

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Muroc Joint Unified School District is a K-12 unified school system of approximately 1,900 students, located in the Mojave Desert approximately 110 miles northeast of Los Angeles. The District serves the communities of Boron, North Edwards and Edwards Air Force Base, and maintains five school sites: two comprehensive junior-senior high schools, two K-6 elementary schools, and one adult learning center. The communities within the district’s boundaries reflect a wide gamut of socioeconomic levels. 20.45% of Muroc Joint Unified School District’s 1780 students are unduplicated qualifying as socioeconomically disadvantaged (19.8%), English learners (0.8%), or foster youth (<0.5%). The demographic breakdown of students is: Hispanic: 29.1%; Pacific Islander: 0.7%; Filipino: 2.7%; Asian: 0.9%; American Indian: 0.6%; African American: 8.3%; Two or More Races: 12.5%; White: 45.2%.

As a small rural district in a remote area of Kern County, the Muroc Joint Unified School District is strongly connected to its community. Families have shared struggles regarding the loss of jobs, working remotely, and having to embrace the role as a co-educator for their children. In Boron and North Edwards, some families struggled with connectivity and stable connections to sustain synchronous virtual instruction. Families have articulated that with the move to distance learning, students have felt the adverse effects socially and emotionally due to an inability to engage with peers in-person.

Due to the COVID-19 pandemic, Muroc Joint Unified School District closed for in-person instruction and moved to distance learning. This paradigm shift has impacted students, families, teachers, administrators, and personnel. The District was forced to re-examine priorities and roles within the organization. This paradigm shift has moved Muroc Joint Unified School District to prioritize the following key areas that will ensure students receive a robust distance learning experience that teaches to the whole student.

- Consistent, direct, synchronous instruction for every student
- Access, equitability, and availability
- Professional development and supports for educators
- Regular communication and feedback

- Enhance and promote social emotional supports across the District

Stakeholder Engagement

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

Muroc Joint Unified School District developed a comprehensive stakeholder engagement plan that began in June and have continued throughout the development of this plan. Efforts have included surveys, town hall events, task forces, public comments on school reopening board items, and weekly feedback queries.

Muroc Joint Unified School District started the stakeholder engagement process for distance learning and school reopening as the 2019-2020 school year ended. The engagement process started with the creation of a ten task force framework that would require 41 District employees from the following departments: instructional, operations, and facilities.

- TK-2 Task Force: 6/3/2020, 6/17/2020, 6/30/2020, 7/15/2020
- 3rd – 6th Task Force: 6/3/2020, 6/17/2020, 6/30/2020, 7/15/2020
- 7th – 12th Task Force (includes MEA local bargaining unit members): 6/3/2020, 6/17/2020, 6/30/2020, 7/15/2020
- Student Supports Task Force: 6/3/2020, 6/11/2020, 6/29/2020, 7/15/2020, 8/21/2020
- Special Education Task Force: 6/19/2020, 6/22/2020, 7/2/2020, 7/15/2020, 8/3/2020
- Speech and Language Task Force: 7/22/2020, 8/7/2020
- General Operations/Health & Wellness/Technology Task Force: 6/10/2020, 6/22/2020, 7/15/2020, 8/19/2020
- General Facilities Task Force (includes CSEA local bargaining unit members): 7/1/2020, 7/15/2020

In June, Muroc Joint Unified School District administered a survey in English and Spanish to families to obtain their feedback on distance learning, needs of students and families, and their preference regarding proposed in-person instructional models. This survey was administered via Google Forms. Parents were notified regarding the availability of the survey through SchoolMessenger. To provide equitability district wide, families without internet connection were encouraged to call the site administrator to complete the survey orally. 573 parents/caregivers responded to the survey. The following questions were asked:

- What worked well regarding your distance learning experience
- What we could have done better regarding distance learning
- Current device/internet status
- Preference regarding learning model (distance learning, hybrid, 100% in-person)
- Social emotional needs
- Child care need

In July, the District administered a survey to all teachers soliciting feedback regarding distance learning instructional materials needed. 24 teachers responded to the survey.

