

From Access to Action: Morongo Unified School District's Journey through the Statewide System of Support



November 20, 2025

Open Door Webinar

Welcome



Zach Smith

Senior Project Director,
WestEd (CCEE Partner)

- Recording & slides will be posted on [CCEE's website](#)
- Slides will be linked in the chat
- **Questions:** Please use the Q&A feature to type your questions

Agenda

- Welcome and Introductions
- Morongo's Journey
- Impactful Change Ideas
- Systems of Support
- Tools & Resources
- Q & A
- Feedback



Presenters



ccee
California Collaborative
for Educational Excellence



Leah Padilla

Coordinator,
Open Access



Laurie Balsano Wright

Coordinator,
Open Access

Presenters



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for Educational Excellence



Eric Smith

SELPA Program Specialist,
Morongo Unified



Jennifer Smith

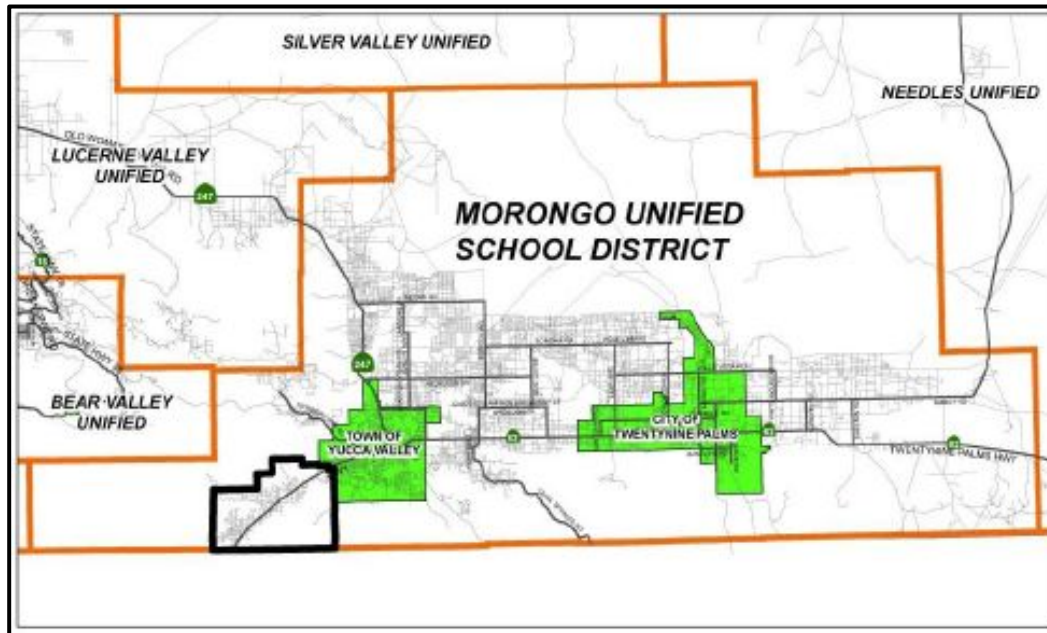
MTSS Coordinator,
Morongo Unified

Morongo's Journey



Morongo Unified School District

A Diverse District Committed to Inclusive Learning



- Over 1,400 Sq Miles
- Enrollment: 7,314
- 11 Elementary
- 2 Junior Highs
- 2 High Schools
- 1 Continuation School
- 2 Alt. Ed. Programs
- 18% SWD
- 63.5% FRPL
- 3.7% EL

Starting Point: CIM

Problem of Practice: Academics

Matched for Technical Assistance support in May 2023

Goal: Increase in SBAC proficiency rate in ELA and Math

SELPA and District State Testing Coordinator will provide training on proctoring state tests and how to increase student engagement by reviewing past scores with individual students, and setting goals for performance this year.

