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
Morongo Unified School District	Tom Baumgarten, Superintendent	tom.baumgarten@morongo .k12.ca.us, 760-367-9191

General Information

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

Morongo Unified is in a remote rural area in the desert situated between a Marine Base in Twentynine Palms and the Joshua Tree National Park. Employment statistics are extremely low due to lack of business opportunities. Most of our stakeholders who have jobs travel outside of the area to obtain their jobs. Many of the remaining jobs in the Morongo Basin involve the tourist industry, the National Park, the Marine Base, and the school district. A high percentage of our stakeholders are low income, working from paycheck to paycheck, with jobs considered non-essential.

The impact for our District and our community from Covid-19 has been devastating. Many stakeholders lacked the ability to afford the basics to support their families. Morongo Unified instituted a food/meal supply service for all stakeholders to ensure that Morongo Basin families had food. This has continued through the summer of 2020. Parents looked to the schools for resources and support as they struggled to provide. Office personnel became contacts to families for questions regarding internet and working through the systems to receive assistance. In addition to this, once school closed, educational activities for students were provided to families to keep students engaged. Electronic devices were provided as needed and paper and pencil packets were provided for areas with no internet service. Morongo Unified School District partnered with several local businesses to provide services where possible, including the local radio station, internet providers, homeless services, and food banks.

Stakeholder Engagement

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

Morongo Unified has made extraordinary efforts to elicit stakeholder input/feedback. During the spring school closure, stakeholder groups met via Zoom to re-examine LCAP priorities. Additionally, a District Advisory Committee comprised of teachers, classified, and administrative stakeholders met via Zoom to discuss a pre-plan on how education would look in Morongo Unified moving forward in a pandemic. An initial electronic survey was conducted in June to ascertain the needs of our stakeholders. This survey was completed by 72% of our stakeholders

which included students, parents/guardians, teachers, classified, administrators, and community members. The data was disaggregated, and information shared with stakeholders and the school board.

To move forward, three plans were generated from this information: Distance Learning, Independent Study, and Hybrid Learning. More information was still needed to establish the specific needs of our stakeholders with each of these plans. In July, another survey went out to parents/guardians of students asking for input regarding the plans, input on their preference of learning plan, what the needs of the household would be for technology with these plans, and what additional support they might need. This survey was published on Facebook, on the District website, and a hard copy with translation in Spanish was sent to every student's home address. This was to address those families without internet access. Additionally, phone calls were made to contact our homeless and foster students to ensure equal access to families without access to internet or a home address. English learner translators were also available via the phone or Zoom for remote access to those in need of services to successfully complete this survey.

The specific results of this survey were tabulated by District and by school site. Large technology purchases were then submitted to address the needs of our families. Administrators of specific schools were given the information to make personal phone calls to address needs of specific families with translators available as needed. Follow-up phone calls to English learner, homeless, foster, and low-income parents confirmed the outcomes from the parent data from the original survey. Hard copy surveys were tabulated and added to the over-all data for each stakeholder group. A Zoom Meeting was held on August 24th to elicit parent/guardian Continuity Plan input for Special Education, low-income, Foster/Homeless and English Learner students. The Learning Continuity Plan was also given to both the Classified and Certificated bargaining units for comment.

All modalities (electronic, hard-copy, phone interviews, public meeting comments) for feedback and input from all groups were utilized and data tabulated and shared with stakeholders. Morongo Unified ensured that the needs of all stakeholder groups (students, parents/guardians, Classified employees, Certificated employees, and administrators) were considered prior to the finalization of this Learning Continuity Plan. This included those without internet access, without a home address, and those that spoke a language other than English.

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

Morongo Unified has made extraordinary efforts to elicit stakeholder input/feedback. During the spring school closure, stakeholder groups met via Zoom to re-examine LCAP priorities. Additionally, a District Advisory Committee comprised of teachers, classified, parents and administrative stakeholders met via Zoom to discuss a pre-plan on how education would look in Morongo Unified moving forward in a pandemic. An initial electronic survey was conducted in June to ascertain the needs of our stakeholders. This survey was completed by 72% of our stakeholders, which included students, parents/guardians, teachers, classified, administrators, and community members. The data was disaggregated, and information shared with stakeholders and the school board.

In July, another survey went out to parents/guardians of students asking for input regarding the plans, input on their preference of learning plan, what the needs of the household would be for technology with these plans, and what additional support they might need. This survey was published on Facebook, on the District website, and a hard copy with translation in Spanish was sent to every student's home address listed. This was to include those families without internet access. Additionally, phone calls were made to contact our homeless and foster students to ensure equal access to families without internet or a home address. English learner translators were also available via the phone or Zoom for remote access to those in need of services to successfully complete this survey. Administrators of specific schools were given the information

to make personal phone calls to address needs of specific families with translators available as needed. Follow-up phone calls to English Learner, Homeless, Foster and low-income parents were made and confirmed the outcomes from the parent data from the original survey. Hard copy surveys were tabulated and added to the over-all data for each stakeholder group. A Zoom Meeting presenting the Learning Continuity Plan was held on August 24th to the Parent Advisory Committee and DELAC parents to elicit parent/guardian Continuity Plan input for Special Education, low-income, Foster/Homeless and English Learner students. All Board meetings are advertised and agendas are posted on both the Morongo Unified School District webpage and on Facebook, as well as on the local radio. Zoom links are provided for anyone to attend the meetings virtually. Additionally, links are shared prior to the meeting to enable public comment or questions. All meetings are recorded and minutes published. The public can access these minutes on the District website, including all documents listed on the agenda. Morongo Unified has maintained these protocols consistent with Executive Order N-29-20 for teleconferencing public meetings.

The Learning Continuity and Attendance Plan was presented at a public hearing for review and comment on September 8th, 2020 at 7:00 p.m.

The agenda for the public hearing was posted 72 hours in advance on Friday, September 4th, 2020.

Meetings are held on YouTube with provisions for public input. https://www.youtube.com/channel/UCr4pFHMhO4Gdi3fIMnqqeyQ

All agendas and meetings can be found on this website. Ed Code 43509 (b)(4)

Our efforts to solicit feedback from stakeholders who do not have Internet access or who speak languages other than English include providing written hard copy agendas and feedback forms in the office areas of all school sites for parents to pick up. Ed Code 43509 (b)(5)(B)

The governing board adopted the Learning Continuity and Attendance Plan at a public meeting on September 22, 2020 held at 7:00 p.m.

The public meeting, on September 22nd was held two weeks after the public hearing for input which was held on September 8th, 2020. Ed Code 43509 (b)(5)(A)

The public can access this meeting via YouTube and will be able to give feedback either on-line or at school sites. Ed Code 43509 (b)(5)(B)

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

Two surveys were conducted via the District's website and Facebook page, and the individual school site's websites and Facebook pages. Feedback from the original survey, which received nearly 7,000 responses, indicated that roughly 50% of stakeholders (parents, students, and teachers) desired a Hybrid system of coming back to school. A second, more targeted, survey was conducted using the social media pages previously utilized and was sent home via the US mail in both English and Spanish to reach our Spanish speaking stakeholders and those without internet access. In the second survey, the specific needs to accomplish distance learning and hybrid learning were assessed. It was apparent that additional hardware, software, and a learning management system was going to be needed. Parents who wanted an Independent Study option indicated that they would be willing to transport their student to attend that meeting. Teacher and Classified personnel responses indicated a need for safety protocols and additional steps towards personal protection. Less than half of the staff members in the survey were reticent about attending class in-person. Administrator input indicated a willingness to work towards keeping both staff and students safe with additional procedures and equipment if they were going to be on campus. Follow-up phone calls to English Learner, Homeless, Foster, and low-income parents without internet access confirmed the outcomes from the parent data from the original survey. Hard copy surveys and phone call surveys were tabulated and added to the over-all data for each stakeholder group.

