



APPROVED BY
THE GOVERNING BOARD

DATE 6/23/20
[Signature]

COVID-19 Operations Written Report for Meniffee Union Elementary

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

School closures in response to the COVID-19 pandemic required the Meniffee Union School District (MUSD) to rely on collaborative strategic planning with flexibility in operations to create a high-quality learning environment for all our students. School Closure was announced on March 13, 2020. The MUSD implemented a two-phase Distance Learning implementation model.

Phase 1: From March 16 – April 3, the focus was to keep students engaged with grade-level learning materials while the District focused on planning and training to fully implement online distance learning. Engagement resources for Preschool – 8th grade was posted on the District website with four weeks of fully prepared ELA, Math, Social Studies, Science, and PE lessons with hyperlinks for parents and students to access at home. For families without printing or access to technology, District provided an option for families to pick up paper packets at the District Office, enforcing social distancing requirements. During Phase 1, a guidance document outlining student learning and daily instructional expectations, along with resource guidance on Grade Reporting, English Learner Supports, IEP, and Pupil Personnel Services supporting all students was provided to all teachers. Further, training was offered and provided to teachers and classified staff. Phase 1 provided the MUSD the time needed to plan, train, and implement a cohesive fully on-line Distance Learning for all students, including students with disabilities.

Phase 2: From April 14 – June 5, all instruction was provided to students using the Google Classroom Learning Management System from Pre-School – 8th Grade. Remote, yet interactive engaging lessons were provided via synchronous and asynchronous options for students. Instruction in ELA, Math, Social Studies, Science, PE, Electives (Middle School), and Social-Emotional Learning was embedded as weekly

instructional activities. Teachers provided on-going interaction, using videos, interactive hyperlinked documents, and critical thinking questions with written responses. Digital access to Core Curriculum, and computerized instructional programs, such as McGraw Hill, Achieve 3000, Dreambox, Imagine Learning, Learning A-Z, Zearn Math, IXL, and Gizmo were provided to families using District Clever log-ins. Students with IEPs were also provided specialized academic instruction via online Google Classroom, with video lessons, and through Google Meetings. The Special Education department created procedural guidance on holding virtual IEP meetings to ensure that all IEP team members can safely participate in the annual review of student's IEP.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

All students, including students who are English Learners, Foster Youth, and Low-Income, received standards-based instruction and enrichment opportunities provided by their General Education teachers via the Google Classroom Platform. To ensure a robust and coherent learning opportunity, the MUSD provided Universal Design for Learning (UDL) and Assistive Technology (AT) training for the teachers to incorporate into their lesson design. Synchronous and asynchronous learning experience coupled with UDL and AT provided the instructional design for equitable and accessible curriculum and instruction to all students, including our unduplicated pupils, during Distance Learning. Teachers with students who are English Learners, embedded English Language Development (ELD) standards, and instructional supports. In addition, English Learners utilized Imagine Learning, a computerized English development program, through the MUSD Clever login. The District Intervention Facilitators also provided academic interventions, via small group online Google Meet and Google Classroom lessons to English Learners, and all students requiring additional supports. Chromebooks and Kajeet WiFi access were provided to Foster Youth and Homeless youths on a needs basis.

For Social-Emotional supports, the District focused on providing small groups to the one-to-one support services. A Multi-Tiered-Systems-of-Support (MTSS) model was incorporated to support student social-emotional needs during school closure. As part of the Tier 1 supports, Counselors and Teachers co-created and delivered, synchronous and asynchronous social-emotional learning (SEL) lessons via Google Classroom. Tier 2 supports included, Counselors, Site Administrators, and District Community Liaisons reaching out to unreachable students, such as Foster Youth, and Low-Income students, and providing additional supports and services as needed. Tier 3 included referrals to Care Solace, a mental health center, for home-to-school and educational related mental health support for students and families.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Developing High-Quality Distance learning was at the forefront of the planning and continual collaboration between all departments, Ed Services, Technology, Special Education, Pupil Personnel Services, Site Administrators, and Teachers. During the development phase of the Distance Learning Plan, a progressive guidance document was developed to provide educators (General Education, Special Education, Pre-School, Related Service Providers, Nurses, and Counselors) necessary guidance with flexibility and support during the implementation of Distance Learning. The structure for Distance Learning and Google Classroom virtual lessons was based on the 5E Lesson Plan and UDL. The 5E and UDL are meant to provide a consistent template to streamline the process of planning and implementing a student-led, inquiry-based, learning method. The template provided a pattern for lesson planning, and guides students through 5 phases of learning: Engaging,

Exploring, Explaining, Elaborating, and Evaluating. UDL is a framework for providing access and equity for all learners, including Students with Disabilities (SWD) and English Learners (EL). An MUSD Distance Learning Strategies & Assistive Technology Resources (vetted for student data privacy) were developed and provided to all educators with suggestions and best practices around the use of tools available to MUSD educators and students for the implementation of Distance Learning.

Next, the implementation of Distance Learning required training for teachers and service providers to deliver high-quality lessons. The District provided a series of virtual Professional Development, during the week of March 27th - April 15. The series included training on Google Classroom, the use of video screencasting, closed captioning, and the use of UDL and Assistive Technology. Further, to celebrate the ingenuity of our amazing educators in Menifee, we hosted a Distance Learning Open Session showcasing best practices around Distance Learning. Ten Menifee teachers showcased their Universally Designed Lessons virtually to an audience of 148 educators.

Site administrators and District Ed Services Team held daily collaborative meetings to discuss the implementation of Distance Learning, including collaboration around grading and assessment practices. A COVID-19 School Closure Grade Reporting Guidance document was developed and provided to all teachers on the consistent applications of grading practices during school closure.

Finally, to ensure collaborative input from all stakeholders, parents were provided a feedbacking platform through "Thought Exchange" and Teachers and Staff were provided a Google Survey. However, the majority of the stakeholders shared that the lack of accountability in mandatory attendance and the "hold harmless" grading practices decreased the sense of urgency and motivation for all students to log in daily for their instructions. Overall, the MUSD saw upwards of 50% - 90% participation rate across our Elementary to Middle Schools.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Grab and Go Meals distribution started the week of March 18, 2020, through May 31, 2020. The Nutrition Services (NS) coordinated meal distribution at three of our school sites, Freedom Crest Elementary School, Ridgemoor Elementary School, and Quail Valley Elementary School. Meals were prepped by the NS and delivered to the site for distribution between 11:00 a.m. to 12:00 p.m. The sites, responsible for meal distribution, coordinated a drive-thru pick up line for all patrons to stay inside their vehicles to pick up their meals. For social distancing, NS staff wore masks at all times. Meals were placed on a tray and the tray was passed to the patron through the window. The patron took the food directly from the tray with six feet distancing. The NS staff spoke to individuals from the curb and not at the car window.

Children 18 years and younger received lunch and a breakfast item. Thursday Grab & Go meals included 2 breakfast items and 2 lunch items.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Due to the district wide and community wide closure during the COVID-19 stay at home orders, the MUSD collaborated with District community liaisons to ensure information and resources were available to families seeking support and or additional supervision supports available in the community.