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
Mojave Unified School District	Dr. Katherine Aguirre, Superintendent	Katherineaguirre@mojave.k12.ca.us, (661) 824-4001

General Information

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

As soon as it was clear that preventative COVID-19-related closures would be required as the pandemic spread through California, the Mojave Unified School District immediately made plans to meet the requirements outlined in Governor Newsom's executive order N-26-20, which created significant changes to how our district operates. Every aspect about how we serve our students and community was impacted: social/emotional learning, attendance monitoring, the teaching and learning process, food service, and stakeholder engagement. Multiple key metrics normally released by the state have been suspended (CA School Dashboard, CAASPP Results, etc.), which has required the district to carefully monitor other data points to monitor progress.

In order to accommodate the shift to distance learning, the priorities—and spending—of the district were adjusted accordingly: Chrome books were purchased, Kajeet hotspots were acquired, internet access points were installed on buses and at key locations, and personal protective equipment was purchased (gloves, masks, thermometers, sanitizer and additional cleaning products). Some planned LCAP actions that were linked to in-person interactions have been delayed due to the closure as well.

Stakeholder Engagement

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

Throughout the last several weeks, the Mojave Unified School District has actively involved stakeholders in the development of our plans during this crisis. This has involved classified staff, teachers, bargaining unit leadership, students, parents, principals, administrators, management, and key advisory groups (District English Learner Advisory Committee, District Advisory Committee, African American Advisory Group, etc.), as outlined below:

*Task Force Meetings have been held to select and plan for a learning model for the 2020-21 school year. These task forces included a diverse representation of stakeholders on the following dates: May 27th, June 1st, June 3rd (EL task force), and June 9th.

*Instructional meetings were held with Mojave Faculty Association leadership on several dates to develop standard operating procedures for distance learning: June 1st, June 9th, June 11th, June 12th (w/ technology director).

*All Teacher Meetings—on June 15th all teachers were invited to meetings in order to discuss the proposed standard operating procedures for distance learning and solicit additional feedback

*Weekly district leadership meetings are held with representatives from CSEA as well as MFA

*On June 27th and June 30th district leadership worked with MFA leadership to convert the standard operating procedure into a memorandum of understanding.

* On August 25th and August 26th, parents and the community were invited to give their input and provide written comment on the Learning Continuity and Attendance Plan.

*AAAG: On August 27th our African American Advisory Group (AAAG) met to receive input and feedback on the development of the LCP.

*Our District English Learner Advisory Committee met on August 20th and August 28th to discuss the LCP and provide written questions, comments, and input. This input has been responded to in writing by the superintendent.

*Our District Advisory Committee for LCAP met on August 27th and September 28th to discuss the proposed LCP and provide written questions, comments and input. This input has been responded to in writing by the superintendent.

*Multiple surveys for parents, as well as students, have been issued over the past several weeks, focusing on distance learning, supervision needs, technology needs, and soliciting input on the development of the LCP. These surveys were also distributed by text message to allow for participation from those that might not have computer access.

*Administrators, principals and managers were given an opportunity to provide their input during an Administrative Council meeting on August 28th, and through a google form survey. Additionally, principals were provided this opportunity on August 25th

*Certificated and Classified staff have been surveyed for their input into the development of this plan throughout the week of August 24th.

*During the preventative closures, contact lists were mailed home to each person so that those without internet can reach out to the appropriate department to provide their input or feedback.

*All flyers, materials, etc., have also been translated into Spanish, and messages by phone have been distributed to reach families that may not have access to the internet. Input meetings also included spanish interpretation.

All of the input received through the methods described above have directed the decision making process and shaped the plan described below. MUSD solicited recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan after posting it to the district website and facebook page. Written comments were to be submitted using a google form that was also texted out for those that might not have a computer. All virtual meetings also included an option for parents to call in by phone to ensure access. Opportunities for the stakeholder input described above were promoted in a variety of ways, including: website posts, facebook posts, in-touch recorded messages, text alerts, and advertising by school sites through other applications, such as Class Dojo.

This plan was presented to the public at a public hearing of the governing board on September 1st, 2020, and was considered for final adoption on September 28th, 2020.

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

All of our Mojave Unified School District public meetings and hearings include an option for participants to join by phone and/or virtually through Google Meet. Our board meeting agendas, for example, include the following language:

"Notice of Teleconferencing Pursuant to Executive Order N-29-20 and Government Code section 54953: The

Board will conduct this meeting via teleconference and/or videoconference with one or more board members

participating from remote locations via telephone or other electronic means. This meeting will be

accessible to members of the public, and public comment will be allowed at appropriate times:

https://meet.google.com/cyk-pazg-vcq or join by phone: dial 1 (320) 318-8075 and enter this PIN: 810 565

988#. Voting at this meeting shall be by roll call."

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

Stakeholder feedback has involved classified staff, teachers, bargaining unit leadership, students, parents, principals, administrators, management, and key advisory groups (District English Learner Advisory Committee, District Advisory Committee, African American Advisory Group, etc.), and has generated some unified trends and common themes—nearly to the point of consensus:

1. Given the current levels of COVID-19 in our county, and based on local and state health guidance, stakeholder groups have highly advocated for distance learning to continue.

2. In order to make distance learning successful, students would need to each receive their own device (1-to-1).

3. In order to make the 1-to-1 model effective, the district would need to provide internet connectivity for families that do not have

sufficient access to the internet.

4. In a longer-term distance learning model, full instruction and live interaction would be crucial, and the reliance on work packets alone would not be sufficient

5. Teachers and staff need the appropriate technology and professional development to work effectively in distance learning.

