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
Mill Valley School District	Dr. Kimberly Berman Superintendent	kberman@mvschools.org 415-389-7705

General Information

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

As a result of the COVID-19 pandemic and under the guidance of the Marin County Public Health Department and the Marin County Office of Education, Mill Valley School District (MVSD) closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities remotely, receiving instruction primarily through digital means.

Because of the circumstances that remote learning presented families and the differing levels of support students received remotely, the district determined it needed to adjust the grade reporting practices on the third trimester report card. The district received feedback through teacher/principal surveys sent to families, communication from parents, along with other input provided by teachers and staff. We also gathered feedback at the April 20, 2020 LCAP Parent Advisory Committee meeting, May 14, 2020 Board of Trustees meeting, and PTA meetings to hear parent perspectives. The FAQs page on the district website also collected feedback and suggestions. These avenues of information helped the district understand the impacts school closures had on students and families in the spring in order to learn and adjust for the possibility of remote learning in the fall. We continued with Task Force meetings throughout the summer and sent a survey to our community in late June.

Because students were unable to participate with in-person instruction in classrooms during this time, progression of learning grade-level content across all subject areas was affected. There was no universal screener to gather assessment data to demonstrate student progress or regression. Remote learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas. Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction remotely. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19 pandemic. Remote learning also had an impact on students' social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was hard for students and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and decreased their activity level of our students.

The first announcement for fall learning for families was sent on July 17, 2020 from Gavin Newsom announcing no schools were to open prior to being removed from the waitlist. On August 5, 2020, the district announced plans to start the 2020-21 school year fully in Distance Learning and to continue through October 2, 2020 (and longer if needed) based on status in Marin County for return to in-person learning.

Stakeholder Engagement

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

Stakeholder engagement is a vital component of our plans. MVSD is fortunate to have an engaged community that has provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year.

The district distributed a survey to our staff and parent communities in June 2020 to collect information on distance learning and return-to-school models. One thousand three hundred and fifty parents answered questions on the parent survey. One hundred and forty-one staff members answered questions to the survey. We also provided a submission form for frequently asked questions and comments to our website. Our website is ADA accessible and may be translated to language preferred by stakeholders.

The district created a Transition Task Force in June to solicit stakeholder feedback. Meetings were held on June 4 and 18, 2020. Nine Focus group sessions were held on June 15, 16, and 17, 2020. Within the nine focus topics, 32 subgroups were created for small group input opportunities. Nine debrief sessions were then held with the Superintendent on June 15, 16 and 17, 2020.

The district held a LeCAP meeting on Wednesday, August 5, 2020. One hundred and eighteen people attended the meeting. We asked the following questions: "What are you seeing as a social and emotional student need for children in our community? How do you think the

school district can best support these needs in a distance learning model?" and "What more can we do 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?"

Our final two Task Force meetings were held on July 30 and August 6, 2020 which provided additional opportunities for input. One hundred and thirteen people attended the August 6 meeting. We received 73 questions during the Task Force meeting on August 6, 2020 which were either answered directly during the meeting and then addressed in writing on our website on August 6, 2020.

Following the meeting, we asked our advisory committee to submit questions in writing for us to address in writing. These additional questions were answered on August 7, 2020 and posted to our website in the FAQ document.

Another important input is our student voice. We held a breakout session on June 17, 2020 for input. Students shared their challenges and successes with Distance learning. As a follow up, we held an additional LeCAP breakout session for student voice on August 7, 2020. During this meeting we focused questions on engagement, attendance and social emotional wellness for the upcoming school year.

The district held a public hearing at our August 13, 2020 board meeting. This public hearing to solicit community stakeholder input was posted on the Mill Valley School District website which offers translation into other languages and in the local newspaper twice - Mill Valley Herald. In addition, notices were posted at least two of the school sites. In order to reach families who may not have internet, we sent a voicemail and text message to all families for information on how to provide input. The administrative and counseling teams also reached out to families who may not have internet access via telephone, including English language learners, foster and homeless students and low-income families. The board meeting and public comment included 226 participants. It should also be noted that board meetings held using the zoom meeting format has increased community stakeholder engagement and are therefore, reaching participants that would not otherwise be able to join in-person meetings have been able to participate.

Following the board meeting, we held two additional meetings related to the LeCAP plan. The first was September 2, 2020 for stakeholders and the second was on September 9 for students. For these meetings, we asked for questions to be submitted for the district to respond to in writing. These questions were answered and posted on our LeCAP site on September 11.

The district values the input of our community. Staff has reviewed and integrated public comment and information provided at the public hearing from stakeholders for the September 14, 2020 Board meeting and adoption of the LeCAP.

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

Board meetings, transition task force, focus groups and student feedback sessions and LeCAP meetings were open to the public via Zoom due to the shelter at home order.

All meetings were open and accessible for anyone via remote participation. The agenda link is emailed to all families and is available via the MVSD website 72 hours prior to the meeting and a reminder sent again 24 hours prior to the meeting.

The public hearing was held at our regularly scheduled and agendized board meeting on August 13, 2020. Anyone wishing to speak on this item was given notice of the public hearing on August 13, 2020. On August 3, 2020, the public hearing notification was posted at the District Office, Mill Valley Middle School, and Strawberry Point. On August 5, 2020 and August 12, 2020, it was published in the Mill Valley Herald. On August 5, 2020, the district hosted a LeCAP Stakeholder Meeting via Zoom. On August 6, 2020 at 9:00 am, the district hosted a Task Force Meeting with input via Zoom. On August 7, 2020 at 9:00 am the district hosted a Student Breakout Session for feedback via Zoom. Additional stakeholder and student sessions were held on september 2 and 9, 2020. On August 13, 2020, the district held a public hearing at our school board meeting. On September 14, 2020, the LeCAP is scheduled for board adoption and prior to September 30, 2020 deadline. The LeCAP will be submitted to the Marin County Office of Education on September 18, 2020. Participants participated via phone or virtually through Zoom. Members of the LCAP and DELAC were contacted separately to ensure and encourage their ongoing participation.

Anyone wishing to speak at the board meeting is able to submit a speaker slip ahead of the agenda item or is invited to speak during the open time without submitting a speaker slip during the public hearing.

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

Staff and families submitted feedback on the following information on Monday June 22, 2020 through Wednesday, July 1, 2020:

Family Survey
Q1. If county officials reopen schools in the fall with large cohorts (similar to usual class sizes) attending in person with safety precautions consistent with county health guidelines (which currently include cohorts, social distancing and disinfecting protocols), would you send your children to school?

62.2% Yes, I would send my children to school
20.9% I don't know right now
15.9% No, I would not send my children to school
1.9% My children have different needs, so I would keep one or more children at home and send the other children to school

Q2. If you answered no to Question #1, what circumstances would be required for you to send your child to school? (check all that apply)

33.2% There is a vaccine
76.4% Cohort sizes are small
26.9% Classroom time is shortened
60.3% Additional safety precautions are implemented
17.2% Other

Q3. If county health officials reopen schools with safety guidelines and remote learning was an option, which would you choose:

64.9% All of my children would return to physical school

20.6% Unsure
10.9% All of my children would continue remote learning
3.6% Some of my children would return to school and some would continue remotely

Q4. If county health officials require full-time or part-time remote learning, would child care be a concern?

