-through orientations.

School staff surveyed each student/parent regarding internet connectivity to ensure they had the necessary connectivity to make student learning and participation possible. Hot spots were provided to those students and families who need them to participate in student learning. Students in specialized and Career Technical Education courses will be provided remote access to computers and programs as required by the course.

The district is developing a plan to support those families who live in a remote area without internet availability. The hope is to identify a community center where students can access internet for instructional purposes. If small groups are allowed on campus, the intention would be to open an area for this purpose on school sites.

The district understands that there will be internet and online program connectivity issues during virtual learning. As a result, teachers will provide flexibility in their instruction to mitigate learning loss. The district is communicating with teachers regarding these types of occurrences and how to support students asynchronously.

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.]

MVUSD will offer at least minimum daily instructional minutes for students at each level, according to SB98/AB77 requirements for 2020-21 (Kindergarten: 180 minutes, Grades 1-3: 230 minutes, Grades 4-12: 240, Grades 11-12: 240, 11th/12th graders who are enrolled in community college or continuation: 180.)

On a weekly basis, certificated teachers will report and certify the time-value of instructional activities, assignments and assessments given during the previous week. Sections A, B and D of the CDE-approved Combined Daily Participation and Weekly Engagement Template will be used, with the addition of fields to indicate the class period and instructional minutes by day to accommodate block scheduling for secondary sites. The template will be completed weekly and signed electronically by each teacher, for each section of instruction that they provide. Electronically-signed records will be printed and maintained with the weekly attendance report at each school site. An internal audit process of reviewing the submitted forms will be completed on an ongoing basis throughout the school year, at both the district and school site level. Follow-up training will occur to address any concerns with staff following documentation procedures.

MVUSD teachers will also report student attendance/participation each day through the state-approved Student Information System (SIS), Aeries. Separate attendance codes for Distance Learning will be established to indicate the method of verification for that day's student attendance/participation, including verification by synchronous participation and verification by asynchronous participation. Students who do not participate either synchronously or asynchronously for the day will be coded separately as "not engaged." In order to capture asynchronous student participation that occurs after the end of the teacher's duty day, teachers will submit initial attendance/participation daily and verify their final attendance/participation data by the end of the following school day. Teachers will have 5 days to further modify/verify student attendance/participation data to reflect asynchronous work that is completed. Electronic submission/verification of student attendance/participation data will serve as the student-level Weekly Engagement Record, which will be printed and maintained with the course-level information at the site for audit.

In addition, each teacher will track student completion of assignments given throughout the course of Distance Learning. Course gradebook records within MVUSD's Learning Management System, Canvas, will be accessible electronically for audit purposes.

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.]

In the spring during distance learning, MVUSD provided professional development to support teachers in delivering high quality learning for our students. The district developed a week-long professional development series at the end of March with additional offerings throughout the remainder of the 2019-20 school year.

The professional development opportunities included:

- Development of a digital hub for classes
- Use of online components of curricular programs
- Use of the district's Learning Management System (Power School), Aeries Communications, and Microsoft Office 365 programs
- Use of screen casting and other programs, like Flipgrid, to deliver personalized teacher instruction
- Best instructional practices for online learning
- Grade level and subject specific trainings and collaboration
- Intervention and specialty program implementation
- Training for special education, intervention, and English Learner teachers
- Training for instructional aides
- Professional Learning Communities (PLC) training and collaboration
- Understanding and supporting the mental health of our students and families
- Live virtual instruction for teachers and instructional aides

Additionally, in the spring, our district and site administrators developed systems and meetings to foster professional collaboration to support teachers in developing as distance learning educators. The induction program supported new teachers with an emphasis on student engagement, quality instruction, and meeting individual student needs during distance learning.

As MVUSD prepared for the 2020-21 school year, teachers and administrators were provided access to the Leading Edge Certification program which is a 30-hour course on online instructional pedagogy. This training built our teachers' capacity district-wide to offer robust virtual learning for our students.