Building Capacity Through Partnership

Technical Assistance That Drives System-wide Change

- Monthly Technical Assistance Meetings
- District Capacity Assessment administered
- Action Planning
- Creation of Goal Setting Activity
- System-level Change
- Cross-Departmental Collaboration
- Open Access Showcase Site



[CIM Impact Video](#)

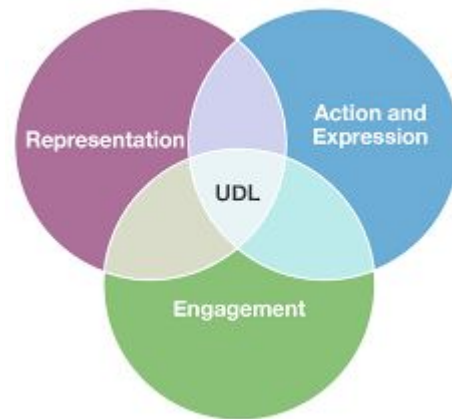
Change Idea #1

Universal Design for Learning

Focus: Design inclusive lessons that embrace learner variability

Action: Train staff in UDL 3.0 Principles

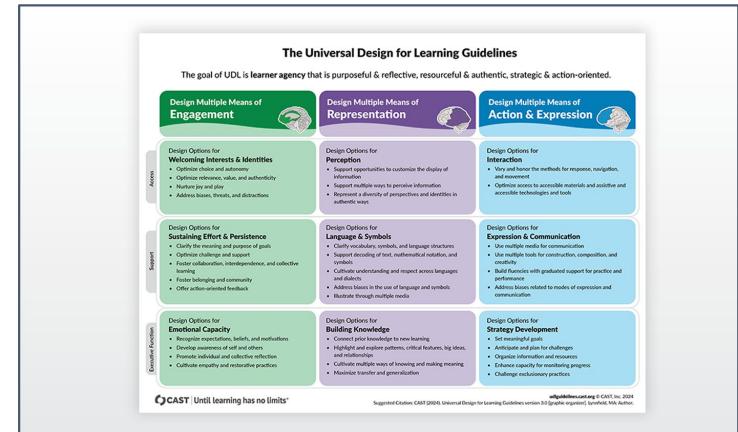
Intended Outcome: Higher levels of student engagement



Universal Design for Learning

Enhancing Quality First Instruction in Morongo

- Strengthens Quality First Instruction
- Aligns with Statewide Priorities
- Embedded Across Key Frameworks
- Universal and Flexible
- Drives Continuous Improvement



Change Idea #2

Goal Setting Activity

Focus: Empower students to take ownership of their learning through individual academic goal setting

Action: Students review past SBAC results and set personal growth goals in collaboration with teachers

Intended Outcome: Higher levels of student motivation, engagement, and academic achievement in ELA and Math

Design Multiple Means of Engagement



Design Options for

Welcoming Interests & Identities

- Optimize choice and autonomy
- Optimize relevance, value, and authenticity
- Nurture joy and play
- Address biases, threats, and distractions

Design Options for

Sustaining Effort & Persistence

- Clarify the meaning and purpose of goals
- Optimize challenge and support
- Foster collaboration, interdependence, and collective learning
- Foster belonging and community
- Offer action-oriented feedback

Design Options for

Emotional Capacity

- Recognize expectations, beliefs, and motivations
- Develop awareness of self and others
- Promote individual and collective reflection
- Cultivate empathy and restorative practices