A Parent Advisory Committee (PAC) meeting was held on August 24th via Zoom to gather input on the Learning Continuity Plan. These meetings were held at 5 pm and concluded after 7 p.m. The parents included representation from the low-income, special education, and Foster parent subgroups. The English Learner PAC also had representation from the low income and special needs subgroups. All participants were asked about input or comments on the Learning Continuity Plan so that the Superintendent could respond in writing. No participant had any comment or question.

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

Several aspects of the Continuity Plan were directly influenced by input from surveys, feedback from phone calls, and written responses from stakeholders. The plan for the Hybrid educational offering was developed based on stakeholder input, though it will not be implemented as of July 17th, 2020 due to the Governor's mandate and the identified COVID cases in San Bernardino County. The remaining educational formats were Independent Study and Distance Learning. Surveys and phone calls were made to determine technology needs for families and specific students. Family needs and teacher needs were collected and orders for laptops, computers, and webcams were placed for the District. Data collected also indicated a concern for employee and student safety. Training for Classified and Certificated employees and administrators was developed to ensure safety on-line and in-seat. Personal Protective Equipment (PPE) was ordered for all employees at each site with age appropriate signage for students. This included face shields, signage, sanitization equipment, and social distancing markers. As of July 17th, based on stakeholder input, Morongo Unified will be offering two types of educational platforms for students - Distance Learning and Independent Study. This is a direct reflection of the input from stakeholders' needs and input. Morongo Unified solicited input from the public regarding the specific actions and expenditures in several ways. A Parent Advisory Committee and English Learner Parent Advisory Committee met on August 24th. The document was also given to both bargaining units of representation for Certificated and Classified employees. The document was open for public review once posted for the September 8th Board of Trustees meeting. The public was encouraged to comment and give input at any time between September 8th and the following Board meeting on September 22nd, 2020.

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.]

At this time, schools in San Bernardino County do not meet the criteria established by the California Department of Public Health (CDPH) for in-person classroom instruction. However, based on stakeholder surveys, Morongo Unified has developed an extensive Re-Opening of Schools Plan for 2020-2021 presented to the local Board of Education and open for public comment in a public Zoom meeting on July 22nd, 2020. In this document, four educational plans are presented: 100% Distance Learning, Independent Study, Hybrid Learning, and Traditional classroom learning. Morongo Unified will re-open schools with the options of Distance Learning and Independent Study until such time as we

meet the local health jurisdictions (LHJ) criteria. Should the LHJ and the County determine that established criteria have been met for public health, the Morongo Unified School District Board will decide the educational plan best suited for the stakeholders within the district. The two remaining in-person instructional plans are a Hybrid and a traditional setting per the Re-Opening of Schools Plan. This Plan gives very specific signage and protocols for safety upon reopening of in-person instruction. Highlights of this plan include:

- Personal Protective Equipment (PPE) will be provided for students and staff.
- All students, staff members and visitors will be screened each morning upon entering school and District sites which may include the use of a non-contact thermometer to check for fever (100.4 F or higher) and a verbal pre-screening for symptoms related to COVID-19. Per the CDC, symptoms include fever, cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion, runny nose, nausea, vomiting or diarrhea.
- An isolation room will be established for individuals who are displaying symptoms of COVID-19.
- All students in grades 3-12, staff members and visitors will be required to wear a face covering upon entry to District, school sites, classrooms, physical settings and After School Programs (ASES).
- Face coverings are to be worn during periods of transition (in hallways, restrooms, bus rides, etc.).
- Persons age two years old to 2nd grade are encouraged, but not required, to wear a face covering.
- Hand sanitizer dispensers are available in all classrooms, and throughout each campus and at all District sites. All students, staff members, and visitors will be expected to sanitize their hands upon entry into a classroom or learning space as needed.
- Clearly labeled hallway traffic patterns at each school will be established.
- Floor markings indicating appropriate social distancing will be placed in high traffic areas.
- Social distancing in classrooms and physical settings will be established as practical.
- Non-instructional, multi-purpose rooms, libraries, unused classrooms, common areas and outdoor spaces (when needed and weather permitting) may be used to adjust student capacity.
- All HVAC filters used will have a rating of MERV-11 or greater depending on the capacity of the unit.
- Custodian's primary responsibility will be to sanitize all restrooms, break rooms and commonly used areas and surfaces (doorknobs, push handles, outside tables and chairs) frequently throughout the day using EPA approved disinfectants.
- Students and staff will be required to wash and/or sanitize hands at the beginning of the day, prior to and after eating snacks/meals, after using the restroom, prior to and after recess, and upon entering and leaving the classroom/office, etc.
- Signage will be posted in all classrooms, restrooms, staff lounges and workrooms, and sinks on the proper hand washing procedure.
- Installation of barriers will occur where needed.
- The use of playground equipment will not be permitted until feasible.
- Bus capacity for student transportation may be adjusted to allow for social distancing as practical. Students will have assigned seats and must remain in that seat for the duration of the bus ride.
- To prevent students from passing each other in the aisle, they will be seated from the rear of the bus forward and unloaded in reverse.
- All buses will have hand sanitizer at the front of the bus for student and staff/monitor use. Face coverings are required for all students and drivers/monitors.
- All buses will be cleaned and maintained in accordance with applicable federal, state, local, and/or customer guidelines.
- Student Transportation of America (STA) employees will clean the driver compartment and high touch points using approved cleaning materials in accordance with CDC and Environmental Protection Agency (EPA) guidelines.

- All students will be assigned books, materials, and technology for their individual use only. Should another shut down occur, that student will take those items with them to be assigned either Distance Learning or Independent Study.

The only In-Person instructional option currently is Independent Study. In this format, students complete their educational program under the direction of a certificated teacher, either weekly or every other week for a specified amount of time. This can be done remotely via Zoom, or in-person, following all COVID prevention safety practices and socially distanced with masks. Assignments can be completed online or may be pencil/paper and submitted to the teacher weekly. All coursework and assignments are designed specifically for the individual student to address learning loss, if any. Students will have all approved textbooks at home for their use, as well as any computer/technology needs checked out to them as needed. Students, staff and parents collaborate together on assignments and progress monitoring. All District required assessments administered to students in Distance Learning, will be administered to Independent Study students. The following assessments will be utilized in assessing students' academic and social emotional needs for tiered interventions and to address learning loss:

A district created SEL screener will be given by the end of September and throughout the rest of the year as the MTSS team deems necessary. This will assess the need for additional social emotional learning (SEL) needs.

District Benchmarks (both teacher and publisher developed) for ELA and Math will be given twice a year with the option of more frequent administration.

District Math Placement tests for secondary students will be administered at the start and at the end of the year.

Renaissance Learning Screeners in Math and ELA will be given multiple times per year to assess grade level standards achievement.

Discovery Learning assessments can be used as frequently as necessary to progress monitor for academics, EL, Tier 1, and 2, and social emotional progress.

Teacher developed assessments will be given as frequently as necessary to include end of chapter or unit skill assessment.

Initial ELPAC for new EL students will be given as required.

All students will participate in state required testing as appropriate for that student, and as developed and required by the state of California.

