

MAXWELL UNIFIED SCHOOL DISTRICT
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A Special Board Meeting of the Governing Board of Maxwell Unified School District will be held on September 24, 2020 in the District Office at Maxwell Unified School District in Maxwell, CA at 8:00 a.m. at the above address.

Welcome to the meeting of the Board of Trustees of Maxwell Unified School District. Citizen participation in the form of oral or written communications is encouraged. Persons wishing to participate are requested to but are not required to sign up on the public information sheet available at the back of the meeting room. A file of the documents and backup information concerning the agenda items is also available to the public in the rear of the meeting room. The exhibit agenda binder file is not to be removed from the meeting room.

The public may comment on any item listed on the agenda prior to or during consideration of that item by the Board of Trustees. The Board welcomes a written synopsis of individual presentations.

All Board of Education meetings are digitally recorded and kept on file for 30 days after Board approval of the meeting minutes. The public is welcome to come into the District Office to listen to these tapes. Please call to make arrangements.

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting, please provide a written request to: Kristie Pearson, Executive Secretary at the Maxwell Unified School District Office at least three working days prior to any public meeting.

General Agenda Information

(Exhibits) Items so marked have supporting documents which have been distributed to the Board of Trustees. A public exhibit copy is available at the District Office and a copy will also be available for review at the back of the Board meeting room on the exhibit table.

(HO) Items so marked will have supporting documents handed out at the time the agenda item is addressed. Unmarked items have no supporting documents.

NOTE: This meeting is being agendized to allow staff and the public to participate in the meeting via teleconference, pursuant to the Governor's Executive Order N-29-20 dated March 17, 2020. Executive Order N-29-20 authorizes local legislative bodies to hold public meetings via teleconference and to make public meetings accessible telephonically to all members of the public and staff in effort to observe social distancing recommendations. Members of the public are encouraged to participate in the teleconference. You can listen to the meeting by dialing the teleconference number below:

Join Zoom Meeting

<https://maxwellusd-net.zoom.us/j/92306218049?pwd=ZTIEeWYwNDEyNkZpek9jbHcrTUtUZz09>

Phone: 1.669.900.6833

Meeting ID: 923 0621 8049

Passcode: 096242

Please mute your phone when you are not speaking.

AGENDA

- 1. CALL TO ORDER _____ a.m.**
ROLL CALL
Board Present:
Board Absent:

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF AGENDA (Action Item)

4. PUBLIC DISCUSSION

The Public Discussion item on the agenda allows for input to the Board on issues that are not on the published agenda.

The Governing Board wishes to obtain complete information on all matters which are of proper concern to the Board. Generally, persons wishing to address the Board are requested to sign up on the public information sheet available at the back of the meeting room prior to this item appearing on the agenda. Signing up, however, is not required. Time allotted to speakers may be limited. Speakers are requested to state their name and address for the Board's information. Board members may question speakers. Except under statutorily defined circumstances, action will not be taken regarding public commentary until referred to the appropriate administrative level.

5. PRESENTATION/DISCUSSION AND/OR ACTION ITEMS

A. Learning Continuity and Attendance Plan

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

6. ADJOURNMENT

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
Maxwell Unified School District	Summer Shadley, Superintendent	summershadley@maxwell.k12.ca.us

General Information

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

The COVID-19 pandemic has affected the entire Maxwell Unified School District (MUSD) community and drastically altered the lives of our students, families, and staff in unimaginable ways. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. Since March, families have had to make arrangements for their students to participate in virtual learning. This has put an enormous level of strain on our families as they balance working, and providing for their family, with the educational needs of their children. Virtual learning has been very challenging due to the rural location of our District and remote areas that our students live in and lack of internet access available for students in these remote areas. Students living in the town of Maxwell also experience roadblocks regarding internet due to the poor service they receive from Frontier. The quality and speed of internet in our District has access to is far inferior to the quality of internet found in more populated areas, or areas where large corporations benefit from. Unfortunately, our rural community lacks the internet infrastructure needed to provide virtual learning to all students. In addition, the closure of schools has impacted many students and families by challenging their ability to access basic services. We are a rural community and many of our students rely on the school to provide basic needs and targeted support services that are typically provided in-person. These services include supports for English learners, foster youth, homeless youth, and students with disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. In addition, the loss of learning that has taken place since March far exceeds anything we have ever experienced in education and will negatively impact our students and community for years to come. In addition the decrease in required instructional minutes has negatively impacted curriculum pacing as teachers have to pull essential standards out of the curriculum to ensure students are learning most important standards within their grade levels as it's impossible to cover all standards with the reduction in instructional minutes. Furthermore, traditional methods of instruction, and assessments of student learning have also been disrupted and have posed challenges for administrators, staff and students. In developing the Learning Continuity and Attendance Plan, MUSD has acknowledged the pandemic's disproportionate impacts on all students and families as well as the students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students who are economically disadvantaged.

