

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

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|-------------------------------------|--|---|
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## General Information

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

As a result of the COVID-19 pandemic and under the guidance of the Contra Costa County Health Department and the Contra Costa County Office of Education, Martinez Unified School District closed its school and transitioned to remote instruction on March 17, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means.

Because students were unable to participate with in-person instruction in classrooms during this time, progression of learning grade-level content across all subject areas was affected. There was not a universal screener to gather assessment data to demonstrate student progress or regression. Remote learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas. Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction at home. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19 pandemic. Remote learning also had an impact on students' social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain students connections to school, the social isolation at home and lack of in-person interactions was hard for students and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and decreased their activity level.

The first announcement to families was sent on July 17, 2020, from Gavin Newsom announcing no schools were to open prior to being removed from the watchlist. On July 17, 2020 the MUSD Board of Education voted to reopen schools in a full Distance Learning Model with the intention to revisit in-person learning based on the status of the Contra Costa watchlist at the end of September.

# Stakeholder Engagement

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

The Martinez Unified School District used the following process for stakeholder input:

*Developed a Needs Assessment using a variety of tools:*

- Intent to Return parent survey via Parent Portal on July 18th and 19th
- Student Access to Technology survey launched week of July 27th
- Parent Input survey via Thought Exchange on May 26th (1219 responses) Two additional Google Surveys were sent on June 11th and July 10th (also available in Spanish)
- Staff Input survey on June 22nd and July 10th
- Staff Professional Development Needs survey on July 29th
- Taskforce - members from MEA, CSEA and MASA met eleven times from June -July to assess needs and develop recommendation for reopening

*Analyzed survey response data* to determine needs for inclusion into Learning Continuity and Attendance Plan to support students.

*Posted a draft of the plan on the district website* for all stakeholders to review prior to all public comment meetings as well as provide input on the draft beginning on September 11th. Met with DELAC on September 22 and LCAP Executive Advisory Council on September 23rd to provide feedback on the plan. The plan was approved by the BOE on September 28, 2020.

*Advertised and conducted a public hearing* to seek input on the LCP at the September 14, 2020 Governing Board meeting.

All parent surveys were translated into Spanish. For families who do not have internet access, they can access a paper version at the district office and submit their feedback in writing.

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

Due to the Governor's Executive Order N-33-20 for COVID-19, meetings of the Board of Education were held via video conferencing. To comply with Executive Order N-29-20, public meetings are made accessible telephonically or otherwise electronically to all members of the public seeking to observe the meeting and/or address the Board of Education.

Public comments are accepted via Google Form, from the date the agenda is posted and is checked during the live meeting. The Board President acknowledges the receipt of public comment, if any, and provides an opportunity for additional public comment for those joining the meeting.

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

### **In-Person Learning**

Surveys indicated that parents and teachers preferred to return to a traditional school model; however, based on feedback and comments, stakeholders have considerable health and safety concerns regarding the return to in-person instructional or hybrid model. The Governing Board held special study sessions on July 13, 2020 and July 17, 2020 and voted unanimously to begin the school year in remote learning.

### **Remote Learning**

The need for daily live instruction across the grade levels within a structured schedule

More consistency and higher expectations for remote instruction (in sync with Governor Newsom's call for more "rigorous, robust distance learning")

The incorporation of small groups and one-on-one check-ins with students

Differentiated instruction that meets the needs of individual students

Importance of social emotional learning and support for students;

Grades must count and students need to be held accountable for their learning particularly at the secondary level;

Inclusion of more than ELA and math at the elementary level; incorporation of the "specialists" (PE, Music) within the daily schedule

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

### **Supports for Pupils with Unique Needs**

Developing plans to address the numerous individualized needs of the range of students with IEPs, including the need for assessment, and that take into account the difficulty of addressing specific needs in a remote learning environment

The need for English Learners to have language models and to have ongoing opportunities to practice the language with peers;

The social emotional needs and well-being of our vulnerable populations;

Professional development for both certificated and classified staff to support students remotely;

The ability for families and students to access resources.

### **Pupil Learning Loss**

The LCP acknowledges the need to both diagnose and address learning needs of students through:

The early use of diagnostic tools in ELA and math;

Differentiating instruction to allow for remediation and acceleration;  
A systematic approach to intervention and multi-tiered systems of support

### **Mental Health and Social and Emotional Well-Being**

The need to incorporate mechanisms to identify students in crisis and offer tier supports;  
Providing students the ability to contact and interact with school counselors;  
Offering all students social-emotional lessons

### **Pupil and Family Engagement and Outreach**

The need to make deliberate efforts to ensure that basic needs of our students are being met;  
Ongoing importance of the school nutrition programs;  
The assurance that all students have access to a device and internet service so that they can engage in learning (due to ongoing school closures and remote 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.]

Our district’s goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district’s top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by the County Departments of Public Health, the Hybrid Model mode of instruction will be prioritized over distance learning.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return to in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss. At the same time, MUSD is committed, to the maximum extent possible, to maintaining the extracurricular programs, clubs, and athletics which are paramount to the physical, mental, and social well-being of our students.

## **School Environment**

Our district continues to collect and analyze data based on the following criteria:

- Aligned with our MUSD Core Values of Teaching and Learning, Safe and Supportive Schools and Sound Fiscal Management
- Grounded in culturally relevant research that focuses on teaching and learning
- Equity for all students with an emphasis on our English Learners, Low Income Students, Students with Disabilities, and our Homeless/Foster Youth Students
- Intervention and support plans
- Classroom configuration options that maximize the health and safety of our students and staff
- Informed data gathered from stakeholder surveys
- Using the Strategic Plan Focus Areas and Core Values as guides, combined with the data that we were able to collect from our families

### *Current Situation:*

Schools were completely cleaned and disinfected over summer break, and MUSD will continue to adhere to all necessary safety precautions. Campuses will follow guidelines developed by the California Department of Public Health (CDPH), and the Contra Costa County Health Officials for cleaning, disinfection, and ventilation of school campuses. Common touch surfaces will be cleaned regularly (e.g. countertops, door handles, restrooms, student desks, student chairs, etc.).

### IN ADDITION:

- Physical barriers were installed in front office areas where face-to-face interaction with the public will occur
- The installation of additional hand washing stations have been authorized for every campus and design/construction is currently underway
- Every classroom and workstation will be provided hand sanitizer to use
- Schools will limit sharing of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily
- Personal Protective Equipment (PPE) such as masks, disinfectant wipes, and disposable gloves will be provided
- On-campus signage will promote healthy hygiene practices and remind individuals to stay home when ill
- Staff will be provided COVID-19 online training covering Hand Washing, Coronavirus Awareness, Center for Disease Control (CDC): Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety.