Data from all assessments will be utilized to assist teachers in Tier 1 interventions within the synchronous instructional lessons as well as targeted afternoon small group and individual synchronous instruction based on student needs. Particular attention will be given to those students falling behind their peers, including English Learners, Homeless, Foster and Special Needs students. All students have access to A-G eligible courses allowing them to transfer directly to California Universities. They will have access to virtual field trips and have the ability to receive social-emotional supports and counseling services. Special Education and EL support will be provided as necessary and required. Teachers will receive professional development to support the use of the Canvas learning management system, online live lessons (synchronous), recorded lessons (asynchronous) and the Discovery Education program. This program comes with online supplementary tools, including specific lessons in the incorporation of SEL into the curriculum. Additional assistance for students experiencing learning loss will include tutoring, small group intervention with specific intervention teachers, and additional instruction based on teacher analysis of student data.

Should the county and LHJ determine Morongo Unified can open with in-person instruction, there will be two options for the Board of Education to consider. These options are Hybrid Learning and Traditional Learning.

Hybrid Learning combines in-person learning with virtual learning. Virtual learning will be both asynchronous and synchronous. Morongo Unified School District's model is in-person learning 2 days per week. Students will attend an A cohort group on Monday and Tuesday, or a B cohort group on Thursday and Friday. Teachers will provide assignments, either virtual or pencil/paper, for the remaining three days of the week. Students will have their textbooks at home for use. They will also be provided a device if they do not have one at home, and if they do have a device, but it does not have camera capability, a webcam will be provided so online participation with the class and teacher is possible. Students have access to A-G eligible courses allowing them to transfer directly to California Universities. They will have access to virtual field trips and can receive social-emotional supports and counseling services. Special Education and EL support will be provided as necessary and required. While students are on campus, health and safety practices recommended by the CDPH and the LHJ will be followed. Wednesdays will be the day for deep cleaning of buildings, facilities and furniture, teacher training, teacher planning and collaboration, and virtual office hours for student assistance. Families with students at different schools may work with those site principals to request cohorts to accommodate the needs of that family.

Traditional Model Learning is also dependent upon the criteria establish by the state and deemed met by the CDPH and LHJ and determined by the Morongo Unified School District Board of Trustees. This is the model that has students in seats in a classroom with a teacher providing instruction. All health and safety protocols would be in place as recommended by the CDPH and the LHJ. Further details on this can be referenced in the 21-page document, Re-Opening of Schools Plan for 2020-2021, presented to the Board on July 22nd, 2020.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE): Expanded services include protocol compliance, equipment, and materials	$575,000	Y
Contracted Services: Expanded services include teacher support for Independent Study in the form of consultants to provide on-going support and professional development for the needs of Independent Study Teachers	$10,000	Y
Personnel: Expanded services include additional custodial time, possible addition of Independent Study teachers due to expanded need, extra duty compensation and stipends	$500,000	Y
Materials and Supplies: Expanded services related to Independent Study and the need for publication, copying, and hard copy assignment resources	$100,000	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.]

All students in either Distance Learning or Independent Study will have access to state and Board approved books and materials. Students have access to A-G eligible courses, AP courses, and Dual Enrollment courses allowing them to transfer directly to California Universities. Some Career Technical courses will be available on-line as well as visual and performing arts. Students will have access to virtual field trips and can receive social-emotional supports and counseling services. Special Education and EL support will be provided as necessary and required. Textbooks will be checked out by students via an MUSD books and materials checkout system to be documented. Instruction for each class, in each grade, is based on the California Common Core Standards and students will receive on-going assessments to progress monitor and supply necessary assistance where needed for students who are falling behind. Teachers who instruct in the Distance Learning model will have office hours online and will have time to offer tutoring and/or small group instruction to targeted students. Independent Study teachers will monitor the progress of students based on work products and will be able to offer students who are falling behind additional supports for areas of deficit. All students will have technology as needed for their situation checked out to them. Students in areas that have no internet and cannot get internet will be on Independent Study, but will have access to technology if meeting with their teacher on site. Administrators will be monitoring staff as required. The Canvas Learning Management System will be utilized to track online attendance, student performance and assignments. Teachers, classified employees, and administration will receive a variety of targeted professional development based on the requirements of their job. Offerings include professional development on all on-line materials/texts, best practices for Distance Learning, student safety on-line, and Covid-19 protocols, among other offerings. Zoom and Canvas will be the platforms Morongo Unified will utilize for Distance Learning. On-line forums by grade level will be established during this time to support teachers in Distance Learning. Teachers on assignment are available to support teachers with Independent study. A Canvas consultant is available to support teachers' needs with Canvas as well as a principal on assignment who will develop parent and student support videos in the parent portal to assist with Distance Learning, wi-fi and computer support and Canvas and ZOOM support. She will also assist teachers and administrators with all aspects of Distance Learning.

Students in secondary schools will have a full schedule of courses which will enable a smooth transition should in-person learning become a possibility. Students at the secondary level will have half their course work on one day and receive instruction the following day on the remaining portion of their schedule. Each student will have 240 minutes of instruction per day. Teachers will follow the recommended pacing guides within the published curriculum, allowing for the administration of assessments at the scheduled times throughout the year with all types of learning offered. Kindergarten students will receive 180 minutes of instruction per day. First through third graders will have 230 minutes of instruction while fourth through twelfth grades receive 240 minutes of instruction per day. Teachers will set up office hours, tutoring, and small group instruction during their workday. Preparation time will be arranged into the schedule by site. Professional development and staff meeting time will also be established by site.

Sample schedules are as follows:

Secondary sites (grades 7-12) will use a 6 period A/B day block schedule using this schedule as a guide:

Time Block	A Day	B Day
6:59-8:30	Teacher prep/training	Teacher prep/training
8:30-9:50	Period 1	Period 4
9:50-10:05	Break	Break
10:05-11:25	Period 2	Period 5
11:25-12:00	Lunch	Lunch
12:00-1:20	Period 3	Period 6
1:20-1:53	Teacher prep/Conference	Teacher prep/Conference

Elementary Sites will have three different schedules: Kindergarten, First-Third grade, and Fourth-Sixth grade similar to this:

Kindergarten (Sample only….modifications must be made for site differences)

M/Tu/W/F	Thursday (modified for weekly food distribution)	Scheduled Learning
9-9:30	10:30-11:00	Social Emotional Learning/Morning Meeting • Teacher leads the class in SEL morning climate • Teacher shares the daily focus for students and parents
9:30-10:30	11-12	ELA/Reading/Phonics Instructional Session • 10 minutes Activating strategy/warm up (I do: We do) • 10 minute teaching session • 15 minute independent work session (students work independently) • 10 minute summarizing
10:30-10:50	12-12:20	Brain Break/Recess
10:50-12	12:20-1:30	Math Instructional Session • 10 minutes Activating strategy/warm up (I do: We do) • 10 minute teaching session • 15 minute independent work session (students work independently) • 10 minute summarizing
12-12:50	1:30-2:20	Lunch
12:50-2:20	2:20-3:00	Differentiation and small group meetings (focus on Reading) • Teachers will conference with individual students or small groups

		• Guided reading practice with the teacher • Some students may be assigned independent practice time
2:20-3:00	N/A	Office Hours/Planning time/Student PE (M,W,F) • Teachers will conduct parent and student meetings as needed to review student data • Teacher planning and collaboration

First- Third Grade (Sample only….modifications must be made for site differences)