During the summer, MVUSD provided opportunities for teachers to prepare for the upcoming school year focused on mitigating learning loss for students in a virtual environment. Teachers were able to receive additional pay for up to fourteen hours of time to take part in professional development focused on mitigating student learning loss. This professional development included a differentiated schedule of trainings in the following areas: Canvas (new Learning Management System), instructional strategies including live student engagement, and previously recorded trainings from the spring.

The student calendar was adjusted to move two professional development days to the beginning of the school year which allowed teachers time to prepare for delivery of instruction in a virtual environment. The professional development included training in health and safety procedures, virtual learning and expectations, attendance procedures, equity in a virtual environment, Canvas, as well as time for teachers to plan, participate in Professional Learning Communities (PLCs), and prepare for virtual instruction.

Staff Roles and Responsibilities

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

MVUSD has responded to the reopening of schools in a virtual format by adjusting staff members' roles and priorities to serve our students and families. All staff have had to shift their focus areas to plan, prepare, and implement virtual learning. Here are some ways in which roles have been adjusted:

- Many staff members have been involved in Task Forces to plan and prepare for the reopening of schools
- District staff have been involved in creating professional development for our certificated and classified staff

- All district staff have had to quickly adapt to work in a virtual environment and prepare for school in a virtual learning format which has included a great deal of growth in technology skills
- All district staff have needed to do more to ensure schools and staff are prepared to deliver instruction on the first day of school
- All regular tasks that would normally occur during summer and the beginning of the school year have been paused to focus on transitioning to a virtual learning environment
- District level staff have been singularly focused on developing learning models and negotiating the logistics of implementing a safe learning and work environment in this pandemic

Due to the impact of the virtual learning model, some certificated and classified positions have been repurposed to support student learning and engagement in a virtual environment. Some staff have been temporarily reassigned or reclassified to meet the needs of the virtual learning model. These duties will include site and student support of supplemental virtual learning, tier I/tier II student attendance and engagement, device and learning material delivery, technology, student meals, health and safety, and clerical needs. Some of the positions that are being repurposed include crossing guard, bus driver, bus aide, campus supervisor/security, playground supervisor, and office staff.

As we transition to virtual learning, all district and site staff are having to shift their duties to address areas of need that include attendance, student engagement, social emotional well-being, learning loss, student groups with unique needs, health and safety procedures, and professional development.

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.]

To meet the individual needs of our targeted students during virtual learning, MVUSD is taking specific steps to provide additional support our English Learners, Foster/Homeless Youth, low-income students, and special education students in programs throughout the full continuum of placements.

The following actions will be implemented:

Communication and Technology

- Website with virtual learning webpage
- Documents and communication via email, phone, and text to keep students and their families updated on current relevant information available in their home language
- Site and district technology assistance with a possible hot line for Spanish speakers
- Devices and internet hotspots provided as needed for targeted students
- New district-wide Learning Management System, Canvas, that provides content in home language

Student Engagement, Counseling, and Social Emotional Support

- Significant outreach from school and district staff utilizing tiered systems of support to engage those students not participating in virtual learning with a focus on our targeted students
- Use of support staff to contact and check-in with students and families in their home language

- Strategic staff communication with students who are involved in co-curricular activities including athletics
- Individualized and small group virtual counseling, as well as school level communications regarding coping skills and mental health supports with a focus on our targeted students
- Access to Care Solace to connect with community agencies for student and family support with a focus on our targeted students

Supporting Learning and Mitigating Learning Loss

- Use of specialized staff, such as English Learner, Special Education and Title I/Intervention teachers and instructional assistants/aides, to provide supplemental and individualized support and instruction with a focus on our targeted student groups
- Provide access to “push-in” and “pull-out” supports by certificated staff and instructional assistants/aides with a focus on our targeted student groups
- Utilize live virtual platform for our special education students with related services including counseling, speech, occupational, and physical therapy
- Implement targeted instructional activities for our targeted student groups
- Use of the ELLevation program to monitor English Learners’ progress
- Offer programs to support English Learners including Imagine Learning and Rosetta Stone
- Set goals in the respective areas of instructional, social-emotional, and extra-curricular areas with a focus on our targeted student groups
- Utilize professional tutoring services for students in grades 4 through 12 with a focus on our targeted student groups
- Monitor and support enrollment of Foster Youth within 72 hours to prevent lapse in education
- Provide backpacks, school supplies, and hygiene products provided to Foster/Homeless Youth
- Provide consultation and training for general education teachers and special education parents by related service providers including accommodations, modifications, and behavior plans in a virtual setting
- Provide assistive technology for special education students as required per Individualized Education Plans (IEP) including manipulatives, equipment, and other devices
- Explore elementary curriculum focused on supporting English Learner students with minimal English proficiency
- Explore ability for students to check books out from the libraries with a focus on our targeted student groups