6. Parents will need additional technology support and workshops to help them troubleshoot and learn more about the new technology

7. Extended learning opportunities will be required to mitigate learning loss, and fill in learning gaps for our students with exceptional needs (before/after school, Saturday school

   programs, supplemental online programs, etc.)

8. Investments need to be made in order to make the availability of the online curriculum more robust and meaningful

9. Teacher planning groups (Teaching and Learning Teams—TLTs), need proper time and compensation to plan out assessments, pacing, and units of study.

10. Proper protective equipment, screening and increased levels of disinfection would be required to support the safety of everyone on-site.

11. Social Emotional Learning supports will be essential to address the impacts of COVID-19, and other adverse childhood experiences that have caused trauma for our students.

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

The areas described in the previous section were frequent, common, and consistent suggestions made across multiple stakeholder groups, and have all found their way into our plan through the following: the acquisition of devices and internet hotspots for students and families (Actions B.1 and B.2 below); distance learning throughout the first quarter based on local guidance; implementation of a standards-aligned, full-instruction model of distance learning; technology and training opportunities for our teachers and staff((Actions B.4, B.7, and B.9 below) the development of family website resources and workshops; the development of social emotional learning resources and training for staff and parents (Action D.1. below); PPE and other related materials and supplies have been acquired (Actions A.1., A.2, and A.3 below); extended learning opportunities will be planned in order to assess student needs and fill learning gaps (Actions A.8., B.8, and C.4. below); Teaching and Learning Teams will meet frequently in order to formulate the best plans for distance learning and address learning loss (Action B.9 below).

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 light of state and local guidelines, the Mojave Unified School District will return to offering classroom-based instruction only when it is possible to do so safely, and our governing board has currently approved the first quarter for distance learning. In order to ensure the continuity and seamlessness of learning, our district will continue to heavily rely on an increased technological footprint both in person or at a distance.

Based on what is currently known about the prevention of community spread of COVID-19, this will require significant modifications to the procedures and operations of how the school day is conducted, and will likely involve a reduced number of students on campus at any given time, beginning with students that are in the highest need.

Social Distancing: block and other scheduling models will need to be considered for 6th-12th grade to mitigate the level of movement and exposure of student groups throughout the campus. Limiting the number of students to 20% on a given day and switching the cohort each day of the week is one option for effectively promoting social distancing recommendations. This will require modified transportation and food service schedules, and an increased level of supervision and monitoring during arrival and dismissals.

Personal Protective Equipment (PPE): On-site staff and students will both wear face coverings as outlined in CDC and CDE recommendations. For some teachers, face shields or enhanced PPE will be relied upon to improve the quality of instruction.

Temperature and Symptom Screening: Employee and student temperatures will be screened using an infrared thermometer upon arrival (or upon boarding school buses). Other self-screening questionnaires will be used to monitor exposure as well.

Hygiene, Disinfecting, Sanitizing: Frequently touched surfaces will be disinfected frequently, and classrooms will be disinfected on a daily basis. Hand sanitizer will be readily available.

Vulnerable Staff and Students: Accommodations will be made for staff 65 years of age or older and those with underlying health conditions that place them at a higher risk. Students with underlying health conditions will be offered distance learning options. IEP and 504 meetings will monitor this process, when appropriate.

Transportation: The number of passengers allowed on a school bus will be limited to 11 to 20 students at a time. Buses will be sanitized after each group of students is dropped off.

Arrival and Dismissal: As students arrive on campus by bus or through the front gate, they will stand in designated areas (cones, painted circles, etc.). Adults will line up small groups of these students (approximately 10) and walk them to their classrooms. Dismissal schedules will be required. Teachers will walk their classes to appropriate exits or buses.

Meal Service and Distribution: Modified and staggered meal schedules, and potentially meals consumed in the classroom, will be required in order to limit the number of students being in proximity to one another. Students that will be participating in distance learning on that day can continue to receive their meals by pickup.

Recess and Breaks: Scheduled breaks and recess times will be modified to reduce the congregation and proximity of students. To the extent possible, appropriate spacing will be required and shared items will be avoided.

Restroom Use: Restroom schedules will be created for each classroom, and staff will be present outside of the restroom to encourage proper hand washing and limit the number of individuals using the restroom at a given time.

Instruction: Core instruction will need to be rigorous, standards-aligned and utilize adopted materials. Teaching and Learning Teams (TLTs) will work to adapt our assessment and pacing plans to be integrated digitally. Student instruction will be equitable and predictable: students will receive in-person instruction when it is their day to be on campus, and remotely through synchronous and asynchronous methods while off campus.

Attendance and Grading: Closely monitor levels of student engagement and participation to mitigate learning loss. Grades will be earned based on current board policy.

Technology, Internet and Devices: We will need to increase our number of devices to ensure that everyone has a device whether they are at home or at school. MUSD will explore the construction of cellular internet towers to deliver the internet wirelessly into our communities.

Staff/Student Capacity for Distance Learning: Teachers will earn level 1 Google Certification, and professional development will be offered on a weekly basis to teachers, students and parents on how to leverage digital resources to enhance student learning.

Extracurricular Activities: Will only be allowed when County and State recommendations allow for it. Spacing and PPE accommodations will be made as appropriate.

Social/Emotional Needs: Site and district response teams will establish contingency plans for meeting mental health and other emotional needs during this crisis. These plans will be designed by the MUSD SEL task force.

Suspected and Confirmed Cases: Isolation, communication and contact tracing protocols will be established and followed to inhibit community spread while following all CDC and CDE guidance. HIPAA and other confidentiality requirements will be strictly adhered to. When closures are required, the academic system will require a flexibility and timeliness that only technology enhanced instruction could support.