M/Tu/W/F	Thursday (modified for weekly food distribution)	Scheduled Learning
9-9:30	10:30-11:00	Social Emotional Learning/Morning Meeting • Teacher leads the class in SEL morning climate • Teacher shares the daily focus for students and parents
9:30-10:30	11-12	ELA/Reading/Phonics Instructional Session • 10 minutes Activating strategy/warm up (I do: We do) • 15 minute teaching session • 25 minute independent work session (students work independently) • 10 minute summarizing
10:30-10:45	12-12:15	Brain Break/Recess
10:45-12:15	12:15-12:45	Math Instructional Session • 10 minutes Activating strategy/warm up (I do: We do) • 15 minute teaching session • 20 minute independent work session (students work independently) • 10 minute summarizing
12:15-12:50	12:45-1:20	Lunch
12:50-2:20	1:20-3:00	Differentiation and small group meetings (Focus on Reading) • Teachers will conference with individual students or small groups • Guided reading practice with the teacher

		• Some students may be assigned independent practice time
2:20-3:00	N/A	Office Hours/Planning time/Student PE (M,W,F) • Teachers will conduct parent and student meetings as needed to review student data • Teacher planning and collaboration

Fourth-Sixth Grade (Sample only….modifications must be made for site differences)

M/Tu/W/F	Thursday (modified for weekly food distribution)	Scheduled Learning
9-9:30	10:30-11:00	Social Emotional Learning/Morning Meeting • Morning climate, whole group • Teacher shares the daily focus for students and parents
9:30-10:30	11-12	ELA/Reading/Phonics Instructional Session • 10 minutes Activating strategy/warm up (I do: We do) • 15 minute teaching session • 25 minute independent work session (students work independently) • 10 minute summarizing
10:30-10:45	12-12:15	Brain Break/Recess
10:45-12:15	12:15-1:45	Math Instructional Session • 10 minutes Activating strategy/warm up (I do: We do) • 20 minute teaching session • 20 minute independent work session (students work independently) • 10 minute summarizing
12:15-12:50	1:45-2:20	Lunch
12:50-2:20	2:20-3:00	Differentiation and small group meetings (Focus on Reading) • Teachers will conference with individual students or small groups • Guided reading practice with the teacher

		• Some students may be assigned independent practice time
2:20-3:00	N/A	Office Hours/Planning time/Student PE (M,W,F) • Teachers will conduct parent and student meetings as needed to review student data • Teacher planning and collaboration

When a transition to in-person learning should occur, our students will be fully prepared to bring their issued books and materials back with them to the school site and will be enrolled in the same courses they have been taking remotely. Our staff will be prepared to offer continued instruction, thereby assuring all students have continuity of rigorous instruction/learning.

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.]

We have contacted all families to support the device and connectivity needs of students electing Distance Learning. A second, more targeted, survey was given using social media and was also sent home via the US mail in both English and Spanish to reach our Spanish speaking stakeholders and those without internet access. In the second survey, the specific needs to accomplish distance learning and hybrid learning were assessed. It was apparent that additional hardware, software, and a learning management system would be needed. Parents who wanted an Independent Study option indicated that they would be willing to transport their student to attend that meeting. Over 6,000 student devices were purchased to ensure that each student had their own device. Students with a personal device that did not have a microphone or camera were given Webcams to ensure their ability to participate in live synchronous instruction on-line. Devices supplied by the District are checked out and a technology use agreement and on-line learning consent form signed by parents/guardians. The District worked with local internet providers to connect families to a reduced-price internet service. The District also worked with local businesses and organizations for students to go to specified locations to access internet connections. Teachers, administrators, and computer instructional assistants are on campus during Distance Learning hours to assist students/staff as necessary with technology needs.

Because of the vast area covered by our school District, there are areas that receive NO internet and where Hot Spots will not work. As a result, Morongo Unified will be offering an Independent Study option. The teacher and student will observe all safety and sanitizing protocols required if an in-person meeting should occur. Teachers will be utilizing District approved curriculum, instructional methodologies, and assessment tools with these individual students.

Additionally, Morongo Unified is working with the Boys and Girls Club and Save the Children to provide extended services. This may assist some families without internet to provide the needed connectivity and supervision for those who are experiencing challenges with working and having children at home. It may also provide additional adult supervision to assist with tutoring. The MUSD is also exploring a connectivity

project for the installation of antennas on top of school sites to provide educational internet access to homes within a 3-10 miles radius of the school sites.

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.]

Student participation and attendance in synchronous instruction is tracked via the learning management system, Canvas, and weekly participation/engagement logs are completed by the teachers to verify student completion of required instructional minutes. Attendance is still taken in Illuminate by the teacher as well. Independent Study students will have their pupil progress assessed through completion of work assigned through their Master Agreement. Monitoring of student participation, attendance, performance, and movement towards content mastery will be monitored through these systems by teachers, and administration. District benchmarks will be completed by all students to determine achievement towards mastery of standards. This will be done electronically with results available to teachers and administrators quickly and with accuracy. Small group and individual tutoring can then be completed via Zoom in the afternoons to assist students as determined through multiple data metrics. Asynchronous lessons may be developed by teachers and assigned to a class or specific student's based on student needs.

Independent Study student work and attendance will follow state mandates for time value of work submitted for attendance. The same District benchmarks will be administered and monitored for student performance and individual needs.

Irrespective of the format for learning, the following assessments will be utilized in assessing students' academic and social emotional needs for tiered interventions: A district created SEL screener will be given by the end of September and throughout the rest of the year as the MTSS team deems necessary.

District Benchmarks (both teacher and publisher developed) for ELA and Math will be given twice a year with the option of more frequent administration.

District Math Placement tests for secondary students will be administered at the start and at the end of the year.

Renaissance Learning Screeners in Math and ELA will be given multiple times per year to assess grade level standards achievement.

Discovery Learning assessments may be used as frequently as necessary to progress monitor for academics, EL, Tier 1, and 2, and social emotional learning.

Teacher developed assessments will be given as frequently as necessary, to include end of chapter or unit skill assessments.

The initial ELPAC for new EL students will be given as required.

All students will participate in state-required testing as appropriate for that student, and as developed and required by the state of California.

Data will be utilized to assist teachers in Tier 1 interventions within the synchronous instructional lessons as well as targeted afternoon small group and individual synchronous instruction based on student needs. Independent Study students will receive the same assessments with

associated data for the teacher to address those needs. Particular attention will be given to those students falling behind their peers, including English Learners, Homeless, Foster and Special Needs students.

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.]

All staff were asked to reserve the dates of August 10th through the 18th for Zoom professional development on a variety of subjects and resources to assist them in implementing a Distance Learning Program and an Independent Study Program. All staff was paid for attendance at these sessions. All sessions were recorded for viewing or reviewing at a later date. Four additional days prior to the start of school were also given to staff for the purpose of solidifying basic training and offering advanced training in the following:

- Covid -19 Return to Work and CA Healthy Schools Training
- Introduction to Student Data Privacy
- Laws and Procedures
- Best Practices for On-Line Learning
- CANVAS LMS introduction training
- Social and Emotional Mental Health
- Assessing Learning Loss
- APEX Learning
- Independent Study Training
- SEL integration into Lesson Plans
- Implications for Special Education Students
- Online Lesson Design Bootcamp
- Supporting Students with Disabilities and English Learners online
- (All publishers of approved texts and materials) McGraw Hill, Inspire Science, Houghton-Mifflin-Harcourt)
- Zoom
- Online Teaching and Learning Classroom Expectations
- PE and Athletics
- Discovery Education Program
- Universal Design for Learning (UDL)
- Trauma Informed Practices
- Q&A with Child Welfare and Attendance
- PBIS in Distance Learning
- Q&A with Special Education
- Distance Learning group forums for teachers of K-2, 3-6, 7-8, 9-12, and Severely Disabled students were held to address issues surrounding last Spring's Distance Learning programs and share best practices to increase opportunities for success with the Fall

Distance Learning program. Teachers attending this forum will be encouraged to continue to meet via Zoom throughout the year for on-going assistance.

