

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

California State and Kern County Background Information/Data:

Kern County was added to the state’s County Monitoring List on July 21, 2020, which included additional closures to slow the spread of COVID- 19. On July 17, 2020, Governor Newsom announced that schools located in counties on the County Monitoring List may not open to offer in- person instruction until their county is off the list for 14 consecutive days. On July 27, 2020, eight counties in the Central Valley, including Kern County, were identified by Governor Newsom as COVID-19 "hotspots" to receive additional targeted support such as funding to expand disease investigation, contact tracing and quarantine efforts, and the deployment of United Support Teams to support local efforts to reduce COVID-19 transmission. As of August 3, 2020, Kern County had the third highest seven-day average positivity rate of 19.2% and the second highest 14-day average case rate of 428.8 per 100,000 (California Department of Public Health, County Data Chart). As of August 3, 2020, the Kern County Public Health COVID-19 Dashboard reported 20,651 cases of COVID-19 of which 5,752 had recovered and 144 deaths had been reported. Of those testing positive, 56% were of unknown race/ethnicity, 31.6% were Hispanic, 8.5% were White, 2.3% were African American, and 1.4% were Asian. Of those testing positive in Kern County, the largest number were those aged 18-49 (13,086) followed by those aged 50-64 (3,586), those aged 0-17 (2,254), and those aged 65 and older (1,725). In addition to public health, the COVID-19 pandemic has also taken a toll on the local economy and job market. Based on June 2020 data from California’s Employment Development Department (EDD), Kern County’s unemployment rate of 17.5% is the sixth highest in the state and surpasses the state average of 15.1%. This is substantially higher than June 2019 California Employment Development Department (EDD) data in which the Kern County unemployment rate was 8.0% and the state average was 4.1%.

Maricopa Unified School District Background Information/Timeline:

March/April 2020: In consultation with Kern County Superintendent of Schools, Kern County Public Health, and in light of Governor Newsom’s Executive Order N-33-20, which directed “all individuals living in the State of California to stay home or at their place of residence

except as needed to maintain continuity of operations of the federal critical infrastructure sectors,” Maricopa Unified School District extended its school closures on March 17, 2020 through at least May 1, 2020, to limit the community spread of COVID-19. Maricopa Unified provided hybrid of Synchronous (online) and Asynchronous (offline using instructional packets/assignments) to provide instruction to all TK-12 grade students implementing our "School @ Home" program.

May 2020: After consultation with the Kern County Department of Public Health, and the other 46 Kern County School Districts, and the Kern County Superintendent of Schools office, Maricopa Unified School District followed the recommendation of Governor Newsom to complete the 2019-20 school year utilizing alternative teaching methodologies, including online distance learning. This was part of a concerted effort to limit the community spread of COVID-19 and address the important continued safety of our students. Maricopa Unified continued providing a hybrid of Synchronous (online) and Asynchronous (offline using instructional packets/assignments) to provide instruction.

June 2020: The District formed a Reopening Task Force with representatives from stakeholder groups including, Teachers, Maintenance-Operations and Transportation (MOT), Food Services, Technology, Office staff, Administration, Parents, and our District Employee Associations. The task force provided valuable input that supported the development of the MUSD Reopening 2020 Action Plan document. The District also conducted a family survey to gain input from the students, parents and guardians. The District narrowed the reopening options down to three (See Plan-Options #1, #3 & #6) for Board consideration.

July 2020: On July 17, 2020, Governor Newsom announced that schools located in counties on the County Monitoring List, which Kern County was placed on, may not open to offer in-person instruction until their county is off the list for 14 consecutive days. In accordance with the governor’s order, MUSD’s Board of Education approved implementation of Option #6 to start the 2020-21 school year with a 100% distance learning "School @ Home" model.

August 2020: On August 10, 2020, the District started implementing Option #6: Enhanced distance learning for all TK-12 students. This option has every student in Full Distance Learning mode from home providing daily, online, “Rigorous” distance learning based on new State requirements (SB 98 signed into Law on June 30, 2020).

Current: As of August 25, 2020, direction from the State to allow Districts currently on the County monitoring (State Color-Purple) was provided to support implementing the new District Option #7: Limited, Targeted, Specialized, Small Cohorts On-campus Support Services. All on-campus safety measures will be enforced. Five Cohort Groups of 14 students or less in each (TK-2nd/3rd-5th/6th-8th/9th-12th/Sp. Ed.) will provide support services (i.e. technology, location, motivation, supervision, EL and special education). Most core instruction will be distance learning via teachers. The Board will consider approval on Sept. 10, 2020 for implementation of this option.

IMPACT: Maricopa Unified School District and all three school campuses have been closed since March 2020 due to the impact of COVID-19! Thus, the impact from the COVID-19 pandemic has been profound on the 300, TK-12 students and the Maricopa/Taft communities from which our students reside. The District is very concerned with the possible educational decline and emotional fallout from the lack of face-to-face on-campus instruction and connections that our high-need populations need in order to be successful during online instructional format. Thus, the District has planned and is ready to provide safe and secure, one-on-one or small Cohort group, on-campus instruction for our highest-need student populations with Option #7 as described above.

Please Note: MUSD is appreciative of Kern High School District's LCP model and has used content from their plan that also directly supports our District's plan.

Stakeholder Engagement

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

Regular stakeholder engagement remains a high priority for MUSD, especially in the current pandemic climate. In June 2020, the District formed a Reopening Task Force with representatives from stakeholder groups including, Teachers, Maintenance-Operations and Transportation (MOT), Food Services, Technology, Office staff, Administration, Parents, and our District Employee Associations. The task force provided valuable input that supported the development of the MUSD Reopening 2020 Action Plan document. The District also conducted a family survey to gain input from the students, parents and guardians.

The District continues to reach out to the stakeholders in order to foster mutually respectful, supportive, and collaborative environments for on-going and meaningful dialogue that will determine goals and actions to achieve academic success for all students, and to minimize the effect of learning loss. Essential to the success of this effort is the active participation of all stakeholders – parents, students, employee groups (certificated and classified), and administration – to thoughtfully and openly communicate about how to address and overcome the challenges facing us during the pandemic crisis, especially those who are typically undeserved and/or at risk, and to provide the necessary means to maximize their learning. MUSD has provided various venues for stakeholders to convene and provide input. Translation services were provided as needed. The superintendent also conducted individual meetings, using all safety measures, to meet with anyone wishing to meet face-to-face or via phone conference that didn't have access to internet services.

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

Prior to the current pandemic climate, MUSD was engaging all stakeholders in-person meetings, however, since COVID-19 meetings and input have been gained through Zoom meeting formats for remote participation in public meetings and hearings. Specific groups and dates that stakeholders met are listed below:

- Management Team (Weekly Since March)
- Parents & Students (Feb. 6/Feb. 7/Feb. 19/Feb 20/Mar. 2/Mar. 17/Mar. 20/Apr. 28/June 11/June 18/July 16/July 22/Aug. 6/Aug. 7/Aug. 20/Sept. 7)
- Teacher Staff (Feb. 6/Feb. 13/Mar. 16/Mar. 16/Mar. 17/Mar. 20/Apr. 14/Apr. 15/Apr. 28/May 12/June 4/June 11/June 18/July 15/July 22/Aug. 5/Aug. 27/Sept. 3)
- Classified Staff (Feb. 6/Mar. 3/Mar. 5/Mar. 17/Mar. 20/Apr. 15/May 19/June 4/June 11/June 18/July 15/July 22/July 30/Aug. 7)

- Maricopa Facility Association (CTA) (June 11/June 18/July 15/Sept. 3)
- Classified Association (CSEA) (June 11/June 18/July 15/Sept. 3)
- DELAC Advisory (Feb. 13/Mar. 12/Sept. 2)
- LCAP Advisory (Feb. 13/Mar. 12/Sept. 2)
- School Site Council (Feb. 13/Mar. 12/Sept. 2)
- MUSD Board of Education (Mar. 12/Mar. 17/April 9/May 14/June 11/June 15/July 9/Aug. 13/Sept. 7/Sept. 10)

Pending-Pursuant to California Education Code (EC) 43509 the District will hold a public hearing on Monday, September, 7, 2020 at 6:30 p.m. via Zoom.

Pending-MUSD Board of Education will consider adoption of the Learning Continuity Plan at a public meeting on Thursday, September 10, 2020 at 6:30 p.m. via Zoom

Pending-The District will submit the approved Learning Continuity Plan to KCSOS within five days of Board approval

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

Stakeholders have been involved and have provided important feedback for all aspects of the development of our Reopening School Action Plans, instructional plans, and support materials and programs. Below are some of the specific stakeholder feedback provided:

Parents/Students/Community:

- Parents who responded to the May and July surveys expressed interest in having their students receive at least some instruction in-person, either in a hybrid learning model or a full-time in-person model
- Students/Parents shared frustration with distance learning rather than in-person/on-campus learning
- Parents expressed concern over their students having to wear masks all day on campus
- Parents expressed a need for more than one technology device in homes in which they have more than one student
- Parents expressed concern about students not being motivated to attend online sessions
- Parents stressed the importance of engagement with students in a distance learning environment, with communication, support, and regular interaction being keys to student success
- Most parents/students wanted to implement Option #1: Full On Campus, as soon as possible
- A high percentage (80-90%) of parents supported the Option #3 Half Day AM/PM
- Some parents (10-15%) have requested Online instructional education for the full school year, due to COVID-19 concerns
- Parents expressed interest in providing parent training/support opportunities in a virtual format

School Staff:

- Teachers expressed frustration and made suggestions for teaching in an online learning environment and on purchasing needed curriculum and resources

- Teachers provided feedback on the logistics and scheduling for distance learning, hybrid learning, and in-person learning plan options
- Teachers/Classified staff shared the need for professional development for distance learning
- Staff expressed the need for planning time and preparation for all options
- Staff expressed the need to resume some programs/outlets that would allow students more normal routines, especially for those students with parents who work outside of the home

Stakeholders/Advisory Groups:

- Stakeholders understand the importance of the use of personal protective equipment (PPE), specifically masks, and the need to adhere to physical distancing guidelines,
- Stakeholders expressed the need to ensure that students and staff have access to technology devices and connectivity to ensure access to distance learning curriculum through synchronous and asynchronous learning
- Stakeholders emphasized the need to support student mental health and well-being
- Stakeholders expressed the need to provide academic support to students, especially those with the greatest need
- Stakeholders thanked the District for continuing nutritional services and meal distribution
- Stakeholders shared ideas regarding disinfecting processes on campuses

Please Note: No Feedback required the superintendent to provide written responses for any session held.