Supporting Families

- Provide weekly meal distribution and delivery to remote areas of our district with a focus on our targeted student groups
- Provide a Family Resource Library and Canvas training videos to help parents/guardians support their student with a focus on our targeted student groups
- Provide English Learner families with site-based meetings to support their virtual learning needs
- Provide Foster Youth and families with resources including “Know Your Rights” packets
- Provide training for families on supporting their students (with a focus on our targeted student groups) virtually through events such as Step Up to Success with a focus on academic and behavioral strategies, communicating with their students, and on-task engagement in English and Spanish
- Contract with outside agencies to support special education students by providing in-person and virtual therapies, tutoring, supplemental instruction, medical services, and assessments
- Offer adult English education courses to parents and the community

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

Description	Total Funds	Contributing
Devices and Connectivity	\$5,500,000	Y
Professional Development	\$700,000	Y
Online supplemental curricular resources and programs	\$800,000	Y
Staff Roles and Responsibilities to serve students in a virtual environment	\$500,000	Y
Supports and services for students with unique needs (special education, Foster/Homeless, EL, SED) such as professional tutoring services, virtual/in-person special education related services, and other outside agency services	\$5,000,000	Y

Pupil Learning Loss

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

MVUSD utilizes universal screeners to measure learning status and will continue to use these tools to assess learning loss. Those instruments will include:

- One-to-One Educational Software for Guiding Instruction (ESGI) foundational skills assessments for reading and math in grades TK - 1
- iReady for English language arts and math in grades 2 - 5
- Reading Inventory (RI) in grades 6 – 11
- Imagine Math in grades 6-11 (through Math II)

The ESGI foundational skills assessments will be administered to all student in grades TK- 1 at the beginning of the school year and quarterly to monitor reading and math progress. These one-to-one assessments will be given virtually and allow teachers to get authentic data about students' skills and progress.

iReady will be administered to all students in grades 2 - 5 at the beginning of the school year to determine baseline ELA and math proficiency. iReady will be administered at least two additional times to measure student growth and progress. Parents will be provided resources to help students take the diagnostics virtually and teachers will administer the test live in small groups to help students successfully take the assessment.

The RI will be administered for all student groups, including English Learners, at beginning of the school year to determine baseline reading fluency. The RI will be given a second time in January or February to determine student growth and progress.

Imagine Math assessments will be administered for all students at the beginning of the school year to determine math course readiness and student proficiency level. Imagine Math assessments will be given two additional times during the school year to evaluate student progress and provide intervention through the Imagine Math pathways.

English Learners will take these same universal screeners to determine ELA proficiency to monitor English language development. Elementary English Learners will take the Imagine Learning screener for initial placement and language progress will be monitored using this program.

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.]

For students in Transitional Kindergarten (TK) through 1st grade, ESGI will be used to measure students' foundational reading and math skills. Teachers proctor these assessments and use the data to plan for small group instruction and intervention.

For students in grades 2 through 5, iReady will be used to measure student progress in ELA and math. iReady results will provide staff with student-specific prerequisite skills that need to be addressed to mitigate learning loss as well as targeted intervention lessons to use as needed. This student data will inform teachers about the needs for small groups as well as intervention.

Elementary students who are demonstrating significant learning loss will receive supplementary support from intervention, Title I or special education teachers and/or instructional assistants. This support will include targeted small group "push-in" during the morning instructional block or will take place during the afternoon during designated intervention time. The targeted student groups (Foster/Homeless, low-income, special education, and English Learners) will be monitored by site intervention teams and placed in appropriate interventions as needed.