- A retired instructor and Canvas trainer from the local college will provide continued professional development for the LMS Canvas system for our teachers. This person will be available for teachers throughout the year for assistance with this program.
- A principal on assignment will create training modules for students and parents on Zoom, Canvas and on-line textbook resource materials.
- Retired and current Independent Study teachers will provide on-going professional development and support for new Independent Study teachers and serve as a resource for them throughout the year.
- To provide additional assistance to teachers experiencing hardware or software issues, each site has a designated technology person. The District has also contracted with retired teachers, a local Canvas trainer, and two TOSA's.
- Additional training for on-line PROJECT READ will also be given for Special Education Teachers and Intervention teachers in September.

Staff Roles and Responsibilities

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

Classroom teacher responsibilities have shifted from in-person instruction to either Distance Learning or Independent Study.

Counselors will have to provide counseling services on-line to include meeting students' social emotional needs.

MTSS teachers will be assisting with the MTSS process to include academic and social emotional assistance for students in need. The same will be true of the PBIS Coordinators.

Principals must conduct classroom walk-throughs by visiting on-line classrooms to provide support and assistance, as necessary.

Some Classified staff will see their roles shift to supporting students in an on-line manner.

District Office staff has moved toward support and assistance in an on-line format.

Nutritional Services now distributes meals once per week for families on specified days rather than at on-site cafeterias.

Custodial staff has been trained in all COVID-19 sanitization protocols and have been provided the necessary equipment and resources to ensure safety.

Instructional Assistants will work with Certificated staff to provide targeted support for students in an on-line format.

A Principal on Assignment (POA) has been established to create a Parent Portal of resources and instructional videos. This person will also be able to provide parent and teacher support.

Additional staffing has been provided to support Instructional Services and the Informational Technology departments to handle the influx of the newly acquired 6,000+ technology devices for teachers and students and to support the rostering of students and the management of on-line textbook platforms.

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 Learner needs will be addressed in a tiered system of supports. All teachers will receive professional development on supports and differentiation of instruction to incorporate into their teaching for English Learners. Designated ELD courses will be provided to students with limited English skills and teachers with the required credentials will be assigned to teach those courses. Additional supports through the Discovery Learning program are available in the home language of the student. District English Learner Instructional Assistants are available to support synchronous and asynchronous lessons given by teachers. Progress monitoring using the adopted assessments at specific grade levels are given and an analysis of the individual student achievement data is done to monitor and assist as necessary in the progress of the student. Specific examples of adopted assessments at specific grade levels are STAR (Renaissance Learning), IReady, and Interim Assessment Blocks. Star Early Learning is a combination of Star Early Literacy and Star Reading. Together, these literacy assessments measure both literacy and numeracy in a single assessment, providing information about phonological awareness, phonics, word recognition, fluency (including estimated oral fluency), vocabulary, and comprehension. Star Early Literacy tests a child's understanding of word knowledge and skills, comprehension, meaning, and numbers and operations. It is normed for grades pre-K–3. Star Reading measures a student's understanding of vocabulary, ability to comprehend texts, and ability to analyze, understand, and evaluate literary and informational texts. It is normed for K-12.
Star Math assesses a student's grasp of concepts including numbers and operations, algebraic thinking, geometry, measurement, data analysis, and statistics and probability. Star Math is normed for grades 1–12. IReady is a suite of computer-based assessments designed to provide a complete picture of student performance and growth across math and ELA. The suite includes diagnostic and standards mastery assessments, dyslexia screening, and oral reading fluency assessments that can be used coherently to monitor and support student progress. Reports include information about how to interpret both overall scores and growth as well as performance on individual items, highlighting what each student needs to learn next. Results are connected to personalized learning pathways and accompanying teacher resources. Our current Interim Assessment Blocks assess grade 1-8 targets in math and ELA/literacy.

Time within a student's daily schedule is provided to English Learner students who have need of additional support.

The continuum of needs for Special Education students will also be addressed in a tiered manner. Classroom teachers will receive professional development in assisting students with special needs within their synchronous lessons. Teachers will utilize Universal Design for Learning (UDL) to make all content accessible to all students. Distance Learning Plan teams will meet virtually and determine the best course of placement and instructional program for these students. This may include student participation in Project Read Distance Learning curriculum that teaches students to read virtually. All students who require special education services that cannot be delivered remotely will have a specific distance learning plan written to accommodate both the needs and goals of the student.

All principals, teachers, and counselors can identify, via a data base, Homeless and Foster students. Using a tiered system for both academics and social emotional learning and behaviors enables the teachers and counselors at the secondary sites to monitor and be prescriptive in the supports for that student. Time is available in each teacher's daily schedule to provide small group and individual interventions to accommodate the needs of these students, whether academic, social, or emotional. Teachers, principals, and counselors provide services to mitigate the learning loss of students utilizing the Discovery Education Program, existing SEL programs, MTSS, PBIS, and Trauma Informed practices. They will also provide resources to share with students and their families to provide additional support as needed. Our Homeless Liaison continues his services to the homeless students and their families, both virtually and in-person, utilizing required Personal Protective Equipment (PPE).

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

Description	Total Funds	Contributing
Technology Equipment: Increasing services to low income students, English Learners, Homeless and Foster Youth as well as students in need of computers and Webcams, Connectivity Project for greater internet access	$6,000,000	Y
Contracted Services: Computer program licenses and Learning Management System services (Canvas, Discovery Education, Zoom PD licenses for teachers, Apex, increase Public Relations contracted services for increase in information, Professional Development providers), increase in services for low-income students via Discovery Education program to target their needs via specific modules and lessons	$200,000	Y
Professional Development costs: Professional development provided to increase services in distance learning for Classified and Certificated staff. (Certificated, Classified, 25 substitute teachers)	$500,000	Y
Project Read Contract, materials, and professional development costs to assist Special Needs students with Reading skills as determined by Distance Learning Plan and/or MTSS Team	$100,000	Y

Pupil Learning Loss

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

Morongo Unified has utilized publisher assessments as benchmarks for learning that can drive measurable student outcomes for many years. As a result, teachers can utilize best practices and analyze data from multiple sources to target specific learning loss due to several factors, including COVID-19. Multiple assessments are available to all teachers to administer and analyze student acquisition of standards. This information will be utilized to assist students in targeting needed standards mastery. District Benchmarks for ELA and Math will be given twice a year, with the option of more frequent administration. Science and Social studies assessments provided by the publisher will also be administered to measure growth towards mastery of content standards. All District required assessments administered to students in Distance Learning will be administered to Independent Study students as well. The following assessments will be utilized in ascertaining students' academic and social emotional needs for tiered interventions:

A district created SEL screener be given by the end of September and throughout the rest of the year as the MTSS team deems necessary. This will help determine the need for additional social emotional learning (SEL).

District Benchmarks (both teacher publisher developed) for ELA and Math will be given twice a year with the option of more frequent administrations.

District Math Placement tests for secondary students will be administered at the start and at the end of the year.

Renaissance Learning Universal Screeners in Math and ELA will be given multiple times per year to assess grade level standards achievement.

Discovery Learning assessments can be used as frequently as necessary to progress monitor for academics, EL, Tier 1, and 2, and social emotional needs.

Teacher developed assessments will be given as frequently as necessary to include end of chapter or unit skill assessments.