Stakeholder Engagement

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

MUSD has solicited stakeholder feedback through a number of surveys that have been provided to parents, principals, certificated, classified and unrepresented employees, and students since the pandemic hit our rural communities. The first survey was sent out to parents on June 14. The survey was completed by 37% of the families at MUSD. This survey asked parents specific questions about the success of distance learning in the spring and what strategies could be implemented in the future to make the experience more positive for students and parents. 60% of the parents requested more live instruction, 62% requested an adopted weekly schedule for students to follow, 60% requested more guidance on critical assignments, 53% requested more feedback on assignments, 60% requested a summary of standards/topics that students need to have mastered, 38% requested tips to help their student be successful during distance learning. We also surveyed parents to determine who had reliable internet service. 21% of those who responded reported having no internet or a connection that isn't reliable enough to support distance learning. On June 4, a survey was sent to staff regarding the need for professional development if we were to resume distance learning in the fall. 61% of the responses indicated they wanted additional professional development. Respondents requested professional development in the following areas: Google Classroom, Zoom, curriculum, video producing and editing, access to e-books, student engagement, use of technology, best practices, student accountability, special education, etc. Additional surveys were sent out on July 15th to staff and parents requesting input on returning to face-to-face instruction and the Learning Continuity and Attendance Plan (LCP). We also sent out a survey to all teachers regarding the technology needs of each teacher. In this survey 68% reported their laptop is older than 5 years and 50% reported the laptop as having issues and not working properly. 86% requested a tablet to help facilitate their online teaching, 45% reported the need for speakers, 20% reported that they need a new document camera or they don't have one at all. Letters in students' corresponding languages were also mailed to each as well as emailed to the email address on file. The letter encouraged those with questions, comments, or concerns about Distance Learning or for feedback on the LCP to contact the superintendent by phone or email provided.

The DELAC committee met on September 9, 2020 for stakeholder engagement. The LCP was distributed to committee and committee was given an opportunity to provide input. September 9, 2020 the Parent Advisory Committee (PAC) met for an opportunity to provide feedback on the LCP. The plan was also posted on the District website on September 4, 2020 and a public hearing was held on September 9, 2020 at our regularly scheduled board meeting. The plan is scheduled to be adopted at a special board meeting on September 17, 2020. The superintendent will respond in writing to all comments received.

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

Maxwell Unified stakeholders are provided information regarding public meetings and public hearings through our District website and social media. Parents are also notified through our school messaging system. Per Governor Newsom's Executive Order N-29-20, meetings subject to the Brown Act were offered in a digital format through Zoom. Board meeting and access information are provided to the public on the <https://maxwell-ca.schoolloop.com/> website and at the Maxwell Post Office. Both options allow for participation in public hearings.

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

Data review of the survey demonstrated a need for live instruction to be offered, an adoption of a weekly schedule that was consistent, guidance from teachers on essential assignments and standards that are essential and need to be mastered as part of a building block for future learning, parents requested feedback on assignments, and tips for helping students be successful during distance learning. Parents and staff requested we look at strategies to increase our meal participation rate as many of our students were not utilizing the program. Teachers requested additional staff development and access to technology to support their teaching.

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

The entire Learning Continuity and Attendance Plan was influenced by the stakeholders in our school community. Feedback from the stakeholders helped shape learning continuity and access to education for students. We created a schedule for each site in the district that includes live instruction daily for each class in TK-5 and live instruction for each class every other day in grades 7-12. Teachers are also available daily from 1:00-3:30 to help students. We also enhanced our meal program after receiving feedback from staff and parents about the availability of meals. We are now serving meals at 3 different locations 2 days a week and are delivering to students on both of our bus routes. We also amped up our technology access and provided Chromebooks to every student prior to the start of school. We also provided hotspots to all students that fell within the T-Mobile boundary. We have also worked closely with AT&T to provide internet to students in the Stonyford area. For teachers we included staff development that was relevant to Distance Learning and we also analyzed technology for staff and we provided necessary technology to effectively provide Distance Learning for our students. Staff and parents have expressed concerns for the social and emotional well being of students so we have made arrangements for paraeducators to meet with homeless youth, foster youth, and youth who are at risk. We have also worked closely with our School Resource Officer (SRO) to do welfare checks on students who are not participating in Distance Learning. At our PAC meeting parents wanted to know that the District had an adequate supply of PPE's and they inquired about the air filtration system to make sure our units were running properly. A parent also asked about substitute teachers and how the District plans to deal with substitutes as we move through Distance Learning.