Elementary schools will continue to focus on providing small class sizes to support student learning and allow teachers to meet individual student needs more effectively. The district has provided funds to ensure those small class sizes remain in place to mitigate learning loss and continue efforts to close the achievement gap.

For middle and high school students, RI will be used to measure student progress in ELA. RI results will provide English teachers with student Lexile levels that will assist with differentiating instruction and supports. This student data will inform teachers about the needs for individual students to allow for small group instruction. Based on Lexile level, students may be placed in an English intervention course (Read 180) to mitigate learning loss. Students who have not been re-designated English proficient will be placed into an English Language support class and receive specialized instruction to accelerate English language skills. Secondary special education students are enrolled in general education English courses with supports from a teacher or instructional aide. Additionally, students may be placed in "pull-out" English courses as determined by their IEP.

For middle and high school students, Imagine Math assessments will be administered during the school year to evaluate progress and provide intervention through targeted math pathways to fill learning gaps. This student data will inform teachers about the needs for individual students to allow for small group instruction. Middle school students are placed in grade level math courses and receive supplemental intervention based on the Imagine Math assessments. High school students are placed in courses based on middle school progress and receive intervention based on the Imagine Math assessments. Secondary special education students are enrolled general education math courses with supports from a teacher or instructional aide. Additionally, students may be placed in "pull-out" math courses as determined by their IEP.

Secondary students from the targeted student groups (Foster/Homeless, low-income, special education, and English Learners) will be monitored by site intervention or language assessment teams and placed in appropriate interventions as needed.

The district has assigned coordinators to implement a district-wide student monitoring system to facilitate additional support for students within the identified student groups. These staff members will collaborate with site administrators, counselors, and mental health providers to monitor individual students and ensure needs are being met to promote academic growth.

The district is developing plans to meet the needs of students who are struggling in the virtual learning model. This includes developing after school intervention programs that are taught by district staff as well as implementing afternoon and evening live instruction and virtual office hours for those students who cannot participate in the morning. Additionally, we are investigating a variety of supplemental online programs and resources to help staff support students in mitigating learning loss.

All students in grades 4 through 12 will have access to professional tutoring services to assist with current content and gaps in learning. Special education students will be assessed on a case-by-case basis. Additional supports and services will be developed and offered to those students requiring compensatory education due to demonstrated lack of progress. Those services may include additional tutoring, therapies, counseling, and guidance and training for parents.

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 universal screeners are administered throughout the year to measure student progress. Students demonstrating limited progress will be provided the next tier of intervention. Students showing minimal progress in interventions will be supported through the Student Study Team process. These students will have priority for individual and small group support once students are allowed to return to school sites on a limited basis. Additionally, weekly PLC time is embedded into the schedule which provides guaranteed time for grade/course level teams to engage in cycles of inquiry around student data and learning. This cycle includes reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing the lesson as a team, and repeating this process.

Through site level collaboration, teachers will provide tiers of intervention. The first tier will include first best instruction, teacher contact with students in need of assistance through virtual office hours, professional tutoring services, and differentiation of classroom instructional activities. The second tier will include small group instruction based on student need, referral to elementary intervention teachers for additional support, and Student Study Team review process to determine appropriate actions. Tier three will include assessments for a Section 504 plan or for special education services. Based on the assessment results, the Section 504 or IEP plan will be implemented to support student learning.

School sites and grade/course level teams will meet on a regular basis to review student progress during our new strategic planning time. This strategic planning time has been added to our daily schedule to allow teachers to focus on our unduplicated and targeted student groups' progress and to determine an appropriate course of intervention for individual students. Site staff roles have been adapted to oversee monitoring for our unduplicated and targeted student groups. District staff will be collaborating with site teams to review students' progress, determine effectiveness of strategies, and plan instructional shifts and strategies based on student needs to accelerate student learning. District staff will monitor student group progress district-wide to determine overall effectiveness of learning loss strategies and make adjustments to interventions and supplemental programs.