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

Description	Total Funds	Contributing
A.1. Personal Protective Equipment will be purchased to keep all individuals on site as safe as possible, while following local and state guidelines (gloves, masks, face shields, hand sanitizer)	[$ 251,000]	N
A.2. Additional disinfectant, cleaners, and other materials and supplies will be purchased in order to ensure a clean and sanitary environment for everyone on campus.	[$ 114,000]	N
A.3. Additional staffing will potentially be considered in order to successfully accomplish the increased levels of disinfecting and cleaning.	[$ 500,000]	N
A.4. Additional staffing will potentially be considered in order to successfully accomplish proper supervision and the social distancing of student groups.	[$ 250,000]	N
A.5. In order to accommodate the connectivity of 1-to-1 devices on the district's network, increased bandwidth will need to be purchased.	[$ 50,000]	Y
A.6 In-classroom technology will be supplemented in order to allow in-person and at-home cohorts to access equitable instruction	[$ 215,000]	Y
A.7 Additional student computer devices will need to be purchased in order to ensure students have access to a device in the event that they did not bring their district device from home, or in the event that they need a replacement.	[$ 254,000]	Y
A.8. Before school, after school, and Saturday school programs will be considered to create extended learning opportunities and mitigate learning loss.	[$ 233,000]	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.]

240 minutes of instructional activities—including both asynchronous and synchronous participation—will be required each day.

Daily instruction will be provided in accordance with grade level standards and Board adopted curriculum. To the extent possible, "full instruction" will be offered during distance learning. Adopted materials, assessment calendars, and pacing guides will continue to be used as adapted for digital use and improved when possible.

Digital units of study, lesson plans, recorded lessons, and supplemental resources will be compiled and organized in shared Google drives to be used for the first quarter and beyond.

To accommodate student learning during multiple contingencies, technology enhanced learning within Google Classroom will fuel learning opportunities whether students are in person or at a distance.

Teachers continue to utilize district approved curriculum and pacing created by our TLTs. This includes formative and summative assessments. Delivery of the curriculum has shifted to meet the requirements and needs of distance 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.]

As part of its distance learning approach, in response to the need identified by parent surveys and input, the Mojave Unified School District will ensure that each pupil checks out their own chromebook or tablet up to a 1-to-1 level along with earbuds or headphones, and that each family has access to an internet hotspot device to meet the unique needs of our community. To support access to this technology, the district has established a Technology Hotline, a Family Corner website, and parent workshops to help families troubleshoot and solve common issues. Upon identification, other unique circumstances that may arise for families will also be addressed through other internet offerings and configurations to allow for connectivity.

The district is also exploring the possibility of constructing longer-term internet options for the community, such as cellular internet towers.

A technology hotline and Family Corner website will support parent troubleshooting and learning in this area, and parent workshops available in both English and Spanish will be offered to build parent capacity.

Multiple methods have been employed by the school district and school sites in order to reach students and families that were unable to access devices and connectivity. This has included phone calls, safely conducted home visits, reaching out to known contacts and family members, and more. Contact lists were also mailed home to all families at the end of the 2019-20 school year to help facilitate communication for families that might not have internet.

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.]

The Mojave Unified School District has adopted the engagement and participation procedures demonstrated in the recently released California Department of Education Engagement and Participation Template. Each week, teachers summarize the assignment and assessment offerings for each day of instruction, indicating the level of asynchronous or synchronous instruction, and the certification of the time value attributed to those assignments. Additionally, student participation will be logged in Aeries with the following coding: 100=absent, 200= in person (when applicable), 300= family/student contact, 400 = assignment/assessment completion, or 500= other. Student progress will also be input into the AERIES grading system, viewable through the Parent and Student portals.

Student participation and engagement data will be monitored on a daily basis through the use of AERIES and SISENSE dashboards in order to identify students that have disengaged and reach out to those families in order to better meet their needs.

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 teachers will work toward Google Level 1 Certification in order to be prepared to run a Google Classroom. Every Wednesday the school district will offer ongoing professional development to support distance learning, social/emotional supports, English Learner Development at a distance, and other needs identified by teachers.

Classified staff will also receive Google training, and training in CPI and ABA related techniques during this preventative closure.

Employees that need a device can have one checked out, and teachers will receive a stipend to enable them to seek out reliable internet options that will work for their household.

Staff Roles and Responsibilities

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

The most prevalent example of roles and responsibilities shifting in response to COVID-19 has been the level of technological troubleshooting and support that everyone has had to offer to support distance learning along with the extra precautions made to ensure the health and safety of everyone. When it has been allowable to do so, some staff have shifted into other departments to fill temporary essential

needs (food service, technology, etc.). Other employees have also had their responsibilities shift as part of an effort to monitor and track possible exposures to the virus.

Distance learning has modified most roles and responsibilities to be conducted remotely; however, other essential work that cannot be completed in this manner has required increased safety protocols (plexiglass barriers, distancing and PPE protocols, appointments, etc.)

Meeting the social/emotional needs of students has also shifted to a distance model, through new digital referrals, virtual appointments, and internet-based supports.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The first step in supporting pupils with unique needs is the ability to accurately identify them. For existing students with previously known needs, the ability to monitor them will be made possible with our local data dashboard: Sisense. This will provide a glimpse at historical data (academic, engagement, behavioral, etc.), and allow for real-time monitoring of other engagement, participation, and academic data.

Diagnostic assessments in the areas of Math and Language arts will be administered to all students. Identified learning gaps will be addressed through high quality first instruction, and the careful execution of targeted instructional experiences. For our English Learners, this will include designing language rich learning opportunities in all areas of instruction that allow students to experience all domains: reading, writing, listening and speaking. Integrated and Designated English Language Development will be offered for all English Learners. This process will be supported by EL Instructional Aides and other supplemental programs that support progress toward English proficiency. A series of PD has been developed and planned to support English Learners during distance learning.

