



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday September 10, 2020 at 5:30 PM PDT

All members of the public can participate by calling in using the numbers provided above.

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection. Magnolia Public Schools values public comment during Board meetings. For members of the public who would like to speak, we have speaker cards to be filled out prior to the beginning of the meeting. For teleconference meetings you can email us your request for public comment. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email contact@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

Board Members:

Mr. Haim Beliak, Chair
Dr. Umit Yapanel, Vice-Chair
Dr. Salih Dikbas
Ms. Diane Gonzalez
Ms. Sandra Covarrubias
Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m
D. Public Comments			5 m
E. Announcements from MPS CEO & Superintendent		A. Rubalcava	5 m

F. Approval of Minutes from Regular MPS Board Meeting- August 6, 2020	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on August 6, 2020			
G. Approval of Minutes from Regular MPS Board Meeting- August 13, 2020	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on August 13, 2020			
II. Consent Items			5:45 PM
A. 2020-2021 Development and Communications Department - Advancement Plan and Strategies	Vote	I. Soto	1 m
B. Approval of MOA for MSA-SD Afterschool ASES Program and the MOA with SDCOE	Vote	G. Serce	1 m
III. Action Items			5:47 PM
A. Approval of Contract with Vision Core Services for Additional NPA for more Accessibility to Services	Vote	A. Callaham	3 m
B. Approval of grants received for MSA-1, MSA-2, and MSA-7	Vote	I. Soto	3 m
C. Approval of Distance Learning Policy	Vote	E. Acar	3 m
D. Approval of 2019-20 Unaudited Actuals	Vote	S. Orazov	5 m
E. Approval of Updated MPS Plan of Action for LAUSD Fiscal Oversight Report 2019-20	FYI	S. Orazov	5 m
F. Approval of MSA-Santa Ana Reopening Plan and Submission of the Elementary Waiver to the Orange County Health Care Agency	Vote	E. Acar & S. Keskindurk	5 m
G. Extension of Independent Contractor Agreement for Facilities Projects- Noflin Enterprises	Vote	P. Ontiveros	3 m
IV. Information/Discussion Items			6:14 PM
A. Public Hearing for the Learning Continuity and Attendance Plans for All MPS	Discuss	D. Yilmaz	10 m
B. Human Resource Updates	FYI	D. Hajmeirza	5 m
C. Enrollment Update	FYI	A. Rubalcava	5 m
D. Facilities Update	FYI	P. Ontiveros	5 m
V. Closed Session			6:39 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Conference with Legal Counsel-Potential Litigation- One Matter	Discuss	A. Rubalcava	15 m
C. Report Out From Closed Session	FYI		1 m
VI. Closing Items			6:56 PM
A. Adjourn Meeting	Vote		

Cover Sheet

Announcements from MPS CEO & Superintendent

Section: I. Opening Items
Item: E. Announcements from MPS CEO & Superintendent
Purpose: FYI
Submitted by:
Related Material: Academic Updates Committee.pdf
COVID-19 Updates.pdf

ACADEMIC UPDATES

BOARD MEETING

September 10, 2020



We have started strong with our Distance Learning version 2 programs. Specifically

- Established set class schedules with daily live sessions, engagement and attendance tracking. Improving grading and attendance systems.
- We have addressed access and equity. All of our students have access to Internet and device. Thanks to the funding and team efforts that we can say that digital divide is not an issue in our schools.
- All of our lesson plans and activities are available to parent/students and to the public under our DL portal.
- We have improved our communication means. We rolled out a student connection portal where teachers and schools can send direct communication to students.
- We have added new instructional programs and effective approaches,
- Addressing and mitigating the learning loss due the Covid-19 closures with identification and placement of students in our tiered intervention programs. Our schools are about to finish NWEA MAP assessments for diagnostic and benchmarking.

DL version 2 - cont...

- Our teachers offer small group instructions, office hours, tutoring and will be starting our Saturday schools soon.
- Provided staff with new professional developments opportunities on Distance Learning. We continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools. Our program coordinators and directors already help two collaborative meetings across schools focusing on curriculum, pacing and interim assessments.
- Our schools continuously provide training to parents and students. We started our back to school nights. We see more parents participating as a result of having the conveniency of having virtual meetings.
- Clubs, after school enrichment starting
- Our college counselors work with students and parents to make sure our college and career readiness programs continue. We will be holding our first collaborative meeting tomorrow.
- We are working on making final preparations for the reopening of our SA and SD schools where it is allowed to reopen in a safe and healthy way.