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

The overarching theme from all stakeholders was the safety of the students and staff and the ability of all students to thrive academically as well as socially and emotionally in the different learning environments. MUSD fully embraced most of the stakeholders' suggestions and comments and the influence of stakeholder input and feedback can be found throughout the Reopening Action Plan 2020 and this Learning Continuity and Attendance Plan. The below list are some of the ideas and changes that were made to the Reopening Action Plan 2020 based on stakeholder input:

- In-Person Instructional Offerings
- Ordering of technology and needed materials and supplies
- Continuity of Instruction and Learning
- Implementation actions for all plan options
- Access to technology Devices and Connectivity
- Student Participation and Grades
- Distance Learning Professional Development
- Plans for Staff Roles and Responsibilities
- Support for Students with Needs
- Actions Related to the Distance Learning Program
- Student Learning Loss and Learning Loss Strategies
- Effectiveness of Implemented Pupil Learning Loss Strategies. Actions to Address Pupil Learning Loss

- Mental Health and Social and Emotional Well-Being
- Family Engagement and Outreach (Home visits)
- Parent Training
- Meals & Nutrition
- Additional Actions to Implement the Learning Continuity Plan

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.]

The following options (#7/#3/#1) are listed in the most timely and likely approach for MUSD to begin on-campus, classroom-based instruction when the Governor's office, California Public Health Dept. Guidelines, Kern County Health Dept. Guidelines, all allow for the reopening of schools. Option #7: "Limited, Targeted, Specialized, Small Cohort On-campus Support Services," provides the first option plan while Kern County remains on the Monitoring List-Purple. Option #7 can be implemented based on the August 25, 2020, CDPH Guidance regarding permissible small-group in-person services. This Option will support some of the high-need students, particularly 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.

Once Kern County is removed from the State monitoring list for the appropriate number of days (currently 21 days), then the District can implement Option #3: "Combination of in-person and distance learning with social distancing, smaller class sizes alternating with distance learning. This option implements a Half Day Schedule (AM/PM) for all TK-12 students."

Once Kern County has been given the approval to return to school using Option #1: "FULL Return to School" the District will implement this option. The District will support parents who decide to remain using Option #6 Online instruction by providing support of a certificated teacher at each grade level span (TK-2//3rd-5th//Middle School/High School)

OPTION #7 Action Plan:

Limited, Targeted, Specialized, Small Cohort On-campus Support Services. All on-campus safety measures will be enforced. Five Cohort Groups 14 students or less in each (TK-2nd/3rd-5th/6th-8th/9th-12th) will provide support services (i.e. instructional, technology, location, motivation, supervision, EL and special education). Most core instruction will be distance learning via teachers.

Update 8-27-20: On August 25, 2020, CDPH issued the Cohorting Guidance regarding permissible small-group in-person services. The Cohorting Guidance authorizes small-group, in-person services in controlled, supervised, and indoor environments, such as those operated by local educational agencies (LEAs).

Key Points of Option #7:

- All of the related health, safety and wellness guidelines listed, beginning on page 7, will be implemented and enforced to support the health and safety of students, staff and community members
- All students MUST wear a Mask on campus/buses
- All students/staff will be socially distanced by 6 ft.
- Daily Temperature and Health checks
- One set of restrooms will be assigned to each of the Five Cohorts for their use only
- Each location and all areas used for program will be cleaned and sanitized daily in-between use. Program staff will also use sanitizer during breaks
- Support Service can include; Support for helping students be able to access and receive the Online Instruction from their teacher(s). Other special educational services such as occupational therapy services, speech and language services, and other medical services, behavioral services, educational support services as part of a targeted intervention strategy or assessments, such as those related to English learner status, individualized educational programs and other required assessments.
- Five Cohorts will be formed per grade level spans (TK-2nd//3rd-5th//6th-8th//9th-12th//Sp. Ed.)
- Each Cohort support group will have less than 14 students with up to two staff members for supervision and support
- Selected students for the support program will be placed in One Cohort location and stay with that Cohort while on campus to restrict cohort mixing
- A limited number of selected students will be invited to participate in the support program. The determination will be made based on the needs of students. Students with disabilities will be prioritized by the school for receiving targeted supports and services. In addition, English learners, students at higher risk of further learning loss or not participating in distance learning, students at risk of abuse or neglect, foster youth and students experiencing homelessness may also be prioritized
- One mid-morning 15 min Break will be provided
- Students MUST bring their backpack with computer and charger. The computer MUST BE CHARGED and ready to go!!
- Grab n' Go Breakfast sacks will be provided to each student as they move through the Cafeteria each morning for the temperature check. The Breakfast will be eaten in the support room. Also, students will take home a sack lunch upon dismissal at 11:00 a.m.
- Transportation Services: Bus routes will be provided (one student per seat). Schedule To Be Determined.

OPTION #3 Action Plan:

Combination of in-person and distance learning with social distancing, smaller class sizes alternating with distance learning. This option implements a Half Day Schedule (AM/PM) for all TK-12 students and Half Day Enrichment Activities for some TK-5th Graders Needing Child Care when not in the classroom

This option allows the district to flexibly respond to public health necessities while implementing the highest level of engagement possible for students at any given time. The District believes it is very important to have all students receive school instruction (live from their teacher(s) each day even for a shortened time period

Key Points of Option #3:

- All of the related health, safety and wellness guidelines listed, beginning on page 7, will be implemented to support the health and safety of students, staff and community members
- Students attend school daily for a half day and work from home on assignments half day, four days per week (Mon/Tu/Th/Fri). Wednesdays will be used for full-campus cleaning, staff training, and distance learning preparation
- Half of the students in classrooms at a time (about 12), AM Session 8:00-11:00 // PM Session 12:00-3:00
- All three schools (Elem./Middle/High) will start and finish at same time (AM 8:00am-11:00am//PM 12:00-3:00pm)
- TK-5th grade students, per parent request for child care, will stay on campus full day attending enrichment sessions when not in classroom instruction. This service is being provided to support working families that need child care during regular school hours only
- Families will be assigned and will attend same schedule, AM or PM to keep families together
- Core subject content will be taught only (ie. ELA/Math/Sci./S.S.)
- SDC Special Education students will be on campus all day, four days per week, Monday-Friday (except Wednesdays). Meals will be served in classroom with mid-day break
- Recess/Breaks: One 15 min Elem. recess per Ind. classroom-one class on the playground at a time (see Schd. below) // MS & HS 5 min passing periods between classes
- Food Services: For HS/MS: Breakfast will be served in classrooms for AM students and those students will take home a sack lunch upon dismissal at 11:00 a.m. PM students will eat lunch served in classrooms and those students will take home Sack Breakfast for next morning upon dismissal at 3:00 p.m. Tuesday, all students will take home both meals for Wednesday online session. For Elementary Enrichment students on campus all day, meals will be served on campus per schedule, detailed in the plan
- Transportation Services: AM/PM bus routes (Half students on bus at a time with one student per seat)
- Technology Services: To provide technology support to families, students will receive a new Computer Backpack with their Chromebook, power cord, and a “mifi” internet device (as needed) to be brought back and forth to school each day. Parents/Students will be responsible for charging the computers at home each night ready for use the next day
- Distancing and hand sanitizer will be used. Use of masks for all staff and students. All classrooms, restrooms, and offices will be disinfected between AM/PM sessions and afterschool
- No Late start Thursdays or Minimum days will be implemented as stated on the Board of Education approved District calendar
- Teachers will be on Regular Schedules and Classified staff will work Monday-Friday w/modified times, as needed//Wednesday schedules may vary

OPTION #1 Action Plan:

FULL Return to School: This is the Preferred Option; However, this option is based on Kern County Health Dept. full release for schools to return on a Regular Daily School Schedule (100% student population), but with additional safety measures and limited extracurricular activities

Key Points of Option #1

- All Three Schools would return to regular schedules, normal all-day school hours with instruction from Monday-Friday
- Distancing and hand sanitizer will still be used. All staff (maybe students) may need to use masks
- More input from State and County will be needed for the following types of activities to be held; Sports/Clubs/Afterschool Tutoring/Assemblies/Field Trips
- All of the related health, safety and wellness guidelines listed, beginning on page 7, will be implemented to support the health and safety of students, staff and community members