The initial ELPAC for new EL students will be given as required.

All students will participate in state required testing as appropriate for that student, and as developed and required by the state of California. The Morongo Unified School District utilizes Multi-Tiered Systems of Supports (MTSS) to assist and support students in their academic, behavioral, and social emotional needs. Utilizing the data from multiple assessments, the MTSS team will meet to determine the best course of action to support the student, including the mitigation of learning loss. Intervention teachers and instructional assistants will work with students not responding within the classroom by using Universal Design for Learning (UDL) strategies, tutoring, and small group instruction.

English Language Arts Assessment for learning loss: National Geographic ELA published assessments are now accessible via Illuminate electronically. Grade levels 1-6 have Form A-C that tests standards for that grade level. Students can be given the previous grade level assessments to determine mastery of those standards. Renaissance Learning Assessments are also available to assess grade level gaps and learning loss. Grades 7 and 8 have Renaissance Learning assessments available to assess if grade level standards have been mastered and determine if any learning loss has occurred. Grades 9-12 have ELA assessments from the publisher in three forms available to teachers electronically via Illuminate. Teachers can administer these assessments to determine mastery of standards or learning deficits in grade level standards.

English Language Development Assessments for learning loss: Support material assessments within the publisher materials in our ELA adoptions will be utilized. Renaissance Learning assessments may also be given to determine learning loss from last year. All new EL

students will receive the Initial ELPAC beginning at the start of the school year and will receive EL services until such time as the ELPAC Interim Assessments are administered.

Math Assessments for Learning loss: Teachers in grades 1-6 will utilize the McGraw Hill end-of-year assessments from the previous grade level to determine learning loss. Renaissance Learning Assessments are also available to grades 1-6 to assess grade level gaps and learning loss. Grades 7 and 8 have Renaissance Learning assessments available to assess math grade level standards mastery and any learning loss that has occurred. Secondary Math Placement tests can be administered to determine learning loss and gaps in standards acquisition. End of year Integrated Math 1, 2 and 3 assessment are also available for use, and publisher produced additional assessments for these courses may be utilized.

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.]

In both the Distance Learning and Independent Study programs, Morongo Unified, through teacher training, has ensured that instruction is inclusive where every student is provided an equitable opportunity for independence, participation, and progress. A shift of focus has occurred from accommodating individual learner differences to designing instruction for all learners' needs from the onset. The design and execution of instructional resources and activities recognizes Universal Design for Learning (UDL) Guidelines to minimize barriers to student learning. Teachers will refer to the UDL Guidelines for identifying inclusive methods and strategies aligned with the goals of our curriculum, the lesson, or the Distance Learning Plan. Multiple methods are utilized to assess the degree to which the goals are met. Morongo Unified has ensured that formative assessments are used and are accessible to all students irrespective of program choice. Formative assessments are designed to inform teachers of the extent to which students are making progress. When data indicates that a student is having trouble, the teacher responds by providing appropriate instruction in the form of targeted interventions. The instructional program for each student provides academic and social-emotional services and academic advising to address learners' academic and developmental needs.

Additional supports have been established for Morongo Unified students through partnerships with Save the Children, the Boys and Girls Clubs, and Journey of Hope programs. These supports range from academic tutoring to social emotional support.

English Learners-Strategies are in place to support our English Learners which include ELD support curriculum, UDL, EL tiered interventions, academic Tier 1 and 2 supports, and EL IA's to assist in small group or individual scheduled lessons as appropriate for that specific student or student group. Materials can be translated as needed. Specific EL curriculum such as English 3-D will be utilized for secondary students.

Low-Income-Strategies are in place for low income student support beginning with accessibility to curriculum. Arrangements have been made to ensure students have devices at no cost to them. Additionally, for those households without devices, students have been issued a computer, or webcam, as appropriate. Partnerships with businesses and community organizations are being developed that will allow greater internet access to students without internet, or without the financial means to obtain internet services. Teachers will use Benchmark and

formative assessments to measure needs of students and provide Tier 1 and 2 interventions irrespective of the instructional format for both academics and social-emotional needs.

Foster Youth-Supports for Foster students and their parents will be available to all through either Distance Learning or Independent Study. For those households without devices, students will be issued a computer, or webcam, as appropriate. Partnerships with businesses and community organizations are being developed that will allow greater internet access to students without internet, or without the financial means to obtain internet services. Foster Parents/Guardians will be able to track progress of their student via Illuminate and Canvas (LMS). Canvas resources will be provided for all Parents/Guardians should they need additional assistance. Tier 1 and 2 academic and social emotional supports will be provided by teachers as needed and determined through assessments given.

Exceptional Needs students- Students with exceptional needs can also determine the format for instruction via the Distance Learning Plan process. Within this process, students may be identified as needing in person services that will be provided in accordance with all required safety protocols including the wearing of masks, the use of PPE, and social distancing. Goals will be established to address specific needs. Teachers in both the general education and special education setting will assist students in achieving these goals with specific instructional methodologies. Students may participate in a specific reading curriculum, Project Read, to address gaps and needs. Students who exhibit the possibility of needing Tier 3 services and have not been identified as exceptional will receive assessments, and, if they qualify, necessary services will be identified through the Distance Learning Plan process.

Homeless Students- Morongo Unified employs a Homeless Liaison to assist and support our families. Instruction will be available in either an Independent Study or Distance Learning format. The Liaison and the Coordinator of Child Welfare and Attendance will assist in addressing the needs for our Homeless families by serving as intermediaries as needed. For those households without devices, students will be issued a computer, or webcam, as appropriate. Partnerships with businesses and community organizations are being developed that will allow greater internet access to students without internet, or without the financial means to obtain internet services. Homeless students will have Benchmark and formative assessments given in the areas of academics and social emotional needs. Results from these assessments will determine strategies utilized by the teacher to provide supports, including UDL for Tier 1 and 2. Contact between the Homeless Liaison and the Coordinator of Child Welfare and Attendance will assist school sites in determining the changing needs for the families of our Homeless population.

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.]

All students will receive the District approved Benchmarks throughout the year. Additional formative assessments can be administered to inform the teacher of the progress achieved by our students. Tier 1 and Tier 2 strategies used with students will be monitored through student performance on these assessments. Additionally, data collected during informal observational assessments by the teacher during interactions with the students during large group instruction, small group instruction, individual study groups or counseling sessions will be utilized. When the teacher determines that the student is not making adequate progress, differentiations within the instruction will be implemented. If the instructional format itself is not working for that students, program changes will be made. Through assessment and interaction, student progress towards mastery of content standards will determine the effectiveness of student learning.

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

Description	Total Funds	Contributing
Personnel: To address the increased need and improve services for pupil learning loss as a result of COVID-19 (MTSS Coordinators, PBIS Coordinators, On Campus Intervention needs for students in either Distance Learning or Independent Study) and tutoring services	$500,000	Y
Professional Development: To address increase needs of students with academic and social emotional needs. (Professional Development was provided to specifically address best practices and trauma informed practices.	$100,000	Y

Mental Health and Social and Emotional Well-Being

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

Professional development for staff will be provided to assist in the new learning formats. As Canvas will be the new LMS (Learning Management System), professional development will be provided to staff on its use. Continued professional development and support will be provided through a designated contracted provider and a principal on assignment who will be available to assist teachers, parents, and students. It is important that on-going support for employees and families be available to navigate the use of Canvas. Additionally, to assist teachers in addressing the SEL needs of students, a Discovery Education license for all teachers in the MUSD has been provided. Within this program are SEL lessons to assist teachers in addressing student trauma with curriculum that is grade level appropriate. Teachers and staff also have access to a benefit package that provides support for mitigating trauma associated with the stresses of COVID-19.