In August, Muroc Joint Unified School District participated in two virtual town hall events to discuss the school plan for the 2020-2021 school year. Topics that were addressed in the virtual town hall meeting were: distance learning, health and safety, special education, attendance, technology, accessibility, and equitability. Panel members included Superintendent, Assistant Superintendent of Student Services, Chief Business Officer, Food Services Director, Technology Director, and Principals. The virtual town hall event was broadcasted on YouTube and the District website. Parents and students were also given the option to participate in-person with the appropriate safety measures taken. Parents and students were able to engage with panel members through the comments section. Parents and students without internet access were able to phone in or text their queries. Following the town hall meeting, the District posted several of the most common stakeholders' questions on the District website.

At the start of the 2020-2021 school year, Muroc Joint Unified School District has been sending out weekly parent and teacher feedback surveys via Google Forms. Parents were also given the option to articulate their concerns and queries by phone. The District has been putting out weekly videos with the Superintendent, Assistant Superintendent of Student Services, Chief Business Officer, Director of Food Services, and the Director of Technology addressing all of parents and teachers concerns and queries.

The plan was reviewed by, and written comments were collected from the Parent Advisory Committee on 9/9/2020. Due to the small number of English Language Learners at Muroc Joint Unified School District, Muroc Joint Unified School District English Language Coach was able to contact each English Learner parent individually to discuss their unique needs

The Learning Continuity and Attendance Plan will be presented for a Public Hearing at the School Board Meeting on 9/9/2020. The Learning Continuity and Attendance Plan will be posted for a minimum of 72 hours for review.

The Learning Continuity and Attendance Plan was adopted on 9/23/2020 at a special School Board Meeting.

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

Since June 3rd, meetings of the Restart Task Forces, Parent Advisory Committee, and Board Meetings were hosted using a combination of Google Meets, Youtube, and Facebook Live. Meetings were promoted through out Facebook page, district website, and word of mouth. The platform allowed participants to enter queries in the comments section. For participants that were unable to join the any live meetings, stakeholders were encouraged to enter their queries on our website or call the Superintendent on his personal cellular phone. Muroc Joint Unified School District has reached an agreement with Spectrum to provide all families without internet connection that qualify for the Free and Reduced Lunch Program access to the internet.

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

Since June 3rd, Muroc Joint Unified School District has held meetings and conducted surveys to gain insight and feedback from all stakeholder groups.

In June, Muroc Joint Unified School District administered a survey to families to obtain their feedback on distance learning, needs of students and families, and their preference regarding proposed in-person instructional models. EL families were individually contacted and the survey was translated in their primary language. The results are listed below:

- 20.42% of the responses indicated that teachers were assigning too much homework
- 27.40% of responses indicated that they are struggling supporting their child due to work conflict.
- 12.57% of responses indicated that they need more support on how to use Google Classroom
- 12.9% of responses indicated that they do not have a device for each child to access online materials
- 2.27% of responses indicated that their household does not have one working device
- 51.13% of responses indicated that they are certain they would send their child to school for in-person instruction with the appropriate safeguards articulated by the Centers for Disease Control and Prevention and the California Department of Health.
- 34.73% of responses indicated that they are likely to send their child to school for in-person instruction with the appropriate safeguards articulated by the Centers for Disease Control and Prevention and the California Department of Health.
- 41.54% of responses indicated that a hybrid (mixture of in-person and remote learning) model would best meet their needs
- 45.90% of responses indicated that a 100% in-person learning model would best meet their needs
- 12.57% of responses indicated that 100% remote learning model would best meet their needs
- 68.94% of responses indicated that if Muroc Joint Unified School District moved to a hybrid learning model, they would prefer daily alternating schedules between in-person and remote learning versus weekly alternating schedules.
- 30.19% of responses indicated a need for child care
- 33% of responses indicated a need for more social emotional support and services for their child.