Instruction

- Regular in-person instruction implementation of 100% students on campus
- Teaching through Distance Learning Plan available for families needing this format of education with support from our online teacher(s)
- Begin the year with extensive safety precautions (“Teach To’s”) to set protocols for specific safety routines in classrooms, hallways, bathrooms, at recesses/passing periods, etc.
- All subject content will be taught
- Implement academic pre-assessment and interventions/supports and the need to address social-emotional needs
- Attention to specific student groups in regards to static student grouping and instructional considerations to address learning gaps from the 2019-2020 emergency distance learning
- Training and instruction on how to access computers, virtual tools and

websites in order to prepare students in case we need to go back to distance learning (option #6)

- Traditional special education instruction per IEP plans

Co- and Extracurricular

- Travel and field-trip requests will be handled on a case-by-case basis depending on group size and travel restrictions
- High School Athletics will be determined by The Board of Education with guidance from CIF Southern Section

Site Operations

- No volunteers at school sites during the school day
- Minimize close group gatherings and encourage social distancing awareness
- Plan for outdoor break times
- Staggered class release times to minimize number of students in the hallway
- Minimize the number of students in bathroom areas at the same time
- Minimize wait time outside of the classroom in group gatherings
- Students showing signs of temperature, sneezing, or coughing should be sent to the health office
- Requesting parents to have limited exposure to campus
- Any parent/guest on campus will wear a personally supplied mask

- No use of HS lockers

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

Description	Total Funds	Contributing
1000's (Unrestricted & Restricted) Certificated Positions: Direct Instructional Contribution: Classroom Teachers, Rtl Teachers Non-Direct Instructional Contribution: Administration, Counselor	\$1,868,507	Yes
2000's (Unrestricted & Restricted) Classified Positions: Direct Instructional Contribution: Instructional Aides Non-Direct Instructional Contribution: Office Staff, Health Clerks, Food Services , MOT Services	\$881,547	Yes
3000's (Unrestricted & Restricted) Employee Benefits: All Statutory and Health Benefits for all Personnel positions-(STRS/PERS/Social Security/OASDI/Medicare/Health/Unemployment/Worker's Comp/SUI/Retiree) See above for direct contributing positions	\$1,396,744	Yes
4000's (Unrestricted & Restricted) Materials/Books and Supplies/Equipment: Direct Instructional Contribution: Textbooks, workbooks, Library books, classroom supplies, PASS program, Counseling Program, Training program, Technology Hardware/Software programs Non-Direct Instructional Contribution: Office/Food Services/MOT supplies/COVID-19 Cleaning, Health and Safety related expenditures	\$762,019	Yes
5000's (Unrestricted & Restricted) Services and Other Operations: Training/Memberships/Communication/Prof. contracts/Insurance/Legal:	\$844,865	Yes

Description	Total Funds	Contributing
Direct Instructional Contribution: Training, KCSOS Sp. Ed. Program, Instruction memberships and contracts Non-Direct Instructional Contribution: Non-instructional Training, Memberships, Communication, Prof. contracts, Insurance, Legal services		
6000's (Unrestricted & Restricted) Capitol Outlay: Site operations & improvements/MOT/Technology & Equipment (i.e. Single Purchases over \$5,000): Direct Instructional Contribution: No budgeted purchases in this area at this point Non-Direct Instructional Contribution: No budgeted purchases in this area at this point	\$0	No

Distance Learning Program

Continuity of Instruction

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

Due to the Governor's decision on Friday, July 16th, ordering Counties on the State COVID-19 "Monitoring List" to have all Districts implement online learning only. As of Monday July 20, 2020, Kern County was placed on this watch list. Our District moved implementation plans from Option #3 to fully implement Option #6- "School @ Home" 100% online instruction for all three schools starting on August 10, 2020.

Below is a description of how the MUSD provided continuity of instruction to start the 2020-21 school year to ensure all students have access to a full, rigorous curriculum of substantially similar quality as on-campus instruction and our plan for curriculum and instructional resources that will ensure instructional continuity, based on SB98 signed into law by Governor Newsom on June 30, 2020.

OPTION #6 ACTION PLAN:

Full Distance Learning - “School@ Home” with rigorous distance learning for all students. This option means that every student is in Full Distance Learning mode from home. This option is being implemented due to the State and County mandates for COVID 19

Key Points of Option #6

- This 100% Online option would support students and families to continue full educational implementation from home
- Online Instruction: Technology will be provided and instruction in an upgraded format to improve distance learning methods and will incorporate best practices from last spring’s implementation
- Technology Services: To provide technology support to families, students will receive a new Computer Backpack with their Chromebook, charger, and a “mifi” internet device (as needed) to be used at home for instruction
- Food Services: All “Grab n’ Go” meals (sack breakfast & lunch) will be available for parent/student pick up from 11:30-12:30 daily from the cafeteria parking lot

Safety and Wellness

- Implementing Well-designed, clear communication with students, families, and community members about Option #6 guidelines
- Adhering to Strict safety guidelines when items are picked up at school (ex: books, lesson materials, etc.)
- Providing Social-emotional wellness checks for students, families, and staff that include emotional well-being

Instruction

Providing Daily, Online “Rigorous” Distance Learning based on New State Requirements (SB 98 signed into Law on June 30, 2020):

- Access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work. All MUSD Students will have access to Chromebooks and “mifi” internet devices (see section below)
- Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. All MUSD Teachers and students will be connected via Zoom or Google Meet for Daily Instruction (period by period) and will provide rigorous Common Core State Standard-Bases lessons. A focus on student collaboration and engagement using online formats/tools will be provided. Teacher will apply consistent grading policies. Planning time for teacher preparation will be scheduled daily to support online instruction. The District will provide needed instructional materials for classes with hands-on instruction (i.e. Science labs).
- Academic and other supports designed to address the needs of pupils who are not performing at grade level or need support in other areas. MUSD will provide small group and individualized Response to Intervention (RtI) Teachers to support students in need (English Learners/Special Education, Foster Youth, Homeless) with online tutoring in Language Arts and math skills. Addressing learning gaps will be based on iReady Assessment benchmark data that will be administered during the first two weeks of the school year. School counseling services will be available by appointment for any student who needs social, emotional, and/or academic support (See Section below)

- Special education, related services, and any other services required by a pupil's individualized education program (IEP) with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment. MUSD Special Education Teacher, Mr. Ramos, and our instructional aides, will provide online individualized skill lessons and classroom work support per IEP specifications. Training for instructional aides on providing online support during distance learning will be provided
- Designated and integrated instruction in English language development including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning. All MUSD Teachers will provide small group and individualized EL support for all lessons. The English-Language Arts program and textbook materials have embedded supports for our EL students. The District will provide staff training for supporting English learners in distance learning.
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness. MUSD Teachers will schedule and hold Daily live rigorous interactive lessons using district supported software and programs that work well with distance learning (Zoom/Google Classroom, Google Meet/Canvas with KCSOS grade level content)
- Schools shall provide nutritionally adequate meals for pupils who are eligible for free and reduced-price meals, whether engaged in in-person instruction or distance learning, contingent upon the department receiving an approved waiver from the United States Department of Agriculture, for each day of the scheduled school year. See MUSD's Food Service schedule below

Technology

- Individual Chromebooks will be checked out to all students and/or staff members
- Hot spots "mifi" will be checked out to any student or staff member needing it for distance learning
- Increased family support for how to use the technology and programs
- Increased teacher support/PD to use the technology for distance learning from KCSOS

Services & Operations:

- Food Services: "Grab 'n Go" Breakfasts and Lunches will continue to be served Monday-Friday from 11:30-12:30 from the MUSD cafeteria parking lot.
- School Offices: School and District Offices will be open Monday-Thursday from 9:00a.m.-1:00 p.m. (or call to set an appointment) to conduct necessary business that cannot be handled by phone or conference call
- Counseling Support: School counseling services will be available by appointment for any student who needs social, emotional, and/or academic support. Our school counselor, Ms. Sanchez, can be reached via email at nsanchez@musd.email or by phone (661)769-8231 ext. 350. Should students need additional mental health services arranged, our local office is College Community

Services in Taft. In the case of a mental health emergency the National Suicide Prevention Hotline can be reached 24/7 at 1-800-273-8255.

- Library Services: The Library will be open for book check in and out (one family at a time). Scheduled days/times will be:
- Mondays from 9:00-12:30 for Parent's Last Name A-C
- Tuesdays from 9:00-12:30 for Parent's Last Name D-L
- Wednesdays from 9:00-12:30 for Parent's Last Name M-R
- Thursdays from 9:00-12:30 for Parent's Last Name S-Z
- Technology Support: Technology Support Hours (Mr. Allen) Monday-Thursday from 8:00-9:30 a.m. Please report to office for appointments
- Transportation Services: No Busing services will be needed for Option #6

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.]

MUSD has been committed to providing the technology devices, internet connectivity, curriculum, and professional development for all students/parents and staff to be successful in a distance online learning environment. The district has implemented a one-to-one technology program for many years for all TK-12 students, however, there was a need for updated and additional purchases to support the full implementation for all plan options. With the support of technology tools and training the District will provide a seamless transition from Option #6 & Option #7-distance learning to Option #3-hybrid learning, and eventually the return to an in-person learning environment using Option #1. MUSD has worked continuously over the last few months to provide access, devices and connectivity for all students and staff. The District recognizes the importance of providing professional development, support, and technology tools to allow teachers to successfully implement a high-quality distance learning environment. Student "mifis" hotspots were allocated to all students. The District communicated with families about the distribution of Chromebooks and/or "mifi" through a variety of means including automated all-calls, school websites, and social media.