44.5% No
43.4% Yes
12.1% I don't know at this time

Q4. The person who helped my child at home during remote learning (check all that apply):

94.5% Parent
21.7% One or more of my children worked independently
20.8% My child worked independently
8.7% Sibling
8.4% Nanny, Au Pair, Babysitter
4.8% Relative

Q5. Was supporting remote learning difficult for your family? (1 = Very Difficult, 5 = Not at all Difficult)

26.4% 2
26.1% 3
25% 1
15.2% 4
7.4% 5

Q6. What difficulties, if any, have your children faced with access to remote learning? (Check all that apply)

71.5% Difficulty with lack of in-person learning time
57.5% Zoom fatigue
43.9% Parent not available to assist
36.9% Child under stress
34.4% Difficulty understanding the assignments
21.3% Other
19.8% Cannot use the technology effectively (eg, iPads or links not working)
17.8% Having access to hard copy instructional materials for my child
10.5% Internet connectivity
8.9% No difficulties

5.4% No available devices or not sufficient devices
1.4% Child in daycare during the school day

Q7. If county officials require small cohorts of students in person part time alternating with some form of remote learning part time, which schedule would you most prefer IF there is flexibility?

53.7% Students attend 5 days per week for a few hours
39.1% Students attend school fewer that 5 days per week (for example, 2 days per week, 3 days remote)
3.7% If students cannot return to a 5 day regular school hours structure, I prefer all remote learning
3.5% Other

Q8. Do you receive daily updates from the Marin County Department of Health?

67% Yes
20.8% No, I didn't know about the daily update
12.3%

Q9. Will your child attend summer camp in June, July, or August?
44.5% Yes
46.5% No
8.9% Not sure yet

Q10. Will your child socially interact with other children in June, July, or August?
73% Yes
11.4% No
15.6% Not Sure Yet

Q11. How do you feel remote learning met your student's academic needs?
6% Very Well
16% Well
41% Some things Worked
23% Not Well
14% Didn't Work

Q12. How do you feel remote learning met your student's social-emotional needs?
2% Very Well
10% Well
27% Some Things Worked
25% Not Well

36% Didn't Work

Q13. Rate how well these strategies worked for your children:
Live sessions with large group (e.g. Zoom)
5% Very well for all of my children
25% Pretty well for my children
25% Worked for some but not all of my children
29% Did not work well for my children
12% Did not work at all for my children

Live sessions with small group
19% Very well for my children
40% Pretty well for my children
20% Worked for some but not all of my children
9% Did not work well for my children
4% Did not work at all for my children
9% Was not available

Live sessions 1 on 1 with teacher
36% Was not available
29% Very well for all of my children
22% Pretty well for my children
8% Worked for some but not all of my children
3% Did not work well for my children
2% Did not work at all for my children

Pre-recorded lessons by teacher
27% Was not available
10% Very well for all of my children
26% Pretty well for my children
19% Worked for some but not all of my children
12% Did not work well for children
6% Did not work at all for my children

App-based lessons
8% Very well for all of my children
33% Pretty well for my children
30% Worked for some but not all of my children
15% Did not work well for my children

8% Was not available
7% Did not work at all for my children

Independent Study
7% Very well for all of my children
24% Pretty well for my children
30% Worked for some but not all of my children
17% Did not work well for my children
11% Was not available
11% Did not work at all for my children

Weekly Learning Plan
33% Pretty well for my children
24% Worked for some but not all of my children
16% Very well for all of my children
12% Did not work well for my children
10% Was not available
6% Did not work at all for my children

Daily Learning Plan
16% Very well for all of my children
33% Pretty well for my children
24% Worked for some but not all of my children
12% Did not work well for my children
8% Was not available
7% Did not work at all for my children

Daily check-in with teacher on assignments
43% Was not available
20% Pretty well for my children
14% Worked for some but not all of my children
11% Very well for all of my children
7% Did not work well for my children
5% Did not work at all for my children

Detailed schedule for assignments
28% Pretty well for my children
21% Worked for some but not all of my children
20% Was not available

16% Very well for all of my children
9% Did not work well for my children
6% Did not work at all for my children

Flexible assignments to fit with family or student schedule
33% Pretty well for my children
19% Worked for some but not all of my children
17% Very well for all of my children
16% Was not available
9% Did not work well for my children
6% Did not work at all for my children

Teacher office hours
28% Pretty well for my children
21% Was not available
18% Worked for some but not all of my children
13% Very well for all of my children
12% Did not work well for my children
8% Did not work at all for my children

Did you or your children participate in remote community building activities (principal messages/challenges, events, online newspapers, Zoom social events, treasure adventures)?
45% No
31% Sometimes
24% Yes

If you or your children participated, did you enjoy community building activities?
Child 1
39% They were ok
26% Somewhat enjoyable
15% Enjoyed them a lot
12% Not very enjoyable
7% Not at all enjoyable

Child 2
39% They were ok
24% Somewhat enjoyable
16% Enjoyed them a lot
14% Not very enjoyable

7% Not enjoyable at all

Child 3
33% Somewhat enjoyable
33% They were ok
18% Not very enjoyable
10% Enjoyed them a lot
7% Not at all enjoyable

Child 4
44% They were ok
22% Somewhat enjoyable
22% Not very enjoyable
11% Not at all enjoyable

You
41% They were ok
24% Enjoyed them a lot
15% Not very enjoyable
12% Somewhat enjoyable
7% Not at all enjoyable

Will you participate in iReady program for support in reading and math this summer?
52% No
48% Yes

If yes, why did you choose to participate?
25% To catch up
6% To get ahead
27% To prevent summer slide
24% To stay in an academic mindset
53% Other
14% Not applicable

How academically focused do you feel your child will be this summer?
Child 1
55% Same as a typical summer
30% More than a typical summer
16% Less than a typical summer

Child 2
55% Same as a typical summer
29% More than a typical summer
16%

Child 3
56% Same as a typical summer
31% More than a typical summer
14% Less than a typical summer

Staff Survey

School (Check all that apply):
20% Edna Maguire
11% Old Mill
13% Park
11% Strawberry Point
21% Tam Valley
30% Mill Valley Middle School
2% District Office

Are you a classified or certificated employee?
67% certificated
31% classified
2% other

If the county officials reopen school in the fall with large cohorts (similar to usual class sizes) attending in person with safety precautions consistent with county health guidelines (which currently include separation of cohorts, social distancing, and disinfecting protocols), what are your personal concerns:
84% The need to implement many protocols to keep myself, colleagues, and students safe
40% There are factors that put me or my family at higher risk
55% I am worried about my health
56% Difficulty with doing job while protocols in place
15% Other
7% I have no concerns

If county officials reopen schools in the fall with small cohorts of students attending in person part time alternating with some form of remote learning part time, with safety precautions consistent with county health guidelines (which currently include separation of cohorts, social distancing and disinfecting protocols), what are your personal concerns:

72% The need to implement many protocols to keep myself, colleagues and students safe
37% There are factors that put me or my family at higher risk
43% I am worried about my health
45% Difficulty with doing job while protocols in place
63% Balancing remote learning with classroom teaching
18%Childcare
13% Other
6% I have no concerns

If county health officials require full-time or part-time remote learning, will child care be a concern for you?
73% No
18% Yes
9% Not sure at this time

If county officials require small cohorts of students in person part time alternating with some form of remote learning part time, which schedule would you most prefer IF there is flexibility?
45% Students attend school fewer than 5 days per week (for example, 2 days of school, 3 days remote)
31% Students attend 5 days per week for a few hours
19% If students cannot return to a 5 day regular hours structure I prefer all remote learning
5% Other