In July, the District administered a survey to all teachers soliciting feedback regarding distance learning instructional materials needed. 24 teachers responded to the survey.

- IXL
- Lexia
- Accelerated Reader
- System 44/Read 180 (Special Education)

Feedback from the Parent Advisory Committee stated that they would like the District to explore distributing multiple meals during the grab and go distribution window.

In our task force meetings, which consisted of teachers, administrators, principals, classified staff, and bargaining unit members, indicated that they felt the safety of the students and staff should drive the method of instruction for the year. The team decided to prioritize providing a robust distance learning experience to all students. A majority of members indicated that they would like to move to an in-person instructional model when instructional protocol

on guidance from relevant health authorities such as but not limited to the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), California Department of Education (CDE), and the local health department are put into place. The instructional branch of the task force articulated the need for more training regarding distance learning. Input from our Technology Task Force articulated concern regarding accessibility for all students and a priority of the District needs to be ensuring all students have internet accessibility and a Chromebook.

In our two virtual town hall meetings, parents and students entered queries regarding the following:

- How the District will be monitoring attendance?
- What Special Education services will look like?
- Access to technology and the internet
- Food services and pickup locations
- Independent Study Program
- If sport programs will be cancelled for the 2020-2021 school year?

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

Based on input from all stakeholders during our collaborative meetings we have collectively considered all recommendations to be included in our Learning Continuity and Attendance Plan. The District determined that it would commit to the following:

- Provide internet accessibility to all students that qualify for the Free and Reduced Lunch Program that do not have internet access
- Provide a Chromebook to all students
- Provide IXL, Lexia, Accelerated Reader, and System 44/Read 180 to staff
- Provide a hybrid learning model to families when the Kern County Department of Health grants us a waiver to do so
- Provide all appropriate safeguards and personal protective equipment to staff that is recommended by the relevant health authorities
- Provide child care when the Kern County Department of Health grants us a waiver to do so
- Provided five Education Technology Specialists that will provide educational technology training to staff as well as support staff throughout the year
- Provide all students on an IEP with an individualized distance learning plan
- The adoption of Google Classroom to support equitability and consistency district wide
- Provide an Attendance Coordinator to work with the individual school sites
- Purchasing after school tutoring through Edgenuity in core subject areas to assist students
- Provide a weekly feedback survey for staff and parents
- Providing a weekly update that addresses queries and concerns articulated in the weekly feedback survey
- Providing virtual assessment tools for the Special Education Department
- Providing laptops, 4K cameras, and lapel microphones to all teachers

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.]

In preparation to offer families a hybrid learning model prior to Governor Gavin Newsom’s guidelines to reopen schools moved us to a complete distance learning model, the District has purchased personal protective equipment for staff and students (masks, gloves, face shields), cleaning supplies, hand sanitizers, forehead thermometers, plexiglass, and disinfectant foggers.

The District planned for a hybrid learning model that would have all students distance learning on Mondays, and have alternating days of in-person instruction and distance learning. To allow for in-person instruction, classrooms were measured and modified to accommodate six feet of space between desks. Recess/nutrition period would be staggered and lunches would be served in the classroom. Upon entering the school site in the morning, all students would be asked to submit to a forehead temperature scan and would be asked if they were experiencing any symptoms pertaining to COVID-19. The junior/senior high schools would move to a block schedule that will reduce the amount of movement within the school and allow ample time to clean and disinfect between cohorts. In-person instruction would focus on key foundational skills and provide differentiated Standards based instruction. In-person would prioritize literacy, phonics, ELA, and Math.

It is our priority to provide small group intervention for students that have experienced significant learning loss due to school closures. These groups would prioritize low-income, foster youth, homeless, English language learners, and students with disabilities. If the opportunity presented itself, Muroc Joint Unified School District’s priority would be to bring back our unduplicated students for in-person instruction first.