Technology Protocols for Support for all Reopening School Plan Options:

Option #1-FULL Return to School:

The technology team, including students, will implement ALL of the safety and wellness measures for all three options listed on pages 7-9 while on campus with emphasis on:

- Same operation as last year, HS students will pick up computers from the library each morning before school and return them to the carts at the end of 7th period
- All TK-8th grade students have access to computer cart in each classroom daily
- Devices will not be exchanged between students
- Damaged or nonfunctioning devices will be exchanged at the library.
- Technology staff will utilize hand sanitizer prior and post handling of IT equipment.

- High touch areas on IT equipment will be wiped with disinfectant before handling using district guidelines for safely handling disinfectants

Option #3-Half Day Schedule (AM/PM):

The technology team, including students, will implement ALL of the safety and wellness measures for all three options listed on pages 7-9 while on campus with emphasis on:

- All students/parents will check a Chromebook and “mifi” devices out from the library as

needed during the first week of school in August

- A backpack checked out to all students to safely bring and take home the computer each day
- Students/Parents will be asked to charge devices at home each night
- Devices will not be exchanged between students
- Damaged or non-functioning devices will be exchanged at the library
- Any time a technology staff member must go into classrooms or offices they will wear a mask when social distancing is not possible
- High touch areas on IT equipment will be wiped with disinfectant before handling using district guidelines for safely handling disinfectants
- Staff will utilize hand sanitizer prior and post handling of IT equipment

Options #6 & #7-FULL “School @ Home”/Online:

- All students who need a Chromebook or “mifi” Hotspot will check one out from the library
- A backpack checked out to all students
- Mr. Allen will continue to provide remote Help Desk services to students, parents and staff via aallen@musd.email
- All students will reach out to Mr. Allen or the school office for repair and/or replacement of Chromebook or Hotspot devices
- Any time a technology team member is on site they will wear a mask when social distancing is not possible
- High touch areas on IT equipment will be wiped with disinfectant before handling using district guidelines for safely handling disinfectants
- All staff will utilize hand sanitizer prior and post handling of IT equipment

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.]

MUSD teachers will schedule and hold daily, rigorous virtual interactive lessons using district supported software and programs that work well with distance learning (Zoom/Google Classroom/Google Meet/Canvas with KCSOS grade level content).

The District recognizes the importance of student engagement in their learning whether they are in the classroom or in a virtual setting. Per SB 98 attendance direction, to ensure student engagement, attendance will be taken based on their daily interactions in the online environment and/or in-person when transitioning to a hybrid or in-person learning model options. The days a student is receiving their instruction in a distance learning environment, their attendance is based on daily interactions or time value of work completed for that day as determined by the teacher. Documenting daily participation may be met through live interaction or virtual assignments; it may also be documented through participation in online activities, completion of regular assignments, and contacts between employees, including those other than teachers, and pupils, parents or guardians. While daily participation is used to track attendance and ensure engagement by all students in learning activities, students should participate in scheduled daily live interactions to engage with their teacher and peers. In addition to daily attendance, teachers will maintain Daily Engagement Reports (DER), based on the CDE's suggested format, for each student in synchronous and asynchronous learning.

The District uses "Schoolwise" as the Student Information System (SIS) and it will be used to ensure that students are not only connecting with the school but are also engaged in the daily activities. Student activities will be noted for full or partial day in the following areas:

- Student is not engaged in synchronous or asynchronous instruction
- Student is engaged in synchronous instruction
- Student is engaged in asynchronous instruction
- Student is engaged in both synchronous and asynchronous instruction

For implementation for Option #3 and Option #1, Physical attendance is required on the days in which a student is receiving in-person instruction. Parents of students who have not demonstrated engagement/attendance will receive a daily call informing them of their student's lack of engagement/attendance and providing school site contact information to excuse the absence and/or assistance if needed.

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.]

Each year, MUSD provides professional development and training for all staff. Over the past three years, the District has provided professional development for teachers and staff in regard to research-based instructional strategies, AVID strategies, Explicit Direct Instruction (EDI) lesson planning, Common Core State Standards, Depth Of Knowledge (DOK) Level Strategies, English Language Arts (ELA)/English Learner Development (ELD) strategies, New Science Standards, Professional Learning Communities training, and several trainings on technology tools for our one-to-one computer program. MUSD also Implements a Beginning Teacher Induction Program to help First & Second Year teachers to support student academic growth and support providers for all PIP/STIP/Intern teachers.

For Options #6 & Option #7 online instructional implementation, MUSD recognizes the importance of providing professional development, support, and technology tools to allow teachers and instructional aides to successfully implement high-quality distance learning and support. The District has provided training for teachers and aides in using various tools and programs such as; Canvas, Zoom, Google Classroom, Google MEET, Screencastify, Flipgrid, and other software products to help with online engagement. KCSOS has provided an extensive list of trainings taken by our staff members.

Staff Roles and Responsibilities

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

As MUSD began the 2020-21 school year in Option #6: Distance Learning environment "School @ Home", staff roles and responsibilities will adapt to the learning environment as they support student well-being, academic development, and foster student learning remotely without being able to meet with students face-to-face. In many cases, staff will continue to perform their duties to assist students and families and/or address students' academic and social-emotional needs remotely by telephone and/or through district approved online platforms including Canvas, Google Meet, and Zoom; however, some staff roles may be modified to address the needs of school sites. The superintendent and personnel office will continue to work with school sites and employees throughout the year to address questions and changes as they arise.

As defined in SB98, distance learning provided by MUSD staff will include daily live interaction with students and adaptive lessons for pupils with unique needs including ELs and students receiving special education services. All instructions, assignments, and learning materials will be posted in an online format (i.e. Google Classroom/Canvas). Teachers will post a weekly update with an overview of the learning objectives and expectations. Administrators have access to all links and online learning formats to allow them to observe and support learning for students and staff. Teachers will take attendance daily as described in the Pupil Participation and Progress section of this plan. Teachers will conduct a period-by-period and/or multiple daily check-ins with students and will provide intervention for students who are not engaging online through communication with parents (phone call, email, etc.), communication with our administrators, counselor, and communication with intervention staff for additional support. Instructional Assistants (IA) and Bilingual Instructional Assistants (BIA) will continue to provide support to students while distance learning, including providing small group academic support and check-ins with EL students who have become disengaged from learning. All MUSD staff will be available via email and other online platforms including Canvas, Google Meet, and Zoom. Typically, emails/calls will receive a response within 24 hours.

As of August 27, 2020, in planning for implementation of the pending Option #7: Limited, Targeted, Specialized, Small Cohorts On-campus Support Services program, a certificated special education teacher and several classified instructional aides will be moved into this program to support students using the new cohort model.

MUSD has provided the following protocols for our instructional staff for each Reopening School Plan Option:

Classroom/Teacher Protocol:

Option #1-FULL Return to School:

All teachers will implement ALL of the classroom-based safety and wellness measures for all three options listed on pages 7-9 with emphasis on:

- Wellness self-checks will be reinforced so that students with fever and sneezing are staying home. Teachers will communicate with the office on cases

- Students will be taught (Teach To's) and reminded of proper hygiene practices including handwashing for 20 seconds and covering coughs
- Students will wash hands and/or use hand sanitizer before and after each class
- Classroom doors and windows should remain open, as feasible, to allow for ventilation and the reduction of doorknob usage
- Teach students to enter through one door and exit an outside door when possible
- Arrange student desks and tables with allowable spacing with all students facing the same direction
- Minimize passing of papers. Use one in-box when appropriate
- When students are waiting in lines, teach proper spacing between students
- Consider storage of backpacks and other personal belongings outside of the classroom when possible
- Regular daily attendance will be taken
- Sack Grab n' Go meals will be served in the cafeteria and outside tables

Option #3-Half Day Schedule (AM/PM):

All teachers will implement ALL of the classroom-based safety and wellness measures for all three options listed on pages 7-9 with emphasis on:

- Arrange student desks and tables with 6 feet of spacing with all students facing the same direction with only half of the class present at one time (AM/PM)
- Students will be reminded of proper hygiene practices including handwashing for 20 seconds and covering coughs
- Students will wash hands and/or use hand sanitizer before and after each class
- Classroom doors and windows should remain open, as feasible, to allow for ventilation and the reduction of doorknob usage
- Teach students to enter through one door and exit to an outside door when possible
- Minimize passing of papers. Use one in-box when appropriate
- When students are waiting in lines, teach proper spacing between students
- Consider storage of backpacks and other personal belongings outside of the classroom when possible
- Sack Grab n' Go meals will be served in classrooms per the schedule on pages 12/13
- Teachers will take regular attendance daily using Schoolwise. No perfect attendance will be awarded

Option #6-FULL "School @ Home"/Online:

- All classrooms will be virtual, with possible individual instruction for ELD and Special education support using the related items listed in both options above
- Teachers will instruct students proper school-appropriate online behaviors
- Sack Grab n' Go meals will be ready for parent pick up from 11:30-12:30 daily

Classified Support Staff / Supervision Protocol

Option #1-FULL Return to School:

All staff will implement ALL of their job-related safety and wellness measures for all three options listed on pages 7-9 with emphasis on:

- Wellness self-checks will be reinforced so that students with fever and sneezing are staying home. Classified staff will communicate with the office on any concerns
- Students will be taught (Teach To's) and reminded of proper hygiene practices, including covering coughs, campus-wide, especially on playground/restroom supervisor duties
- When students are waiting in lines, staff will keep proper spacing between students
- Students will be encouraged to wash hands and/or use hand sanitizer after restroom usage
- Staff will be provided product to properly disinfect/spray hard surfaces (balls, door knobs, etc...) when conducting supervising duties
- Office staff will ensure each classified staff has health and first aid items (Band-Aids, etc..) for use to limit office visits

Option #3-Half Day Schedule (AM/PM):

All staff will implement ALL of their job-related safety and wellness measures for all three options listed on pages 7-9 with emphasis on:

- Supervision for Elementary Recesses: One 15 min Elem. recess per Ind. classroom-one class on the playground at a time // MS & HS 5 min passing periods between classes
- Students will be reminded of proper hygiene practices including handwashing for 20 seconds and covering coughs, students will wash hands and/or use hand sanitizer before and after restroom use and being out on campus
- When students are waiting in lines, keep proper spacing between students
- Staff will properly disinfect/spray hard surfaces (balls, door knobs, etc...) when conducting supervising duties
- Office staff will ensure each classified staff has health and first aid items (Band-Aids, etc..) for use to limit office visits

Option #6-FULL "School @ Home"/Online:

- All classified staff will implement all of their job-related safety and wellness measures listed on pages 7-9 of the Plan while on campus

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.]

The District provides support for academic and other needed supports to address the needs of our students who are not performing at grade level or need support in other areas. MUSD will provide small group and individualized Response to Intervention (RtI) Teachers to support students in need (English Learners/Special Education, Foster Youth, Homeless) with online tutoring in Language Arts and math skills. Addressing learning gaps will be based on iReady Assessment benchmark data that will be administered during the first two weeks of the school year. School counseling services will be available by appointment for any student who needs social, emotional, and/or academic support.

All MUSD Teachers will provide small group and individualized EL support for core lessons. The English-Language Arts program and textbook materials have embedded supports for our EL students. The District will provide staff training for supporting English learners in distance learning. With the implementation of Option #7, additional one-to-one and small group on-campus instruction will be a major support to high-need EL students.

MUSD Special Education Teacher and our instructional aides, will provide online individualized skill lessons and classroom work support per IEP specifications. Training for instructional aides on providing online support during distance learning will be provided. With the implementation of Option #7, additional one-to-one and small group on-campus instruction will be a major support to our special education students.

MUSD Teachers have been trained in AVID engagement strategies to foster higher DOK level rigor with all levels of students. Teachers will support our Gifted students with these AVID engagement strategies as well as other strategies targeted at areas/topics of student interests.

Our counselor and administration will provide individual support services to our foster care students and students experiencing homelessness. Supports will include but not be limited to instructional, organizational, emotional, motivational and scheduling to help student cope as well as possible with the change in educational formats being implement based on all Reopening School Plan options.

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

Description	Total Funds	Contributing
NOTE: All budget expenditures for Distance Learning Option is embedded in full budget. Any special expenditures related to this option have been budgeted. However, Some positions and programs are highlighted (IN CAPS) For our Distance Learning "School@ Home" options	N/A	
1000's (Unrestricted & Restricted) Certificated Positions: Direct Instructional Contribution: Classroom Teachers, Rtl Teachers, Special one-year Distance Learning (DL) Online Teachers, EXTRA DUTY PLANNING & PREP Non-Direct Instructional Contribution: Administration, Counselor	\$1,868,507	Yes
2000's (Unrestricted & Restricted) Classified Positions: Direct Instructional Contribution: Instructional Aides, EXTRA DUTY assignments for DL option prep Non-Direct Instructional Contribution: Office Staff, Health Clerks, Food Services , MOT Services	\$881,547	Yes

Description	Total Funds	Contributing
<p>3000's (Unrestricted & Restricted) Employee Benefits: All Statutory and Health Benefits for all Personnel positions-(STRS/PERS/Social Security/OASDI/Medicare/Health/Unemployment/Worker's Comp/SUI/Retiree) EXTRA DUTY assignments for DL option prep See above for direct contributing positions</p>	\$1,396,744	Yes
<p>4000's (Unrestricted & Restricted) Materials/Books and Supplies/Equipment: Direct Instructional Contribution: Textbooks, workbooks, Library books, classroom supplies, PASS program, Counseling Program, Training program, Technology Hardware/Software programs/INTERNET DEVICES (MIFI) Non-Direct Instructional Contribution: Office/Food Services/MOT supplies/COVID-19 Cleaning, Health and Safety related expenditures</p>	\$762,019	Yes
<p>5000's (Unrestricted & Restricted) Services and Other Operations: Training/Memberships/Communication/Prof. contracts/Insurance/Legal: Direct Instructional Contribution: ONLINE Training, KCSOS Sp. Ed. Program, Instruction memberships and contracts Non-Direct Instructional Contribution: Non-instructional Training, Memberships, Communication, Prof. contracts, Insurance, Legal services</p>	\$844,865	Yes
<p>6000's (Unrestricted & Restricted) Capitol Outlay: Site operations & improvements/MOT/Technology & Equipment (i.e. Single Purchases over \$5,000): Direct Instructional Contribution: No budgeted purchases in this area at this point Non-Direct Instructional Contribution: No budgeted purchases in this area at this point</p>	\$0	No

Pupil Learning Loss

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

MUSD will address English language arts, English language development, and mathematical learning loss for our high-need students (EL, Sp. Ed., low-income, foster youth, homeless) in several ways to support academic student growth, including but not limited to, the implementation of strong EDI lessons, for first tier instruction, DOK Level rigorous lessons, use of AVID engagement and organizational strategies, Rtl program for second tier support and iReady computer-based instruction for individualized skill development.

MUSD will assess student levels using iReady Assessment benchmark data that will be administered and gathered four times during the school year for individual and group data comparison. Classroom teachers will collect and use formal and informal Check for Understanding (CFU) assessments, such as, running reading records (A-Z program), AR comprehension testing on Library books read, word recognition, and early education assessments for TK and Kindergarten skills, to better support individualized instruction and to assess ongoing growth for each TK-12 student. Depth of Knowledge (DOK) Level Performance Tasks will be developed and implemented for core units. Teacher Professional Learning Community (PLC) grade level span teams will meet routinely to discuss data and plan strategies to support student growth.

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.]

The District is very concerned with the possible educational decline and emotional fallout from the lack of face-to-face on-campus instruction and connections that these high need populations rely on to be successful during our online instructional format. Thus, the District has planned and is ready to provide safe and secure, using all safety measures, one-on-one or small Cohort group, on-campus instruction for our highest need student populations with implementation of Option #7.

The District's goal is to provide support for academic growth to address the needs of our students who are not performing at grade level or that need accelerated learning due to learning loss from last spring's COVID-19 closure. MUSD will provide small group and individualized Response to Invention (Rtl) Teachers to support students in need (English Learners/Special Education, Foster Youth, Homeless) with online tutoring in Language Arts and math skills. Addressing learning gaps will be based on iReady Assessment benchmark data that will be administered during the first two weeks of the school year. School counseling services will be available by appointment for any student who needs social, emotional, and/or academic support.

All MUSD Teachers will provide small group and individualized EL support for all lessons. The English-Language Arts program and textbook materials have embedded supports for our EL students. The District will provide staff training for supporting English learners in distance learning. MUSD teachers will schedule and hold daily live rigorous interactive lessons using district supported software and programs that work well with distance learning (Zoom/Google Classroom, Google Meet/Canvas with KCSOS grade level content) to directly support our foster youth and low-income students. MUSD will provide small group and individualized Response to Intervention (Rtl) Teachers to support students in need (English Learners/Special Education, Foster Youth, Homeless) with online tutoring in Language Arts and math skills. MUSD Teachers have been trained in AVID engagement strategies to foster higher DOK level rigor with all levels of students. Teachers will support our Gifted students with these AVID engagement strategies as well as other strategies targeted at areas/topics of student interests.

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.]

MUSD will collect data in several ways to ascertain if the instructional measures have supported student growth. As shared above, iReady Assessment benchmark data will be administered and gathered four times during the school year for individual and group data comparison. Classroom teachers will collect and use formal and informal Check for Understanding (CFU) assessments, such as, running reading records (A-Z program), AR comprehension testing on Library books read, and early education assessments for TK and Kindergarten skills, to better support individualized instruction and to assess ongoing growth for each TK-12 students. DOK Level Performance Tasks will be developed and implemented for core units. PLC teams will meet routinely to discuss data and plan strategies to support student growth.