Do you receive daily updates from the Marin County Department of Health?
59% Yes
33% No, I didn't know about daily update/didn't know how to get them
8% No, I don't want daily updates

How do you feel remote learning met your students' academic needs? (1-Met most students needs well, 2-Met many students needs somewhat well, 3- Worked for some students, not for others, 4- Didn't work very well for many students, 5- Didn't work well for most students)
39% - 3
35% - 2
14% - 4
10% - 1
2% - 5

How do you feel remote learning met your students' social-emotional needs? (1-Met most students needs well, 2-Met many students needs somewhat well, 3- Worked for some students, not for others, 4- Didn't work very well for many students, 5- Didn't work well for most students)

42% - 3
29% - 4
15% - 2
11% - 5
2% - 1

What difficulties, if any, did your students face with access to remote learning? (Check all that apply)
50.4% Internet connectivity
75.6% Zoom fatigue
56.9% Child under stress
52.8% Parent not available to assist
50.4% Internet connectivity
47.2% Cannot use technology effectively to access services
35.8% Difficulty understanding the assignments
28.5% Access to hard copy instructional materials
19.5% No available or not sufficient devices
13% Other
6.5% No difficulties

Rate how well these strategies worked for your students:
Live sessions with large group (e.g. Zoom)
50% Worked for some but not all of my students
22% Did not work that well for my students
17% Worked pretty well for my students
7% Did not work at all for my students
6% Was not available for my students
2% Worked very well for all of my students

Live sessions with small group
39% Worked pretty well for my students
28% Worked for some but not all of my students
18% Worked very well for all of my students
8% Was not available for my students
5% Did not work that well for my students
2% Did not work at all for my students

Live sessions 1 on 1 with teacher
20% Worked very well for all of my students

18% Worked for some but not all of my students
14% Was not available for my students
2% Did not work at all for my students
1% Did not work that well for my students

Pre-recorded lessons by teacher
32% Worked pretty well for my students
29% Worked for some but not all of my students
17% Was not available for my students
15% Worked very well for all of my students
4% Did not work that well for my students
3% Did not work at all for my students

App-based lessons
37% Worked for some but not all of my students
28% Worked pretty well for my students
12% Worked very well for all of my students
10% Was not available for my students
9% Did not work that well for my students
4% Did not work at all for my students

Independent Study or Projects
32% Worked for some but not all of my students
28% Worked pretty well for my students
19% Was not available for my students
11% Worked very well for all of my students
7% Did not work that well for my students
5% Did not work at all for my students

Weekly learning plan
26% Worked pretty well for my students
27% Worked for some but not all of my students
25% Worked very well for all of my students
14% Was not available for my students
1% Did not work that well for my students
1% Did not work at all for my students

Daily learning plan
41% Worked pretty well for my students

27% Worked for some but not all of my students
15% Was not available for my students
13% Worked very well for all of my students
4% Did not work at all for my students
1% Did not work that well for my students

Daily check-in with teacher on assignments
52% Was not available for my students
36% Worked for some but not all of my students
32% Worked pretty well for my students
14% Worked very well for all of my students
4% Did not work at all for my students
1% Did not work that well for my students

Detailed schedule for assignments
34% Worked pretty well for my students
31% Worked for some but not all of my students
16% Was not available for my students
14% Worked very well for all of my students
4% Did not work that well for my students
2% Did not work at all for my students

Flexible assignments to fit with family or student schedule
45% Worked pretty well for my students
25% Worked for some but not all of my students
24% Worked very well for all of my students
3% Was not available for my students
2% Did not work that well for my students
2% Did not work at all for my students

Teacher office hours
34% Worked for some but not all of my students
32% Worked pretty well for my students
14% Worked very well for all of my students
12% Did not work that well for my students
6% Was not available for my students
2% Did not work at all for my students

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

The learning and continuity and attendance plan were influenced by specific stakeholder input in the following ways:
Time for live instruction, consideration of waivers for in-person learning, adjust and adapt learning needs; Consistency in time, delivery, expectation; Assessment and understanding student expectations for a grade level; and iReady support made available to all students in the summer and for the upcoming school year. Additionally, students were extended the opportunity to keep their school issued devices over the summer of 2020.

Based on the LeCAP stakeholder input sessions on August 5 and 7, 2020 with community, staff, and students, following are the broad categories of input:

Staff and families shared about the importance of counseling; concerns about anxiety; the importance of social interaction while distance learning or learning in pods; supporting students with the greatest needs through social-emotional learning, one-on-one check ins, support with food, shelter, and care; worries around new students coming to the district; parents wanting to understand educational standards, learning goals, and benchmarks to know how their child is progressing and wanting tools to help support their child from home; addressing and assessing learning loss; providing RAMP time; working in-person with students if possible or having a physical meet-up to reduce feelings of isolation; wanting to see clear budgets for supports for low income students and differentiation; wanting to see project-based learning done remotely; the importance of assessment, possibly with iReady; executive functioning supports; a range of advancement through distance learning to support advanced students; how to space out remote learning so kids are not on screens for hours at a time; consideration of recording sessions; a focus on consistency of learning; importance of students having devices; creating a template for parents of contacts for various issues; partnerships with community organizations; importance of professional development; concern with keeping kids engaged, online, and on time; importance of time for creativity; wanting to see a daily schedule; importance of strengthening parent/teacher communication and detailed information provided; wanting clarity around learning pods; importance of small group and one-on-one learning; using one portal to access learning and understanding how to share and access assignments; wanting to keep previous year's classes together; and community volunteers of parents who could reach out to students in need of support

Students shared that they felt connected when their teacher did some live instruction, talked about homework, had fun bonus challenges on zoom calls, were able to share how they are feeling, communicated with their teachers via email, and had socially-distanced meetups with classmates. Students felt nervous or sad about the first day of school happening remotely and shared that they prefer to meet their teacher and class in-person, miss their classroom and want to see their friends, are sad if it is a milestone year at the end of elementary or middle school, felt like middle school will be difficult, worried about working slowly, and that they were nervous about zoom meeting schedules. Students shared that they mostly did all of the work assigned during remote learning, but several shared that there was too much work that they were completing late into the night on some days. Some students had difficulty with art and PE assignments and were unable to quickly ask questions about them. It was helpful when work was split evenly throughout the week. Middle school students shared that completing assignments became more difficult when teachers posted or responded to comments in different places within Google Classroom and email. Students believe we can help them be successful by spreading out assignments, providing schedules that do not overlap with other classes, organizing the posting of assignments, training teachers on Google Classroom, and using iReady.

As a result of stakeholder input, the district is incorporating structure, consistency and engagement strategies into the development of learning plans. Staff are meeting in collaborative teams to create responsive plans to meet the needs of students.

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 State provided a waiver process to allow for in-person instruction for students in need. In addition, the State introduced a COVID-19 Blueprint with tiers for re-opening counties. Prior to applying for the waiver, the applicant must (1) consult with labor, parent, and community organizations, and (2) publish elementary school reopening plans on the district website. This waiver was discussed at the August 13, 2020 board meeting. Staff engaged stakeholders for meetings between August 17 and September 10, 2020. Staff invited the community to attend the September 2, 2020 meeting. Staff will present an update on September 14.