Muroc Joint Unified School District has developed a three tiered approach to address the mental health and social emotional well-being of our students. The specific social emotional intervention a student needs will be determined through the Student Study Team process. A referral to the Student Study Team can be made by any MJUSD staff member. All teachers are being CLAAS trained which will assist in identifying students in need of more social emotional supports.

The District Nurse will provide training to staff and students regarding proper hygiene, usage of PPEs, and sanitizing procedures.

Each school site will develop an individualized plan that will articulate how in-person based instruction may take place in a hybrid or 100% in-person learning model. Each plan will articulate policies and procedures that will ensure the safety of students and staff members. The plan will be based on the instructional protocol on guidance from relevant health authorities such as but not limited to the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), California Department of Education (CDE), and the local health department are put into place. The site-specific plan will include the following:

- **Cleaning & Disinfection Procedures:** How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized
- **Cohorting:** How students will be kept in small, stable groups that minimize/avoid contact with other groups
- **Entrance, Egress & Movement Within the School:** How movement of students, staff and parents will be managed to avoid close contact/mixing of cohorts.
- **Face Coverings & Other Essential PPE:** How CDPH’s guidelines for face coverings and protective barriers will be satisfied and enforced.
- **Health Screenings for Students & Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.
- **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.
- **Identification & Tracing of Contacts:** Actions that staff will take when there is a confirmed case.
- **Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff
- **Staff Training & Family Education:** How staff will be trained and families will be educated on the application and enforcements of the site plan.
- **Communication Plans:** How the district will communicate with students, staff, and parents about cases, exposures at the school, all consistent with FERPA and HIPAA.

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

Description	Total Funds	Contributing
Personal protective equipment, Cleaning equipment, and supplies	\$35,000	No
Small group intervention	\$20,000	Yes

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.]

The Muroc Joint Unified School District started the 2020-2021 school year in a distance learning format. With approximately 59% of parents indicating that they want in-person instruction, Muroc Joint Unified School District’s priority is to transition to a hybrid in-person learning model when the Kern County Department of Health grants our waiver for in-person instruction and the appropriate safeguards are put into place. The continuity of a rigorous, high quality instructional program is a priority of our stakeholders. To ensure students have access to a full curriculum and ensure instructional continuity, the District will implement the following:

- The District will provide professional development opportunities that will support differentiated learning and Universal Design for Learning.
- District has adopted ELA and Math curriculum that has a robust online component that is built to support blended learning (Journeys, Go Math)
- District has purchased programs that will be used to supplement and augment instruction (IXL, Lexia, Accelerated Reader, System 44/Read 180)

- Each school site will comply with the Williams Act ensuring all students are issued adopted textbooks in all content areas.
- All students will be issued district provided devices to ensure equitability
- The Instructional Task Force has designed pacing guides and prioritized essential skills for each grade level
- The District will use Google Classroom as our universal learning platform. This will ensure equitable access to curriculum and adopted materials.
- Minimum instructional minutes which differentiates between synchronous and asynchronous requirements were provided to all teachers
- To ensure continuity when we move back to in-person instruction, the junior/senior high schools will maintain a six period day where students are required to log into their classes at the start of the class session. For students that are unable to be present during the synchronous live session, teachers have recorded all lessons that can be accessed at any time.
- Students with disabilities were provided with a distance learning plan that is individualized to their needs.
- Administrators have been tasked with ensuring continuity of high quality instruction by conducting daily virtual class visits and providing feedback to teachers.

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.]

Muroc Joint Unified School District incorporated a needs assessment into the survey sent out to parents in June. During the spring when Muroc Joint Unified School District moved to distance learning and schools were shutdown, the Superintendent and Principals monitored packet and online student engagement and reached out to families that were not regularly logging into their virtual classrooms or completing their packets. If the families were unavailable via phone, house visits were conducted by the site administrator. The same process will continue through the 2020-2021 school year.

Muroc Joint Unified School District hired five Educational Technology Specialist that have attained at least a Certified Educator Level 1 in Google Classroom. The Educational Technology Specialists will provide technology support for staff, parents, and students.