All staff and students will be advised to stay at home when they are sick. Staff members and students are not to return until they have met California Department of Public Health (CDPH) criteria for a safe return to school. Individuals who test positive for SARS-CoV-2, the virus that causes COVID-19, and who have had symptoms, may return to work or school when:

- At least 10 days have passed since symptoms first appeared, AND
- At least 24 hours have passed with no fever (without use of fever-reducing medications), AND
- Other symptoms have improved.

Individuals who test positive for SARS-CoV-2 who never develop symptoms, may return to work or school 10 days after the date of their first positive test for SARS-CoV-2. Requiring a negative SARS-CoV-2 test prior to returning to work or school is not recommended. Instead, employers and schools should follow the time, and symptom, based approach described above in determining when individuals can return to work or school following COVID-19 diagnosis.

### **In-Person Learning Protocols**

Before we are able to reconvene back to full in-person instruction, we will most likely return back to school in a hybrid learning model. Our hybrid learning model combines in-person learning and distance learning. In the hybrid model, while a majority of our students will be attending school in-person with a modified school schedule, a full distance learning model will be offered to support families who choose not to return to in-person instruction for a variety of reasons, including health concerns, and will serve as a backup in the event that a classroom or school must go into quarantine. A bargaining unit member in a high-risk group, or who lives with someone in a high-risk group may request accommodations. This staff may be assigned to deliver distance learning from their own home in that case.

In a hybrid model the following protocols will be put in place:

- Students will be grouped in learning cohorts
- Symptom screening will be required, and students will be monitored by staff throughout the day for signs of illness
- There will be a hygiene plan to address hygiene practices ensuring personal health and safety, including classroom layouts
- Handwashing and hand sanitizer protocols
- A plan to meet physical distancing standards throughout the school facilities
- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads
- Cleaning and Disinfecting plan to meet cleanliness and disinfecting standards in school facilities
- All staff and students will practice social distancing with a plan that ensures physical distancing among staff in their work environment
- Face coverings will be required for students (Kindergarten and up) and all school staff
- Signage - to promote and remind ALL of social distancing at MUSD sites

- Students and staff will not share common items. Students will have their own supplies which might be kept in a box or pouch
- Students will be encouraged to bring refillable water bottles or have an option to use a disposable cup at water fountains
- Campuses will limit outside visitors

### Teaching and Learning

Students will be taught simultaneously at school and at home. Each class will be divided into two groups, group A and group B, with up to fourteen students in each group depending on classroom space. Each group will come on campus two days a week for in-person learning, on a rotation basis, with three days of distance learning. Staggered start times will be in place, allowing for time and space for health screenings. Students with unique needs including low socio-economic students, English learners, students with exceptional needs, students in foster care, and homeless students, will be offered extra time on campus for specialized educational support. This will be a time for students to receive specialized instruction from teachers, special education teachers, and other support staff including counselors to provide mental health support. This extra support will be in addition to the standard offerings in the hybrid model, and targeted for our most vulnerable students with unique needs including low socioeconomic students, English learners, special education students, foster youth, and homeless students.

As with our distance learning model, All students are required to have a minimum amount of instructional minutes per day - for hybrid learning, this can take the form of in-person instruction, live online instruction, independent work, or work assignments.

- Student assignments and instruction will be from our adopted Common Core State Standards curriculum with supplemental online learning platforms
- Over the summer, elementary staff worked on pacing guides for our curriculum to accommodate for our distance learning and hybrid models identifying the essential standards, which will allow for more focused instruction
- Students will continue to be offered instruction in all curricular areas as well as enrichment classes as offered prior to closures
- Our district has purchased a variety of online learning platforms to supplement our existing curriculum, including Learning Management Systems to ensure students have a clearly outlined schedule for each day
- Assignments will be reviewed and graded by teachers. At the high school level, students will receive A-F letter grades. Elementary and Middle School grade reporting will resume using a rubric grading system as previously done

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Ensure the District has health and safety equipment in preparation for in-person learning; PPE (staff and students); additional cleaning machinery and supplies; safety barriers and shields; signage, etc. | \$328,607   | Y            |

# 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.]

### Technology Supports:

MUSD has implemented a 1:1 Chromebook Program for all TK-12 grade students. Our Learning Management System (LMS), Seesaw for students in grades TK-2 and Google Classroom and PowerSchool for students in our Early Intervention Preschool Program and students in grades 3-12, will be used for both distance and in-person learning. Our LMS as well as other adaptable learning platforms will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary. Screencastify and Zoom has also been provided to all teachers to support both synchronous and asynchronous lesson development.

### Professional Learning:

Ed Services provided professional learning for teachers and support staff in the transition to a distance learning model. Topics have included the basic and advanced use of a learning management system, use of live video conferencing with students, creating screencasts, use of core digital learning platforms, as well as the use of new platforms teachers and students are using during remote learning. These topics are covered using step-by-step online tutorials and live video-conferencing sessions. Most of these learning sessions have been hosted by SimpleK12 or through online training tools offered by Google, Seesaw, Screencastify, etc. Because SimpleK12 is a license-based online professional development platform, teachers and support staff have access to professional training in a wide-range of topics anytime of day. In addition, we will continue to build our Essential Standards grade level/department teams and secondary teachers are revisiting grading practices to align with standard mastery and equity.

### Sharing Progress with Families:

Teachers will share information regarding student progress with parents through progress reports, emails, phone calls and video conferences. Progress reports are given at the quarter and/or trimester mark and report cards at the end of the semester. Sixth through Twelfth grade parents are able to check grades in Aeries. Teachers will share information about how parents can check grades at their virtual back to school night, and through ongoing communication in their LMS. Feedback will be provided to students through comments in the LMS, through core curriculum digital platforms, through messages, and through small group and individual video conferences or phone calls.

### Assuring a Guaranteed Viable Curriculum:

During times in distant learning, students will have structured schedules to allow for clarity and consistency. Teachers will set clear expectations and communicate them to students and families. They will build continuity, routine, and connection for students. Students will regularly participate in live interaction, including class meetings and instruction from their teacher(s). Each day will set aside time for either teacher professional development, independent work, and some small group instruction. A daily class meeting will be a part of the schedule as well.



Our plan for distance learning will ensure a full curriculum that is similar in quality to in-person instruction and continuity of instruction for potential transition between distance learning and in-person instruction. We will also address the needs of the whole child by placing academic learning in the context of physical, mental and emotional well-being. Daily participation is required for students. This could take the form of being present in online class meetings, completing assignments and assessments, and teacher contacts with students and families. Student engagement is a top priority.

Our elementary aged students will learn through an engaging mix of live instruction and independent work. They will start the day with their teacher and class in a whole class meeting. Our middle and high school students will visit each period of live instruction every day.