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

Description	Total Funds	Contributing
Intervention programs and services (online programs and summer school)	\$650,000	Y
Intervention staff including teachers and aides (intervention, English Learner, Foster/Homeless, etc)	\$2,000,000	Y

Mental Health and Social and Emotional Well-Being

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

MVUSD will provide tiered layers of supports to ensure the mental health and social and emotional well-being of our students and staff are being met. Tier I supports are provided for all students and staff. Tier II supports are implemented for students and staff who need extra assistance. Tier III services are for students and staff who are in need of significant support. Sites and district staff will provide these tiered services with a focus on our targeted student groups. Students and staff will progress through the system of supports based on their level of need. The chart below provides specific information for each tier of support.

Tier I	Tier II	Tier III
<ul style="list-style-type: none"> • Ongoing participation/ engagement monitoring • School site counseling • Virtual calm space (website) • Mental Health (MH)/Social Emotional Learning (SEL) Resources & activities embedded into site newsletters • MH/SEL Trainings (Staff, parents, and students) • Universal Practices (Positive Behavior Intervention and Supports-PBIS & SEL) adaptable to virtual setting 	<ul style="list-style-type: none"> • Ongoing participation/ engagement monitoring • School site counseling • School refusal protocol (COVID-19) • Basic Functional Behavioral Assessment (FBA) • Breakthrough referrals • Small, targeted groups <p><u>Community based/agency services (Integrated)</u></p> <ul style="list-style-type: none"> • SAFE (SAFE Family Justice Center) facilitated groups 	<ul style="list-style-type: none"> • Ongoing participation/ engagement monitoring • School site counseling • Insight intervention (Substance Abuse Diversion) • 1:1 Counseling • Crisis Response/Threat Assessment (Exploring safe options & team building competence in providing this) <p><u>Community based/agency service delivery (Integrated)</u></p>

<ul style="list-style-type: none"> • Project 99 (Nonprofit Suicide Prevention Organization) presentations (9th grade) • Suicide prevention activities • Teen Suicide Awareness and Prevention Program (TSAPP) Middle School (MS) & High School (HS)- will accommodate district • Social Emotional Wellness Event • PBIS Evaluation Tools (Self Assessment Survey-SAS/Tiered Fidelity Inventory-TFI)- as relevant • Panorama surveys 	<ul style="list-style-type: none"> • Big Brothers Big Sisters of America (BBBS) Mentoring • Elizabeth Hospice grief/loss support groups (COVID-19) • Linkage supports through Care Solace (mental health concierge service) (COVID-19) 	<ul style="list-style-type: none"> • GAP Services (mental health behavioral services) • Individual targeted, barrier reducing interventions • WRAP (mental health behavioral services) for Special Ed students • Linkage supports through Care Solace (COVID-19) • SAFE facilitated groups • BBBS Mentoring • Elizabeth Hospice grief/loss support groups (COVID-19)
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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 has designed a robust learning environment that mirrors in-person learning. This learning environment requires student engagement daily through synchronous or asynchronous instruction. Teachers and administrators have developed daily student engagement opportunities to foster active student participation. Teachers are contacting students and families who are not engaging in daily instruction to ensure they have the necessary tools and supports to be actively engaged in their daily learning activities. For those students and families who need additional supports, teachers are providing students and families with a warm hand-off to an administrator or counselor.

To assist school sites, MVUSD has developed a District Attendance/Engagement Team to support the development and implementation of multi-tiered supports for student attendance and engagement. The team will be supported by several Educational Services coordinators and site-level administrators and counselors. At school sites, student outreach and reengagement efforts will be supported by school administrators, counselors, attendance clerks, and additional classified staff. The overall intent of the Multi-Tiered Supports for Student Attendance/Engagement is to create a culture of collaboration between schools and families to jointly address barriers that are preventing students from participating in Distance Learning.

The District Attendance/Engagement Team has developed a district-wide template for multiple tiers of support for student attendance and engagement. Each tier specifies research-based best practice components of attendance improvement, including plans for monitoring data, student/family engagement, recognition of good or improved attendance, personalized early outreach, and removing barriers to participation. A central component of the multi-tiered plan is the regular review of attendance data by a site-based attendance team and modification of planned supports based on trends. Communication with families at all tiers will be provided in multiple languages.