For all students, learning will be frequently measured through formative assessments. When needs are identified, teachers will address them through the appropriate method: whole group, small group, or individually. After the need has been addressed, additionally monitoring will take place through Professional Learning Communities (PLCs), and this process will repeat. If progress is not being made, Student Success Teams (SSTs) will begin to explore root causes and suggested strategies to support growth.

Many students facing adverse childhood experiences, such as homelessness, will require additional social/emotional support. A district team has been established to create a referral process in order to connect students with unique emotional or mental health needs to the proper staff and supports.

For our students with disabilities, plans have been made to increase levels of in-person support for small cohorts of students in compliance with local and state laws and regulations. To meet student needs, devices that allow for touch capabilities were also checked out to students that needed them. Where appropriate, extended learning opportunities will also be offered for students with unique needs, which could include before school, after school, or Saturday school programs.

The differentiated instruction empowered by the technology of distance learning will allow all students with unique needs an opportunity to grow, including our accelerated students by pushing their learning and expanding their access to more advanced content and computer adaptive programs to meet their needs.

MUSD has developed ways to identify individual, and systemic barriers in education for Foster and homeless students. Support for these students will include individual linking of students with site based employees for check-ins and check-ups. PBIS (Positive Behavioral Interventions and Supports) teams will include these students as a focus for intervention and support in overcoming individual barriers to education. A district liaison will work as an advocate for each student to have access to the specific needs that can help with minimizing the barriers to educational success. The information gathered in order to support these students will be derived from specific data tracking systems linked to academics, attendance, and behavior, as well as individual reporting. Site leadership teams will also work to increase Foster, and homeless student engagement, and the removal of individual barriers through data informed decision making, development of programs, and communication strategies. Team level communication will continue to increase awareness of these issues and barriers for administrators, teachers, and support staff, in order to create a supportive and positive academic environment. A website has been created in order to provide community resources and support for homeless and Foster youth and their families.

Throughout all of this, robust and ongoing professional development will be offered on a weekly basis with the primary consideration of meeting unique student needs, such as those exhibited by advanced students, English Learners, Students with Disabilities, Foster Youth, Students experiencing homelessness, and beyond.

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

Description	Total Funds	Contributing
B.1. Additional student computers will need to be purchased in order to be at a 1-to-1 level.	[$ 279,000]	Y
B.2. Internet hotspots will be purchased to ensure that each family has access to the internet.	[$ 465,000]	Y
B.3. Teachers will be provided the proper tools for distance learning as needed, including devices and stipends to allow for adequate internet access.	[$ 243,000]	N
B.4. All teachers will work toward Google Level 1 Certification	[$ 66,000]	N
B.5. Parent workshops and training will be created to support distance learning. Ongoing opportunities to engage and connect parents will be designed and explored (parent workshops, Piqe parent universities, family corner website, etc.).	[$ 28,000]	Y

B.6. A technology hotline will be maintained to support parent and student technology use during distance learning	[$ 8,500]	Y
B.7. Weekly professional development will be offered to teachers and staff to support distance learning and meet the needs of students	[$ 16,000]	Y
B.8. Supplemental curricular resources, workbooks, programs, applications, and licenses will be purchased in order to support robust learning opportunities for students online and at a distance.	[$ 100,000]	Y
B.9. Teaching and Learning Teams will meet on a frequent basis to plan out high quality distance learning instruction and digitize curricular resources.	[$ 48,000]	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.]

Diagnostic assessments, such as Star Reading, Star Math assessments, and Star Early Literacy will be utilized on a regular basis to determine gaps in the standards based learning progression in ELA, ELD and mathematics. Moving forward, other formative assessments, such as Interim Assessment Blocks, and Common Formative Assessments through school city will be delivered every 2-3 weeks and benchmarks will be relied on to triangulate learning gaps and monitor the effectiveness of interventions each quarter. When possible, Teaching and learning Teams will develop enhanced assessments using Google Forms to allow for assessments that fill learning gaps with conditional formatting questions.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The following initiatives will be implemented to ensure high quality first time instruction in order to prevent future learning loss:

1. Essential content and standards will be identified for each grade level, utilizing Teaching and Learning Teams (TLTs)
2. Assessment plans that spiral essential concepts and scaffold more complex content will be designed
3. Units of study that are aligned with the assessment plan will be designed for online learning
4. Data protocols will be facilitated in Professional Learning Communities in order to identify learning loss and monitor the effectiveness of implemented plans

5. Data and feedback-driven Professional development will be offered on a weekly basis, with an emphasis on meeting the unique needs of English Learners, Low income students, foster youth, and other pupils with exceptional needs.

Students that exhibit gaps in essential grade level standards, will receive targeted instructional experiences. Some students will require additional time in order to get caught up (extended learning opportunities); whereas others might need more targeted strategies and supports beyond first time instruction in order to achieve adequate progress, such as English Learner support through supplemental programs and through the support of EL Instructional Aides. For pupils with exceptional needs, this process should be driven by IEP teams, SSTs and other instructional teams, as appropriate, to ensure that student needs are being met through these targeted experiences. For our students with disabilities, plans have been made to increase levels of in-person support for small cohorts of students in compliance with local and state laws and regulations. To meet some student needs, devices that allow for touch capabilities were also checked out to students that needed them.

Research shows that learning loss tends to be more significant among students at a socioeconomic disadvantage during traditional summer breaks--a fact that has only been exacerbated during the preventative closures during the COVID pandemic. To close the learning gaps identified among our socioeconomically disadvantaged students, and other pupil groups explained above, robust learning opportunities executed by teachers and support staff beyond the 240 minutes of instruction each day will be developed. In some situations, vendors could be relied upon to meet this great need if they demonstrate the use of research-based & data-driven practices.