- Students' assignments will be from our adopted Common Core State Standards curriculum with supplemental online learning platforms
- Over the summer, staff worked on pacing guides for our curriculum to accommodate for distance learning and hybrid models identifying the essential standards, allowing for more focused instruction
- Students will continue to be offered instruction in all curricular areas as well as enrichment classes as offered prior to closures
- Our district has purchased a variety of online learning platforms to supplement our existing curriculum
- Assignments will be reviewed and graded by teachers. At the middle and high school level, students will receive A-F letter grades. Elementary will resume using a rubric grading system as previously done

### **Extra Support:**

Serving students who require extra support is structured time in the distance learning plan schedule. Specific times are held for students to receive this extra support outside of their scheduled live interaction class meeting time.

### **Elementary Schools**

Students will have time blocks for support services such as English Language Development (ELD), Academic Intervention or Special Education, or time for programs such as Music or Physical Education. When they are not scheduled into these programs, students will work independently or be offered added enrichment opportunities.

### **Middle School & High School**

Teachers will hold small group sessions or office hours for students who require additional support.

During student independent work time, teachers will be working with small groups of students who need extra support, preparing lessons, engaging in professional development, and reaching out to engage families of students with extra communication. Distance learning models for each of our school levels are linked below.

[Distance Learning Schedules](#)

## **Supplemental Curriculum for Acceleration and Mitigation of Learning Loss:**

In addition to the Board Adopted core curriculum, the district purchased IXL ELA and Math for all students in grades TK-5 and Raz Plus for all students in grades K-2. Both platforms include a diagnostic and skills assessments that can be used to monitor and support student progress. Reports include information about how to interpret both overall scores and growth as well as performance on individual items, highlighting what each student needs to learn next. Fast ForWord has also been purchased to provide targeted language support for level 1 and 2 English Learners in grades 1-5. At the secondary level, Edgenuity has extended course offerings to also include original credit distance learning courses. This is in addition to our credit recovery offerings. Reading Plus and iLitELL have been purchased to support and accelerate English learning development at the Jr. High and High School.

## **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.]

### **Access to Devices and Connectivity:**

To ensure equity of access, our technology department set up distribution centers for students at each school site, as well as follow up pick-up days and times at the District Office. Every child is provided a Chromebook to access all curricula. In addition, parents needing high-speed Internet connectivity were supported in signing up for free/reduced-cost service with the community's service provider or were provided with a WIFI hotspot. Technology personnel continue to offer technical support to teachers and added a system to provide at home technology support for students and parents. Parents submit a technology support email and someone from our technology team works with the family to address the technology issue.

### **Student Technology Devices**

Following school closure in the 2019-20 school year, a Student Access to Technology survey was sent to all families on April 4, 2020. The survey asked parents a) if they had access to devices at home b) if they had internet access at home and c) if they do not, would they like to check out a district Chromebook and/or learn more about low and no cost internet options. The survey was opened and generated 192 initial responses. Based on the survey response, arrangements were made to have Chromebooks available for pick up at the District Office. By the end of April over 900 Chromebooks were distributed to students.

For the 2020-21 school year, a Student Access to Technology survey was again sent to families on July 27th. There were 1,149 responses based upon the same questions as asked in the previous survey, with 1,038 indicating they needed a device. Chromebooks were distributed at the school sites the week of August 3rd and at the DO on Monday, August 10th. During that time and in response to subsequent device requests, over 1,100 devices were distributed to families

### **Student Connectivity**

At the start of the school closure in the 2019-20 school year 21 families initially responded that they did not have Internet access at home and would like information on low and no cost options. During the closure period 16 families were identified as families with unique circumstances. The District also acquired 20 Sprint Wi-Fi hotspot devices for assignment to these families.

The District will be using T-Mobile Wi-Fi Hotspots to ensure all students have Internet connectivity at home. These funds are paid by the District in addition to the 50% E-rate discount as applied for and granted through the FCC.

Of the families returning for the 2020-21 school year surveyed on July 27, 98 responses were given stating low, or no internet connection to support distance learning. Low cost and free connection information was made available to the respondents. 72 families have been identified as needing and given a T-Mobile hotspot to support at home learning. Students enrolled in the National School Lunch Program will have options to use Comcast Essentials or AT&T low cost internet program. The district will continue to work to provide connectivity through hotspots or working with our local vendors for connectivity. All student devices are programmed to route Internet traffic back to the district's Lightspeed Relay content filter. This is to ensure student safety regardless of the origin of connectivity. The District worked with Sprint and T-Mobile to have content filters on each of the hotspots provided, regardless of whether they are using a District device or not.

### **Teacher Technology Devices**

All teachers were able to utilize their site assigned Chromebooks. After the school closure, teachers were also permitted to take home other classroom devices like the document camera to continue teaching remotely. Additional Chromebooks and doc cameras were purchased, as needed, by school sites in anticipation of new teachers for the current school year to support the distance learning and in-person hybrid model.

### **Technical Support and Assistance**

To provide technical support and assistance to families, the Technology Department created the Technical Support Email and Help Desk. These supports are provided remotely. District technicians call families and work with them to resolve any issues over the phone. For support that requires physical work on Chromebooks arrangements are made with families to bring in the device to the Technology Department. District staff and teachers continued to submit technical support requests through the District's Support Ticket System. Technology staff provide remote support using software tools for staff and teachers that are working remotely from home.

The Technology Dept. remained opened during the school closure in 2019-20 school year to provide onsite support and equipment repair. The Technology Dept. will continue to deploy the same technical support procedure for staff, teachers, and students in the 2020-21 School Year.

### **Printed Distance Learning Material**

Following the school closure on March 17, school sites prepared weekly printed Distance Learning materials to support families that did not have access to technology devices and/or internet services. For the 2020-21 school year, school staff will organize a distribution of instructional materials at the school site to support the start of the distance learning program along with distribution of Chromebooks.

All communication regarding technology access and support will be translated into Spanish. The District also provides translation services for other foreign languages as needed.

## **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.]

### **Measuring Attendance and Participation During Distance Learning**

Teachers provide each student and family with a daily schedule that includes required lessons and activities for each instructional day. Teachers assign student lessons and activities using a Learning Management System, such as Google Classroom or Seesaw. Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessments.

Documentation and recording of student progress are accomplished using the teacher's learning management system, in addition to their gradebooks, progress reports, and report cards. All school sites in Martinez Unified School District have common expectations for the time allotment of pupil work and participate in collaboration to ensure equity and consistency.

To track student attendance as well as engagement and participation in distance learning, teachers will document participation in each lesson and activity assigned in each instructional day using the district's Student Information System (SIS), Aeries and Weekly Lesson Summaries. Each lesson and activity is assigned a time value. In Aeries, teachers indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity. This allows for student engagement analysis at the district, grade, and classroom levels.