UDL Considerations Covered in Goal Setting Activity

Design Multiple Means of Action & Expression



Design Options for

Interaction⁽⁴⁾

- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Design Options for

Expression & Communication⁽⁵⁾

- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

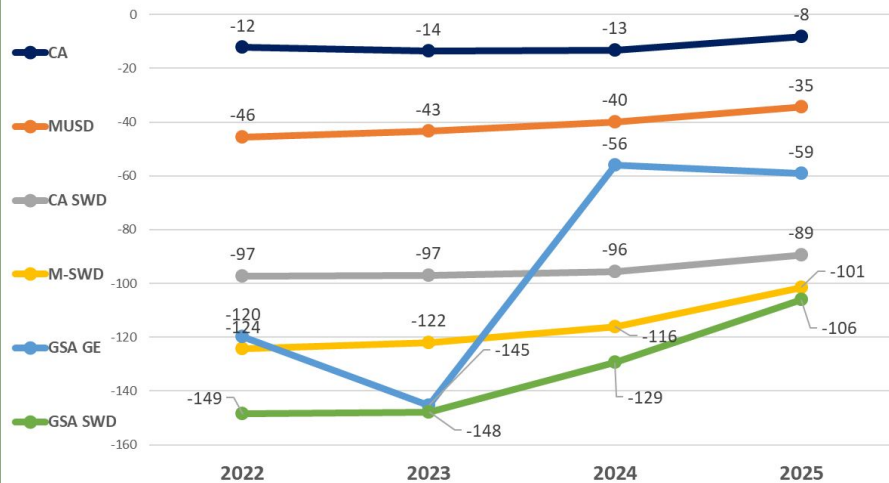
Design Options for

Strategy Development⁽⁶⁾

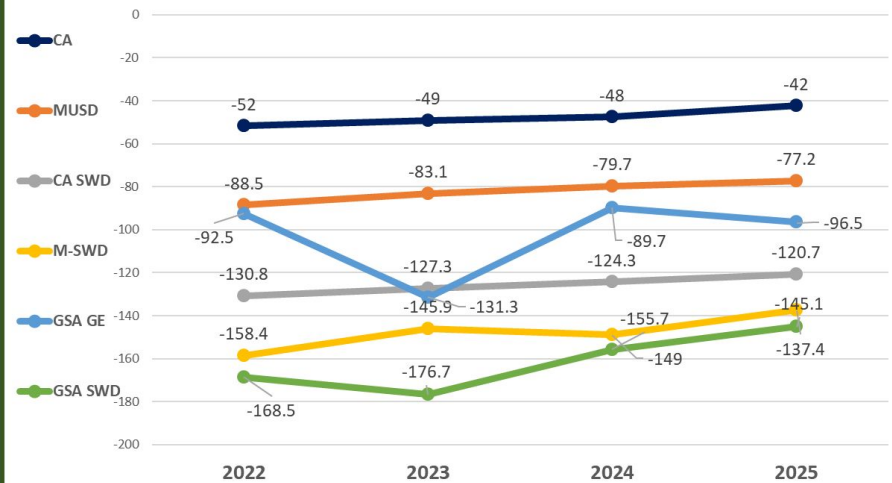
- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)

Results from Goal Setting Activity

ELA Distance From Standard



Math Distance From Standard



The biggest barrier is getting others to see students with disabilities performance isn't just a special education problem. It is an instructional and engagement problem that is owned by all departments, schools, and classrooms. As the bigger picture comes into focus, the barriers will start to diminish for our students.

~Eric Smith



Open Access: From Training to Transformation

UDL Professional Learning: Year in Review

2024-2025

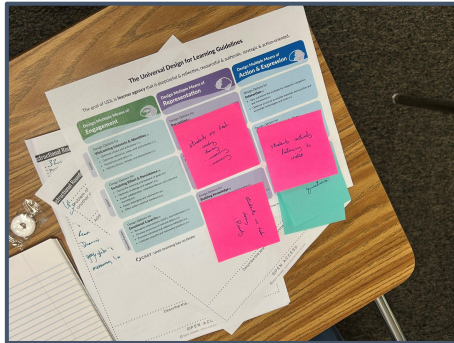
- Deep Dive into UDL Principles and UDL 3.0 Guidelines
- Recognize and identify ways to support learner variability
- Strong emphasis on identity and learner agency
- Enhancing Writing and Math Instruction with UDL-aligned strategies
- Offering multiple means of engagement, representation, and action/expression

UDL-Focused Instructional Rounds

Implemented Instructional Rounds

Developed UDL Implementation Plan and Problem of Practice

Plus One Approach: Fostering Belonging and Community



UDL Professional Learning: 2025-2026

Twentynine Palms Junior High

- Ongoing monthly professional learning
- Additional Instructional Rounds in December 2025
 - Focus: Learner Agency