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.]

MUSD has applied for a waiver that would allow our TK-6 grade students to attend in-person. As soon as the waiver is approved, and processes are set-up we will begin in-person instruction. In addition, we are offering the high school library as a location for students to attend in order to access the internet. Teachers are also available from 1-3 PM to support students in-person as needed. Teachers in TK-12 will also offer intervention to students who are at risk of learning loss. These in-person opportunities will be offered in 7-12 grade in cohorts of 14 until our schools are able to open in-person instruction. It is the goal of the District to get students back in the classroom for in-person

instruction as soon as we are allowed. In the meantime, we will take advantage of every opportunity to get students in the classroom for live instruction.

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

Description	Total Funds	Contributing
Purchase barriers for staff for social distancing	\$1061.71	N
Purchase barriers for students in large classes to promote social distancing	\$2500	Y
Purchase touchless hand sanitizer dispenser, paper towel dispensers, and sanitizer	\$2500	Y
Purchase of floor cleaning machines	\$7817.35	Y

Distance Learning Program

Continuity of Instruction

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

It is the goal of MUSD to create learning continuity for all students regardless of how the instruction is being delivered. MUSD is utilizing the adopted curriculum for all students and is supplementing through platforms that offer engaging lesson outlines. In TK and K the students are participating in synchronous learning for 120 minutes a day and asynchronous for 60 minutes daily. Grades 1-3 are receiving 165 minutes of synchronous learning and 65 minutes of asynchronous daily. Students in grades 4-8 are receiving 210 minutes of synchronous and 30 minutes of asynchronous. Students in grades 9-12 are receiving 225 minutes of synchronous learning and 15 minutes of asynchronous on Monday, Wednesday and Friday and 210 minutes of synchronous and 30 minutes of asynchronous on Tuesday and Thursday. MUSD utilizes Google Classroom and Zoom to provide continuity of instruction for all students.

We have students with unique circumstances due to the remote locations that our students live in. For some students, internet access suitable for online learning is not an option at their homes because it simply isn’t offered by any company. For these students and in a handful of other special circumstances, classroom teachers are creating learning packets for students. These packets are returned and collected on a weekly basis. These students are also receiving daily contact from the classroom teacher to ensure access and understanding of curriculum.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

MUSD has made access to devices and technology a top priority. Prior to the start of school, we deployed 150 hotspots giving internet access 80% of our families. We have also ordered an additional 30 hotspots with a different carrier that will reach our most remote students.

In addition, MUSD is working collaboratively with Colusa County Office of Education (CCOE) to complete the EduNet project in Maxwell. CCOE has partnered with T-Mobile to leverage underutilized LTE spectrum in our county to deploy the EduNet. We have also partnered with Maxwell Public Utility to place our LTE radios and antennas on the water tower to broadcast our LTE signal throughout the community. This will allow CCOE to extend their network to the homes of the students safely and securely. Students near our signal will receive it on their district provided LTE Router and convert it to Wi-Fi to work with their county or district provided device.

Upon completion of this project, students living within a 7-mile radius of the District will have access to free internet. Some of the families in our county cannot afford the price to have internet at home. The EduNet would help provide these students safe and secure CIPA compliant internet access. The cost of the EduNet is substantially less than the cost of “out of the box” vendor solutions with greater coverage.

This is a huge financial commitment and will cost the District approximately \$125,000. This is expensive however the District is projected to pay approximately \$40,000 a year in hotspot contracts. So, in 3 years we will be able to offer internet to all students free with the District owned equipment.

In addition to providing internet access to all students, we also reached the 1:1 ratio with Chromebooks in the District. We have offered a Chromebook to every student so they can access their instruction and curriculum.

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.]

Teachers are taking attendance in Aeries on a daily and period basis. When students are absent from class the office is calling to verify the absence. All students are receiving daily synchronous learning as discussed in the Continuity of Learning section. Teachers are keeping logs of the students who participated in their Zoom meetings, these Zoom meetings are considered asynchronous learning. In addition, we have a myriad of reports in Google Classroom that allow us to see student participation and engagement. These reports are run on a weekly basis for records. In addition, teachers are filling out the attendance log put out by CDE for students in each of their classes. These attendance logs are signed and turned in on Friday. The District will continue to utilize the NWEA MAPPs assessment to track progress of individual students. Interventions and supports will be put in place for students after an analysis of the testing results.

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.]