Teachers also need to track the number of minutes for each assignment by attaching a tag to an assignment in their gradebook or learning management system (LMS). For example, Read Ch. 3 (30 Minutes). All teachers will be required to track student participation including assignment completion, assessment completion, and contact with students, and/or parents/guardians. Elementary teachers will keep daily and weekly records. Middle and high school teachers will be required to track assignment completion and assessment completion in their gradebook. All teachers will also keep a log of student and/or parent/guardian contacts.

In addition to the two main methods of tracking participation online platforms allow for accountability as well. All teachers will maintain a learning management system (LMS), either Seesaw for the younger grades, or Google Classroom. Within the LMS teachers will be able to track student activity and create reports of student sign-in and assignment completion through student activity reports. All teachers will also use a video conferencing platform such as Zoom or Google Meet. Using audit logs, these platforms allow teachers to track if a student attended as well as how long a student was in the session.

### **Flexibility with Student Assignments**

During the closures in the Spring, teacher teams created standards-based activities and choice boards to allow for flexibility in how students show mastery toward grade level standards. Progress will be measured using informal feedback as well as through rubrics. Ed Services and

site leadership will continue to support teachers with professional development around feedback during distance learning, as well as when we transition to a hybrid model, and finally when back to full in-class instruction.

### **Independent Study Teachers**

We have expanded our elementary Independent Study program to provide an additional distance learning program for families that require more flexibility in their instructional day. Students and families participating in this program follow a traditional Independent Study model and meet virtually with their teacher one time a week. Once we move to a hybrid model, our IS students and families will have the option to remain in IS or return to their home school.

### **Consistency Between School Sites**

The Attendance Clerk or designee will contact each parent or guardian of students who did not engage and participate in any lesson or activity the previous day. Site administration supports these employees when contact is not made. If students miss 60% of the instructional week and/or are not engaged in all activities for an instructional day on a consistent basis, site administration will deploy additional re-engagement strategies; such as providing resources and supporting family engagement with social services and physical well-being services. Daily attendance is documented in our Student Information System. Individual lesson and activity engagement and participation is documented in the Learning Management System for the teacher.

## **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.]

### **Introduction**

The District's distance learning professional development is designed to be ongoing, intensive, and embedded in practice. The SimpleK12 training formats includes synchronous "live" sessions, as well as self-paced multimedia materials designed for asynchronous learning. The content of these sessions will include the use of digital tools such as core content student learning platforms, learning management systems, and the use of multimedia tools to help instruct, communicate with, assess, and support students at a distance. Resources will also include content to aid in the development and implementation of a successful and robust distance learning program.

### **Synchronous (Live Interaction) Resources**

Scheduling of live professional learning sessions will be convenient for teachers and recorded, whenever possible, for those who cannot attend. These sessions will promote active engagement including frequent discussion, checks for understanding, and extensive use of appropriate digital resources to aid in the understanding of concepts presented. Instruction will be differentiated to reflect participants' background knowledge, skills, and interests. Sessions will be focused, with objectives clearly articulated at the start of every session, addressed through instruction throughout, and then evaluated at the session's conclusion to determine to what degree they were met. In addition to sessions hosted by district personnel, staff members will also be provided with "live" peer collaboration time during their work day to share best practices and develop additional resources. Upcoming live professional learning sessions will be communicated to staff members via email and will also be posted in the Ed Services newsletter.

## **Asynchronous (Self-Paced) Resources**

Professional learning in MUSD will include the use of asynchronous professional learning materials. These resources will enable teachers to self-select relevant learning at any time, based upon their needs, and their self-paced nature will allow them to review concepts multiple times, as necessary, to ensure understanding of concepts. Similar to the district's "live" professional learning offerings, these resources will provide support in the use of various core student learning platforms, digital tools needed to provide learning at a distance, as well as strategies for developing and implementing a successful distance learning program. The format for these materials includes video lessons, multimedia slideshows, as well as digital documents. These self-guided trainings may be accessed by staff in SimpleK12, as well as via the Ed Services professional development website.

## **Equity**

MUSD's remote professional learning is designed to reflect the cultural, intellectual, social, emotional, and physical needs of each learner. To that end, wherever possible, both "live" and self-paced learning resources will be differentiated to ensure that they support diverse experiences that ensure the highest quality experience possible for each learner. Access to all learning resources, digital tools, and technology is equitable to ensure that all educators can participate fully. To that end, the district's Technology department will continue to provide timely remote support to ensure that instructional technology functions properly.

## **PD Assessment**

To assess the effectiveness of the district's professional development learning program, stakeholders will use student data, disaggregated by student groups, in order to identify the most critical student needs. Additionally, surveys will be conducted on an ongoing basis among both educators and families. This data will help to determine strengths and growth areas as the district's distance learning program continues to develop. This will also help district personnel determine priorities in the development of staff, parent, and student support resources.

## **Technology Support**

For the district's distance learning program to function properly, it is critical that teachers, administrators, students and their families have access to timely technology support. To that end, the district's Technology department will continue to provide remote assistance when software, hardware, and connectivity issues occur. The district's technology helpdesk ticket system will continue to provide the primary means of requesting support when an issue arises. Additionally, teachers may contact the technology helpdesk for immediate support. This support will take the form of "live" educator support sessions conducted by instructional technology personnel, as well as asynchronous troubleshooting resources available on the District's Website and through the devices themselves. Members of the Technology department will regularly review helpdesk tickets to determine trend data on issues experienced by users, and elicit feedback from stakeholders to establish support priorities and determine the development of additional technology support materials.

## Staff Roles and Responsibilities

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

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job out of pure necessity. On March 17, 2020, all schools and district offices in Martinez Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities are reflected below.

All staff roles and responsibilities have adapted to better meet the needs of our students and community.

The District has reassigned 5 General Education teachers to conduct a long-term, Independent Study distance learning program. In addition, all teachers' roles and responsibilities are different when distance learning is occurring in contrast to when in-person instruction is being conducted. During distance learning, teachers will need to prepare for and conduct live interactions with students each day by phone, Google Meets, or Zoom; and prepare asynchronous learning activities for students to complete for the remainder of their daily instructional minutes. Teachers will need to document attendance of students in the morning for the previous day, assign time values to each synchronous and asynchronous activity daily, and document each student's engagement.

**Certificated employees** have been asked to engage with students and deliver instruction from a distance. Whether in-person or online, teacher variations of distance learning include:

Direct instruction face-to-face via online tools

Reading to students through online applications

Demonstrating learning activities through the use technology

Engaging students in multiple subject areas through applications on district provided Chromebooks

Managing student behavior while working through distance learning.

Counselors and teachers providing social emotional services through online interface to support anxiety and disengagement from the learning process

**Classified employees** have been asked to provide service outside their regular job description. Classified employees have risen to the challenge of repurposing their roles to meaningfully support the instructional environment for students. Employees will work with their supervisor to provide added support to positions that remain essential during this period. Examples of employees embracing this include:

Providing academic support and intervention to students struggling with this learning format.