Additional professional development for staff includes Covid-19 Return to Work and CA Healthy Schools Training (provided by the California Schools JPA), Best Practices for Online Learning (provided by San Bernardino County professional developers), Social Emotional Learning and Mental Health (provided by Morongo Unified personnel, including a psychologist), Trauma Informed Best Practices (MUSD staff), and Social Emotional Learning Integration into Lesson Plans and PBIS in Distance Learning (provided by MUSD Instructional Services Directors).

Morongo Unified has all sites participating in PBIS to serve the varying needs of students academically, behaviorally, and with attendance issues. Through our MTSS (Multi-Tiered Systems of Support) teams, assistance has always been available for our students' SEL needs. The district recognizes that students will have gaps in their learning and social emotional skills upon returning to school. Social Emotional Learning (SEL) will be embedded and incorporated into the general education classroom in a Tier 1 setting. The MTSS process will remain consistent in how to refer a student for assistance, the required amount of time to provide supports and interventions with a student, and the documentation process. K-6th grade MTSS Coordinators (one per site) and the 7th-8th grade On Campus Intervention Coordinators (OCI), and

high school counselors will provide Tier 2 and 3 services for SEL through the Journey of Hope program and other programs identified through site SPSAs. Ongoing progress monitoring and data analysis using a district created SEL screener will continue. For students who are on Independent Study, teachers will remain in contact with the student's home site MTSS Coordinator to provide supports and services. Professional development in SEL strategies for the delivery of SEL and support for SEL programs within the district will be ongoing.

STUDENTS:

The MTSS Leadership Team will develop a TK-12 SEL survey for students. Teachers will push the SEL survey out through Canvas or Independent Study lessons by the end of September. The data will be examined and students in need of Tier 2 or 3 services will be referred for intervention and supports through the established MTSS process. On-going assessment will continue to determine the progress of a student.

TEACHERS:

TIER 1: Teachers will collaborate on designing SEL lessons and utilizing the SEL resources from the Discovery Education Program and CDE as a means of planning for daily lessons. The SEL lessons are integrated into the daily curriculum and instruction. Ongoing progress monitoring and data analysis will continue throughout the year.

TIER 2 and 3:

K-3 MTSS Coordinators, OCI Coordinators, and Counselors will provide Tier 2 and 3 services for SEL through the Journey of Hope program as well as specific site programs denoted within the SPSA. Ongoing progress monitoring and data analysis through the use of a district created SEL screener will continue. The district will provide professional development in the delivery of SEL and support the SEL programs the district utilizes.

PARENTS:

Parents will be involved in all MTSS meetings when their student has been identified for additional support services. Morongo Unified will make supports available with teleconferencing and Zoom meetings. Our MTSS Coordinators, OCI Coordinators and Counselors will provide an established list of community resources for families.

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.]

All staff is receiving professional development in online learning and engagement strategies in multiple formats. Student engagement and learning products are all monitored through Canvas. Morongo Unified will be utilizing the Canvas Learning Management System, which has the capability of tracking online participation. Additionally, teachers will be the first tier of intervention as they engage in interactions with the students. This is true of both the Distance Learning and the Independent Study models. Tier 1 interventions would include a verification of contact information, daily calls and/or emails to parents on absences, telephone/teleconference with the parents by the teacher to create an awareness of strategies for increased participation and re-engagement for learning. The teacher will document in the student data base,

which is Illuminate, the interventions taken on behalf of the student. If a student reaches three days (60%) of absences per week, a tiered system of progressive interventions will take place. The Multi-Tiered Systems of Support Team shall receive a referral from the teacher in which data taken from previous attempted interventions would be shared, as necessary. English Language interpretation services will be available to share concerns and data and to gather input from the student's home environment. At that time, MTSS services and interventions would be recommended. This may mean a change of learning format from Distance Learning to Independent Study, depending on the needs of the student and their family situation. The MTSS Team, with the parent/guardian, will develop a plan to address student and family needs, which may include connections with local social services. Master Agreements for Independent Study have been translated into Spanish and are available for teachers to use with families. Should this NOT serve to engage a specific student, the Morongo Unified School District will begin the process for reporting a student as Truant, including sending letters home and home visitations by the school resource officer and the Child Welfare and Attendance Coordinator. The Morongo Unified School District will continue the tiered system with a referral for the family to a community team (School Attendance Review Board) to explore other areas of assistance, including health and social services, available for the family.

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.]

All meals served by Morongo Unified School District meet the National School Lunch Program and Child and Adult Care Food Program current regulations. Menus will be planned based on inventory, availability of product and produce pricing with an effort to utilize the USDA commodity foods. Morongo has used this approach to supplying food to all families, irrespective of economic qualification. When Distance Learning and Independent Study school attendance resumes, Morongo will utilize the Grab and Go Meal service format used for the past 6 months. ALL students will receive meals at no cost. All menus will be simplified to two or three entrée choices. All meals will be pre-trayed/bagged. Meal options may include a mix of hot cereals, cold meals and shelf stable meals. Nutritional Services staff will work with Administration to set up distribution areas and times for their school and will make parents of that site aware of the protocols for distribution and may vary based on location and need. Meals can be prepared for daily, multi-day, or weekly formats. Weekend meals will be included based on regulations and waivers. Meal bags will be distributed drive-through style, ensuring temperature control for safe foods. Nutritional Services will utilize all waivers available at the time including but not limited to:

- Menu Pattern
- Serving times
- Parent Pick up
- Multiple day service

When students return to school, the following protocols will be in place and modified as needed:

- All students will continue to receive meals at no cost.
- All menus will be simplified to 2 or 3 menu choices.
- All meals will be pre-trayed.
- Sharing of food and drink is prohibited.
- Nutritional Services staff will work with Administration to set up staggered arrival and/or dismissal times for receiving the meals that limit the amount of close contact between students in high-traffic situations and times.
- Students will form lines, using social distancing recommendations. The number of lines, and locations will vary based on site, with Administration input.
- Students will be expected to sanitize their hands prior to and after eating meals.
- Students will be handed the meal or will pick it up off the cart or counter, depending on the site, limiting the extent to which students are exposed to peers or staff to minimize risk.
- Students will proceed to consume meal at designated site area.
- Staff will follow all guidelines in the sanitizing of all common areas prior to and after student interaction.

Nutritional Services staff will comply with all COVID-19 protocols and PPE for assembly and distribution. The Nutritional Services staff will maintain menu production records and daily meal counts to track and analyze data for more accurate service as necessary.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Board of Trustee Meetings held on Zoom, and equipment and materials for public access to all meetings Mailings of surveys to assure stakeholders had the ability to provide feedback without computer access/internet Increase of Public Relations to keep stakeholders informed as change happens	$50,000	Y
School Nutrition	Restructured meal provision to all families to provide food weekly. Associated costs may include PPE, training, and personnel.	$172,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.06%	$15,639,154

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.]

An initial electronic survey was conducted in June to ascertain the needs of our stakeholders. This survey was completed by 72% of our stakeholders, which included parents/guardians, teachers, classified, administrators, and community members. The data was disaggregated, and information shared with stakeholders and the school board.