For some of our foster and homeless pupils mitigating learning loss will be contingent on first meeting their social/emotional needs. District level teams have been formed to create contingency plans for identifying, meeting and monitoring the needs of students.

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 Mojave Unified School District organizes multiple data sources into one usable platform called SISENSE. This allows for the district and school sites to monitor key metrics in order to measure the effectiveness of implemented strategies: attendance (engagement and participation data), discipline, grades, academic achievement on diagnostic and formative assessments, and more.

Diagnostic assessments, such as Star Reading, Star Math assessments, and Star Early Literacy will be utilized on a regular basis to determine gaps in the standards based learning progression in ELA, ELD and mathematics, and measure the effectiveness of services or supports to address learning loss. Moving forward, other formative assessments, such as Interim Assessment Blocks, and Common Formative Assessments through school city will be delivered every 2-3 weeks and benchmarks will be relied on to triangulate learning gaps and monitor the effectiveness of interventions each quarter. When possible, Teaching and learning Teams will develop enhanced assessments using Google Forms to allow for assessments that fill learning gaps with conditional formatting questions.

Testing security and fidelity measures will be taken to ensure the highest quality data possible—this could include the use of programs such as Go Guardian to proctor student assessments.

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

Description	Total Funds	Contributing
C.1. Teaching and Learning Teams will meet regularly to identify essential content, design assessment plans and units of study, digitize content, and to optimize distance learning strategies.	[$ 48,000]	N
C.2. Diagnostic and formative assessments will be utilized in order to identify learning gaps and measure the effectiveness of implemented strategies.	[$ 46,500]	N
C.3. Programs, such as Go Guardian, will be used to ensure testing security and accuracy of assessment data.	[$ 28,000]	N
C.4. Before school, after school, and Saturday school programs will be considered to create extended learning opportunities and mitigate learning loss.	[$ 205,000]	Y
C.5. Small group learning opportunities will be built into the school day when possible to support student progress.	[$ 20,000]	Y
C.6. Professional Development will be offered on a weekly basis to build capacity in addressing the unique needs of English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, and others.	[$ 16,000]	Y

Mental Health and Social and Emotional Well-Being

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

MUSD has developed site based teams to address the many issues that our staff and students face in the current distance education, and on future on-campus education. These teams consist of administrators, site level representatives, Special Education (SPED) representative, as well as a District Positive Behavioral Intervention and Support (PBIS) representative, and a District Social worker. These teams focus on community support and relationships in order to foster school climates that are supportive and nurturing to the social-emotional and mental health needs of our students and staff.

MUSD has partnered with a consortium to address best practices, trauma-informed care, bullying, absenteeism, relevant trainings, and challenges and successes of working with a large population of socioeconomically disadvantaged students and families that have high rates of homelessness, foster students, special education needs, and high ACEs (Adverse childhood experiences) scores. MUSD has developed a comprehensive, reliable, and confidential web-based information system to collect and summarize student behaviors in order to make decisions that will focus on MTSS (Multi-Tiered Systems of Support). This system will allow a coordinated team effort to address behavioral,

social-emotional, and mental health concerns through evidenced-based programs, coaching, and support. These systems will help to improve school discipline, academic achievement, school safety, attendance, and overall school climate. The trauma informed approach is designed to build resilience and determination among children to protect them from ACEs and overcome obstacles.

MUSD has engaged experts to improve school climate and mental well-being through the use of professional development, coaching, and coordination of services. Digital resources have been developed to provide pupils and staff with information that specifically address trauma, social emotional issues, mental health, cyber bullying, empathy, among many other topics and impacts of COVID-19 on the school community. Training has been created to focus on strategies for working with children, youth, and families affected by trauma, compassion fatigue, mindfulness activities, youth mental health first aid, and cultural competency as well as implicit bias training. Community resources for mental health and social emotional care have been provided as a collection of digital contact information and direct links to crisis information, LGBTQ services, food, clothing, mental health, and medical services.

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.]

Tier 1: The first tier of our MUSD plan will be to create as welcoming of an environment in our district as possible in order to be proactive and ensure engagement. Ongoing communication and information sharing will be used across multiple platforms (phone calls, social media posts, website posts, letters, etc.) in English and Spanish. Parents will be given multiple opportunities to share concerns and have their voices heard through surveys, and other stakeholder engagement opportunities (African American Advisory Group, School Site Council, District English Learner Advisory Committee, English Learner Advisory Committee, School Site Council, Community forums, etc.). Workshops, hotlines, and websites will be used to support students in the new environment of distance learning. Information regarding the importance of attendance and detrimental effects of learning loss will be shared to prevent chronic absenteeism. This tier will also include the verification of current contact information.

Tier 2: Student engagement and participation data will be monitored on a daily basis using our student information system (AERIES), and our district dashboards (SISENSE). This will allow for the timely identification of students that are absent on a given day, and also enable school sites to identify students that are at risk for serious disengagement due to three or more absences, or missing 60% or more of a school week. Contact home will be made for each absence. Once identified, outreach will be conducted by teachers, administrators, front office staff, and other support staff (such as instructional aides as needed), to contact families and students, and in order to provide proper support and interventions to re-engage the student. In some cases, this will include referrals to the district's social worker, social/emotional, mental health and other resources. After 3 or more unexcused absences, a notification letter will be sent home, followed by a second notification if absences continue. At this point a School Attendance Review Team meeting will be held with school personnel, parents, and other important stakeholders to identify and address family and student needs. When in-person instruction is allowable and safe for small

rotating groups, SART teams may need to determine what level of in-person instruction would help re-engage students, and make the appropriate changes.