Reading stories to elementary students through online tools.

Handing out food through our Child Nutrition program to ensure students have access to healthy food.

Sanitizing work areas between use to minimize the spread of germs.

Administrators and other staff delivered technology and instructional materials to student homes when families were not able to come and collect it.

Monitoring student online engagement and connecting with families to resolve issues preventing student participation.

All employees are provided the opportunity to work even if their position is unnecessary in the moment.

**Site and District Administrators roles** and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, hybrid in-person, and full-time in-person instruction at various times during the school year. Principals have had to create their own site reopening plan to keep students and staff safe while they are on campus.

The health, safety and emotional well-being of our employees is a top-priority. Each school-site and the district office have developed clear safety procedures for staff members who are currently working from their assigned facility. Daily COVID screeners are required, PPE protocol, cleaning and sanitizing procedures and social distancing is strictly adhered to. Employees who need additional mental health support have been encouraged to contact their health providers for support. Kaiser members have free access to the Calm App. Certificated staff also have access to social-emotional training through SimpleK12.

## 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.]

### Access to Technology and Curriculum

Every child in the district has a Chromebook device assigned to them for distance learning. We have also provided differentiated curriculum, both digitally and in printed form, to reinforce skills. For our English Learner students, we have provided grade level choice boards and online resources to reinforce English language practice, and teachers are using a comprehensive ELA curriculum with lessons for integrated ELD support. In addition, we have purchased FastForWord licenses to support Level I and II EL students in grade 1-5, iLitELL licenses for grades 6-8, and Reading Plus licenses for grades 6-12. We also have curriculum to differentiate lessons for students based on their instructional level. The Technology Department has arranged for hotspots or Internet access for all students, especially for homeless, foster youth, and low-income students.

### Meeting Needs of Families

Our Counselors/Parent Liaisons reach out to families of students who are not engaged at school, as well as families who were on their caseload before school closure, to offer additional community resources when necessary. Wellness Check home visits have been conducted for all students not responding to emails, calls, or text messages. During the home visits, families who needed support with access to the Internet



were identified and supported with obtaining Internet through local providers with free or low-cost plans. Other parents were contacted with information about how school learning is continuing even during the physical closing of the school.

To further support English Learner, foster youth, and low-income students, we have ensured that families have access to information in Spanish for distance learning and preventative measures for protecting their families. We have surveyed families to determine the best way to communicate with them through phone calls, text, and/or emails. We have also used built-in networks for support to locate homeless families and children in order to account for every child within the district. If a teacher, principal, or parent reports a student experiencing any anxiety, our counselors provide support or prepare referrals for higher levels of service to support the family. We have encouraged parents to set up daily routines for students at home that mirror the school day, as best as possible, and shared best practices for accomplishing this.

### **Support for English Learners and Addressing Learning Loss**

All of our core curriculum embeds both integrated and designated English Language Development (ELD) into weekly lessons. Teachers will monitor growth of English Learners as they work toward language proficiency using IXL ELA and Math, as well as classroom-based assessments. In addition, we have identified iLitELL, FastForWord, and Reading Plus as our Tier II and III interventions to support ELs and addressing learning loss.

### **Support for Students with Exceptional Needs**

Students with disabilities will be provided with special education services and support, to the extent feasible to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. Students' days will consist of both a synchronous, live interaction with special education teachers and service providers, as well as asynchronous time when students may be working on individualized instruction in research-based programs such as IXL, Inside, Soliday. Each student's individual schedule will be developed by the IEP team including feedback from the general education teacher. Listed below are details of the IEP service delivery:

- \* During distance learning, Related Services minutes will be adjusted to a percent of the minimum instructional minutes required for each grade. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, and Counseling and Physical Therapy.
- \* During distance learning, the service minutes of Resource Specialist Providers (RSP) will be adjusted to a percent of the minimum instructional minutes required for each grade.
- \* During the hybrid model, RSP services will be delivered during the asynchronous portion of the student's school day.
- \* During distance learning, Special Day Class teachers will be providing the minimum instructional minutes required for each grade level.
- \* Each case manager and service provider will use SEIS service tracker to document the delivery of both synchronous and asynchronous service minutes. Providers will document student engagement, IEP progress, parent communication, and mode of instruction.

### **Support for Homeless Students and Foster Youth**

Our Director of Ed Services will work with school site principals to support foster students, as well as students experiencing homelessness. Teachers, administrators and caregivers collaborate to ensure that each student receives the resources they need.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Provide targeted professional development for teachers for development of distance learning programs and to mitigate pupil learning loss | \$100,000   | Y            |
| Provide standardized set of digital platforms for use by all schools (Zoom, Seesaw, Google Suite and Screencastify)                      | \$100,000   | Y            |
| Provide targeted ELL instructional supports and materials in an online environment   | \$60,000    | Y            |
| Additional devices and technology to ensure all students have access to learning   | \$1,300,233 | Y            |
| Digital learning platforms and licenses for distance and hybrid learning needs   | \$200,000   | Y            |
| Additional Devices for Staff to ensure mobile connectivity to servers.   | \$100,000   | 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.]

**Overview**

Due to the school closures in the spring of 2020 because of COVID-19, teachers quickly shifted instructional practices to best support students in a distance learning environment. As we move to the new school year, we will be administering diagnostic assessments to determine present student academic levels. Teachers will be using this data to identify areas of strengths and needs as a first step in mitigating learning loss. Teachers will be identifying the essential grade-level standards to focus on accelerating student learning through curriculum and instructional planning. Learning loss will be addressed in both our distance learning and our hybrid learning models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next section our systems and strategies are described in more detail.

Martinez Unified School District will administer ESGI Skills Assessments in ELA and Math to students in grades TK-1. In addition, students in grades K-5 will utilize FastBridge assessment tools throughout the school year to collect baseline data and monitor progress in ELA and Math. All students in K-12 will also be assessed in ELA and Math using the Inspect Assessment Program three to four times throughout the year. This standards-based assessment will enable MUSD to collect current data on students in order to make sound instructional and curricular decisions. Both Inspect and FastBridge tools are within the Illuminate Assessment portal and will measure learning loss as a result of COVID-19, as well as help to monitor student progress throughout the school year. MUSD will also work with leadership teams to develop

common formative assessments, aligned to Essential Standards, to measure student learning loss and determine the next step in the areas of English Language Arts, English Language Development, and mathematics.