Tier 1 includes universal prevention supports designed to proactively address known barriers to student participation. Staff survey data regarding barriers identified during Distance Learning in Spring 2020 identified several key barriers for MVUSD students. These barriers included student interest/motivation, parental support/involvement, device access/connectivity, individual student learning/behavioral factors, student mental health/family stress, and access to basic needs. These known barriers are addressed through preventative Tier 1 supports for all students. Site attendance teams will review attendance data weekly using the RAAWEE K-12 Truancy and Dropout Prevention (TDPS) software. Student and family engagement at Tier 1 include clear and accessible communication regarding the importance of participation and expectations regarding attendance. Personalized early outreach at Tier 1 includes universal reminders which are parent/guardian notifications of every student absence. A personalized check-in will be conducted to remind families of expectations, answer questions, and offer direct assistance when a student has missed three days of school in a week. Contact information and connectivity/device access will also be verified for students and families who have not responded.

Tier 2 includes early intervention supports for students who are beginning to disengage from school. Site attendance teams will review student data, including the previous year's chronic absentee data and weekly participation data. Planned Tier 2 supports for sites will be modified based on current data from RAAWEE K12 TDPS software. There will be personalized early outreach by school staff when a student has missed 5 days of school. When a student has missed 8 days of school, personalized early outreach and ongoing support will also occur. Additionally, the parent/guardian and student will be asked to participate in a School Attendance Review Team (SART) meeting to address attendance concerns. The SART meeting will focus on re-engaging students and families, as well as addressing individual barriers to participation. For students with IEPs, IEP team meetings will be the first level of support to address student participation concerns. Individualized supports and referrals will be made to address participation barriers and initiate more intensive monitoring of attendance, with follow-up meetings as needed. If the student with attendance concerns is participating in Distance Learning as a parent-choice (rather than a district-wide virtual program), the school team may also recommend, as appropriate, transitioning the student back to in-person instruction.

Tier 3 includes intensive individualized supports for students who have demonstrated continued disengagement. Site attendance teams will review student data, including the previous year's chronic absentee data and weekly participation data. The RAAWEE K12 TDPS software will identify students in need of Tier 3 support. When a student has missed 10 days of school, and two SART meetings have been conducted, a Student Attendance Review Board (SARB) meeting will be held. The SARB meeting will focus on re-engaging students and families as well as providing referrals to district and community services, based on individual student/family participation barriers. Following a SARB meeting, student participation data will be monitored daily with follow-up support provided as needed. If the student with attendance concerns is participating in Distance Learning as a parent-choice (rather than a district-wide virtual program), the school team may also recommend, as appropriate, transitioning back to in-person instruction.

Tier 4 includes interagency collaboration referrals. This level of intervention is for students and families who have not responded to previous Tier 2 and Tier 3 supports and services. At this level of intervention, the District Attendance Supervisor will consult with the Riverside County Office of Education, Riverside County District Attorney, and/or other social service agencies regarding recommendations to further support the students and families.

School Nutrition

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

Per California Education Code (EC) Section 49550, MVUSD will provide nutritionally adequate meals to pupils who are eligible for free and reduced-price meals every school day. Meals will be available for all students during in-person and virtual learning.

During district-wide virtual learning, all school kitchens will be operating with minimal staff to allow for social distancing. Weekly meal packs consisting of a breakfast and lunch for each school day will be assembled and available for curbside pick-up from each school site. Curbside meal pick-up will allow families to maintain social distancing from servers. Points of sale for curbside pick-up will be contactless. Families have three options when picking up meals:

1. Families may display the student personal identification number (PIN) number place card (emailed to each family) on their vehicle's dashboard or present it to the server. Servers will collect the information from the place card.
2. Families may bring their student's identification (ID) card. Laptops w/bar code scanners will be available curbside to scan the ID card.
3. Families may verbally provide their student's name, ID number, or lunch PIN number.