Upcoming Events

- Updates on school goals
- Interim Assessments
- Progress Reports
- Fall Practitioner's Symposium – October 16
- College applications



COVID-19 Updates

As of Thursday, September 10th



California Department Of Public Health Updates

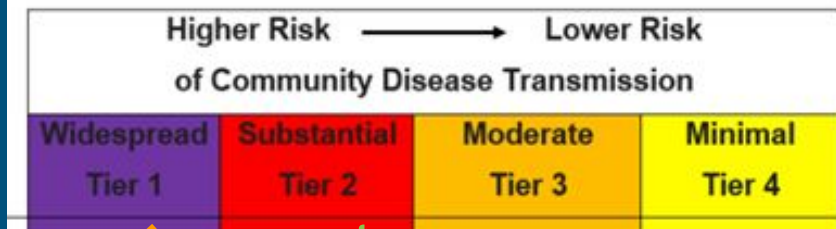
New color tier system effective Aug 31st. [CDPH webpage here](#)

“Schools may reopen for in-person instruction based on equivalent criteria to the [July 17th School Re-opening Framework](#) previously announced. That framework remains in effect except that Tier 1 is substituted for the previous County Data Monitoring List (which has equivalent criteria to Tier 1). Schools in counties within Tier 1 are not permitted to reopen for in-person instruction, with an exception for waivers granted by local health departments for TK-6 grades. Schools that are not authorized to reopen, including TK-6 schools that have not received a waiver, may provide structured, in-person supervision and services to students under the [Guidance for Small Cohorts/Groups of Children and Youth](#).”

Schools are eligible for reopening fully for in-person instruction following California School Sector Specific Guidelines once the county is off Tier 1 for 14 days, which is similar to being off the County Data Monitoring List for at least 14 days.”

	Higher Risk → Lower Risk of Community Disease Transmission			
	Widespread Tier 1	Substantial Tier 2	Moderate Tier 3	Minimal Tier 4
Measure*				
Adjusted Case Rate for Tier Assignment** (Rate per 100,000 excluding prison cases, 7 day average with 7 day lag)	>7	4-7	1-3.9	<1
Testing Positivity*** (Excluding prison cases, 7 day average with 7 day lag)	>8%	5-8%	2.4.9%	<2%

Find the Status of activities in your county by visiting your counties website or the state website [here](#)



LA County Here as of 8/31

Los Angeles County

Status: **Widespread*** (as of 8/31/20)

New COVID-19 cases per day per 100k: **11.0**
 Adjusted case rate for tier assignment: **9.6**
 Positivity rate: **4.3%**

Data shown for week ending 8/29/20

*See California Blueprint Data Chart for tier determination

OC County Here as of 9/8

Orange County

Status: **Substantial*** (as of 9/8/20)

New COVID-19 cases per day per 100k: **4.9**
 Adjusted case rate for tier assignment: **5.2**
 Positivity rate: **4.2%**

Data shown for week ending 8/29/20

*See California Blueprint Data Chart for tier determination

SD County is here as of 8/31

San Diego County

Status: **Substantial*** (as of 8/31/20)

New COVID-19 cases per day per 100k: **5.8**
 Adjusted case rate for tier assignment: **5.8**
 Positivity rate: **3.7%**

	08/11	08/18
Case rate		
Test positivity rate		

*Status reflects most restrictive tier placement based on data from the prior two weeks
 *Data shown from 8/18/20

LA County Updates

[LA County DPH K-12 Reopening Protocols \(Latest Update- 9/4\)](#)

Includes verbiage to match the new State Tier system.

Update allows for in-school services for small cohorts of students with IEPs and students who are EL. Number of students on campus at anytime cannot exceed 10% of total student body.

Call in every friday, call in information not readily available.

OC County Updates

TBD- No new updates

<https://occovid19.ocaliforniahealthinfo.com>

SD County Updates

[San Diego County Social Distancing and Sanitation Protocol](#)

[SD County Call in Tuesday at 10am](#)

[SD County Charter schools Call in Fridays at 1pm](#)

Updates to the MPS Health & Safety Policy

- New updated policy will be made available to staff soon.
- HR team working on finalizing the latest draft.
- The new draft :
 - Removes the screening question regarding travel.
 - Includes new verbiage on sporting events, physical education, and youth sports
 - Includes new verbiage on providing information to parents and students regarding the policy and related guidance.
- The new draft of the MPS Health & Safety Policy will be presented to the board during the September 24th board meeting