Tier 3: If engagement and participation do not increase after the second tier strategies have been exhausted, the family will be referred to a School Attendance Review Board, composed of a diverse group of experts who will link the family to any needed school district or community services. The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.

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.]

The Mojave Unified School District currently participates in the Community Eligibility Provision program, which enables all of our enrolled students to receive free breakfast and lunch. This is fulfilled using the School Meal Service Program whether students are on campus or participating in distance learning. Waivers that are in effect allow for this program to support a non-congregate service with non-traditional meal times, for family to get the meals, and more flexibility throughout this school year. Families can pick up the meals for their children at designated locations (California City High School, California City Middle School, and Mojave Jr./Sr. High School), by providing their student's lunch ID number. Meal pickup times have been scheduled outside of instructional minutes to incentivize proper meal consumption and nutrition without conflicting with teaching and learning.

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

Section	Description	Total Funds	Contributing
D.1. Mental Health & Social Emotional Well Being	1. A district Social Emotional Learning team will meet regularly to plan and coordinate services for students and staff. Data will be reviewed on a regular basis to identify student needs and measure the effectiveness of interventions. Digital referrals will be developed and used to connect students with resources. A website will be developed and maintained to ensure that socioeconomically disadvantaged students and other student groups can identify local resources and supports. Training and professional development will be	[$45,000]	Y

	designed and delivered to ensure fidelity to the system described above.		

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
34.16%	$7,132,553

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.]

Identified Needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students in the Mojave Unified School District

1. CAASPP Data: English Learners, Foster Youth and Socioeconomically Disadvantaged students ranked in the "Low" or "Very low"

status on the most recent California School Dashboard for Math and ELA CAASPP performance

2. Estimated % of unduplicated students completing a-g coursework is low: English Learners—6.25%; Socioeconomically

Disadvantaged—20.00%

3. English Learner Progress is Medium, at 48.6% according to the most recent California School Dashboard

4. Less than 20% of unduplicated 11th grade students scored a 4 on the most recent ELA CAASP, and less than 4% of unduplicated 11th grade

students scored a 4 on the most recent Math CAASPP (college preparedness on EAP)

5. The most recent high school dropout rate on dataquest for Socioeconomically Disadvantaged students is 11.8%, and English Learners

have a dropout rate of 12.5%

6. Socioeconomically Disadvantaged students have a cohort graduation rate of 83.1%, and English Learners

have a cohort graduation rate of 81.3% as reported on the most recent CA School Dashboard

7. Low levels of unduplicated pupils are ranked as "prepared" on the College/Career Indicator of the California School

Dashboard: 31.3% of English Learners and 40.4% of Socioeconomically Disadvantaged students

8. Chronic Absentee rates are significantly high for unduplicated student groups: English Learners—20.1%; Foster Youth—

36.4%; Socioeconomically Disadvantaged—26.9%

9. Suspension rates fall within the "high" or "very high" categories of the California State Dashboard for Foster Youth—6.5%

and Socioeconomically Disadvantaged students—5.9%

<u>Actions Related to In-Person Instructional Offerings</u>

Action A.5. In order to accommodate the connectivity of 1-to-1 devices on the district's network, increased bandwidth will need to be purchased.

a. Considers Needs: 88% of Mojave Unified School Districts students are Socioeconomically Disadvantaged, placing them at an increased risk of being on the wrong side of the digital divide. Parent surveys confirmed that a significant number of socioeconomically disadvantaged families lacked access to a device in the home, requiring the district to increase services in this area in order to support a flexible in-person "hybrid" model that would require some level of distance learning during cohort rotations or preventative closures. Other needs considered: See unduplicated needs #1-7 on page 17 above.
b. Effective in meeting the needs: Providing increased devices for our unduplicated students allows them to access rigorous, standards-aligned instruction at a distance or in person, and empowers the ability for the school district to create extended learning opportunities in order to close learning gaps and mitigate learning loss.

Action A.6. In-classroom technology will be supplemented in order to allow in-person and at-home cohorts to access equitable instruction

a. Considers Needs: 88% of Mojave Unified School Districts students are Socioeconomically Disadvantaged, placing them at an increased risk of being on the wrong side of the digital divide. Parent surveys confirmed that a significant number of socioeconomically disadvantaged families lacked access to a device in the home, requiring the district to increase services in this area in order to support a flexible in-person "hybrid" model that would require some level of distance learning during cohort rotations or preventative closures. Other needs considered: See unduplicated needs #1-7 on page 17 above.
b. Effective in meeting the needs: Providing increased technology in the classroom will allow our unduplicated students access to rigorous, standards-aligned instruction at a distance or in person, and empowers the ability for the school district to create extended learning opportunities in order to close learning gaps and mitigate learning loss.

Action A.7. Additional student computer devices will need to be purchased in order to ensure students have access to a device in the event that they did not bring their district device from home, or in the event that they need a replacement.

c. Considers Needs: 88% of Mojave Unified School Districts students are Socioeconomically Disadvantaged, placing them at an increased risk of being on the wrong side of the digital divide. Parent surveys confirmed that a significant number of socioeconomically disadvantaged families lacked access to a device in the home, requiring the district to increase services in this area in order to support a flexible in-person "hybrid" model that would require some level of distance learning during cohort rotations or preventative closures. Other needs considered: See unduplicated needs #1-7 on page 17 above.

d.	Effective in meeting the needs: Providing increased devices for our unduplicated students allows them to access rigorous, standards-aligned instruction at a distance or in person, and empowers the ability for the school district to create extended learning opportunities in order to close learning gaps and mitigate learning loss.