Once the student's ID information has been collected, the family will be directed to a curbside table. Servers will set meal packs on the table and step back to allow families to gather meals. Meals will be distributed in handled bags for easy pick-up. Tables will be monitored and sanitized as needed. Staff members will be wearing gloves and face coverings during meal distribution. Signage requiring families to wear face coverings will be displayed as well. Additionally, MVUSD Transportation Department will deliver meals to individual families if needed.

Meals during in-person learning will be provided daily through each school's cafeteria. All meals will be served packaged and no self-service stations will be offered. Contactless points of sale will allow student meals to be accounted for by either ID card for individual students or by classroom picture when distributing by classroom. Physical barriers and social distancing reminders will be utilized in all serving areas. Serving lines will be spaced to allow for social distancing. Outside serving carts will be added to secondary school sites to increase access points. Plexiglass barriers will be added to all points of sale including outside service carts. Hand sanitizer stations will be available in all service areas. In the hybrid model, schools will have approximately half the students on campus which will result in smaller group sizes for meals. In the traditional model, schools will implement staggered lunch schedules to allow for smaller groups for meal service.

During virtual and in-person meal services, all Nutrition Services personnel will wear Personal Protective Equipment (PPE) and follow all safety procedures during food preparation and service.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Mental Health and Counseling Staff and related services/programs	\$1,000,000	Y
Pupil and Family Engagement and Outreach	Attendance Program and Engagement Staff	\$350,000	Y
School Nutrition	Health and Safety Measures and Personal Protective Equipment (PPE)	\$62,000	N

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
7.67%	\$14,863,202

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.]

MVUSD's Learning Continuity and Attendance Plan for the 2020-21 school year will provide actions and services principally directed towards our unduplicated pupils.

In the area of In-Person Instructional Offerings, MVUSD will provide the following actions and services for those unduplicated and targeted students from families that were impacted at a greater level from the pandemic and school closures which resulted in significant learning loss:

- In-person individual and small group instruction

- A facility available for students without internet connectivity
- Individual and small group counseling to meet students' social emotional and mental health needs
- Intervention services and virtual office hours for individual and small groups during and after school
- Professional tutoring services for all students in grades 4 through 12
- Continued small class sizes for students in grades K-3
- Resident teachers to ensure continuity of instruction at individual school sites

These actions and services are effective based on current district data and/or successful implementation in other school districts.

In the areas of Distance Learning Program and Pupil Learning Loss, MVUSD will provide the following actions and services for those unduplicated and targeted students from families that were impacted at a greater level from the pandemic and school closures which resulted in significant learning loss:

- Staff professional development opportunities including district sponsored as well as outside trainings including Leading Edge Certification
- An optional additional two days of pay for teachers to participate in trainings to prepare to deliver virtual instruction to mitigate learning loss
- Some classified and certificated positions have been repurposed to support student virtual learning and engagement
- Devices, hot spots, and other technology devices provided for students in need
- Supplemental online programs and resources to facilitate virtual learning
- Professional tutoring services
- A facility available for students without internet connectivity
- Supports for students who are struggling or unable to attend or participate in virtual learning including recorded lessons
- Significant outreach by support staff with tiered systems of support in the areas of student learning, attendance/engagement, and social emotional and mental health needs
- Individual and small group virtual counseling
- Providing access to community agencies including Care Solace
- Specialized staff providing supplemental and individualized support and instruction
- District and outside agency virtual and in-person related services including areas such as therapy, medical services, instruction, tutoring, speech, and occupational and physical therapy
- Assistive technology for students as required per IEP
- Use of English Learner programs and monitoring system to support student learning and monitor student progress
- School and personal supplies for Foster and Homeless Youth
- Weekly meal distribution
- Family resource library to support parents/guardians in virtual learning

These actions and services are effective based on current district data and/or successful implementation in other school districts.

In the area of Mental Health and Social and Emotional Well-Being, MVUSD will provide the following actions and services for those unduplicated and targeted students from families that were impacted at a greater level from the pandemic and school closures which resulted in significant learning loss:

- Significant outreach by support staff with tiered systems of support in the areas of student learning, attendance/engagement, and social emotional and mental health needs
- Mental health and social emotional presentations, resources, and events
- Individual and small group virtual counseling
- Linkage supports through Care Solace
- Other supports as specified in the tiered interventions matrix

These actions and services are effective based on current district data and/or successful implementation in other school districts.