Muroc Joint Unified School District has moved to a ratio of 1:1 regarding Chromebooks. All students have been issued Chromebooks to ensure access to online instruction and resources. With certain Chromebooks coming close to its end of life, Muroc has ordered an additional 1500 Chromebooks for the 2020-2021 school year. Muroc Joint Unified School District has prioritized all teachers and administrators to attain a Google Classroom Certified Educator Level 1 certification. The District currently has five Educational Technology Specialists that will develop and deliver Google Classroom and other educational technology trainings to staff, students, and parents.

Muroc Joint Unified School District currently has an agreement with Spectrum to provide families without internet access that qualify for Free and Reduced Lunch Plans internet access free of charge.

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.]

Students at Muroc Joint Unified School District will be provided a combination of synchronous and asynchronous instruction. Parents and students have access to Core Curriculum Standards based instruction using our District adopted textbooks that also has virtual access for students.

Transitional Kindergarten – Kindergarten

- Each TK-Kindergarten student will be offered a minimum of 120 minutes of synchronous instruction through Google Classroom by the classroom teacher daily. 60 minutes will be asynchronous learning that encompasses the following: progress monitoring, independent assignments, small group, slides, and videos.
- To ensure equity across the District, all lessons are recorded and can be accessed anytime.
- Students with disabilities are being provided with an individualized Distance Learning Plan that articulates
- For students that need additional support, teachers have setup daily virtual office hours in Google Meets

1st Grade – 3rd Grade

- Each 1st – 3rd grade student will be offered a minimum of 150 minutes of synchronous instruction through Google Classroom by the classroom teacher daily. 90 minutes will be asynchronous learning that encompasses the following: progress monitoring, independent assignments, small group, slides, and videos.
- To ensure equity across the District, all lessons are recorded and can be accessed anytime
- Students with disabilities are being provided with an individualized Distance Learning Plan that articulates
- For students that need additional support, teachers have setup daily virtual office hours in Google Meets

4th Grade – 6th Grade

- Each 4th – 6th grade student will be offered a minimum of 150 minutes of synchronous instruction through Google Classroom by the classroom teacher daily. 90 minutes will be asynchronous learning that encompasses the following: progress monitoring, independent assignments, small group, slides, and videos.
- To ensure equity across the District, all lessons are recorded and can be accessed anytime
- Students with disabilities are being provided with an individualized Distance Learning Plan that articulates
- For students that need additional support, teachers have setup daily virtual office hours in Google Meets

7th Grade – 12th Grade

- Each 7th – 12th grade student will be offered a minimum of 120 minutes of synchronous instruction through Google Classroom by the classroom teacher daily. 180 minutes will be asynchronous learning that encompasses the following: progress monitoring, independent assignments, small group, slides, and videos.
- To ensure equity across the District, all lessons are recorded and can be accessed anytime
- Students with disabilities are being provided with an individualized Distance Learning Plan that articulates
- For students that need additional support, teachers have setup daily virtual office hours in Google Meets
- “Do the Math” live TV broadcast and free tutoring program available daily from 3:30 – 5:30

Muroc Joint Unified School District’s goal is to have a 100% rate of daily participation. Participation will be determined in the following ways: logging into the Google Classroom, participation in the online class, work completion, and communication/contact with students or families. Student participation will be recorded in our AERIES student information system. All parents will have access to the AERIES Parent Portal that will allow them to view attendance and grades. To ensure minimum instructional minutes are being met, teachers will be required to complete a combined daily participation and weekly engagement form which will track the following synchronous and asynchronous lessons.

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.]

Muroc Joint Unified School District has adopted Google Classroom as its online learning platform. The District will pay and compensate teachers and instructional aides to attain their Google Classroom Certification Level 1. Muroc Joint Unified School District has provided stipends and training for five Education Technology Specialists that will provide educational technology training to staff as well as support staff throughout the year. The District’s Learning Director will continue to provide virtual adopted curriculum training and a resource padlet for teachers (Journeys, Go Math, IXL, Accelerated Reader, System 44/Read 180, Lexia) throughout the course of the school year.