### **Assessment Calendar**

Martinez Unified School District follows a grade-specific assessment calendar to collect data three times a year district-wide for English Language Arts and Mathematics. The primary tools for measuring status and growth for English Language Arts are the Smarter Balanced Interim Assessment Blocks (IAB), Running Records, IXL diagnostics, pre and post writing assessments and we will be introducing Inspect Assessments this year. For Mathematics assessment, teachers administer Math IABs according to a schedule, curriculum based assessments, and IXL diagnostics. During distance learning, these assessments will be remotely administered according to the District's assessment calendar. Teachers, principals, and staff have access to reporting systems that allow for disaggregating data to determine areas of strength and need by Smarter Balanced Assessment domains and targets, and state standards that will allow for the adjustment of instruction to address student deficiencies.

### **Parent Communication**

Teachers will inform parents of progress on both formative and summative assessments through written reports, email, phone calls, video calls, the parent portal for Aeries, parent access to information from students' learning management system, progress reports, and report cards. IXL provides a parent report that identifies areas of strength as well as student needs. This report offers resources for parents to use to support their child(ren) in the areas of need. All communication regarding pupil learning loss and pupil progress will be translated in Spanish as needed.

### **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.]

### **Overview**

Teachers will use a cycle of inquiry process that includes assessing, planning, teaching, reflecting, and action to determine if actions and strategies are improving student outcomes. In order to accelerate learning for students, teachers are using research-based instructional practices and a guaranteed viable curriculum. Ed Services will provide ongoing training around best practices for instruction and curriculum implementation for distance learning, hybrid, and in-person models. Our district will work collaboratively with our teachers and staff to identify the tiered support components of our core curriculum and use those to meet supplemental and intensified student needs.

For both our hybrid models and distance learning models, grades TK-12, time will be embedded in the schedule for equity based small groups led by the classroom teacher. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress of these activities weekly. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

## **Supplemental and Intensified Supports**

Teachers will use the Tiered Response to Intervention components of our core curriculum for students requiring supplemental and intensified supports. We have purchased several programs this year to help accelerate learning and create individualized instructional pathways for our English Learners. These programs include FastForWord for Grade 1-5, iLitELL for 6-8, and Reading Plus for grades 6-12. We also have Rosetta Stone licenses available. All students in TK-5 will have access to the IXL ELA and math online curriculum, which focuses on foundational skills. Teachers will use these programs as part of their ongoing assessment of learning and will use the data to determine small, targeted groups for instruction.

In addition, site administration including Teachers, Specialists and Counselors, will track achievement data and meet in SST/CARE teams to coordinate potential services for students performing below grade level standards. Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six-eight week cycles. If a student is not making progress, the SST/CARE team will collaborate to regroup students and try different research based interventions and strategies. The SST/CARE Team collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well. The ELD teacher, at the secondary level, in addition to providing designated ELD and supporting teachers, will meet and collaborate with the SST/CARE team considering EL students' academic progress and the potential for providing additional support through small group focused instruction by another specialist.

Students with exceptional needs will be provided with services and support, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. The diagnostic for our Resource Specialist Program (RSP) students and our Special Day Class (SDC) students will be provided to determine current levels of performance and establish goals. Students' days will consist of both synchronous, live interaction with special education teachers and service providers, as well as an asynchronous time where students may be working on individualized instruction in research-based programs (IXL, Sonday). Each student's individual schedule will be developed by the IEP team including feedback from the general education teacher. IEP and Related services will be adjusted to a percent of the minimum instructional minutes required for each grade. These services include Speech and Language, Occupational Therapy, Adaptive Physical Education, Counseling, and Physical Therapy. Each teacher will keep records of the lessons, activities, and related services for each student.

### **Extra Academic Support by Certificated Staff**

In addition to the distance learning plans for small group support and targeted intervention groups, we will also offer students who are demonstrating learning loss we will be launching an after school intervention delivered by our certificated staff. Teachers will be paid outside their duty day to provide extra support to their students with the highest need including low income, English learners, foster youth and homeless students. This after school tutoring will focus on accelerated learning with the intention of helping students to catch up from experiences of learning loss.

### **High School Credit Recovery**

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through Edgenuity. Edgenuity is a high

school curriculum that is administered online. The curriculum is fully accredited and is aligned with the California State Content Standards and Frameworks. Select courses also meet the University of California's "a-g" requirements. Alhambra High School students can take self-paced courses through Edgenuity that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their Edgenuity instructor (a credentialed VMHS teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AHS transcript. Credit Recovery is limited to seniors and juniors who need credits to graduate or for college eligibility.

## **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.]

Site and District leadership teams will use Improvement Science research this year through the Continuous Improvement Model Plan, Do Study, Act (PDSA). The goal is to optimize programs and strategies in place by analyzing and evaluating effectiveness, planning change to optimize a program and/or strategy, carrying out a plan, studying results, and acting on conclusions collected in this formal process. The PDSA cycle is a continuous process that repeats after a team enacts an adapting or adopting change in the program and/or strategy based on findings.

Data collected from our diagnostic and assessment platforms will assist in the PDSA process. These platforms contain reporting modules that allow educators to look at student performance and growth over time at various levels. Staff will be trained on how to disaggregate data by student groups, teacher created watch groups, and down to individual students. Our K-5 FastBridge diagnostic platform for language arts and mathematics include predictive reporting by standards that will assist teachers in developing student specific interventions to accelerate learning. Furthermore, the teachers are able to monitor usage and task completion to evaluate implementation. Below is a list of applications and programs that produce metrics of student learning that will be utilized in the PSDA process:

- \*. IXL reports: usage and growth
- \*. ESGI and Skills Assessments
- \*. FastBridge: predictive insights, growth
- \*. Inspect Assessments

As discussed above, assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, school site's SST/CARE Team consisting of site specialists which may include the Teacher, Specialist, the principal, counselor, Special Education Teacher(s), School Psychologist, and the Family Liaison will track achievement data based on Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported. The SST/CARE Team coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six-eight week cycles. If a student is not making progress, the SST/CARE team will collaborate to regroup students and try different research based interventions and strategies. The SST/CARE Team collaborates and coordinates with a focused eye on not only students' academic

achievement level, but also on their social-emotional well-being. The Team also focuses on our most vulnerable students including low socio-economic students, English learners, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Licenses to mitigate pupil learning loss  | \$300,00    | Y            |
| Assessment Screeners and Progress Monitoring tools to measure and address student needs | \$50,000    | Y            |
| Summer School and ESY programs  | \$16,000    | Y            |
| Special Education Services  | \$100,000   | 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.]

**Measuring Student and Staff Mental Health and Well Being**

Martinez Unified School District uses surveys from CHKS and SEL surveys from Panorama for student and staff well-being.

Panorama’s Student Distance Learning, Well-Being and SEL survey helps us to analyze how students are doing with both the synchronous and asynchronous portions of distance learning and will help our site and district level teams to identify barriers interfering with student participation and act to alleviate them. The surveys also help us to identify how students are feeling emotionally by providing a temperature check on students’ emotional well-being. This allows us to provide students who are experiencing negative emotions with targeted support.