On August 25th the state introduced another opportunity for cohorts. These small-group, in-person cohorts are intended for "specialized services, targeted services and support" for students at both elementary and secondary schools. The school-based targeted, specialized support and services include and are not limited to occupational therapy, speech and language, medical and behavioral services, along with educational support services as a part of targeted intervention strategy or assessment, including those related to English learner status, Individualized Education Plans, IEPs, Response to Intervention, RTI, and other required assessments. This guidance urges the local educational agencies to prioritize small-group cohorts to serve the needs of students with disabilities, as well as English learners, and other identified "at-risk and high-need" students (e.g. students experiencing further learning loss through or not participating in distance learning, student experiencing homelessness and/or abuse or neglect, and foster youth) when considering whether to offer small cohort in-person services.

The district will provide instruction to students through a comprehensive remote learning plan that requires students' active engagement everyday. Based on the feedback that was received from multiple stakeholder groups, including students and families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials.

Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the district will ensure that all students in need of a device are provided one and all families in need of internet access are provided a hot spot. Teachers will implement the District K-8 Assessment calendar that includes formative, benchmark and summative assessments to determine progress towards standards both in remote and distance learning. To date, the district has issued over 1,800 devices to students.

School site teams will follow processes to check on and monitor students who seem disengaged during remote learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions.

Teachers, counselors, administrators, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family. In the spring, we engaged in a similar process at Mill Valley Middle School (MVMS). Sixty-five (23%) sixth graders were initially disengaged from remote learning, which dropped to 11 students (4%) due targeted efforts by staff. One hundred and twenty-eight (33%) seventh graders were initially disengaged, which dropped to 10 students (3%) from specific supports to students. One hundred and one (29%) eighth graders were disengaged from remote learning, which dropped to 15 students (4%) due to targeted help from staff.

Throughout the period of remote learning, the MVMS team kept track of these students, documented strategies tried to increase their participation, and noted follow-up actions that would be needed in the fall, such as academic interventions and counseling support. The district will enhance these efforts by consistently developing and implementing a plan for all students.

Safety is of utmost importance for students and staff. The following essential protective equipment (EPE) will be provided:
Disposable face masks for staff and students
Cloth face masks for staff and students
Face shields for staff members
Humanity shields for staff members
Touchless thermometers
Outdoor hand washing stations at each site
Hand sanitizer dispenser in each classroom
Plexiglass shield in school offices and portable plexiglass partitions for each teacher
High-quality air filters being installed or HEPA air purifiers
Food grade sanitizing spray for all sites
Outdoor learning areas
Visual markers and signage
Additionally, we will implement the following:
Preparation of School Sites
How Safety Measures Will Be Implemented

Continue to follow protocols and guidance from Center for Disease Control (CDC), County Health & Human Services and Marin County Office of Education (MCOE)
Essential Protective Equipment (EPE)
Hand hygiene and frequent hand washing
Indoor and Outdoor Learning Spaces
Physical Distancing
Ventilation and Circulation - Exterior windows and doors
Outdoor learning areas
Air Ventilation and Circulation
Outdoor air circulation
Exterior door and windows
Outdoor learning areas

In order to maintain the safest conditions, we will return in a cohort model. Classes will be divided to offer two sessions per day with ½ the class in-person at a time. In order to ensure equitable access to the educational program and academic and other supports, where authorized by the County Health Department, the District may choose to provide in-person learning opportunities five (5) days per week for the students described in SB98 so long as they are part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU. In person cohorts will not exceed 15 students.

In order to provide equitable access to the educational program, special education and other related services, for pupils with an individualized education plan (IEP), unit members in partnership with the District shall ensure that all IEPs can be executed in a distance learning environment. If it is determined by the IEP team that a student should remain in an in-person learning environment five (5) days per week, where authorized by the County Health Department, the District shall offer in-person learning so long as the student is part of a stable classroom cohort for all five days.

Bargaining unit members shall be responsible for planning appropriate standards-based instruction, responding to parents and students in a timely manner, supporting diverse learners, building rapport and connections with students, regularly monitoring student work completion and participation, providing students feedback, and reporting non-participation to the site administrator for additional outreach and follow-up.

Grade-level, standards-based interactive instruction will include content that requires student interaction with their teacher/classmates, content that engages a student in making a response, content that engages students in a visual way, and provides the bargaining unit member opportunities to provide the student encouragement and feedback.

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

Description	Total Funds	Contributing
In-person reopening protocols and procedures require the following items at an increased cost to the MVSD as a result of the impact of COVID-19, including Essential Protective Equipment (EPE)	$212,870	

Description	Total Funds	Contributing
iReady K-8 Program and Distance Learning Curriculum; Additional staffing and assessment; Private School Allocation ($35,101)	$328,160	
Rethinking Schools Task Force Safety Walkthroughs and Support	$6,740	
Staff Professional Development	$105,300	
Technology devices for students	$183,776	
Laptops for staff	$151,734	
Connectivity, including hotspots and improved technology infrastructure	$207,845	

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.]

In a distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98.

All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students.

Prior to the start of the trimester teachers will post class expectations and information sheets with information on accessing the teacher's Distance Learning platform (e.g. Google Classroom), and contact information. Administrators? ?will be provided access to all virtual classes and learning plans.

In the scope of their professional duties, Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher.

Our agreement with our certificated staff indicates agreed upon instructional minutes that align to SB98. Kindergarten will participate 180 minutes per day with 135 live synchronous minutes and 45 asynchronous minutes. First through third, students will participate in 185 live synchronous minutes and 45 asynchronous minutes. Fourth and fifth grade students will participate in 175 live synchronous minutes and 65 asynchronous minutes. Sixth through Eighth grade 165 live synchronous minutes and 75 asynchronous minutes.

A master schedule for each elementary school site will be created by site administrators to incorporate specialist classes into each classroom cohort's weekly schedule. Each class of grades 1-5 students will receive live virtual instruction for art 1x/week, music 1x/week, PE 5x/week, and library 1x/week. Each class of Kindergarten will receive live virtual instruction for art 1x/week, music 1x/week, PE 1x/week, and library 1x/week. Band, orchestra and chorus will also be included in the site master schedules.

Every student will receive core academic lessons and elementary specialist lessons which will be a minimum of 30 minutes per specialist class, and intervention and/or extension. Synchronous learning is whole class, where direct instruction, discussions, and supervised work time occur, and small groups or 1:1 meetings with instructors, where differentiation and extension occur. While some students are meeting in small groups or 1:1 with instructors, remaining students are engaging in asynchronous learning activities.

The district will continue to provide Special Education services, English Language Development classes, Reading and Math Program (RAMP) intervention sessions, and counseling supports virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas.

Teachers are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in distance learning.

The District has procured the i-Ready Assessment and Learning Platform that easily transitions from remote learning to in-person learning. Each student K-8 will take the reading and math diagnostic assessment to determine foundational skill levels. They will then be placed on an

adaptive individualized learning path to learn and practice Common Core State Standards, CCSS, skills towards grade level proficiency and beyond for 45 minutes once a week per subject area. One of the key features of i-Ready, is that the lessons are curated with a direct instruction component, checks for understanding, re-teaching as necessary and independent practice. Teachers are receiving six hours of professional development to ensure that they can read and utilize the diagnostic reports, assign additional or separate lessons as appropriate, monitor student progress on their individualized pathways and provide intervention or acceleration as necessary. Special Education teachers, RAMP teachers, ELD teachers, and instructional aides can also use the i-Ready platform tools for intervention, and ELD targeted lessons.