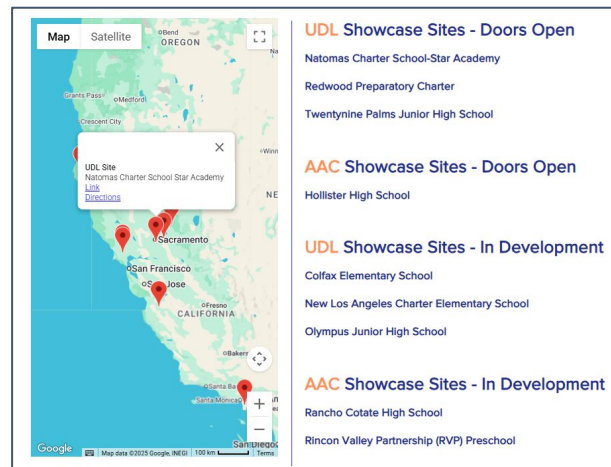
Scale and Spread Professional Learning

- Condor Elementary School
- Landers Elementary School
- Palm Vista Elementary School

Showcase Site: Twentynine Palms Junior High

Bringing UDL to Life

- Model in Action
- Evidence-Based Practice
- Collaborative Learning Environment
- Student Impact
- Statewide Learning Opportunity
- Learn more about [Open Access Showcase Sites](#)



Inside the Classroom

Real Voices, Real Impact

I realized that I was implementing UDL principles in my classroom. I just needed to adjust a bit in my planning. I feel more accomplished when planning with my colleagues. ~Teacher at TPJHS

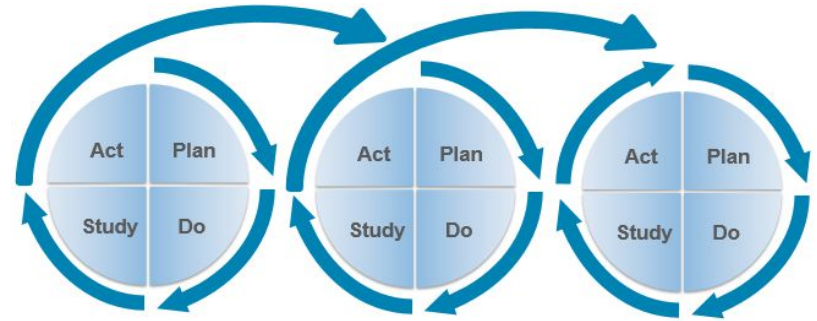
I enjoy collaborating with my groups to get my work done. It helps with ideas and planning. ~Student at TPJHS

I feel more welcome in my classes. My relationships with my teachers are stronger because of the classroom community. ~Student at TPJHS

Sustainability & Continuous Improvement

Building Systems That Last

- Embedding UDL into Systems
- Structures That Sustain
- Leadership and Collaboration
- Continuous Learning Culture
- Long-Term Vision



Scale and Spread

UDL Implementation

- Expansion to 3 elementary schools
- Capacity Building
- Building Readiness
- Consistency and Collaboration
- System Alignment