Kern County Superintendent of Schools has provided a robust training schedule and networking opportunities for the 2020-2021 school year that our teachers, ELL Coach, Counselors, School Psychologists, Speech and Language Pathologists, and Special Education Teachers will be encouraged to attend. Trainings include:

- Social Emotional Learning in the Classroom and Digitally: Building Relationships that Last
- Trauma Informed Care Practices for Educators
- English Learners Instructional Network
- Making the Most of Synchronous and Asynchronous Time
- Distance Learning and UDL

Staff Roles and Responsibilities

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

The role of the teachers has changed in response to COVID-19 and providing similar rigor and experience of in-person instruction in a distance learning format. Teachers have adapted how they deliver instruction for a 100% distance learning model and possibly a hybrid model if Kern County Department of Health permits. When planning, teachers need to be mindful of students that may not be able to participate in synchronous instruction. Teachers have been tasked with recording their lessons so they can be accessed at all times. Teachers are also responsible for completing a combined daily participation and weekly engagement form that tracks synchronous and asynchronous instructional time for each student. Teachers must also manage Google Meets live sessions with students and be able to navigate various extensions such as Jamboard, Breakout Rooms, Etc. Teachers have also provided more office hours for students that have a difficult time learning through a distance learning model.

The role of our Social Emotional Counselor has changed in response to COVID-19. The counselor is no longer able to physically meet and run small groups. The Social Emotional Counselor has been tasked with creating a social emotional Google Classroom where she can meet with students individually or in small groups to meet their social emotional needs.

Special Education Teachers have been required to create a Distance Learning Plan for each student on their caseload. This is a collaborative effort between teacher, student, and parents. Special Education Instructional Aides have been supporting students in their respective virtual classrooms. They have also been tasked to utilize breakout rooms to provide targeted intervention and instruction.

Classified employees will contribute in various ways depending on the needs of the schools and District as a whole. This may include working remotely or in-person depending on the needs of the school.

The English Language Coach has been tasked with progress monitoring and supporting EL students virtually. The District provided Rosetta Stone licenses for all qualifying students and family members to build and strengthen their individual language acquisition skills and understanding. The English Language Coach has also been tasked to develop a plan to complete state mandated language assessments virtually for students that are uncomfortable with in-person assessments. The English Language Coach had to also adapt and pivot to a virtual platform when providing individual one-to-one services.

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 Learners

- Rosetta Stone Online Language Instruction
- One-to-one support with English Language Coach
- Consistent communication with families regarding progress and needs
- Individualized progress monitoring of each EL student

- The English Language Coach will continue to consult with the general education teacher on strategies to provide quality, focused synchronous instruction and to create individualized asynchronous language practice with EL students.

Foster Youth/Homeless

- Transportation, absenteeism support services, social-emotional counseling, school supplies, clothing, and other necessary school or household item.
- Consistent communication with families regarding needs
- Individualized progress monitoring

Special Education

- Special education, related services, and any other services required by a students Individualized Education Plan will be made available in a distance learning format
- System 44/Read 180 Intervention
- Collaboration between special education teacher and general education teacher regarding accommodations, modifications, goals, and teaching strategies.
- Conducting virtual assessments and virtual Individualized Education Plan meetings to discuss progress, goals, and supports/services needed to meet the needs to the student.
- Providing materials and accommodations articulated in the IEP for the home environment (fidget chair, Handwriting with no Tears, headphones, text-to-speech, etc.)
- Counseling and guidance for eligible students via Zoom and Google Meets

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

Description	Total Funds	Contributing
<p>Chromebooks</p> <p>Computers are made available to all students to access distance learning from home.</p>	\$386,000	N
<p>Laptops</p> <p>Allow teachers to have a powerful enough computer to handle recording and broadcasting lessons from home or the classroom</p>	\$100,000	N
<p>4K Cameras and accessories</p> <p>Allow teachers to record all lessons</p>	\$98167.32	N

Description	Total Funds	Contributing
Lapel Microphones To ensure all lessons can be heard during synchronous live instruction	\$2492.76	N
Education Technology Integration Supports Stipends paid for five Educational Technology Specialist that are responsible for developing and delivering Google and other educational technology training to staff, parents, and students	\$13,000	N
COVID-19 Instructional Task Force Stipends for instructional staff to participate in tasks forces to build plans for returning to school.	\$27,000	N

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.]