If a transition between in-person instruction and distance learning is necessary, teachers will be provided with additional pay to plan instruction so no instructional day is lost for students. If a staff member, administrator, student, or household member associated with a stable student cohort tests positive for COVID-19, the District will comply with local health department guidance. During this period of quarantine, students will receive distance learning. The teacher, if medically able to do so, shall continue to provide instruction to the cohort during distance learning. The teacher shall be notified of the transition to distance learning by 12:00 p.m. the day before distance learning is to begin. If not, the unit member will receive 2.5 hours of hourly pay for preparation.

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.]

The District shall ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and wifi.

The district has inventoried all devices this summer. The district collected all outstanding devices by August 14, 2020 and ensured updates and equipment was ready for new distribution. New devices were deployed at the end of the week of August 17, 2020. All students were offered a device. Families that choose not to use a school device confirmed their child has a device. Live attendance was required starting on day one. Attendance is taken as usual. Staff personally follow up with every child not attending by the first day of school.

Over the summer we implemented a new Single Sign on System called Clever for the District. With this implementation, we have been able to create a one stop shop to access curriculum. Students will only need to log into Clever, and from there with one click they will be able to log into a variety of distance learning curriculum and platforms including: i-Ready, seesaw, TCI History Curriculum, IXL, Raz Kids and much more. This platform alleviates the need to memorize multiple accounts and log in information, saving time and stress in a Distance Learning environment. We are able to monitor student use.

Families receive information from their site principal. Our technology team has prepared new iPads for all 6th grade students as well. Teachers have also been provided new laptops to ensure connectivity and support for students through distance learning. All staff may have access to their classrooms and school sites to ensure resources and connectivity as needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Attendance is recorded in our Student Information System. Kindergarten-5 is taken by teachers everyday and for middle school attendance is taken every period. Teachers grade assignments in a timely manner and provide feedback to the students.   All students will be assessed on the K-8 Assessment Calendar including formative, benchmark and summative assessments.

Our agreement with our certificated staff indicates agreed upon instructional minutes that align to SB98. Kindergarten will participate 180 minutes per day with 135 live synchronous minutes and 45 asynchronous minutes. First through third, students will participate in 185 live synchronous minutes and 45 asynchronous minutes. Fourth and fifth grade students will participate in 175 live synchronous minutes and 65 asynchronous minutes. Sixth through Eighth grade 165 live synchronous minutes and 75 asynchronous minutes.

A new engagement tracking form is now in place at all schools. This form extends beyond marking a student present and instead identifies the type of engagement the student is doing. Teachers will chart whether a student attended a live synchronous Zoom session, submitted assignments, accessed curriculum on a learning platform or engaged in some kind of assessment. This will allow teachers and administrators to identify areas of strengths and well as needs for students. This data will be useful for developing a plan to re-engage students as necessary.

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.]

Due to the start of the school year in a distance learning format, staff development days from January 15, 2021 and March 19, 2021 were moved to August 20 and 21, 2020. The first day of student instruction was August 24, 2020. Teacher training and collaboration took place on August 17, 18, and 19, 2020, and August 20 and 21, 2020, was teacher-directed, non-student days.

Additional, optional, professional development was offered the week of August 10th. One hundred and thirty certificated staff registered to attend. The focus was on furthering collaboration and consistency across grades/departments, to utilize research to transform our current units for remote learning, to plan for building classroom community and connection, to develop a plan for deepening student engagement, to develop plans for providing on-going feedback remotely, and to collaborate with our team to support self-care and reduce stress.

For District provided or required distance learning platforms, the District shall provide training for teachers to engage with students in a virtual setting either as part of in-person learning, distance learning, or a hybrid model.

Distance learning professional development included sessions related to:
Racism and equity, listening to personal stories and empathic listening
Tips for supporting SpEd students
Building classroom and community and common language

Building continuity with assessment
i-Ready professional development - using diagnostic assessment to determine student progress
Supporting executive functions & social/emotional wellness
Zoom Overview + Questions
ParentSquare Overview + Questions
Google Classroom Basics
Seesaw Home Learning Overview
Google Classroom Q&A
Digital Workflow for Teachers: Genius Scan App, AirDrop, Videos, and Google Drive
Drop-in Instructional Tech Office Hours
MVSD Specialists PD: Google Sites and Google Files
MVSD Teaching Forum: What's Working with Online Teaching (K-3)
MVSD Teaching Forum: What's Working with Online Teaching (4-8)

Any additional training hours shall be paid at unit members' hourly contract rate of $45 per hour.

Classified Staff Development included our RAMP (Reading and Math Program), Instructional Aides, Health Aides and Special Education IAs.
Getting Grounded with Remote Learning
Common practices to support student learning in Zoom
How to help students with technology and academics
Where to go to find tech resources
Increasing student engagement
i-Ready professional resources
Platforms and apps: Seesaw and Google Classroom

Staff Roles and Responsibilities

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

Certificated staff, including but not limited to teachers, counselors, and librarians, shall deliver curriculum remotely, and will be required to perform daily cleaning and disinfecting that falls within the scope of the normal duties in our bargaining unit. A daily cleaning and disinfection record will be kept.
Additional duties for classified staff shall be as assigned and include but not be limited to the following:
Reading & Math Program Specialist (RAMP): May be asked to help wipe down and disinfect items in the classroom on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet as needed).
Physical Education Instructor – Elementary: May be asked to help wipe down and disinfect items on the yard, including balls and other exercise equipment, on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks.

Provide in-class stress management and mindfulness exercises for students and/or support social/emotional learning routines/curriculum. Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet as needed)).

English Learner Specialist: May be asked to help wipe down and disinfect items in the classroom on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet as needed)).

Building/Grounds Maintenance: Installation and maintenance of COVID-19 related fixtures on work sites. May be asked to perform additional maintenance (with proper training) on HVAC system.

Courier: Daily clean high touch areas of delivery vehicle, and working space in mail room.

Administrative Assistant Elementary/ Middle School: May be asked to enter data relating to daily COVID-19 student surveys and temperature check records to District Office as required.

Administrative Assistant Registrar/Data Processor: May be asked to enter data relating to daily COVID-19 student surveys and temperature check records to District Office as required. May be asked to make changes in the master schedule if current classes for scheduling are divided into smaller sections for cohorts or if a hybrid model is implemented. Changes to the master schedule will be required to be adjusted as the school year evolves.

Food Services Coordinator: May be asked to designate delivery instructions for boxed meals being sent to classrooms. May be asked to deliver meals to classrooms.

Administrative Assistant Student Services: May be asked to contact parents regarding the health status of their students, including notifications regarding potential exposure to COVID-19, quarantine correspondence, tracking quarantine compliance and return to school invitations. Monitor students in isolation rooms. Participate as needed in daily health screenings and/or temperature checks.

Health Specialist: Wellness checks of students and/or staff who are placed in isolation during a school day; monitor isolation room(s). Communication with parents about the current health of their student(s) who are on campus. Create and maintain database of students/staff with underlying health conditions for notification of any cohort/school closure. May be asked to contact parents regarding health of their student, including notifications regarding potential exposure to COVID-19, quarantine correspondence, tracking quarantine compliance and return to school invitations. Assist with daily health screenings and/or temperature checks. Health Specialist will not be asked to perform any nursing duties, regardless of whether he/she is a licensed nurse.