Prior to the start of school, teachers were offered 2 days of staff development focused on the Distance Learning platforms. Every teacher in the District attended the training. Teachers received professional development in the following areas: Google Classroom, Kami, Screencast-o-matic, Zoom, Nearpod, Seesaw, and School Messenger. In addition, the Superintendent is sending a weekly message focused on instructional strategies that teachers can utilize in their classrooms. The technology director has also been available to troubleshoot technology issues as they arise.

Staff Roles and Responsibilities

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

COVID-19 has forced all staff to shift away from their typical job duties prior to the pandemic. Teachers were forced to make immediate and drastic changes to the way they deliver instruction. In the spring they did this on limited resources and professional development. Administration has also had to prioritize tasks within the District and focus on how to get our students safely back on campus. We also had to completely build a Distance Learning platform from the ground up with very little preparation time. Attendance accounting is now a major role that will have to be taken on by teachers and administrators due to what the state is requiring and what will be auditable. Our classified staff have had to work across classifications in order to meet the needs of the district. Some have taken on extra custodial duties, childcare, and meal preparation and distribution.

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.]

MUSD recognizes that these students are the most vulnerable during this pandemic. Teachers are available everyday from 1-3 for intervention and support for every student including those with unique needs. Our ASES program is working directly with our homeless and foster youth to create a safe place and environment for students every day. Students have the option of coming in person or participating through Zoom. We have also opened our high school as a learning hub for students needing a quiet-safe place to access their distance learning. In addition, most teachers are teaching on campus and are available for students requesting additional support. We have also revamped our meal distribution program to ensure we are providing food security during this time. We have also partnered with our SRO to act as a bridge between our foster youth as well as students with exceptional needs that need additional supports. Our administration and teachers are working closely with our special education department to ensure that we are meeting the individual needs of students on IEP's and 504s.

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

Description	Total Funds	Contributing
Hotspot acquisition T-Mobile and AT&T (will be prorated when EduNet is up and running)	\$ 36,000	Y
EduNet infrastructure purchase	\$125,000	Y
Purchase laptops needed to efficiently implement distance learning	\$18243.23	Y
Purchase earbuds for students	\$400	Y
Purchase Zoom for Education	\$2290	Y
Purchase IncidentIQ	\$4438.75	N

Description	Total Funds	Contributing
Purchase labels and label writer for technology	\$191.93	N
Purchase Google Chromecast	\$771.94	Y
Purchase Document Cameras	\$4504.50	Y
Purchase additional monitors for dual screen for distance learning	\$3121.62	Y
Kami district license for online submitting and completing work	\$2226	Y
Purchase Nearpod interactive lesson subscription	\$4000	Y
Purchase Seesaw app for K-3	\$589.88	Y
Purchase screen recording software	\$390	Y

Pupil Learning Loss

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

MUSD has adopted the NWEA Measurement of Academic Performance and Progress (MAP) assessment and has been implementing it for the past 2 years as a way to measure student progress. This platform allows us to test in reading, language development, and mathematics. We are working with NWEA to develop a plan that would allow us to continue to use the platform even during this time of distance learning. We also utilize Edgenuity which is an individualized program that prescribes lessons to a student based on the student's current level. This program works collaboratively with the MAP assessment and is utilized to track student growth. In addition, classroom teachers will continue to track student progress at the classroom level and will develop intervention plans for students who are below grade level standards. The District is working on a plan to complete the initial assessment of our English Learners in TK and K and for those new to U.S. schools. We will use the data from this assessment to provide individualized support for these students and monitor growth moving forward through site-based assessments.

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.]

MUSD strives to provide a rigorous curriculum and instructional program that meets the needs of all students. English learners, low-income, foster youth, homeless students, and pupils with exceptional needs may require individualized strategies to meet their educational needs.

Students will be evaluated to determine individual learning needs. Teachers will collaborate to create an intervention plan that fits the needs of the individual student. This plan may include face-to-face intervention throughout the school day or an asynchronous plan that will be communicated between student and parent and monitored by teachers. This will be determined based on the needs of the student. Teachers will create an action plan for each student participating in intervention. This plan will include a pre and post-test along with goals the student is to achieve during intervention. Plans will be turned in to administration at a date determined by teacher and administrator. Our foster and homeless liaison will work collaboratively with teachers, parents and students to ensure students are benefiting from the education and accelerating.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The NWEA MAP test will be given 3 times throughout the year to determine student growth and progress. The results of the assessment will be utilized to create an action plan for students. In addition, teachers will monitor student progress through Edgenuity and Acellus to identify growth and areas of support needed. As mentioned above action plans will be turned in for students that will include a pre and a post test related directly to the area targeted in intervention. Administration will also be monitoring daily attendance and engagement of students through Aeries and Google Classroom.