**Staff Survey**

Just like students, we will be measuring the emotional well-being of our staff during distance learning and providing support to them based on their needs. Panorama’s Staff Distance Learning, Well-Being and SEL survey will help us identify their ability to collaborate with colleagues during distance learning. The results will help us mitigate any barriers that might be preventing them from being able to virtually collaborate with their teammates and site administrators. Our staff survey also provides us with data on the participation of their students in distance learning and will allow site administrators and District Leadership to work collaboratively with teachers to identify student obstacles and find solutions so they are actively able to participate in distance learning.

**Professional Development**

The professional development sessions on wellness are available through our online SimpleK12 professional development service. Specific sessions will be highlighted throughout the year to support teachers so that they can continue to learn and develop skills as we move through the school year.

### **Tiered Support**

To address social emotional needs, Martinez Unified School District employs 5 Mental Health Counselors and 4 Academic Counselors. In addition, the District is developing PBIS teams at the secondary level and our school sites have implemented either the Choose Love or Character Counts program and lessons. We are also a partner with Say Something Sandy Hook Promise which also provides an anonymous support line for students and families.

### **Student and Family Resources**

Students and families can also be connected for support through these mental health resources (linked on our website and available in Spanish):

**211- Resources for Families** *Phone: 211*

**Bay Area Psychotherapy Services/Oak Creek Counseling Center** *Phone: (888) 649-9320*

**Bay Area Psychotherapy Training Institute (BAPTI)-** *Phone: (925) 284-2298*

**Child and Family Guidance Center-** *Phone: (925) 933-1290*

**Circle of Care-** *Phone: (510) 531-7551 x195*

**Contra Costa Mental Health Services-** *Phone: 1 (888) 678-7277*

**JFK University -***Phone: (925)798-9240*

**John Muir Behavioral Health Center-** *Phone: (925) 674-4100 or (800) 680-6555*

**Girls and Boys Town National Hotline -** *800-448-3000*

**National Youth Crisis “Hopeline” -** *800-442-4673*

**American Foundation for Suicide Prevention -** *888-333-2377*

**National STD Hotline -** *800-227-8922*

**Addiction Care Options Hotline -** *888-243-3869*

**Rape, Abuse, Incest National Network (RAINN)-** *800-656-4673*

**National Association of Anorexia & Associated Disorders-** *847-831-3438*

## **Staff Needs**

Throughout the Covid-19 pandemic, teachers and other school staff have remained focused on supporting students and continuing to do their jobs. This may mean working, care-taking (their own children or other loved ones), and continuing to go through the same challenges as everyone else. As a result, our staff's health and wellness may be at risk. Principals will need to be mindful and proactive when planning staff meetings and collaboration times, being sure to embed time and opportunities for staff to share experiences and process emotions, and allow for, and normalize, emotional expression. MUSD staff can access mental health resources through their medical benefits provider where employees can confidentially address and resolve their day-to-day personal and workplace challenges. Kaiser members have free access to the Calm app. Staff also has access to the Headspace app. Staff are also encouraged to refer to mental health resources from Contra Costa County Health Services.

## **Pupil and Family Engagement and Outreach**

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

### **Measuring Attendance During Distance Learning**

Teachers will document daily attendance using the district's Student Information System (SIS) based on student participation in synchronous and asynchronous activities.

To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. In the Google Classroom, teachers assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity for each day of the week. This allows for student engagement analysis at the district, grade, and classroom levels.

### **Ensuring Attendance and Engagement Equity**

District teachers, site administration, Parent Liaisons and district office administration have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. At the start of the school year teachers, site administrators and attendance clerks are trained on attendance accounting procedures to ensure equity and consistency throughout the district. They are also provided with written procedures for tiered engagement strategies.

### **Reengagement Strategies**

At the beginning of the year, parents verify in the SIS system, all contact information including telephone numbers, email addresses, and mailing addresses. Teachers monitor student engagement daily for each activity that is assigned, synchronous and asynchronous.



## **Reengagement Process:**

### ***Level 1 (any unexcused absence)***

- The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.
- Teachers or other MUSD employees will attempt to make contact with the student and parent.
- Teachers will create, publish, and inform students and parents of their grading practices, and complete assignments in a blended, hybrid or distance learning model.

### ***Level 2 (3 unexcused absences in a week)***

- Students that are deemed 60% absent from any instructional model will be reported to the school site attendance clerk.
- As part of the re-engagement strategy, the attendance clerk will attempt to reach out and determine the cause for the absence.

The School Site will:

- ! Ensure that communication with the parent is working, emails, and internet access;
  - ! Determine if there is a breakdown in communication and make any corrections; and
  - ! Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences could include:
    - A conference with an administrator and Parent Liaison (for translation support);
  - Development of an Attendance Plan through a Student Attendance Review Team;
    - Through the SART process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions; and
    - Discussion of the intervention of the student changing learning models.

### ***Level 3***

- If the re-engagement strategies in Levels 1 & 2 fail to improve attendance then a follow-up SART will be held.
- The school administrator may develop an Attendance Plan that includes:
  - Teacher engagement
  - Both reward and consequences for further attendance;

- Review of the family circumstance for outside connection with health and social service;
- Meeting with District SARB staff; and
- Making a recommendation to transitioning the student to an alternate program model

### **Development and Communication of Procedures for Reengagement**

District leadership used guidance from the California Department of Education (CDE) to develop procedures for student reengagement. These procedures are part of our district's distance learning plan, which was shared with all stakeholders and is posted on our district website. Site and district administrators provide training on the implementation of these reengagement strategies. Communication to parents is also available in Spanish.

## **School Nutrition**

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

The District will be providing both breakfast and lunch for students when distance learning starts on August 12th and will continue to do so when in-person instruction begins. Service and delivery methods will be modified to avoid large groups and ensure all health and safety protocols are followed.

### **BREAKFAST**

A touchless system will be employed for entry of student meal account/PIN numbers or, in the event the United States Department of Agriculture (USDA) allows the District to provide free meals to all students, entry of student meal account/PIN numbers will not be necessary. For Short-Term and Full Year Distance Learning Programs, breakfast will be offered using a drive-through/pickup method at three school sites, according to an established schedule. For the Hybrid In-Person Program, breakfast will be offered for AM and PM students, at all sites, using a pickup method when they leave for the day to be consumed the following morning. If the USDA allows the District to provide free meals to all students, pickup schedules may be altered to provide meals for multiple days on a few days during the week. For the Traditional In-Person Program, breakfast will be offered before school in the usual fashion with students eating at tables 6 feet apart from each other if that restriction is required by order of the Governor and/or County Public Health Officer. At some select schools, a second chance breakfast may also be offered mid-morning.