Muroc Joint Unified School District will assess present level of in ELA, Math, and English Language Development for our students through the regular administration of benchmark assessments. District adopted assessments are as follows: IXL, CAASPP Interim Assessment Blocks, Lexia, Accelerated Reader, System 44/Read 180, and the STAR assessments. In determining learning loss, Muroc Joint Unified School District will include benchmark results prior to the 2020-2021 school year to help assess each student’s learning status on essential skills and content in preceding grade levels. The benchmark assessments will be one of the main tools to assess learning loss along with other summative and formative assessments conducted by the teachers.

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.]

Addressing learning loss and filling the academic gap for our English Learners, Low-Income Students, Foster Youth, Pupils with Exceptional Needs, Foster Youth, and Homeless will be delivered in the following ways:

- School sites have repurposed teacher collaboration time to provide synchronous individual, small-group tutoring that targets individual student needs.
- Instructional Aides will support general education classes and provide additional targeted intervention to students in need in a Google breakout room.
- Eligible students will have access to the following interventions: IXL, Lexia, and System 44/Read 180.
- Students participating in Edgenuity and/or credit recovery will be provided individualized support in secondary English Language Arts, Mathematics, Science, and Social Studies.

- Muroc Joint Unified School District has prioritized Students with Disabilities as the first cohort to resume in-person instruction. Additional supports and services will be offered and individualized.

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 effectiveness of the supports and services provided for our students regarding learning loss will be measured with the ongoing District adopted assessments. Based on the results of the assessments for students, teachers and administrators will be able to determine the efficacy of the learning loss services. This will allow teachers and administrators to make a data driven decision to either scale interventions to a broader range of students, or adjust their approach to address learning loss.

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

Description	Total Funds	Contributing
System 44/Read 180 Literacy intervention	\$34,000	Y
IXL Benchmark assessment	\$16,000	N
Lexia Literacy intervention	\$23,000	N
STAR Assessment Benchmark assessment	\$4,300	N
Accelerated Reader Benchmark assessment	\$4,263	N

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.]

Muroc Joint Unified School District has developed a three tiered approach to address the mental health and social emotional well-being of our students. District will continue to provide CLAAS training to all staff. CLASS training will provide guidance to staff regarding the identification of a student in

crisis and a blueprint in what to do in that particular situation. The district has also implemented Securely student safety tools to monitor student searches for social and emotional red flags to allow interventions and referrals to mental health supports as needed

Tier 1

- Counselor will use Emotional ABCs Curriculum (K-3rd Grade)
- Lessons will be incorporated in the general education virtual setting

Tier 2

- Provide small group instruction utilizing The Zones of Regulation curriculum (TK-12th Grade)
- Provide a Check-In/Check-Out (CICO) intervention program during the school day
- Provide a Check-In/Check-Out (CICO) intervention program after the school day with the Wrap-Around Counselor
- Provide small group instruction utilizing Anger Replacement Training (7th – 12th Grade)

Tier 3

- One-to-one counseling and guidance with the School Psychologist individualized to meet the needs of the student
- Educational Related Mental Health Services for eligible student on an Individualized Education Plan

Pupil and Family Engagement and Outreach

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

Muroc Joint Unified School District has established a three tiered reengagement plan for students that are absent from distance learning.

The Student Support Task Force will work in conjunction with the attendance personnel and site administrator to monitor attendance and student engagement.