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

Description	Total Funds	Contributing
NOTE: All budget expenditures for Distance Learning Option is embedded in full budget. Any special expenditures related to this area have been budgeted. However, Some positions and programs are highlighted (IN CAPS) that directly related to Pupil Learning Loss	N/A	
1000's (Unrestricted & Restricted) Certificated Positions: Direct Instructional Contribution: CLASSROOM TEACHERS, RTI TEACHERS Non-Direct Instructional Contribution: Administration, COUNSELOR	\$1,868,507	Yes
2000's (Unrestricted & Restricted) Classified Positions: Direct Instructional Contribution: Instructional AIDES Non-Direct Instructional Contribution: Office Staff, Health Clerks, Food Services , MOT services	\$881,547	Yes

Description	Total Funds	Contributing
<p>3000's (Unrestricted & Restricted) Employee Benefits: All Statutory and Health Benefits for all Personnel positions-(STRS/PERS/Social Security/OASDI/Medicare/Health/Unemployment/Worker's Comp/SUI/Retiree) See above for direct contributing positions</p>	\$1,396,744	Yes
<p>4000's (Unrestricted & Restricted) Materials/Books and Supplies/Equipment: Direct Instructional Contribution: Textbooks, workbooks, Library books, classroom SUPPLIES, PASS program, COUNSELING program, Training program, Technology HARDWARD & SOFTWARE programs Non-Direct Instructional Contribution: Office/Food Services/MOT supplies/COVID-19 Cleaning, Health and Safety related expenditures</p>	\$762,019	Yes
<p>5000's (Unrestricted & Restricted) Services and Other Operations: Training/Memberships/Communication/Prof. contracts/Insurance/Legal: Direct Instructional Contribution: Training, KCSOS Sp. Ed. Program, Instruction MEMBERSHIPS and contracts Non-Direct Instructional Contribution: Non-instructional Training, Memberships, Communication, Prof. contracts, Insurance, LEGAL services</p>	\$844,865	Yes

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.]

As MUSD began the 2020-2021 school year on August 10th implementing Option #6 with 100% distance learning (School @ Home" option), our intent will be to bridge gaps related to learning loss and deploy advanced student support structures when applicable. MUSD's Student Behavior and Support "department" has one counselor and the support from administration. However, the counselor is ready to undertake the challenges of providing mental health and social and emotional well-being of Option #6 & Option #7: Distance learning, Option # 3: Hybrid learning and eventually transitioning back to an on-campus, in-person learning environment with Option #1.

Our counselor and administration will monitor the mental health and social-emotional well-being of our students and staff by:

- Working to address possible learning loss and intense social-emotional learning (SEL) / mental health needs that students will have (i.e. anxiety, depression, grief, social-emotional needs, aggression, apathy, substance abuse, coping skills, bio-psychosocial needs,etc.)
- Working to deploy assets for relief and support, as needed, working closely with administration, interagency community partners, and teaching/counseling to ascertain student and/or staff need for intervention and support so that we can respond in a timely and appropriate fashion.
- Creating hybrid and modified scheduling as needed for "distance supports" and planning for in-person student supports in accordance with public health guidance for students/families to access as needed
- Maintaining the anonymous reporting system "Stop It" app for all students and staff to use for each school site.
- Providing Parent support meetings via Zoom every other week as requested by parents who also need a support team. During the meetings the counselor and administration listen to the parents successes, challenges, and frustrations with implementation of Option #6 Online "School @ Home" model! In this format parents are helping parents!
- Creating a Counseling website for students, parents and staff with information and support. Providing information is one major tool to support students, parents and staff.
- All staff and parents will receive training in providing social-emotional learning (SEL) support for student in all implementation options. Biweekly meetings are held with staff on Thursdays (times of meeting are depended on option being implemented). Parents are encouraged to attend the District's Parent Support Meetings/Training held monthly throughout the year hosted by the District counselor and administration.
- Many other ideas for support are being implemented.

Counseling/Support Website: Mrs. Nikki's Website states:

"Welcome to my School Counseling page! The goal of this page is to provide all students and parents at MUSD with resources for academic, social, and emotional success. This site will be updated regularly, and I am always taking suggestions on what might be helpful for you. To make a suggestion or ask a question, please visit my "parking lot" below. Here at MUSD my goal is to ensure that EVERY student knows that they MATTER."

REASSURING CHILDREN (Sample web links)

- Top 10 guidelines on how to help children navigate COVID-19 Inspired by Steve Gross from Life is Good Playmakers 1. Keep it real
- Talking with children about COVID-19 Information for parents and caregivers
- Talking to kids when they need help
- How to Tell When a Kid is Struggling
- Five ways your child can connect with others despite quarantine.
- Joining a meeting – Zoom Help Center
- Google Meet Help sheet - G Suite Learning Center
- Parent Padlet

In order to meet the needs of the social-emotional learning (SEL) / mental health of our students, the District has implemented a Multi-tiered Support System (MTSS) model. Early identification of SEL issues for students can help support both academic and behavioral improvement. The key components of MTSS include:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports
- Parent involvement
- Three Tiers of Support

Our District's MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers via strong SEL support. As such, MTSS uses three tiers of support to assist all students at various levels. These three tiers include, Tier 1 – Primary Level – Majority of students (75-90%), Tier 2 – Secondary Level – Small groups of students (10-25%) and Tier 3 – Tertiary Level – Individual students (< 10%). For more information on the MTSS program is next section, Pupil and Family Engagement and Outreach which deals with all learning aspects including but not limited to SEL.

School Office/Counseling/Administration Protocol for All Reopening Plan Options:

All School Office Staff, Counselor, and Administration will implement ALL of the job-related safety and wellness measures for all three options listed on pages 7-9 with emphasis on:

- School Offices/Counseling Office will have hand sanitizer and masks at the door and everyone will be asked to use when entering
- No students, parents, or staff members should enter the school office if they are feeling sick
- Mask or face covering will be used by everyone entering the school offices
- Plexiglas installed at locations where the public interact with the secretary
- Consistent signage at all school offices will explain protocols
- Wipe down workspace at the start, during, and end of the day
- Use gloves as recommended by health staff
- Limit Parent sign-in/out by secretaries listing the names and information

- Maintain clean and used pen containers, clean used pens for public use
- Limit the number of people (students, parents, etc..) in the office at one time
- Encourage parents to call for an appointment rather than having drop-in visits. Encourage Google Meet or Zoom meetings when possible
- Administration will follow the protocol listed for Behavior/PBIS when working with students and parents

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.]

Maricopa Unified School District continues to implement a Multi-tiered Support System (MTSS) and Positive Behavior System (PBIS) to help our students to stay engaged during all Reopening School Plan options. MUSD's Multi-Tiered System of Supports (MTSS) framework helps our District provide academic and behavioral strategies for students with various needs. MTSS grew out of our integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS. MTSS provides tiered support to students that are struggling with academics and/or with behavioral challenges. Our schools are responding to students with challenges or struggles that interfere with their ability to learn that have been exacerbated by COVID19 educational issues. MUSD uses a framework of interventions and supports designed to address these behavioral and academic challenges. This framework helps our schools identify struggling students early so that they may receive assistance quickly.

Instead of the “waiting for failure” assessment model, MTSS takes a proactive approach to identifying students with academic or behavioral needs. Early assessment and intervention for these students can help them catch up with their peers sooner. The key components of MTSS include:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports
- Parent involvement
- Three Tiers of Support (see list below)

Our District's MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. These three tiers include:

Tier 1 – Primary Level – Majority of students (75-90%)

As the largest tier, and the foundation of strong first teaching and learning is the key for the entire framework. Tier 1 encompasses the entire school with Explicit Direct Instruction (EDI) using the "I Do (Teacher) / We Do (Teacher & Students) / You Do (Ind. Students)" lesson format to "Chunk the Content" and then "Check for Understanding" (CFU). Each lesson must be rigorous core instruction that supports deep learning at all four Depth of Knowledge (DOK) levels of learning and each lesson must fully engage students using AVID strategies to "Hook & Hold" student interest in learning. These will serve as basic interventions provided in the classroom during the lessons being taught to all students. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.

Tier 2 – Secondary Level – Small groups of students (10-25%)

Some of our students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as Rtl reading groups, reteaching of skill lessons, use of hands-on manipulatives, use of graphic organizer tools and individual/small group iReady instruction based on skills needed for each student. At this level it is important to use the "Check-In/Check-Out" (CICO) intervention model to keep students moving forward in meeting academic and behavioral goals. This targeted support allows students to work toward catching up with their peers.

Tier 3 – Tertiary Level – Individual students (< 10%)

A subset of our students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized supports for our Special Education, English Learners, Gifted and Talented Education students. Also Tier 3 can include assistance from outside agencies such as behavioral counselors or family therapists.

MTSS tiers helps our District to organize levels of supports based on intensity so that students receive necessary instruction, support, and interventions based on need. As such, student identities are not based on tier levels. Instead, individuals are identified as students in need of supports. This helps us to respond appropriately and provide students with the assistance they need to prosper in the classroom.

Implementation of Option #7 will support our MTSS program. Providing Limited, Targeted, Specialized, Small Cohorts, On-campus Support Services to our highest-need students will support Tier levels 2 and 3. Forming Cohort Groups with 14 students of less in each (TK-2nd/3rd-5th/6th-8th/9th-12th/Sp. Ed.) will provide small group and individualized academic, motivational, and behavioral support services (i.e. instructional, technology, location, motivation, supervision, EL and special education). Of course, most core instruction will continue to be provided through distance learning via teachers for Tier 1 level instructional support.

District-wide Attendance and Support program for Re-engagement strategies for pupils who are absent for instruction in all options being implemented:

Providing data and securing the engagement of parents and families is important in our MTSS support system. A District-wide Attendance and Support program has been implemented using the following steps for students not meeting compulsory educational attendance requirements:

- Teachers will take daily attendance and engagement using Schoolwise SLS, based on CDE suggested form.
- Office staff will provide daily calls to parents for all non-attending/absent students
- Teachers will intervene with non-engaged students and provide students/parents with the appropriate interventions and supports for re-engagement
- Office staff will initiate attendance procedures to notify and involve the parent by mail of unexcused absences
- Letter #1-after three unexcused days
- Letter #2-after next unexcused day
- Letter #3-after next unexcused day
- Letter #4-stating that Doctor's note is required for any absence
- District superintendent meets with student after the second letter is sent to help create a support plan
- District superintendent meets with parent and student after the Third letter is sent to help create a support plan and help the parent understand the SARB process
- West Side SARB will be notified of needed hearing
- District superintendent attends and testifies at SARB hearing
- If developed, the SARB support plan implementation and monitoring will be followed by the District

As needed, a District translator will accompany the administration during all contacts and home visits for families that require language other than English.