Custodian: May be asked to perform additional deep cleaning tasks associated with COVID-19 prevention, including but not limited to electrostatic/fogging (provided equipment and instruction are provided).

Instructional Assistant Special Ed: May be asked to help wipe down and disinfect classrooms on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Monitor students in isolation rooms. Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet as needed)).

Library Media Assistant: May be asked to deliver books from library to classrooms; sanitize books before being sent out, and after being returned to the library, including tracking decontamination waiting periods for various library media. Provide library instruction in classrooms and to remote learning students, including via interactive technology.

Campus Supervisor/Middle School: May be asked to perform temperature checks of students, log and report the same. May be asked to help maintain social distancing between students/students and staff, and ensure students are wearing face coverings pursuant to public health recommendations/orders. May be asked to accompany students who must leave the classroom to go elsewhere on campus, meet with a parent for early pickup, and bio-breaks.

Instructional Assistant: May be asked to help wipe down and disinfect classroom on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet as needed)).

Instructional Assistant – Kindergarten: May be asked to help wipe down and disinfect classroom on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet as needed)).

Instructional Assistant – Library: May be asked to deliver books from library to classrooms and assist in sanitization of returned books and documentation of decontamination periods.

Office Aide: May be asked to contact parents/guardians about picking up their student who is exhibiting symptoms of COVID-19. Monitor students in isolation rooms.

Copier Aide: May be asked to assist with health screenings and/or temperature checks of students, log and report the same.

Yard Supervisor: May be asked to perform temperature checks of students, log and report the same. May be asked to accompany students who must leave the classroom to go elsewhere on campus, meet with a parent for early pickup, and bio-breaks.

Technology Support Specialist: Sanitize equipment before issuance and upon return. Support distance learning via technology

Executive Assistant to Director of Student Support Services & DO: May be asked to enter data relating to daily COVID-19 student surveys and temperature check records.

Accounts Technician: Process any additional purchase orders for COVID-19 related supplies, including but not limited to fixtures and PPEs.

Administrative Assistant DO: May be asked to report data relating to daily COVID-19 student surveys and temperature check records to State and/or County agencies as required.

Systems Administrator: Support distance learning

Systems Administrator II: Support distance learning

Systems Administrator III: Support distance learning

Staff are supporting students in a variety of ways. RAMP, EL Specialists, General and Special Education Instructional Assistants as well as Health Specialists are checking in on assigned students multiple times throughout the week to provide instructional and social-emotional support.

The parties agree that COVID-19 related safety tasks are to be given priority over other duties. A list of Custodial duties in order of priority for daily performance will be developed and provided to each Custodian. Custodians are to work down the list of priorities. If the complete list of duties cannot be accomplished in the regular workday, the Custodian is to report to their supervisor which of the priorities were not accomplished before the end of their shift. Custodians will record daily cleaning and disinfection for each classroom, workspace and restroom. Parties will jointly develop the forms.

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.]

English Language Learners (ELL) will receive 30 minutes of English Language Development at their level from the designated ELL teachers. Student progress toward English Language Development will be monitored by formative assessments and the ELPAC (English Language Proficiency Assessment for California) will be administered per State mandate. ELL teachers will collaborate regularly with the general education teacher.

Intervention supports will be provided to all students 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 homelessnees who are below grade level and meet the criteria as measured by universal screening measures. Administrators will ensure on-going progress monitoring and appropriate services.

For pupils with exceptional needs, special education case managers will consult with all service providers for their pupils and develop Distance Learning Plans (DLPs) that contain the pupil's IEP goals and address the mode and method of service delivery. The DLPs will also contain a schedule of service delivery as well as the method and schedule for consultation with the pupil's parent/guardian. IEP services for students in MVSD will be provided via live, remote instruction and pre-recorded videos as appropriate to IEP goals. The district will also work with case managers of students who may be placed in special education programs outside of MVSD to ensure that DLPs are being developed for all students.

Additional supports for district students whose IEP necessitates placement in a regionalized program not operated by the district will include but is not limited to the following:
Parent training for the use of technology;
Providing technology or other necessary equipment in the home setting;
Parent/student technology support helpdesk; and
Parent access to mental health service providers.
Utilizing the new District Assessment Calendar, students will be assessed throughout the year. A new key component is the i-Ready diagnostic assessment that will identify key foundational CCSS skills in reading and math. Students will be placed on an individualized learning path based on their diagnostic assessment. Classroom teachers, Special Education Teachers, ELD teachers, Ramp Teachers and instructional assistants will have access to this comprehensive data about each student and can utilize it to guide and support specific targeted skill practice. i-Ready will also be part of the universal screening process and the progress monitoring for students with unique needs.

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

Description	Total Funds	Contributing
iReady K-8 Program and Distance Learning Curriculum; Additional staffing and assessment	See Actions for In-Person Instruction	
Staff Professional Development	See Actions for In-Person Instruction	
Technology devices for students	See Actions for In-Person Instruction	
Laptops for staff	See Actions for In-Person Instruction	
Connectivity, including hotspots and improved technology infrastructure	See Actions for In-Person Instruction	
Transition from Distance Learning	$24,300	

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.]

All teachers will implement the new K-8 Assessment Calendar. K-8 Formative Assessments will be developed by certificated teachers to monitor student learning, check for understanding, provide individual feedback, differentiate instruction and collect data over time.

Kindergarten benchmark assessment will include Educational Software for Guiding Instruction, ESGI. This assessment determines foundational reading, language arts and math skills. Fall administration window is: September - October 18, Winter Administration is December 2- 13; Spring administration is February 24-March 13, and End of year administration is May 18-June 5.

Grades K-5 Fountas and Pinnell Literacy Benchmark Assessments (F&P) are utilized as a progress monitoring measure and allow teachers to plan differentiated reading instruction by determining students' instructional and independent reading levels.

Kindergarten F&P administration window is February - March and the End of year administration window is May to June. First through fifth grade Beginning of Year Administration is October to November.   Second Interval of Year Administration for students below grade level is February - March. End of Year Administration is May to June.

Grades K-8 iReady ELA & Math will utilize the I-Ready diagnostic assessments which meet the California Department of Education mandate for schools to provide diagnostic assessments that "can identify where students are in their learning within key content areas when they return to school so teachers can teach them most effectively." In addition to providing teachers useful information for planning instruction, I-ready provides targeted instruction and independent practice for students in math and reading. Fall administration of i-Ready for all students will be August 31-September 11th; Winter administration will be February 1-12th and Spring administration will be May 17th - May 28.

Additionally all 3rd-8th grade students will be administered the CAASPP in accordance with state testing. The Smarter Balanced Summative Assessments are comprehensive end of the year assessments in English Language Arts (ELA) and mathematics that are aligned with the Common Core State Standards (CCSS) for English Language Arts (ELA) and mathematics and measure progress toward College and Career Readiness. The tests capitalize on the strengths of computer adaptive testing--efficient and precise measurement across the full range of achievement and timely turnaround results
California Science Test (CAST).

English Language Learners will be assessed according to state guidelines. State and Federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. ELPAC consists of two separate assessments: one for the initial identification of students as English Learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. LTELS are being identified and the ELD Coordinator is case managing students to ensure ELD growth in distance and in person learning.

Students performing below grade level will receive Tier 1 instruction and interventions with the classroom teachers and tier 2 instruction with the RAMP (Reading and Math Program) teachers to provide additional small group instruction. Students will be re-assessed through i-Ready, F & P Assessments, and Phonics to monitor progress towards standards.