Cover Sheet

Approval of Minutes from Regular MPS Board Meeting- August 6, 2020

Section: I. Opening Items
Item: F. Approval of Minutes from Regular MPS Board Meeting- August 6, 2020
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on August 6, 2020

DRAFT



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday August 6, 2020 at 5:30 PM

Location

Teleconference Dial:1-312-584-2401 Code: 1948435#

Board Members:

Mr. Haim Beliak, Chair
Dr. Umit Yapanel, Vice-Chair
Dr. Salih Dikbas
Ms. Diane Gonzalez
Ms. Sandra Covarrubias
Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

D. Gonzalez (remote), H. Beliak (remote), M. Muhammedov (remote), S. Covarrubias (remote), U. Yapanel (remote)

Directors Absent

S. Dikbas

Directors Arrived Late

U. Yapanel

I. Opening Items**A. Call the Meeting to Order**

H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Aug 6, 2020 @ 5:34 PM at

Teleconference Dial:1-312-584-2401 Code: 1948435#

B. Record Attendance and Guests

Refer to attendance information reported above.

C. Approval of Agenda

H. Beliak made a motion to approve the agenda as presented.

D. Gonzalez seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Dikbas Absent

U. Yapanel Absent

H. Beliak Aye

D. Gonzalez Aye

S. Covarrubias Aye

M. Muhammedov Aye

D. Public Comments

There were no public comments.

E. Announcements from MPS CEO & Superintendent

A. Rubalcava, MPS CEO & Superintendent made several announcements that included informing the board on the change of the MSA-Santa Ana School Calendar which will be formally taken to the board during the next board meeting. He also shared about the CFO transition for Nanie Montijo to Serdar Orazov who resigned from the Magnolia Board of Directors and has been appointed the new Chief Financial Officer. Additionally, he went over the need to add new board members and the start of board meetings via Zoom. H. Beliak, MPS Board Chair stated that the board would look for diverse board members with board experience.

II. Closed Session

A. Public Announcement of Closed Session

H. Beliak announced that the board would go into Closed Session to discuss Closed Session matters.

B. Conference with Legal Counsel-Potential Litigation- Two Matters

This item was discussed in Closed Session.

U. Yapanel arrived late.

C. Report Out From Closed Session

H. Beliak, MPS Board Chair, announced in Open Session that during Closed Session the board directed staff regarding some matters that would be in the public session.

III. Consent Items

A. Approval of 2020-21 Certification of Assurances, Protected Prayer Certification, Application for Funding

D. Gonzalez made a motion to approve the 2020-21 Certification of Assurances, 2020-21 Protected Prayer Certification, 2020-21 Application for Funding and General Assurances as presented as a consent item.

U. Yapanel seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Covarrubias Aye
M. Muhammedov Aye
U. Yapanel Aye
D. Gonzalez Aye
H. Beliak Aye
S. Dikbas Absent

B. Approval of Amended 2020-21 MPS Student/Parent Handbook

D. Gonzalez made a motion to approve the amended MPS 2020-21 Student/Parent Handbook as a consent item.

U. Yapanel seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

H. Beliak Aye
U. Yapanel Aye
S. Covarrubias Aye
D. Gonzalez Aye
S. Dikbas Absent
M. Muhammedov Aye

C. Updated 2020-21 Certification of Signatures Form

D. Gonzalez made a motion to approve the amended Certification of Signatures Form for Charter School Funds Distribution Authorization, signatures will be effective August 7, 2020 through June 30, 2021, replacing the form approved on June 11, 2020. Signatories will include the CEO & Superintendent, CFO, COO and MPS Board Members. Item approved under the consent agenda.

U. Yapanel seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

H. Beliak Aye
D. Gonzalez Aye
S. Covarrubias Aye
U. Yapanel Aye
S. Dikbas Absent
M. Muhammedov Aye

IV. Action Items

A. Approval of Health and Safety Policy for COVID-19 and Approval of Injury and Illness Prevention Program (IIPP)

D. Hajmeirza, MPS Director of Human Relations and J. Hook, Assistant Executive Office Manager, presented the Health and Safety Policy for COVID-19 and the Injury and Illness Prevention Program (IIPP) to the board. She stated that the policies had been provided by an attorney from Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance.