The following are Protocols for staff, students and parents that will support our MTSS for All Reopening School Plan Options:

School Office/Counseling/Administration Protocols for All Reopening Options:

All School Office Staff, Counselor, and Administration will implement ALL of the job-related safety and wellness measures for all three options listed on pages 7-9 with emphasis on:

- School Offices/Counseling Office will have hand sanitizer and masks at the door and everyone will be asked to use when entering
- No students, parents, or staff members should enter the school office if they are feeling sick
- Mask or face covering will be used by everyone entering the school offices
- Plexiglas installed at locations where the public interact with the secretary
- Consistent signage at all school offices will explain protocols
- Wipe down workspace at the start, during, and end of the day
- Use gloves as recommended by health staff
- Limit Parent sign-in/out by secretaries listing the names and information
- Maintain clean and used pen containers
- Limit the number of people (students, parents, etc..) in the office at one time

- Encourage parents to call for an appointment rather than having drop-in visits. Encourage Google Meet or Zoom meetings when possible
- Administration will follow the protocol listed for Behavior/PBIS when working with students and parents

Student Responsibilities

Option #1-FULL Return to School:

All students will implement ALL of the safety and wellness measures for all three options listed on pages 7-9 while on campus with emphasis on:

- Parents need to provide a wellness check for ANY COVID19 symptoms and a temperature check (higher than 100.4 for each child) before sending them to school each day
- Students Perform self-symptom check as age appropriate (if you feel sick at school, tell your teacher immediately)
- Students need to wash hands for 20 seconds, especially after going to the restroom, before eating, and after sneezing, coughing, or blowing your nose
- Use hand sanitizer if soap and water is not an option
- Avoid touching face
- Practice respiratory etiquette: sneeze into a tissue, or your inside elbow; cover your cough
- Use District-provided cloth masks
- Keep your school supplies and materials organized and for only your use-No Sharing
- Keep your food, drink, personal items for you only
- Keep your hands to yourself in class and around the school

Option #3-Half Day Schedule (AM/PM):

All students will implement ALL of the safety and wellness measures for all three options listed on pages 7-9 while on campus with emphasis on:

- Students attend school daily for a half day and work from home on assignments half day, four days per week (Mon/Tu/Th/Fri). Wednesdays will be used for full-campus cleaning, staff training, and distance learning preparation
- Half of the students in classrooms at a time (about 12) AM Session 8:00-11:00 // PM Session 12:00-3:00
- All three schools (Elem/Middle/High) will start and finish at same time (AM 8:00am-11:00am//PM 12:00-3:00pm)
- TK-5th grade students, per parent request for child care, will stay on campus full day attending enrichment session when not in classroom instruction. This service is being provided to support working families that need child care during regular school hours only
- Families will be assigned and will attend same schedule, AM or PM to keep families together
- SDC Special Education students will be on campus all day, four days per week, Monday-Friday (except Wednesdays). Meals will be served in classroom with mid-day break
- Recess/Breaks: One 15 min Elem. recess per Ind. classroom-one class on the playground at a time // MS & HS 5 min passing periods between classes

- Maintain appropriate physical distance in classrooms, on breaks/recesses and while on campus
- Students/Parents will be asked to charge computers at home each night to be ready for school the next day

Option #6-FULL “School @ Home”/Online:

- All classrooms will be virtual, with possible individual instruction for ELD and Special education support using the related items listed in both options above
- Students need to set regular bedtimes/wake-up times to ensure you are rested for online classes
- Students need to be “on-time” for all online classes and complete all assignments. Regular grades will be assigned for ALL assignments!
- Students need to use proper school-appropriate online behaviors
- Students need to go to the “platform” every day to see the lessons, assignments and meetings for you to do each day
- Students need to turn in work on time, as assigned
- Students need to connect with teacher(s) if you need help or have questions
- Students need to stay home if sick and please ask your parent/guardian to notify your school the day you are sick

Parent/Family Responsibilities for All Reopening Options:

As you know, it takes all of us, the school staff and parents, working and communicating TOGETHER to help our students receive the best education possible, especially now during COVID19! Parents and families must play an important role by supporting the implementation of our options especially for Options #3 and #6.

Option #1-FULL Return to School:

All parents and families should implement ALL of the safety and wellness measures for all three options listed on pages 7-9 when sending their children to school and while on campus to deal with items not able to be handle by phone or email with emphasis on:

- Parents need to provide a wellness check for ANY COVID19 symptoms and a temperature check (higher than 100.4) for each child before sending them to school each day
- Parents will be reinforced so that students with fever and sneezing are staying home. Please note that NO perfect attendance will be awarded this school year
- Please make sure to be on time for school and for pick up. We are not able to keep students in offices before or after school.
- No students/families may be on campus before 7:45 a.m. each day. Gates will be monitored
- To keep students and staff safe as possible, parents and guests will only be allowed on campus in the front parking lot and office areas. If you need to access the campus or classrooms, an appointment is needed and administration permission given

Option #3-Half Day Schedule (AM/PM):

All parents and families should implement ALL of the safety and wellness measures for all three options listed on pages 7-9 when sending their children to school and while on campus to deal with items not able to be handle by phone or email with emphasis on:

- Please understand and adhere to the families assigned schedule for AM or PM attendance for Option #3. Remember we were able to place and keep families together on the same schedule, but were not able to assign everyone their first choice (We did give the first 77 families that filled out the parent survey their first choice)
- Please make sure to be on time for school and for pick up after the AM/PM sessions. We are not able to keep students in offices before or after school
- No students/families may be on campus before 7:45 a.m. each day. Gates will be monitored
- To keep students and staff safe as possible, parents and guests will only be allowed on campus in the front parking lot and office areas. If you need to access the campus or classrooms, an appointment is needed and administration permission given
- The District has purchased a Backpack for all students to take the Chromebook back/fourth to school daily. Please limit personal items to school-related items (Computer/Textbooks/Learning tools) and all items need to be kept in backpack (HS-No lockers will be used). Backpacks will be placed on back of desk chair and materials will not be shared by others

Option #6-FULL "School @ Home"/Online:

- All classrooms will be virtual, with possible individual instruction for ELD and Special education support using the related items listed in both options above
- Parents can help students to set regular bedtimes/wake-up times to ensure students are rested for online classes
- Parents can help students to be "on-time" for all online classes and complete all assignments. Regular grades will be assigned for ALL assignments!
- Parents can help teacher instruct students on the proper school-appropriate online behaviors
- Please know that Grab n' Go sack meals will be ready for parent/student pick up from 11:30-12:30 daily
- MENTAL HEALTH:
- Parents and families need to pay close attention to the social-emotional wellness as part of health and safety of their children and let teachers, counselor, and/or office staff know as needed
- Students have access to our District Counselor and she along with our classroom teachers and staff will screen students to determine mental health needs at all three schools. Parents can contact the school office or student teacher to request needed support
- The following Five suggestions are provided from UNICEF for helping your children during this time, especially with Option #6 implementation:

1. Plan a routine together:

Try to establish a routine that factors in age-appropriate education program that can be followed online, on the television or through the radio. Also, factor in play time and time for reading. Use everyday activities as learning opportunities for your children. And don't forget to come up with these plans together where possible.

Although establishing a routine and structure is critically important for children and young people, in these times you may notice your children need some level of flexibility. Switch up your activities. If your child is seeming restless and agitated when you're trying to follow an online

learning program with them, flip to a more active option. Do not forget that planning and doing house chores together safely is great for development of fine and gross motor functions. Try and stay as attuned to their needs as possible.

2. Have open conversations:

Encourage your children to ask questions and express their feelings with you. Remember that your child may have different reactions to stress, so be patient and understanding. Start by inviting your child to talk about the issue. Find out how much they already know and follow their lead. Discuss good hygiene practices. You can use everyday moments to reinforce the importance of things like regular and thorough handwashing. Make sure you are in a safe environment and allow your child to talk freely. Drawing, stories and other activities may help to open a discussion.

Try not to minimize or avoid their concerns. Be sure to acknowledge their feelings and assure them that it's natural to feel scared about these things. Demonstrate that you're listening by giving them your full attention and make sure they understand that they can talk to you and their teachers whenever they like. Warn them about fake news and encourage them – and remind yourselves – to use trusted sources of information such as UNICEF guidance.

3. Take your time

Start with shorter learning sessions and make them progressively longer. If the goal is to have a 30 or 45-minute session, start with 10 minutes and build up from there. Within a session, combine online or screen time with offline activities or exercises.

4. Protect children online

Digital platforms provide an opportunity for children to keep learning, take part in play and keep in touch with their friends, but increased access online brings heightened risks for children's safety, protection and privacy. Discuss the internet with your children so that they know how it works, what they need to be aware of, and what appropriate behavior looks like on the platforms they use, such as video calls.