Shared Learning within the UDL Network



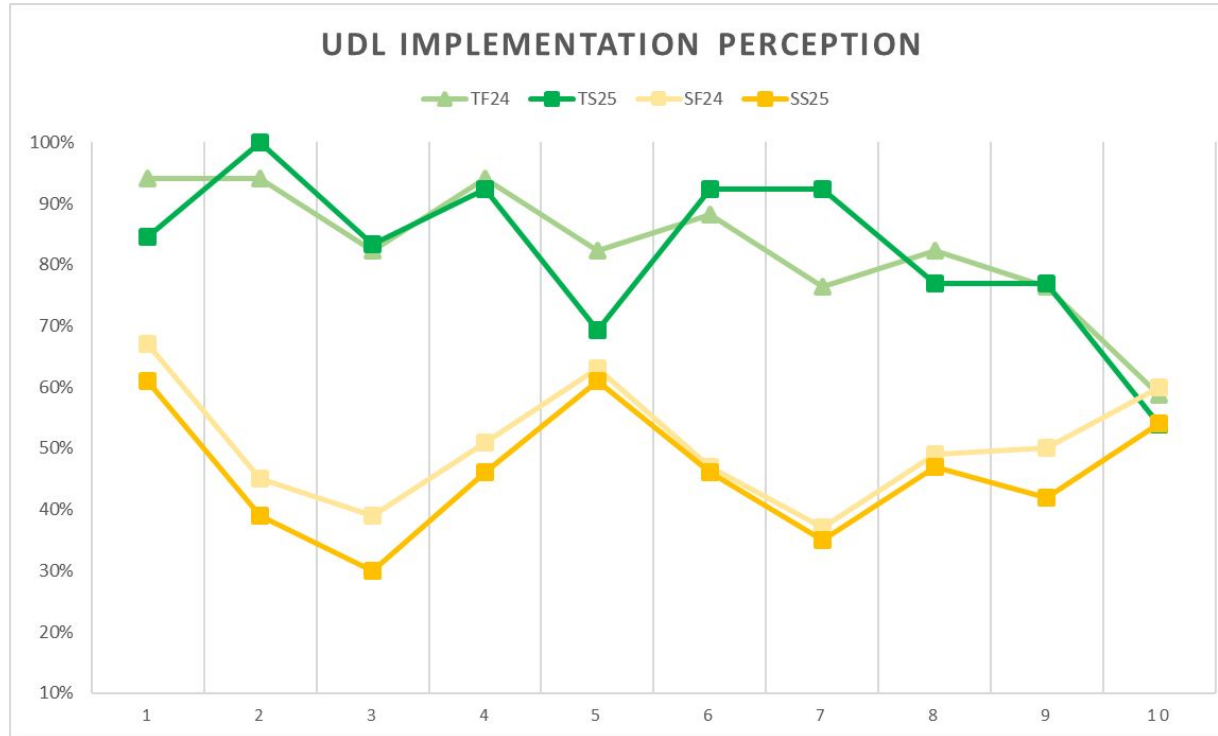
Learning Together Across Systems

Collaboration That Fuels Growth

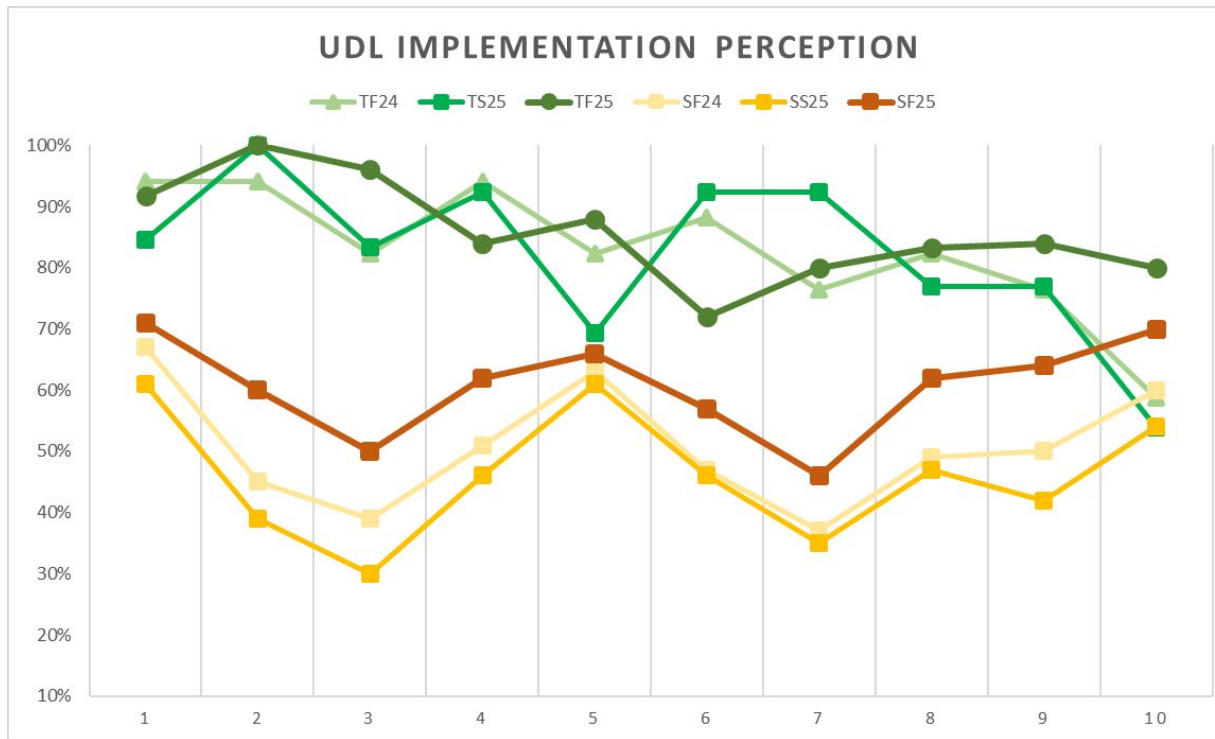
- **Focus:** Collaboration across districts implementing UDL
- **Action:** Participated in statewide sessions, shared lessons from instructional rounds and surveys
- **Result:** Stronger implementation, new ideas, and sustained momentum
- Learn more about the [CCEE UDL Network](#)