The information from our Low-Socio Economic, English Learners and Homeless subgroups indicated that we would need to create an Independent Study Program as they would not be able to access a Distance Learning Model. To move forward, three plans were generated from this information: Distance Learning, Independent Study, and a Hybrid Learning program. More information was still needed to establish the specific needs of our stakeholders with each of these plans. In July, another survey went out to parents/guardians of students asking for input regarding the plans, input on their preference of learning plan, what the needs of the household would be for technology with these plans, and what additional support they might need. This survey was published on Facebook, on the District website, and a hard copy with translation in Spanish was sent to every student's home address listed. Phone calls were made to contact our homeless and foster students. English learner translators were also available via the phone or Zoom for those in need of services to successfully complete this survey.

The specific results of this survey were tabulated by district and by school site. Large technology purchases were then made to address the needs of our families. Administrators of specific schools were given the information to make personal phone calls to address needs of specific families with translators available as needed.

All modalities (electronic, hard-copy, phone interviews, and public meeting comments) for feedback from all groups were utilized, and data was tabulated and shared with stakeholders.

Throughout the disaggregation of the survey data, special attention was given to the English Learner stakeholders, the Low-Income stakeholders (the primary percentage of the student population in Morongo Unified) and Homeless and Foster youth stakeholders. The information gathered in these surveys was put into this plan being mindful of learning loss and trauma informed practices. Upon a completion of a draft format of this plan, specific representative stakeholders of the English Learner, Low-income and Foster Youth subgroups met via Zoom to go over the plan and provide input for the final document.

The Multi-Tiered Systems of Support (MTSS) approach is utilized by all sites through the Coordinators for that school. Students in these sub-groups are closely monitored by these teams and, wherever needed, direct interventions with specific goals are established to address the individual student's needs. The teacher and the MTSS team progress monitor utilizing District assessments to ensure student success. The following are narratives within the previous sections of the plan that highlight services that are principally directed and effective in addressing these students' needs:

Foster Youth-Multi-tiered systems of support (MTSS) assess students where they are and provides support to overcome learning loss and/or trauma as needed. Foster youth are identified by each site to determine the specific needs for that student through individual assessment and teacher observation. Placement with specific teachers and/or Tier 1, 2, or 3 interventions are prescribed as needed for academics, social-emotional learning, or attendance support. Teachers have been given professional development in Universal Design for Learning and trauma informed practices to support our Foster students specifically. MTSS Teams will incorporate case workers into their team meetings as necessary to address the specific needs of the student and family.

English Learners- Multi-tiered systems of support (MTSS) assess students where they are and provides support to overcome learning loss and/or trauma as needed. Additionally, English Learners have the Initial ELPAC/state system of assessments to guide placement of students. Placement with appropriately credentialed teachers and/or Tier 1, 2, or 3 interventions are prescribed as needed for academics, social-emotional learning or attendance support. Teachers have been given professional development in Universal Design for Learning, ELD integrations into lessons, supporting English Learners on-line, publisher support from approved textbooks to support EL students, and trauma informed practices to support our English Learner students specifically. Materials are translated as required and communications are also provided as needed in Spanish. There are EL Instructional Assistants who serve specific schools and can be available as needed to assist in support of our EL students and families. MTSS Teams will utilize resources within the curriculum and through Discovery Education program to principally direct services that will be effective in addressing the student needs as indicated through student assessments.

Low-Income- Multi-Tiered Systems of Support (MTSS) teams assess students (under the direction of the MTSS Coordinator or OCI Teacher or counselor) where they are, and provide support to overcome learning loss and/or trauma as needed. All sites determine the specific needs for students who attend that site, either in Distance Learning or Independent Study. Placement with specific teachers and/or Tier 1, 2, or 3 interventions are prescribed as needed for academics, social-emotional learning or attendance support, which will be principally directed and effective in addressing our students who are low-income. Teachers have been given professional development in Universal Design for Learning and trauma informed practices to support our students' specific needs. Save the Children is working with MUSD through programs such as Journey of Hope to provide services and resources to parents and students.

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

A bell schedule incorporating consistent instructional minutes is utilized at all sites for Distance Learning. Independent Study instructional minutes will conform to state requirements. Teachers have the opportunity within the instructional day to provide instruction in both synchronous and asynchronous formats for each of these important subgroups. The programs offered by Morongo Unified for each of these groups meet or exceed the percentage to increase or improve services.

A new ELD curriculum, English 3D, was purchased to assist our high school EL students. Each school site has an identified EL Coordinator to specifically target the needs of EL students at each site to include assessment, instruction, ELAC meetings, parent meetings, reclassification meetings and monitoring post reclassification. Each EL Coordinator meets with the EL students to assess the specific assistance needed to acquire academic language in English in an expedient fashion. Coordinators will meet via Zoom to discuss coordinated services for District and site needs. Individual student needs will be addressed within the MTSS meetings attended by the EL Coordinator to principally direct all targeted services that will be effective in assisting individual student's needs. Services could include targeted tutoring, small group instruction, SEL lessons in a language other than English, and EL Coordinator meetings with the student and family. Professional development on the English Learner RISE Roadmap was given in webinar trainings to assist teachers in targeted instruction, specifically for our EL students. Specific strategies included scaffolding opportunities for English Learners at all levels of proficiency to engage in intellectually rich learning. Implementation is accompanied by an examination of ongoing evidence of student engagement and learning, student use of language materials to purposefully describe, explain, persuade, inform, negotiate, entertain, and retell, thus motivating students to demonstrate metalinguistic behaviors while engaged with structured cohesive texts, expanding and enriching ideas, or combining and condensing ideas. The social emotional climate is monitored with a variety of methods including social emotional (SEL) surveys to ensure that the social emotional climate in distance learning is culturally and linguistically respectful and appropriate in all learning situations. Evidence surrounding the effectiveness of this professional development and student learning will be:

1.) Statistically tallied information from formative assessment practices

2.) Periodic EL-focused classroom observation or shadowing to monitor the level of student engagement and opportunities for academic language use

3.) Local interim/benchmark assessment results

4.) California summative assessments, SBAC, the California Spanish Assessment and the ELPAC

5.) Local classroom assessment evidence

6.) Student progress toward meeting the reclassification criteria

7.) Reclassification percentages

8.) Post reclassification progress in academic and social emotional assessments.

Foster and Homeless youth make use of the additional resources (individual and small group instruction) and supports (identified community resources to support family needs) provided by the Homeless Liaison and the Child Welfare and Attendance Coordinator that are principally directed to be effective in addressing the needs of our Homeless and Foster youth. Additional Tier 2 and Tier 3 assistance will take place within small group or individual breakout sessions based on student scheduling and needs. It is important to recognize the needs of the students in this group as being directly related to both the student and family needs.

Low Income students will receive additional services through the MTSS process, assessment results, and use of Discovery Education modules that specifically target and are effective in increasing success for the low-income students. Additional devices were purchased to assist our low-income students to gain access to on-line content. Students who are low income and reside in areas with no internet access were given Independent Study as an option. Accommodations for teacher meetings for Independent Study were made to address the needs

of these families specifically. Our partnership with Save the Children specifically targets low-income students and their academic, developmental, and social emotional needs. Save the Children is working with MUSD through programs such as Journey of Hope to provide services and resources to our low-income parents and students.

Instructional Assistants can now assist more English Learner, Homeless/Foster and low-income students via Zoom than ever before under the guidance of the classroom teacher. Students in these sub-groups who struggle and are within the MTSS system of support will have access to additional instructional time (small group, individual, skill-based groupings), additional supports (UDL, ELD supported coursework, ELA/ELD supports), and student/family supports through resources provided by the MTSS Team. This will include academic, social-emotional learning, and student engagement supports specifically designed and effective in addressing these students' and family's individual needs.