The District will develop a MTSS (Multi-Tiered Systems of Support) plan which will include a Universal screening of all students, a RTI model for all three tiers of instruction and intervention and a comprehensive tiered support for behavioral supports and interventions.

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 will provide professional development and support for teachers and staff during the 2020-21 school year to address learning loss and accelerate learning progress in a distance learning model to improve Tier 1 instruction.

Professional Development will focus on two key areas: Engagement and Feedback. Utilizing the key ideas in Doug Fisher & John Hattie's new book, The Distance Learning Playbook, teachers will engage in thinking critically about increasing student engagement in Distance Learning. Additionally, one day is dedicated to anti-racism training and team planning. One hundred and thirty teachers volunteered to attend 12-16 hours to build consistency in delivery of instruction, consistency in content and platforms and develop feedback loops to ensure student progress with their grade level or subject area teams.

Additionally, all 200 teachers attended three days of staff development focusing on student engagement strategies for distance learning, focusing on behavioral engagement, cognitive engagement (executive functioning) and emotional engagement, consistency of learning platforms and programs, on-going home-school connection.

Staff will also receive six hours of professional development on the i-Ready platform. Specifically staff will receive training on the overall platform, how to read the i-Ready diagnostic results and determine specific CCSS skill based practice for each student, how to monitor the individualized learning pathways, intervention and acceleration lessons, and how to use the variety of other tools including the dyslexia screener.

Administrators and certificated staff will ensure student progress for all students and specifically traditionally underserved populations (ELL, low-income and foster youth, pupils with exceptional needs, and foster youth & those experiencing homelessness) through universal screener processes and interventions. Progress monitoring will take place every 10-12 weeks and additional supports will be provided as necessary.

Strategies for English Language Learners differs from typical learning with the addition of designated support provided by English Language Development Teachers.

Strategies for Low-Income students will differ for students by partnering with families to determine specific supports for students, strengths the child, focus on social emotional well being and receive support from a crisis support team. Strategies will be focused on better communication and collaboration, resourceful solutions for addressing needs and focus on equitable access for learning.

Staff will use a universal screening process and identify students in these categories and ensure follow up and monitoring for these students. Students were offered summer school support through iReady. Individual progress monitoring for identified students occurred in the summer and will continue during the school year. Additional support will be provided over extended break for students to access learning supports.

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.]

A new representative team will be formed to develop a survey and review results of curriculum implementation, instructional strategies efficacy and assessment data trends. This group will meet three times this year and will include representatives from all schools. Teachers, RAMP teachers, special education teachers, site administrators and district administration will review data to determine if the learning loss strategies in Tier 1, Tier 2 and Tier 3 are showing student improvement on benchmark assessments, surveys, and student engagement.

Data will be shared with LeCAP team members and additional input from stakeholders will be integrated into adjustments and supports 4 times this fall. LeCAP student input sessions will be held 3 times this fall middle school and elementary students to ensure feedback and input opportunities.

The methods of learning loss will be measured by universal screening tools, including the new K-8 assessment plan.

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

Description	Total Funds	Contributing
Staff Professional Development	See Actions for In-Person Instruction	
CIA (Curriculum, Instruction and Assessment Working Group)	$5,000	

Mental Health and Social and Emotional Well-Being

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

The school district has 4 elementary school counselors and 3 middle school counselors employed full time to monitor and support the mental health and social and emotional well-being of pupils. Additionally, the middle school and elementary school counselors have created websites with various resources and materials to help support our students and their families during both distance and in-person learning.

The district has hired a full time Director of Human Resources to support staff during the school year. The district also has provided all classified, certificated and administrative staff the EAP (Employee Assistance Program) to provide support for their personal well-being related to impacts of COVID-19. The EAP includes support for well-being and mental health, counseling for financial challenges and legal support as needed.

In the scope of their professional duties, Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

School counselors have been provided materials to support the Social Emotional Learning Curriculums: Toolbox, Kimochis and Zones of Regulation. Select teachers and staff from each school have been provided training in the Toolbox program, as well as, elementary school counselors will push into every classroom for monthly SEL lessons and support. School counselors also provide staff with needed emotional support and resources. Elementary and middle school counselors offer individual and small group counseling support for various issues such as, but not limited to, grief, family transitions, anxiety, social/friendship, and executive functioning. In addition, school counselors will be providing emotional support for parents through training and check-ins as we transition throughout the year.

Additionally, elementary counselors are planning to finalize their motto, select four tools from the Toolbox program to focus on, layout potential SEL training for staff, finalize platforms for distance learning, and create school-wide plans.

Counselors sent a survey to all families at the start of the year to determine how students felt about the return to school, what key challenges students' had with remote learning in the Spring and areas families are working through including strategies for improving zoom stamina, mindfulness, anti-racism, and other key areas.   Overall, the survey showed that about 75 % of elementary students were happy on a scale of 1 to 5 to return to school. The key challenges from the Spring were zoom fatigue, executive functioning challenges and keeping students engaged in remote learning. Families want support on decreasing zoom fatigue, mindfulness and resources for anti-racism. Counselors have begun weekly guidance lessons on connecting remotely and the key tools from the Toolbox program. They have developed Bitmoji Classrooms that are engaging for students and families to connect and get a plethora of resources. They will also host monthly coffee chats for parents to provide support and parent education. Universal screening will take place for all students at the beginning of the year and targeted students will receive small group and one-on-one counseling support as needed. Progress monitoring of targeted students will continue throughout the year.

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,

The District will develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. These procedures shall require school site administrators or classified staff to make contact with the pupil's parents or guardians pursuant to the requirements of Education Code Sections 43504(f).

Classroom teachers shall regularly communicate with parents and guardians regarding a pupil's academic progress consistent with established practices and procedures for traditional in-person learning.

In the spring, 65 (23%) sixth graders were initially disengaged from remote learning, which dropped to 11 (4%) due to targeted efforts by staff. 128 (33%) seventh graders were initially disengaged, which dropped to 10 students (3%) from specific supports to students. 101 (29% eighth graders were disengaged from remote learning, which dropped to 15 (4%) students due to targeted help from staff. Throughout the period of remote learning, MVMS kept track of these students, documented strategies tired to increase participation and noted follow up actions that would be needed in the fall, such as academic interventions and counseling support.

The following Social Emotional Learning trainings will be provided to staff: SEL Professional Development: Morning Meetings, Schedule for the Day, Keeping Students Engaged and Responsive Classroom, which includes trauma informed practices.

Middle School Reengagement
For students are absent (unexcused) three times during the week (60% or more), a written reeenagement plan is required. Administrators and counselors will
Run daily attendance reports to verify Daily Participation
Communicate with families about absences (unexcused)
Implement Reengagment Procedures with student and family (if needed)
State Law
The District shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. These procedures shall require school site administrators or classified staff to make contact with the pupil's parents or guardians pursuant to the requirements of Education Code Sections 43504(f).