UDL Implementation Perception Survey



UDL Implementation Perception Survey



From Implementation to Impact



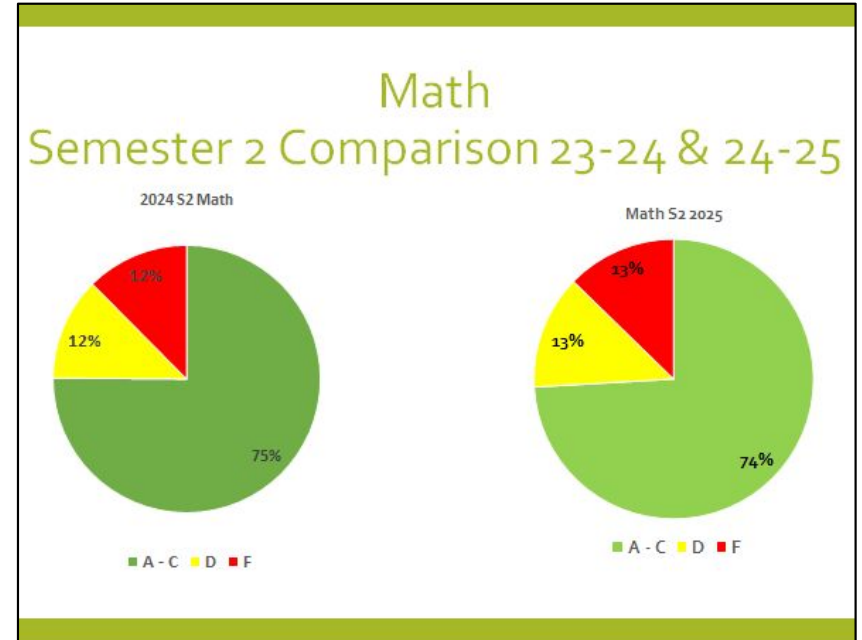
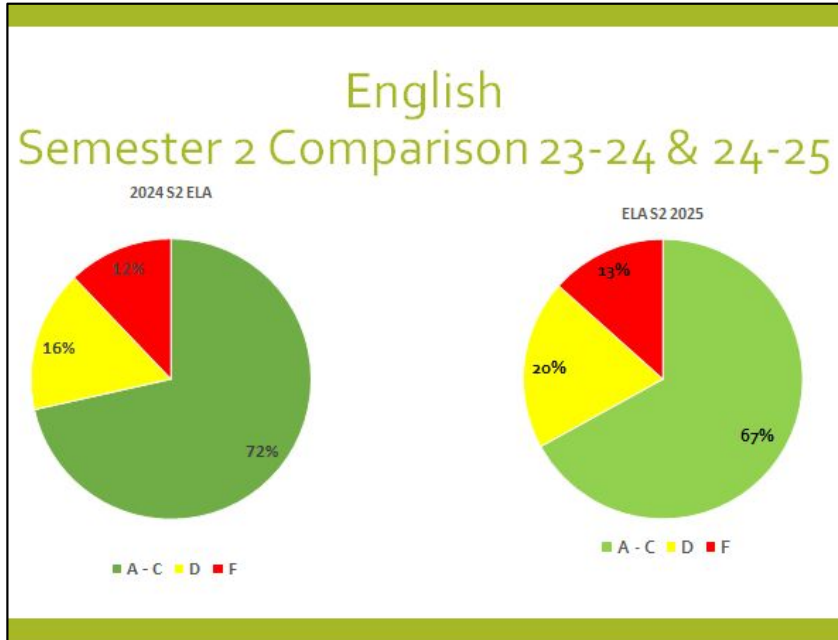
Implementation Shifts