Action A.8. Before school, after school, and Saturday school programs will be considered to create extended learning opportunities and mitigate learning loss.

e.	Considers Needs: Research shows that socioeconomically disadvantaged students experience learning loss at higher levels than their more affluent peers during an ordinary summer break; however, COVID related closures have exacerbated this, highlighting the need to create extended learning opportunities to mitigate learning loss. English Learners need additional time being immersed in language development in order to continue their progress toward proficiency. Other needs considered: See unduplicated needs #1-7 on page 17 above.
f.	Effective in meeting the needs: Providing additional learning opportunities for our socioeconomically disadvantaged students--fueled by 1-to-1 devices and connectivity, will allow students to receive targeted instructional experiences to close learning gaps. Additionally, our English Learners will directly benefit from extended learning opportunities that allow for rich language interaction across the different domains of reading, writing, listening and speaking in order to improve their ability to acquire English proficiency.

Actions Related to the Distance Learning Program

Action B.1. Additional student computers will need to be purchased in order to be at a 1-to-1 level.

a.	Considers Needs: 88% of Mojave Unified School Districts students are Socioeconomically Disadvantaged, placing them at an increased risk of being on the wrong side of the digital divide. Parent surveys confirmed that a significant number of socioeconomically disadvantaged families lacked access to a device in the home, requiring the district to increase services in this area in order to support a distance learning model. Other needs considered: See unduplicated needs #1-7 on page 17 above.
b.	Effective in meeting the needs: Providing increased devices for our unduplicated students allows them to access rigorous, standards-aligned instruction at a distance or in person, and empowers the ability for the school district to create extended learning opportunities in order to close learning gaps and mitigate learning loss.

Action B.2. Internet hotspots will be purchased to ensure that each family has access to the internet.

c.	Considers Needs: 88% of Mojave Unified School Districts students are Socioeconomically Disadvantaged, placing them at an increased risk of being on the wrong side of the digital divide. Parent surveys confirmed that a significant number of socioeconomically disadvantaged families lacked access to reliable internet connectivity in the home, requiring the district to increase services in this area in order to support a distance learning model. Other needs considered: See unduplicated needs #1-7 on page 17 above.
d.	Effective in meeting the needs: Providing internet connectivity for our unduplicated students allows them to access rigorous, standards-aligned instruction at a distance or in person, and empowers the ability for the school district to create extended learning opportunities in order to close learning gaps and mitigate learning loss.

Action B.5. Parent workshops and training will be created to support distance learning. Ongoing opportunities to engage and connect parents will be designed and explored (parent workshops, Piqe parent universities, family corner website, etc.).

e.	Considers Needs: As previously referenced, more than 88% of our students are socioeconomically disadvantaged, and parent surveys revealed that a significant number of families lack access to devices and internet access in the home. This speaks to the immediate need to support families as they navigate hardware and software that they might lack experience with. Unduplicated Need #8 on page 18 also indicates high levels of Chronic Absenteeism among our unduplicated student groups (English Learners—20.1%; Foster Youth—36.4%; Socioeconomically Disadvantaged—26.9%), which demonstrates the need to increase parent engagement and support through workshops and training.

f.	Effective in meeting the needs: Creating frequent opportunities for parents to participate in workshops and training to support our socioeconomically disadvantaged families will increase their ability to use district technology to its fullest potential and prevent disruptions in learning due to technological barriers. These workshops and opportunities will also support increased parent engagement and involvement in the educational process.

Action B.6. A technology hotline will be maintained to support parent and student technology use during distance learning

g.	Considers Needs:As previously referenced, more than 88% of our students are socioeconomically disadvantaged, and parent surveys revealed that a significant number of families lack access to devices and internet access in the home. This also speaks to the need to support families as they navigate hardware and software that they might lack experience with. Other needs considered: See unduplicated needs #1-7 on page 17 above.
h.	Effective in meeting the needs:Creating a readily available hotline to support our socioeconomically disadvantaged families will increase their access to technology and will help prevent disruptions in learning due to technological barriers.

Action B.7. Weekly professional development will be offered to teachers and staff to support distance learning and meet the needs of students

i.	Considers Needs: The COVID pandemic has exacerbated learning gaps among our socioeconomically disadvantaged students, posed a risk of slowing the language acquisition of our English Learners, and threatened to further disengage students that have historically experienced high levels of chronic absenteeism (English Learners—20.1%; Foster Youth—36.4%; Socioeconomically Disadvantaged—26.9%). Every part of our education system has been modified in response to COVID, so teachers and staff will require ongoing professional development to meet the increased needs of these student groups while implementing new programs and strategies. Other needs considered: See unduplicated needs #1-7 on page 17 above.
j.	Effective in meeting the needs: High quality and ongoing professional development will allow teachers to reduce their frustration level while also increasing their ability to meet the unique needs of our students described above. The more fluent teachers and staff become with technology will further empower them to push student learning to new heights through differentiation and targeted learning experiences that are uniquely fueled with 21st century technology.

Action B.8. Supplemental curricular resources, workbooks, programs, applications, and licenses will be purchased in order to support robust learning opportunities for students online and at a distance.

k.	Considers Needs: Research shows that socioeconomically disadvantaged students experience learning loss at higher levels than their more affluent peers during an ordinary summer break; however, COVID related closures have exacerbated this, highlighting the need to create extended learning opportunities to mitigate learning loss. English Learners need additional time being immersed in language development in order to continue their progress toward proficiency. Other needs considered: See unduplicated needs #1-7 on page 17 above.
l.	Effective in meeting the needs: Adding supplemental materials, applications and computer programs--particularly those that are adaptive--will allow parents to support students, and will push student learning and language acquisition beyond what can be achieved during the ordinary school day.