Establish rules together about how, when and where the internet can be used. Set up parental controls on their devices to mitigate online risks, particularly for younger children. Identify appropriate online tools for recreation together - organizations like Common Sense Media offer advice for age-appropriate apps, games and other online entertainment. In case of cyberbullying or an incident of inappropriate content online, be familiar with school and other local reporting mechanisms, keeping numbers of support helplines and hotlines handy.

Don't forget that there's no need for children or young people to share pictures of themselves or other personal information to access digital learning.

5. Stay in touch with your children's educational facility

Find out how to stay in touch with your children's teacher or school to stay informed, ask questions and get more guidance. Parent groups or community groups can also be a good way to support each other with your home schooling.

Behavior/PBIS Protocol for All Reopening Options:

District will continue to provide positive behavior support for our students using our “Time to Teach” program and our progressive management chart. District protocols and procedures regarding Positive Behavior Intervention System (PBIS) management are listed below

Option #1-FULL Return to School:

- If a student has an offense issue and sent/brought to the office, interviewing parties will abide by reasonable social distance guidelines
- If students are interviewed closer than 6 feet, or within a closed room, staff will wear a mask or face covering
- Searches of student possessions should be first conducted using students to empty their own possessions (backpacks, or purses) and laying out the contents. If further inspection is warranted by staff, disposable gloves should be worn and the searcher’s hands should be washed immediately afterward
- As always, no student will be touched by a staff member in a search. Any search of a student’s pockets should be conducted visually with students emptying their own pockets
- If multiple students are being interviewed at the same time, social distancing between the students will be implemented
- Particular student offenses regarding refusal to follow social distancing or health/safety precautions will most likely be aligned to a violation of 48900 (k).
- For student offenses relating to more aggressive forms of behavior such as coughing, spitting, or threatening other students with COVID 19 infections these will most likely align to a violation of 48900 (a1) or 48900(r) and/or 48900.4. Consequences can align with normal individual considerations for each incident and student

Option #3-Half Day Schedule (AM/PM):

- Same related considerations as outlined in Option #1 plus:
- If a witness, victim, or offender is off campus when an investigation is initiated consideration to student and staff safety should be given as it relates to the immediacy of contacting these parties and requiring them to return to campus. If interviews can be conducted on the phone or Zoom this is preferred.
- Any consequences assigned to an offender keep in mind that they always have a right to provide their own statement or testimony regarding the allegations prior to being informed of the consequence. As always, parents will also be notified of consequences

Option #6-FULL “School @ Home”/Online:

- If an allegation is made by another staff or student regarding an offense, a nexus or relation to school or a school related activity must be established before proceeding with an investigation
- All interviews must be conducted over the phone or on Zoom and consideration should be given to the fact that all proceedings might be recorded by any party without the school’s knowledge and student confidentiality should be considered appropriately.

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.]

MUSD remains dedicated to providing breakfast and lunch meals from our Food Service program for all students. Many year's ago the Maricopa Board of Education decided to implement a "no charge" food service program so that all students would receive all meals at no charge to families. Since the school closure, due to COVID-19, in March, the District has continued to provide meals on a daily bases, including during vacation periods (Spring Break and Summer vacation) using the Seamless Summer Option (SSO) waiver. Unfortunately, as of August 10, 2020, the first day of instruction for the 2020-21 school year, the federal government has not renewed the SSO waiver and has reinstated the federal food service criteria that enforces more restricted rules and doesn't allow for flexible food service distribution. Less families are currently taking advantage of the food service program. Recently, the District started providing meal distribution at school bus stops to better support our student nutritional needs. The District is hopeful that the Federal Government will pass the SSO waiver to again make it easier for our families to receive meals at any school close to their home.

Food Service Protocol for All Reopening Plan Options:

Option #1-FULL Return to School:

All Food Service workers will implement ALL of the job-related safety and wellness measures for all three options listed on pages 7-9 with emphasis on:

- No student or staff member should enter the kitchen/cafeteria if they are feeling sick
- If a food service employee identifies as feeling sick they will immediately contact their supervisor and the main office on site
- Signs will be posted that discourage touching face after sanitizing and not to enter if you are sick, and instructions for proper handwashing
- Staff provided PPE (masks, gloves) and trained on how to properly use
- Mask or face covering will be worn by cafeteria staff
- Gloves properly used when handling ready to eat foods, during food preparation and service, when receiving deliveries and when cleaning and sanitizing.
- Sneeze guards installed at checkout counters and self-serve areas, where possible
- Consider plating each child's meal, to limit the use of shared serving utensils and ensure the safety of children with food allergies.
- Avoid using or sharing items such as tongs, condiments, and any other food items
- Hand sanitizer available at the entry and checkout areas
- Sanitize the kitchen prep areas before starting work for the day. Sanitize areas before and after starting every task, this includes table tops and work areas

- Clean and disinfect frequently touched surfaces within the kitchen at least daily and in between uses (for example, door handles, sink handles, countertops, etc)
- Longer lunch times to stagger groups and disinfect between uses
- Provide physical guides as visual cues such as floor decals, colored tape on floors or sidewalks and signs on walls, to ensure safe traffic flow.
- When possible and safe to do so, doors and/or windows will be open to increase flow of outside air, and to minimize door handles being touched.
- Print and post all guidelines for food service.
- Any parents of distance learners will be able to pick-up meals from 12:00-1:00 from the cafeteria parking lot
- Staff Personal Hygiene:
 - Place mobile phones away from all workstations. Phones can be a vehicle for many germs and viruses, including COVID-19
 - Consume food and drink (even water) away from food preparation areas, and thoroughly wash hands before returning to work.
 - Launder aprons after each meal service or utilize single-use aprons. Avoid asking staff to launder aprons at home.
 - Wear a fresh uniform daily. Practice good hygiene before and after your shift
- Water Systems:
 - Ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown
 - Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains
 - Only staff may be in the kitchen, or delivery area during service
 - When outside deliveries arrive, they must be sprayed by disinfect. Avoid contact with clipboards, pens, etc. Wear gloves when putting away deliveries and then wash hands

Option #3-Half Day Schedule (AM/PM):

All Food Service workers will implement ALL of the job-related safety and wellness measures for all three options listed on pages 7-9 with emphasis on the following:

- AM students will be served breakfast in classrooms and those students will take home a sack “Grab ‘n Go” lunch upon dismissal at 11:00 a.m.
- PM students will eat lunch served in classrooms and upon dismissal at 3:00 p.m. those students will take home sack “Grab ‘n Go” Breakfast for next morning
- On Tuesdays, all students will take home both meals for Wednesday online session
- For Elementary Enrichment students on campus all day, meals will be served on campus per schedule detailed in the plan
- The use of the Cafeteria and Auditorium for the enrichment students will:
 - Limit size groups in the cafeteria space at one time (no more than 40). Follow social distancing recommendations of 6 feet, this will be considerably less than the typical occupancy
 - Space eating seating at least 6 feet apart or with shields between seating
 - Ensure student groupings are as static as possible, restrict mixing of grade level

- Grids or lines will be marked on the floor with adequate space for student lines

Students remain at least 6 feet apart in lines and know where to enter/exit/stand safely in the cafeteria

- Restrict the number of employees in shared spaces, including kitchens, break rooms, and offices to maintain at least a six-foot distance between people
- Food Service staff must not go into other parts of the school except to transport food. When transporting food through the school staff will wear a mask and maintain social distancing of at least 6 feet with other district employees

Option #6-FULL “School @ Home”/Online:

- All “Grab n’ Go” meals (sack breakfast & lunch) will be available for contactless drive-through transactions by parent/student pick up from 11:30-12:30 daily from the cafeteria parking lot as implemented in the Spring/Summer
- Deliver meals at School Bus stops to support the non-SSO Waiver
- Masks and gloves worn by staff when social distancing is not possible
- Masks encouraged for meal pick up (families)
- Post signs to inform customers of food pickup protocols
- Use pop-up tent to protect from rain & sun

Option #7-Limited, Targeted, Specialized, Small Cohort On-campus Support Services:

- Grab n’ Go Breakfast sacks will be provided to each student as they move through the Cafeteria each morning for the Temperature check. The Breakfast will be eaten in the support room. Also, students will take home a sack lunch upon dismissal at 11:00 a.m.

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

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

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
30.21%	\$776,673

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.]

Maricopa Unified School District serves a high percentage of low income student population. With an unduplicated population of 84% and a Free and Reduced Lunch population of 98%, our district targets all students schoolwide for improvement. Our state and local assessment data indicates all MUSD students are in need of support for academic, physical, and social improvement. Research shows (Payne, Hattie, Marzano, Jensen, Archer etc..) that students of high poverty lack opportunities to build foundational skills to develop school readiness and performance. Our students tend to perform significantly below grade level standards. Funds will be principally directed towards and effectively used in meeting the needs of our Low-Income Students, English Learners, Foster Students, and Homeless Students/Families. 1) Due to our high percentage of foster youth, English learners, and low-income students as indicated, the District ensures the use of supplemental and concentration funding is used first to support there high-need student populations. 2) Some of the improvements made in our District has resulted in higher state test result (based on Dashboard Data), however the District still has a high need for growth with our highest-need students.

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

No increase in funding was provided for services between the 2019-20 LCFF Budget and the 2020-21 LCFF Budget. Of course the district continues all effort to increase services and educational program to support our Foster Youth, English Learners, and Low-Income students. (The above Percent/Amount is based on comparison of LCFF Calculator v21.1a-LCAP Tab)