Changes in Practice and System Design

- **Teacher Practice:** Ongoing Open Access support; Increased use of UDL-aligned strategies in daily practice
- **Collaboration:** Instructional rounds; perception surveys, and semester grade reviews
- **Student Voice:** 3 perception surveys W25, S25 F25
- **System Alignment:** Grade level lesson planning using template and rubric



EOY Pre-UDL & Post-UDL Implementation



Measurable Impact

Evidence of Growth and Improvement

- **Academic Data**

- +42-point average DFS ELA increase
- +32-point Math DFS increase for students in the Goal Setting Activity
- Expansion from 4–6th grade SWD to 3rd–8th across 5 schools

- **Engagement Data**

- Improved student persistence and participation
- Teachers reporting higher confidence in lesson design

- **Equity/Access**

- Reduced performance gap between SWD and general education peers
- Broader participation in inclusive classroom practices

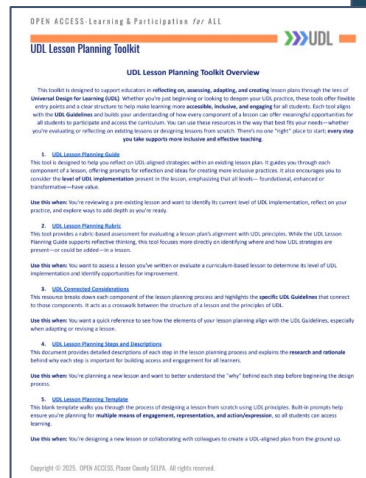
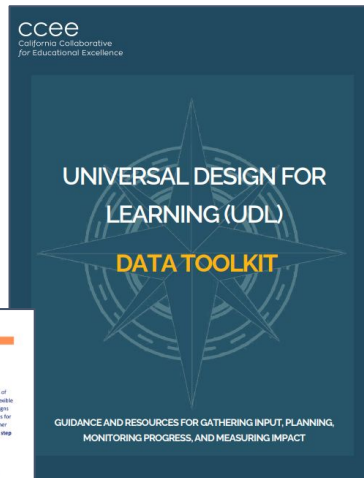
Tools and Resources



The UDL Toolbox

Tools and Resources that Power Progress

- [CCEE UDL Data Toolkit](#)
 - Student Perception Survey
 - Instructional Rounds
- [Open Access UDL Lesson Planning Toolkit](#)
- [Teacher Perception Survey](#)
- [Strategies that Work](#) Goal Setting Document



UDLeading the Way Summit 2026

January 8-9 - San Joaquin
County Office of Education

Registration is open!

[Apply for a funding
opportunity!](#)





CAUDL Leading the Way SUMMIT 2026

January 8-9, 2026
January 8 | 8 a.m. - 3:15 p.m.
January 9 | 8 a.m. - 12:30 p.m.

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Office of Education**
2707 Transworld Drive,
Stockton, CA, 95206

**REGISTRATION OPENS
SEPTEMBER 19, 2025**

Early Bird Registration \$175
Ends October 21, 2025

Regular Registration \$225

Register and learn more:
www.bit.ly/CAUDL2026



KEYNOTE SPEAKER
Emily Mostovoy-Luna
Associate Education Consultant
Novak Education



Questions



Thank You



ccee
California Collaborative
for Educational Excellence

Contacts



Laurie Balsano Wright

Coordinator, Open Access

lbalsano-wright@placercoe.org



Leah Padilla

Coordinator, Open Access

lpadilla@placercoe.org



Eric Smith

SELPA Program Specialist,
Morongo Unified School District

esmith@morongousd.org



Please take a few minutes to fill out our Zoom feedback survey.