Verify Daily Participation
Teachers will take attendance in Aeries by the end of each class period. By taking attendance in Aeries, it confirms the student's Daily Participation
Students more than 10 minutes late should be marked tardy
Run daily attendance reports to verify Daily Participation
Record any student absent (unexcused) for more than three days (60% or more during a week) on the Student Reengagement Form every Friday
Implement Reengagment Procedures

Reengagement Procedures
For students are absent (unexcused) three times during the week (60% or more), a written reeenagement plan is required.
Administrators (and office staff) confirm unexcused absences of three times or more during a given week, or more than 60% per week
Names will be placed on the Student Reengagement Form
Counselors will initiate contact with families for a parent conference to address attendance and daily participation,
Counselors will document any solutions in Aeries and communicate with teachers and administrators
If unexcused absences continue, the formal SARB (Student Accountability Review Board) process will be initiated

School administrators will oversee the engagement and outreach of pupils for reengagement strategies in the following way. Each step is progressive:
Teachers do the first level of outreach to try to re-engage the student.
For students who remain un-engaged, Administrators provide google documents for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week.
If a student is "absent" from multiple classes or multiple days, the counselors will reach out to their respective students and seek to understand what is going on and work with the student to re-engage them.
Administrators will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks.
At the middle school, Tutors/mentors will be set up (a group of high school students) to further reach out to middle school students who have not connected or may not be doing much/any work. These mentors will connect with the middle schoolers on both an academic level and an emotional support level.

Outreach will be provided to all pupils and their guardians in their language of preference. The district will provide telephonic translation as needed. The district will use data from the Home Language Survey to ensure the language of preference is used.

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.]

Approximately 5% of students in Mill Valley School District participate in the National School Lunch Program (NSLP) and receive free or reduced price meals. With the announcement of school closures, the district reached out to NSLP families by phone and email to determine their interest in continuing to participate in the program while schools were closed.

The district contacted these families two additional times to determine if they would like to participate. New families were able to apply for the National School Lunch Program, and if they qualified, could begin participating at any time. The district partnered with Mill Valley Market to

provide an account to these families for purchasing groceries for their school-age children's lunch on school days from March 16, 2020 to June 11, 2020. During the first week of school closures, families received a bag of groceries to prepare lunches for the week. During the second week of school closures and each subsequent week until the end of the school year, families received $8 per child enrolled in the district per day to be spent at Mill Valley Market for lunch.

Through an Adopt-A-Family fundraising effort with eight other school districts in Marin County, families with children in the National School Lunch Program received a one-time grocery store gift card of $150.00. These families also received a $365.00 card from the State Pandemic EBT program. With a donation from PTA and in coordination with a local food truck, a Pop-up food distribution was offered at Mill Valley Middle School on April 15, 2020 and 22, 2020. In partnership with the Tam Union High School District and through donations made by PTAs and others, a Pop-up Pantry in Mill Valley began April 24, 2020 and provided hundreds of bags of groceries to families each week, either by pick-up or by delivery to homes.

Choicelunch, our school lunch program, commenced on August 24, 2020 at each school site regardless of remote learning or in-person status. MVSD will continue to use Choicelunch throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-boxed and labeled for each student to reduce contact. To order, families will visit order.choicelunch.com. Students who qualify for free and reduced lunch will receive their lunches as usual.

The distribution of school lunches will be provided at each of the schools for both in-person instruction and distance learning as applicable. The MVSD has contracted with Choicelunch to provide a lunch that meets or exceeds the National School Lunch Program (NSLP) requirements. Lunches comply with county health requirements and are distributed in an a la carte lunch pre-boxed and labelled for each student to reduce contact. Families will be required to order in advance or district staff will provide assistance in ordering for families as needed. Lunches may be picked up and taken "to-go" as applicable to the instructional delivery.

Physical distancing shall be maintained between students, between staff and students, and between all staff during their lunch period(s). When school facilities and weather conditions allow, students will eat outside. In a cohort model, students will not eat lunch at school but all students will have access to the lunch program throughout the 2020-21 fiscal year.

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	

Section	Description	Total Funds	Contributing

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
1.52%%	$353,197

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.]

Differentiated learning to address academic needs of all students; close the achievement gap with underperforming students
Homework program at the middle school and targeted elementary sites
High-quality ELD curricular materials and professional development
Strengthen parent involvement and communication
Monitor EL student progress
Reading and Math Support
Designated English Learner Support Time
Our English Language Development Specialists will provide targeted reading, writing, and vocabulary lessons through one-on-one and small-group instruction. Utilizing the i-Ready platform, ELD specialists can identify key areas of English Language Development that require additional instruction and practice. ELD sprecialists will utilize the ELD components of the i-Ready platform and track student progress towards targeted skills. ELD Specialists will serve as liaisons between classroom teachers and students, offering guidance for individualizing assignments and assisting students with completing work. ELD Specialists and classroom teachers will offer students individualized support during check-in meetings. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources.

Low-income students and foster youth will receive targeted supports and services, as needed. To access digital instructional platforms, the district will ensure all students in need of a device and wifi are provided one. The district will ensure all families in need of Internet access are provided a hot spot. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device. The Student Services Director has contacted all families who have foster youth to determine if there is any additional support we can offer to students and families. We have offered academic, social emotional and nutritional resource support. We will continue to coordinate resources identified for these students.

Students who participate in the Reading And Math Program prior to the school closures will continue to receive this intervention during remote learning. RAMP staff offered lessons will be offered virtually to students multiple times per week, assisting with classroom assignments and providing targeted intervention. RAMP staff meet regularly with the classroom teacher to align skill practice to classroom ELA and math lesson progression and determine additional skill area practice. RAMP staff also progress monitor and report to classroom teacher and Principal.

Teachers, counselors, administrators, and other staff will check in regularly with students and families to assess their social-emotional needs and provide counseling as support. Counselors will meet with students individually and in small groups to help them manage their stress, anxiety, and other feelings they were experiencing. MVMS ERMHS (Educationally Related Mental Health Services) Counselor is available to meet with at risk students to support social-emotional concerns. The district Behaviorist is available to work with students and families to support access to and engagement in remote learning. Staff members will reach out to families to inform them of supports provided by the district, City of Mill Valley, and Marin County. Also, students participating in the National School Lunch Program will be provided access to lunch each day.

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

In order to increase services in quality and quantity, RAMP staff are meeting regularly with the District Student Services Director and Instructional Coach to align assessment processes, identification timelines and progress monitoring, identifying key reading and math foundational skills for targeted instruction and alignment with research based programs and strategies and exit and entrance criteria. Staff will provide training and ensure consistency for RAMP teachers to implement leveled literacy intervention kits and intensive supports to achieve grade level competencies. Leveled Literacy Instruction (LLI) kits also provide strong support for students who are acquiring English as an additional language and are receiving classroom reading instruction in English. RAMP support will increase by the required percentage for students.

In order to increase services for English Language Learners who are receiving additional targeted ELD instruction above and beyond classroom integrated ELD strategies, ELD specialists are meeting with District staff weekly to identify all English Language Learners, conduct an informal language assessment, provide immediate ELD support while waiting for ELPAC on-line assessment from CDE. Students with high English Development needs are being targeted for more frequent support from ELD specialists and progress is being monitored more frequently. Specifically, we have reviewed last year's ELPAC data and are carefully monitoring LTELS in middle school to ensure progress in English Language Development. While waiting for ELPAC scores, ELD specialists will review the i-Ready Reading and

Math diagnostic information and give each student an informal oral language assessment. The District is monitoring our ELL counts and will increase the percentage of ELD specialists accordingly.

In order to support our foster youth, English Language Learners, and low-income students who need additional community resources, we will increase support through added staffing. The focus will be connecting families with community programs and county resources, home visits, and targeted case management and follow up.

Administrators will communicate with families of foster youth to ensure responsive actions to support learning.