S. Covarrubias made a motion to approve the Health and Safety Policy and IIPP Addendum for COVID-19.

U. Yapanel seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

U. Yapanel Aye
S. Dikbas Absent
H. Beliak Aye
M. Muhammedov Aye

D. Gonzalez Aye
S. Covarrubias Aye

B. Approval of Final 2020-21 School Reopening Plans for Magnolia Public Schools Campuses

E. Acar, Chief Academic Officer, went over the 2020-21 Magnolia Public Schools reopening plans. This item has been shared with the board at an earlier meeting, therefore this update was an extension of that presentation. All questions were addressed.

D. Gonzalez made a motion to approve Magnolia Public Schools reopening plans for instructions to start virtually with full Distance Learning models for MSAs 1-8, on August 18th, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

M. Muhammedov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

H. Beliak Aye
S. Dikbas Absent
S. Covarrubias Aye
U. Yapanel Absent
D. Gonzalez Aye
M. Muhammedov Aye

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:33 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approval of Minutes from Regular MPS Board Meeting- August 13, 2020

Section: I. Opening Items
Item: G. Approval of Minutes from Regular MPS Board Meeting- August 13, 2020
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on August 13, 2020

DRAFT



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday August 13, 2020 at 5:30 PM

Location

<https://zoom.us/j/91535531562>

Meeting ID: 915 3553 1562

One tap mobile

+16699009128,,91535531562#

Board Members:

Mr. Haim Beliak, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Ms. Sandra Covarrubias

Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

D. Gonzalez (remote), H. Beliak (remote), M. Muhammedov (remote), S. Covarrubias (remote), S. Dikbas (remote), U. Yapanel

Directors Absent

None

Directors Arrived Late

S. Dikbas, U. Yapanel

Guests Present

B. Torres

I. Opening Items

A. Call the Meeting to Order

H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Aug 13, 2020 @ 5:36 PM at

<https://zoom.us/j/91535531562>

Meeting ID: 915 3553 1562

One tap mobile

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B. Record Attendance and Guests

Refer to attendance information stated above.

C. Approval of Agenda

H. Beliak made a motion to approve the agenda as presented with one amendment to discuss the Closed Session items before other items.

D. Gonzalez seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

U. Yapanel Absent

S. Covarrubias Aye

M. Muhammedov Aye

H. Beliak Aye

S. Dikbas Absent

D. Gonzalez Aye

D. Public Comments

There were no public comments.

E. Announcements from MPS CEO & Superintendent

E. Acar, Chief Academic Officer, gave an update on the start of MPS schools for 2020-21.

F. Approval of Minutes from Regular MPS Board Meeting- July 23, 2020

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 07-23-20.

M. Muhammedov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

H. Beliak No

U. Yapanel Absent

D. Gonzalez No

S. Covarrubias No

S. Dikbas Absent

M. Muhammedov No

II. Consent Items

A. Approval of Amended 2020-21 MSA-Santa Ana School Calendar

S. Covarrubias made a motion to approve the revised 2020-21 School Calendar for all MSA-Santa Ana as a consent item.

H. Beliak seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez Aye
M. Muhammedov Aye
S. Covarrubias Aye
S. Dikbas Aye
H. Beliak Aye
U. Yapanel Aye

III. Action Items

A. Approval of Revisions to 2020-21 Adopted Budget (45 Day Revise)

S. Orazov, MPS Chief Financial Officer, presented the 45 day revise of the 2020-21 MPS budget to the board. He went over the reasons for the revisions such as uncertainties in funding levels, clarifications in ADA funding and additional expenditures for purchases. All questions were addressed.

IV. Information/Discussion Items

A. 2020-2021 Development and Communications Department - Advancement Plan and Strategies

I. Soto, MPS Director of Development and Communications, presented the 2020-21 plan and strategies for development and communications to the board. The plan included the reduction of outside contractors, strategies for fundraising, and assessment of the external and internal environment amongst other areas. This plan will go to the board in September for approval, it was presented as an informational item at this meeting.

B. Enrollment Update

A. Rubalcava, MPS CEO & Superintendent, gave a verbal update on current enrollment numbers at all the school sites.

C. Brown Act and Conflict of Interest Training

W. Strumpfer, Attorney from Young, Minney & Corr, LLP gave a Brown Act and Conflict of Interest Training to the board, all questions were addressed.

V. Closed Session

A. Public Announcement of Closed Session

H. Beliak, announced that the board would be going into Closed Session to discuss two matters under potential litigation and would report out any actions taken.