### **LUNCH**

A touchless system will be employed for entry of student meal account/PIN numbers or, in the event the United States Department of Agriculture (USDA) allows the District to provide free meals to all students, entry of student meal account/PIN numbers will not be necessary. For Short-Term and Full Year Distance Learning Programs, lunch will be offered using a drive-through/pickup method at three school sites according to an established schedule. For a possible Hybrid In-Person Program, lunch will be offered for AM and PM students, at all sites, using a pickup method. AM students will pick up lunch when they leave for the day to be consumed that day; PM students will pickup lunch when they

leave for the day to be consumed the following day before they arrive at school. If the USDA allows the District to provide free meals to all students, pickup schedules may be altered to provide meals for multiple days on a few days during the week.

For the Traditional In-Person Program, lunch will be conducted as follows:

i. When social distancing restrictions are active, lunch will be modified to a partial outside, partial in-classroom model to avoid large groupings and mixing of students. Classes/Grades designated for outside eating will be escorted to the lunch tables or other areas of the campus to be seated in designated locations to keep 6 feet of distance between cohort groups. Classes/Grades designated for inside eating will eat in their classrooms. Students will eat for 30 minutes while their teacher is given a 30-minute duty free lunch. Campus Aides and neighboring teachers not at lunch, if any, will provide supervision in those classrooms where teachers are at lunch. Students in the Child Nutrition Program will be released to obtain their meal on a staggered, by classroom schedule. Meals can be obtained from the cafeteria service line or at a mobile cart located at 1 or 2 locations on campus. When feasible, additional lunch periods will be added to reduce the number of students out of classrooms at any one time, so long as the starting time for the first lunch period and the ending time for the last lunch period is the same as those in place prior to school closures. When a teacher returns to their class after lunch, they will take students outside to a location designated/reserved for their cohort group for play.

ii. When all restrictions are lifted, lunch will return to normal.

The following general procedures will apply to all meal periods:

1. Child Nutrition Services employees serving food to students will wear a face shield and or mask. All others will wear a face shield or facemask over their nose and mouth, depending on preference.
2. Social distancing markers will be positioned along the wait line area and students will be expected to socially distance while in line
3. Students are expected to wear facial coverings over their nose and mouth while waiting in line and obtaining their meal. They can remove their facial covering while they are eating.
4. Students must use hand sanitizer before entering the cafeteria or upon approaching the mobile cart serving line
5. The maximum number of students to be inside the cafeteria will be posted at the entrance and this amount will be enforced by Child Nutrition Services employees
6. Salad bar and stainless tables will be removed from the cafeteria to provide more space for queuing with social distance
7. All meals will be pre-plated or prepackaged. There will be no salad bars or share tables. All condiments will be in individual packages or packets.
8. Cashiers will enter student numbers into the POS system or scan student ID cards.
9. Child Nutrition Services employees will sanitize all contact services in the wait line and cafeteria before and after each meal period
10. Campus Aides and/or Custodians will clean and sanitize lunch tables before the first meal period and after each meal period

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

| Section          | Description   | Total Funds | Contributing |
|------------------|---|-------------|--------------|
| School Nutrition | Cost of continuous Food Service to all students during school vacations and summer. | \$7,000     | Y            |

## 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 |  |  |
| 6.35%                                      | \$46,264   |  |  |

### 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.]

When we first went into distance learning in March, and started engaging students online, we found out quickly that many of our low income, EL, foster youth, and homeless students were not showing up to class meetings. We immediately started tracking attendance at sites, we found that attendance was disproportionately lower with the said groups. As our Teachers, Parent Liaisons, Counselors, Principals, and other staff reached out to these families, we realized that a major obstacle was a lack of technological resources. We responded by establishing pick-up times and in some cases home deliveries to provide students and families with a device. Several families were also lacking reliable internet and we set them up with Hotspots.

**After School Tutoring with Certificated Staff:** Teachers will be paid hourly for tutoring students who, based on assessment data, are experiencing learning loss. We will focus on assessing for learning loss, and on accelerating learning. We will first identify and serve our low income, EL, Foster Youth, and homeless students who are suffering from learning loss, and will then expand services to all students who are in need of this service based on school data.

**Parent and Family Liaisons:** Responsible for supporting our unduplicated students and families by providing outreach, resources, and specialized support to families of unduplicated students. Parent and Family Liaisons serve every MUSD school and are designed to meet the unique needs of our unduplicated students and their families, this added support benefits the entire school since the specialist is involved with all school events and family outreach.

**Time scheduled for teachers to meet with families:** To start off the school year, in our elementary schools teachers took time to meet with each student and family in their new class. The plan was developed based on data from last Spring showing us that many of our unduplicated students tended to fall off distance learning due to English language understanding, lack of technological needs and understanding, lack of clear directions, and other issues. In response, we created a distance learning model that, for the first weeks of school, allowed time so that each student could meet with each family. Creating a connection with the family to start the school year helped to build relationships and trust, and as a result will open up better communication. This system is important to, and benefitted, all families.

**Procure supplemental intervention materials and software:** To support our English Learners in an online environment, we wanted to make sure we had support that was available virtually. These supplemental programs include IXL English Language Arts and Math, Raz Kids, Fast ForWord for elementary; iLitELL for Middle School and Reading Plus for High School. MUSD believes the use of several supplemental programs will make a difference for not only English Learners, but also our Homeless/Foster Youth, low-income and students with disabilities as part of our Multi-Tiered Support System (MTSS) program.

**After School Tutoring with Certificated Staff:** Tutoring with highly qualified teachers is being put in place for our students who need extra support so that they can get instruction directly related to what teachers are teaching. The support can include extensions of lessons and/or pre teaching so that students will be better prepared and ready to learn. We believe that providing this intensive intervention will improve academic outcomes for our students performing below grade level standards.

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

**Internet Hot Spots:** Because some families have the economic resources to fully equip their children with the tools necessary for distance learning, we knew that our less advantaged students could suffer, and consequently, fall behind in achievement. This increased service aligns with our LCAP goal of ending the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students. We achieve this through clear messaging to our unduplicated families that these resources are available to them, and providing a safe, easy process for ensuring our targeted families are receiving the resources in a prioritized manner.

**Inspect and FastBridge Assessment System:** Without clear assessment and data collection in place as part of a systemized structure for identifying and supporting students, it's possible that some students could fall through the cracks, specifically our unduplicated students. In order to ensure that we are monitoring all students' academic progress, we must have a comprehensive assessment system in place. We will ensure monitoring of all students by implementing our developed assessment plan, and making sure that we use this data to inform our practices.

**RazKids and TumbleBooks leveled books:** This program with leveled books is used for supporting access to books in a distance learning/hybrid environment. Students reading below the grade level expectation need to access books at their level in order to increase and accelerate their reading levels. Our data shows that many of our unduplicated students are below grade level. These programs help us to ensure students are improving their reading, a vital piece to their education.

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