Actions to Address Pupil Learning Loss

Action C.4. Before school, after school, and Saturday school programs will be considered to create extended learning opportunities and mitigate learning loss.

a.	Considers Needs: Research shows that socioeconomically disadvantaged students experience learning loss at higher levels than their more affluent peers during an ordinary summer break; however, COVID related closures have exacerbated this, highlighting the need to create extended learning opportunities to mitigate learning loss. English Learners need additional time being immersed in language development in order to continue their progress toward proficiency. Other needs considered: See unduplicated needs #1-7 on page 17 above.
b.	Effective in meeting the needs: Providing additional learning opportunities for our socioeconomically disadvantaged students--fueled by 1-to-1 devices and connectivity, will allow students to receive targeted instructional experiences to close learning gaps. Additionally, our English Learners will directly benefit from extended learning opportunities that allow for rich language interaction across the different domains of reading, writing, listening and speaking in order to improve their ability to acquire English proficiency.

Action C.5. Small group learning opportunities will be built into the school day when possible to support student progress.

a.	Considers Needs: Research shows that socioeconomically disadvantaged students experience learning loss at higher levels than their more affluent peers during an ordinary summer break; however, COVID related closures have exacerbated this, highlighting the need to create targeted small group learning opportunities to mitigate learning loss. English Learners need additional time in the small group setting being immersed in language development in order to continue their progress toward proficiency. Other needs considered: See unduplicated needs #1-7 on page 17 above.
b.	Effective in meeting the needs: Providing targeted learning opportunities for our socioeconomically disadvantaged students--fueled by 1-to-1 devices and connectivity within a small group setting, will allow students to receive targeted instructional experiences to close learning gaps. Additionally, our English Learners will directly benefit from extended learning opportunities that allow for rich language interaction across the different domains of reading, writing, listening and speaking in order to improve their ability to acquire English proficiency.

Action C.6. Professional Development will be offered on a weekly basis to build capacity in addressing the unique needs of English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, and others.

c.	Considers Needs: The COVID pandemic has exacerbated learning gaps among our socioeconomically disadvantaged students, posed a risk of slowing the language acquisition of our English Learners, and threatened to further disengage students that have historically experienced high levels of chronic absenteeism (English Learners—20.1%; Foster Youth—36.4%; Socioeconomically Disadvantaged—26.9%). Every part of our education system has been modified in response to COVID, so teachers and staff will require ongoing professional development to meet the increased needs of these student groups while implementing new programs and strategies. Other needs considered: See unduplicated needs #1-7 on page 17 above.
d.	Effective in meeting the needs: High quality and ongoing professional development will allow teachers to reduce their frustration level while also increasing their ability to meet the unique needs of our students described above. The more fluent teachers and staff become with technology will further empower them to push student learning to new heights through differentiation and targeted learning experiences that are uniquely fueled with 21st century technology.

Additional Actions

Mental Health and Social Emotional well Being :

Action D.1. A district Social Emotional Learning team will meet regularly to plan and coordinate services for students and staff. Data will be reviewed on a regular basis to identify student needs and measure the effectiveness of interventions. Digital referrals will be developed and used to connect students with resources. A website will be developed and maintained to ensure that socioeconomically disadvantaged students and other student groups can identify local resources and supports. Training and professional development will be designed and delivered to ensure fidelity to the system described above.

e.	Considers Needs: Students that are experiencing adverse situations such as homelessness, or those that are living in poverty, are at a greater risk of disengaging if their social and emotional needs are not met. Prior to the COVID situation, engagement indicators such as chronic absenteeism, suspension rates, and graduation rates indicated this as a high need among our unduplicated students (Unduplicated student needs # 5, 6, 8 and 9 on page 17 and 18 above)
f.	Effective in meeting the needs: Increased and improved services, as described above, will allow student needs to be identified and addressed in order to improve connectedness and academic performance by removing barriers to learning and connecting families to much needed resources and supports.

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

MUSD intends to increase and improve our services for the students that need it the most: our English Language Learners, our Foster Youth, and our students who are Socioeconomically Disadvantaged. This document was shaped with opportunities for direct input from representatives from each stakeholder group to guarantee that we have crafted a plan that prioritizes educational equity and

the closing of any achievement gaps and learning loss created through the COVID pandemic.

Our plan for increasing/improving services for our unduplicated pupils is detailed above across multiple areas of focus:

A. Actions Related to In-Person Instructional Offerings (See actions A.5, A.6, A.7, A.8 above)
Increasing/Improving services in this area will be achieved through the addition of chromebooks and other devices, along with increased instructional time through extended learning opportunities (before and after school programs, saturday school, etc.)

B. Actions Related to the Distance Learning Program (See actions B.1, B.2, B.5, B.6, B.7, and B.8 above)
Increasing/Improving services in this area will be achieved through the addition of new chrome books and kajeet internet hot spots. For the first time, a tech hotline along with frequent parent workshops will also be added to improve communication and the support of distance learning. Weekly professional development for teachers will be added to emphasize capacity building and empowering teachers to meet the unique needs of unduplicated pupils. Supplemental resources and programs will also be added to the core program in order to close learning gaps and mitigate learning loss.

C. Actions Related to Addressing Pupil Learning Loss (See actions C.4, C.5 and C.6 above)
Increasing/Improving services in this area will be achieved through the creation of new extended learning opportunities before school, after school, as well as during Saturday school or scheduled breaks. Professional Development will be added to familiarize teachers with essential technology and strategies to meet the needs of unduplicated pupils.

D. Actions Related to Mental Health and Social Emotional Well Being (See action D.1 above)
Increasing/Improving services in this area will be achieved through ongoing team meetings, disaggregation of data, use of digital referrals, ongoing training and professional development, and the use of websites to connect parents with local resources and supports.