Tier 1

- Attendance clerks will monitor daily attendance and call parents after one day of non-participation without reason. If absence persists for two consecutive days without reason, attendance clerk will notify Student Support Task Force and Site Administrator

Tier 2

- Student Support Task Force and Site Administrator will attempt to communicate with parents via phone calls and email
- Student Support Task Force and Site Administrator will conduct a needs assessment to ensure families have the necessary materials to be successful during distance learning
- Student Support Task Force will determine if a Student Study Team meeting is pertinent for academic success
- Student Support Task Force will determine if Check-In/Check-Out intervention program is pertinent for academic success

Tier 3

- If Attendance Clerk, Student Support Task Force, and Site Administrator are unsuccessful in communicating with parents via phone call or email, a home visit will be conducted.

Our Homeless students, Foster Youth, and English Learners have a higher probability for disengagement. Muroc's designated Homeless Liaison and English Language Coach will be in constant contact with our families to ensure their needs are being met.

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.]

Distance Learning

The District has four meal distribution sites serving breakfast and lunch that are compliant with USDA standards. The District will provide meals five days a week to all students enrolled at Muroc Joint Unified School District. Grab and Go lunches will be available for pickup between the hours of 11:00-1:00.

In-Person

When the District transitions into a hybrid learning model, students participating in in-person instruction will be provided with breakfast and lunch that are compliant with USDA standards five days a week. Meals will be provided and distributed to the classroom. Students that are in a distance learning model will be provided Grab and Go meals.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Social Emotional Counselor	\$95,500	Y
Mental Health and Social and Emotional Well-Being	Wrap-Around Counselor	\$100,000	Y
Mental Health and Social and Emotional Well-Being	School Psychologist	\$117,618	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$933,845

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.]

Muroc Joint Unified School District has implemented social-emotional supports districtwide, and a remediation and intervention program that specifically targets foster youth, English learners, special education students, and low-income students. The actions are as follows:

Social-Emotional Counselor/Wrap-Around Counselor/School Psychologist

- According to research, it is estimated that among children experiencing poverty who are in need of mental health care, <15% receive services, and even fewer complete treatment. Providing Social-Emotional Counselors provides the critical resources students need to overcome and cope with adversity. Our counselors provides low-income students, English learners, foster youth, and homeless students with social-emotional support addressing various

mental health needs including trauma related services. Additionally, the initiative provides professional development to equip teachers and staff with the skills and strategies to understand trauma and create a safe and supportive learning environment.

System 44 ELA Remediation and Intervention Program

- Muroc Joint Unified School District has set into place a robust ELA remediation and intervention program for our low-income students, English language learners, foster youth, special education students and homeless. System 44 provides research based instruction and intervention that will increase the outcomes of our most needy students. The System 44 Model meets the demands for a distance learning environment, blended model, and a traditional school setting.

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

Muroc Joint Unified School District currently has 19.8% of students that are Socioeconomically Disadvantaged, 0.8% English Language Learners, and <0.5% Foster Youth. Actions were focused on the following:

- Mitigate learning loss for our foster youth, English learners, special education students, and low-income students
- Providing social emotional learning services and counseling to unduplicated students that may have limited access to mental health services
- Providing basic necessities to students so that they may thrive and be academically successful

Specific examples described below represent an improved and increased level of service that is available to all students but foster youth, English learners, and low-income will have priority. This includes:

- Social Emotional Counselors: The goal is to increase and enhance access to counseling services to students that need it most. Services will include but not limited to Check-In/Check-Out, Emotional ABCs Curriculum, The Zones of Regulation Curriculum, and Anger Replacement Training Curriculum
- Muroc Joint Unified School District has purchased System 44 Intervention program for foster youth, English learners, special education students, and low-income students. System 44 is a researched based remediation/intervention program that will improve and increase the outcome of our most needy population. The System 44 Model meets the demands for a distance learning environment, blended model, and a traditional school setting.

The Muroc Joint Unified School District will allocate 100% of the increased apportionment for Socioeconomically Disadvantaged, English Learners, Foster Youth, Students with Disabilities, and Homeless.