B. Conference with Legal Counsel-Potential Litigation- Two Matters

S. Dikbas arrived late.
U. Yapanel arrived late.
These items were discussed in Closed Session.

C. Report Out From Closed Session

H. Beliak announced in Open Session that the board had directed staff on several items.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

2020-2021 Development and Communications Department - Advancement Plan and Strategies

Section: II. Consent Items
Item: A. 2020-2021 Development and Communications Department -
Advancement Plan and Strategies
Purpose: Vote
Submitted by:
Related Material: II A Comm Strategies.pdf



Board Agenda Item #	II A - Consent Item
Date:	September 10, 2020
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Ismael Soto, Director of Develop and Communications
RE:	Development & Communications - 2020-21 Plan and Strategies

PROPOSED BOARD MOTION

I move that the board approve the creation of the Development & Communications - Plan and Strategies for the 2020-21 academic school year.

INTRODUCTION

In the Fall of 2019, the Outreach and Communications Department (OCD) began to build internal capacity to realize a more ambitious, internally driven fundraising and communications agenda that would supplement Magnolia’s public funding. Magnolia veteran Ismael Soto was named the first-ever Director of Development and Communications and the department was newly styled as the Development and Communications Department. Our next steps were to reduce our reliance on the outside contractor, Larson Communications, and bring on board a seasoned institutional giving consultant, JMP Grants Consulting, for strategic planning and grant writing support. The team developed proposal language, developed giving opportunities, conducted prospect research, created tracking documents for submissions and conversations with prospective funders, and structured a grants management portal to organize our work. As a young fundraising department, this was a necessary and critical step to position Magnolia for future development work and to be proactive, not reactive, in our approach.

[Young Fundraising Department](#)

The plan and strategies outlined in the Development & Communications - 2020-21 Plan and Strategies document set the stage for Magnolia Public Schools to lead successful fundraising campaigns and identify, cultivate, track, and solicit prospective government, and foundation sources for gifts to fund the organization’s priorities. It lays out a collaborative approach to

cultivate and build philanthropic relationships, align all internal and external communications, and develop messaging that furthers fundraising.

BACKGROUND

Assessment of External Environment

State funding for the 2020-21 academic year is uncertain. With the unknown trajectory of the coronavirus pandemic, we must redefine the nature of the classroom experience, prevent further learning loss, and help students and their families thrive to the best of our ability.

In an environment when nothing is “business as usual,” managing the development and communications - poses no less of a challenge. An April 2020 *Philanthropy News Digest* story captures the essence of concerns around fundraising: “One of the biggest questions facing the charitable sector in 2020 — especially for nonprofits not directly serving those affected by the coronavirus pandemic — is whether they can attract new donors and keep existing donors engaged.” Another concern is the looming economic crisis. To quote *The Nonprofit Times*, “Managers at a majority of endowments and foundations (55 percent) polled by Boston-based research firm NEPC, expect a severe recession similar to that of 2008.” ***Lower payouts by foundation endowments will translate into fewer and smaller grants.***

The news is not all bad. There have been positive developments that we can take advantage of if we have the right level of resources and a thoughtful, strategic approach to communications with the public and development with prospective funders.

The opportunity is this. To foreground the charter school movement and our solutions-oriented approach to root problems with decision-makers personally, directly, and strategically relentlessly.

1. There is an increased emphasis on *social justice* and eliminating disparities in health and education in low-income communities of color.
2. The rise of *trust-based funding relationships*, rather than traditional, transactional charitable giving.

Assessment of Internal Environment

The view is generally positive that Magnolia *operates without the need for private philanthropic dollars* and has a healthy reserve without it. Yet, this climate works against establishing a culture of philanthropy, which would make the organization even stronger by hedging against cuts in public resources and increasing the number of friends and supporters.

The constituent base is extremely small. Cultivation and stewardship of this small donor pool will increase over time and with expansion. Developing strategies to initiate and strengthen relationships with both internal and external constituencies is critical to support a thriving culture of philanthropy at Magnolia.

ANALYSIS

Overall Strategy

Magnolia is unlike many other institutions of K-12 education that have mature fundraising programs and large numbers of engaged donors. These institutions utilize their boards to activate their philanthropic networks and host donor cultivation events to further engage constituents. Because the donor pool is so small due to the COVID-19 pandemic and the shift in funding priorities, the strategy is to quickly build the funder base from the 2019-20 academic year, move donors to annual grants, giving to campaigns, and the ultimate multi-year grant.

The plan is to identify prospective donors by using multidimensional fundraising marketing techniques. Additionally, it looks to **Acquiring New Donors**: social media campaigns, mailers, ads, email communication, and **Retention**: email campaigns, direct marketing, mailing promotional material, invitations to in-person virtual events, or school tours.