In the area of Pupil and Family Engagement and Outreach, MVUSD will provide the following actions and services for those unduplicated and targeted students from families that were impacted at a greater level from the pandemic and school closures which resulted in significant learning loss:

- Significant outreach by support staff with tiered systems of support in the areas of attendance/engagement, student learning, and social emotional and mental health needs
- Family meetings to problem solve barriers with participation
- Some classified and certificated positions are being repurposed to support student attendance and engagement
- Individual and small group virtual counseling
- Linkage supports through Care Solace that includes community and social service agencies

These actions and services are effective based on current district data and/or successful implementation in other school districts.

In the area of School Nutrition, MVUSD will provide the following actions and services for those unduplicated and targeted students from families that were impacted at a greater level from the pandemic and school closures which resulted in significant learning loss:

- Meal packs are available for students who qualify for free and reduced-price meals
- Delivery services will be provided to those families who are in remote areas or are in need

These actions and services are effective based on current district data and/or successful implementation in other school districts.

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

One aspect of the 2020-21 Learning Continuity and Attendance Plan that does not contribute to increased or improved services or is primarily focused on our unduplicated or targeted student groups is the health and safety procedures, supplies, and equipment necessary

to transition back to school safely. These procedures and resources are necessary for all students and staff rather than being focused on these student groups.

MVUSD continues to implement the 2019-20 Local Control and Accountability Plan (LCAP) to target Local Control Funding Formula (LCFF) Supplemental Funds to meet the needs of English Learners, Low Income, Foster Youth, Homeless Youth and identified student groups by implementing the actions and services indicated below. These actions and services continue to be principally directed to and effective in supporting our unduplicated populations. These services indicated below are the most effective use of the LCFF Supplemental Funds.

Goal 1: Student Learning and Achievement: Ensure all students learn through access to high quality actions and services that increase school readiness, academic achievement, and civic/career/college readiness.

- Smaller class sizes K-3
- Advancement Via Individualized Determination (AVID) at Avaxat Elementary and all secondary schools
- Career and college readiness
- Career Technical Education (CTE)
- Alternative Education
- Counseling support services
- School sites' Single Plan for Student Achievement (SPSA) allocations for unduplicated and targeted student groups

Goal 2: Prevention, Intervention, Acceleration: Provide high quality prevention, intervention, and acceleration actions and services to eliminate barriers to student access to required and desired areas of study.

- Elementary intervention teachers
- Secondary courses to support intervention and acceleration
- English Learner programs and support
- Intervention programs
- School sites' Single Plan for Student Achievement (SPSA) allocations for unduplicated and targeted student groups

Goal 3: Professional Development: Ensure classroom teachers, instructional support staff, and school administrators are trained in the state standards, the standards aligned curriculums, proven researched-based instructional strategies, effective instructional technologies, instructional resources/assessments, and the collection and use of data in professional discussions to inform instruction and enhance student learning. Recruit and retain a diverse and highly qualified teaching staff and support staff to promote the implementation of best practices.

- Instructional coaching support
- Induction program support
- Curriculum work teams

- Training for teachers, classified staff, and administrators
- Data collection services
- School sites' Single Plan for Student Achievement (SPSA) allocations for unduplicated and targeted student groups

Goal 4: Engagement, Culture and Climate: Ensure all school sites have safe, welcoming, inspiring, and inclusive climates for all students and their families, so that all students are behaviorally and academically engaged in school and ready to learn.

- Middle school engagement – intramurals and zero periods
- Mental health services
- Attendance monitoring service
- Foster and Homeless Youth support services
- School safety and anti-bullying
- Positive Behavior Intervention and Supports (PBIS) and restorative practices
- Equity and cultural proficiency
- Parent/Student/Stakeholder engagement
- School sites' Single Plan for Student Achievement (SPSA) allocations for unduplicated and targeted student groups