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

Description	Total Funds	Contributing
Cost of teachers providing intervention outside of their regular contract day	\$10,000	Y

Mental Health and Social and Emotional Well-Being

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

MUSD recognizes the importance of supporting mental health and the social emotional well-being of its staff and students. While approaches may vary, the underlying principle to keep students and staff healthy is at the forefront of all schools. MUSD supports the emotional and mental well-being through daily contact with the teacher and administration when needed. We do not have a counselor on staff due to the small size of our District but students needing additional support are referred to county agencies. When students are in danger the appropriate agency will be notified immediately. The staff participated in a social and emotional training on August 17th. The training was presented by Dr. Victor Rios and covered the topic of social and emotional supports for students as well as trauma informed practices. Superintendent will also be sharing strategies with staff on a bi-weekly basis. The focus of the District staff development will be in the area of social and emotional learning and trauma informed practices for both students and staff.

Pupil and Family Engagement and Outreach

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

MUSD believes that communication is essential for students to have success in and out of the classroom. The first tier to engage students is with the teacher, student and parent. In this tier the teacher attempts to make contact via phone or email and attempts to relate with the student and family on a personal level to determine why student isn't engaged in class. If after that contact, or if not contact has been successful tier 2 would involve the administrator, student and parent. In this tier the administrator would attempt to make contact by phone or email. If not contact was successful, the administrator would make a home visit to determine how the school can support the student in their educational needs. The parent would be reminded that education is compulsory and required by law. The administrator, student and parent would meet to create a plan that meets the individual need of the student. Administrator would then work with teacher to ensure the plan is working and student is engaged in education. If the plan was not successful or if administrator is not able to make personal contact with the family the administrator would contact the SRO and ask to do a welfare check on the child. Attendance is documented daily in the attendance program, Aeries and in the Distance Learning Log. In addition, parent letters are sent in English and Spanish when students are not meeting compulsory education requirements and who have missed more than 60% of instructional days during any given week. Intervention strategies, home visits, and follow up conferences with students and parents are scheduled immediately to avoid the risk of learning loss. Due to the small student population, regular communication with parents is common practice.

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.]

In order to meet the nutritional needs of all students MUSD modified their meal distribution plan from spring to fall. We now offer meal pick up on Monday and Wednesday at 3 different locations in town. On each day students are receiving meals for multiple days. In addition, we are also delivering meals to students in Stonyford and to students who lie on the outskirts of Maxwell and who may not have a way to get to town due to parents working outside of the home or who lack transportation. At the start of the school year we were offering meals to every student but students not free were having to pay for the meals. In September we applied for a waiver that allows us to provide meals to all school-age children 18 years and younger at no cost. We also will be purchasing water bottle filling stations to increase access to water to students while creating a safe healthy environment.

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

Section	Description	Total Funds	Contributing
N/A	Purchase bottle filling stations to eliminate sharing of drinking fountains during COVID-19	\$6000	Y
School Nutrition	Purchase vehicle identification magnets for vehicles delivering lunches	\$150	N
School Nutrition	Purchase uniforms for employees providing lunches to students off campus to ensure safety and proper identification	\$500	N
N/A	Purchase Health Assist software for staff health screening	\$1150	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.75%	\$18348

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.]

MUSD provides the following actions on an LEA-wide basis but are specifically designed to meet the needs of our unduplicated student populations:

*District wide professional development for all certificated staff which addresses the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low-income students. Topics include engagement and assessment, instructional strategies, equity and access and trauma informed practices. This training occurs over a staff development day at the beginning of the school year, and will continue ongoing throughout the 2020-21 school year. Additional professional development and training will be provided that will support teachers in diagnosing and addressing learning and in accelerating academic progress for all students.

*Devices and connectivity are provided to all students. All students TK through 12th grade receive a Chromebook, and families can request internet access through a district-provided wireless hotspot. Access to devices and connectivity are essential for learning within the remote teaching environment. While we know these needs may exist across all students, they have been the most pronounced in our unduplicated student populations.

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

Services for Foster Youth, English Learners and low-income students are being increased or improved using the strategies mentioned above and taking into consideration the expenditures incurred to meet the improved service percentage of 26.69%. The services and supports listed above are robust, culturally responsive and leverage the various supplemental resources that we have acquired in technology programs, targeted professional development opportunities and curriculum. Curriculum utilized has imbedded integrated and designated ELD. Any group experiencing difficulties accessing curriculum including English Learners will be provided targeted interventions to ensure they have the necessary support to be successful. Counseling and mental health services are also available for students to ensure social well-being during this pandemic as well as during the regular school year.