

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Murrieta Valley Unified School District	Mary Walters, Assistant Superintendent of Educational Services	mwalters@murrieta.k12.ca.us 951-696-1600	June 18, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

MVUSD schools transitioned to distance/online learning as a result of school closures on March 13th. We approached this response in two phases.

The first phase provided optional enrichment activities and packets, as well as distribution of devices, to families for access to instructional programs. During the first phase, our district teachers were provided with virtual professional development in the use of technology and distance learning pedagogy.

The second phase began on April 6th with teachers delivering distance/online learning to their classes in an asynchronous model. Some of the key components of this phase of distance learning included:

- Weekly communication of learning activities and assignments
- Use of our district approved Learning Management System (Power School) and Office 365
- Use of screen casting and programs to deliver personalized teacher instruction
- Teacher development of engaging learning activities
- Supports and accommodations for special education students

During the second phase, the district identified the need to offer live instruction to better engage students virtually. An optional professional learning module was developed for teachers to take before offering live instruction. This module contained an overview of the key considerations of live instruction to ensure teacher preparedness.

During distance learning, attendance was primarily focused on following up on students who were not engaged in their classes and the learning. Schools developed processes to collect student engagement data and procedures for responding to those students who were not engaged in school. The district had a high level of student engagement throughout distance learning.

The district established a policy that grades would be based on class progress as of March 13th, and students' grades would not be negatively impacted by school closures. At the elementary level, teachers provided an end-of-year report on student progress through March 13th. Secondary student grades could only be improved by participation in distance learning which was noted on their final grade report.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

MVUSD took specific steps to engage our English Learners, Foster/Homeless Youth, and low-income students. The following actions supported students in these groups:

- Website with distance learning webpage including targeted resources
- District email for students and families to request assistance including technology support
- Aeries communications in home language
- Use of support staff to contact and check-in with families in their home language
- Devices provided to students
- Support to access internet through hotspots and increased wi-fi access in our school parking lots
- Paper copies of learning activities
- Significant outreach from school staff to those students not participating in distance learning
- Daily meal distribution and delivery to remote areas of our district
- Social emotional support, including Care Solace and other community agencies, as well as an Assist Line staffed by our district psychologists
- Individualized virtual counseling, as well as school level communications regarding coping skills and mental health supports
- Professional development and targeted instructional activities for English Learners
- Use of specialized staff, such as English Learner and Title I/Intervention teachers, to provide individualized support and instruction

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

MVUSD emphasized professional development to support teachers in delivering high quality distance learning for our students. The district developed a week-long professional development series at the beginning of our transition to distance learning during phase one. Additionally, professional development offerings were maintained throughout the remainder of the school year.

Professional development 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 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 in their role
- Professional Learning Communities trainings and collaboration
- Understanding and supporting the mental health of our students and families
- Live virtual instruction for teachers and instructional aides

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

As MVUSD prepares for the upcoming 20-21 school year, there will be a continued need to offer virtual/online learning for our students and families. The district is providing access to Leading Edge Certification which is a 30-hour course on online instructional pedagogy. This training will build our staff's capacity district-wide to offer robust virtual academics in an online or hybrid instructional model.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

MVUSD participated in the Summer Seamless Meal Program which allowed participants to receive meals without collecting student information via conversation, PIN pad or student ID. School meal packs were available for curbside pick-up at four school sites located throughout the district as well as two bus stops in remote locations of the MVUSD attendance area.

To promote a non-congregate setting, menus were designed to utilize pre-packaged items which required heating at home. To maintain social distancing during meal preparation and assembly, no more than ten staff members were scheduled at each site per day. Meals were assembled in the multipurpose rooms, allowing staff room to social distance from one another. Curbside servers were adequately social distanced as well.

Drive-thru meal pick up allowed families to maintain social distancing from servers and volunteers. Utilizing our school bus loops, families simply signaled the number of meals needed by holding up their fingers. Meals were placed on a curbside table, and families retrieved the meals from the tables once the volunteer stepped away. Meals were distributed in handled bags which were easy to pick up and minimized the risk of contact with serving tables. Staff members wore gloves and face coverings, and signage encouraged families to wear coverings as well.

Bus stop meal services operated in a similar manner with two staff members at each stop. One staff member stood at the front of the bus collecting meal counts and another staff member stood at the back of the bus and placed meals on a tray for families to pick up.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

On March 13, 2020, Murrieta Valley Unified School District (MVUSD), Family Services was notified by Riverside University Health Systems-Public Health (RUHS-PH) and Riverside County Office of Education (RCOE), as well as federal and state agencies, that all childcare programs would be closed until further notice. All families within the childcare program were notified of local resources including information on subsidized and private pay childcare options for essential workers. Families were matched with community childcare providers to enable them to continue to work during school closures. Notifications regarding childcare opportunities continued to be sent through Aeries Communication that included voice, text, and email messages.

Family Services administration teams and child development teacher teams made daily and weekly contacts with families. Additionally, families could also reach out to program staff via email at any time for support and resources.