- **Strategy 1** - Cultivated Network
- **Strategy 2** - Pursue Funders
- **Strategy 3** - Annual Fund
- **Strategy 4** - Strengthen Development Infrastructure

Funding Focus Areas for 2020-2021

Each year, Magnolia educates 3,900 TK-12 students whose backgrounds reflect Southern California's rich ethnic tapestry. During the 2018-19 academic school year, 71.2% of Magnolia's students were from low-income families, as determined by qualification for free or reduced-price lunch; among them were students who were homeless and those in the foster care system. An organization-wide average of 17.5% were English Language Learners (ELL). Our classes are further distinguished by the high number of Students with Disabilities (SWD) at 15.2%, relative to neighboring public schools, and 16.8% of our students require special education. Inclusive and welcoming classrooms are thus the norm at Magnolia Public Schools.

In collaboration with the Magnolia Academic department and office of the CEO & Superintendent, we have selected the following focus areas because we expect them to be institutional priorities in 2020-21 and they align well with funder interests. Throughout K-12 education in the state of California, the California School Dashboard is driving priorities (<https://www.caschooldashboard.org/>). These include the high priority need for Multi-Tiered Systems of Support (MTSS) that includes Academic Intervention, Behavioral Intervention, Social Emotional Learning (SEL), and Universal Design for Learning (UDL) that teaches the whole child.

All of the areas listed below will address systemic improvement and student engagement and success at Magnolia, and funders will be aligned to these priorities.

- **Focus Area #1:** Academic Enhancement
- **Focus Area #2:** Special Education
- **Focus Area #3:** Mental Health Support
- **Focus Area #4:** Professional Development
- **Focus Area #5:** Arts (Virtual and In-person)
- **Focus Area #6:** General Operating Support

[Fundraising Targets - 2020-2021 Fiscal Year \(FY\) Quarterly Giving Metrics](#)

We recognize the soundness of our current programs, a low-income population whose need is recognized, and focus on STEAM education. Magnolia will use these foundational components to diversify funding priorities and revise the current fundraising goals for the organization to meet the needs of our current and future student populations.

We have taken into account the current climate in philanthropy, factors out of our control, funder priority shifts around the COVID-19 pandemic, presidential election, social justice protest, unstable stock market, to determine our strategies and funding focus areas.

Please note, the estimates highlighted below are *conservative* in nature, our aim is to exceed the amounts. After considering all of the aforementioned factors, the **total fundraising target for Magnolia Public Schools is \$213,000 for FY20-21.**

For 2020-2021 Sources of Revenue Include:

1. Institutions
 - a. Foundations
2. Government Support and Grants
 - a. Local Government (City, State, and County)
3. Individuals
 - a. Board Members - Give or Get program
 - b. Alumni
 - c. Others including Staff, Friends, and Parents

Allocation of Resources

Proposed Department Restructure

Magnolia would be better positioned for success in 2020-21 with a reconfigured Development and Communications department.

Currently, Mr. Soto's role reports directly to the Chief Academic Officer and limits his direct access to key meetings and members of the organization, including the Magnolia board. The shift is aimed at giving Mr. Soto the leverage to drive initiatives forward to raise private dollars and coordinate an external relations effort. Mr. Soto under the new structure will report to and work directly with the Chief Executive Officer and Superintendent, be invited to and collaborate side by side with members of the C-Team during weekly meetings, and a direct line to the Board of Directors at Magnolia Public Schools, more specifically the governance committee.

Additionally, the new structure would shift supervision of the Communications and Charter Renewal Manager from the CEO to the Director of Development and Communications. Lastly, all contractors will be under the direct supervision of the Director of Development and Communications.

Additionally, the Development and Communications department will work with Career Development Centers at local Cal State Universities such as Los Angeles, Northridge, and Dominguez Hills to recruit a Development and Communications Intern.

Calendar

The attached plan and strategies document includes a fundraising calendar July 1, 2020 through June 30, 2021 that are in addition to ongoing meetings and interactions with donors and prospective donors, as well as researching, preparing, and submitting foundation proposals and letters of intent.

The first quarter (Q1) of the United States federal government's fiscal year in July, August, and September, (Q2) are October, November, and December, (Q3) is January, February, and March, and (Q4) is April, May, and June. We anticipate going to the funder sources listed, but it is subject to change.

Summary

Magnolia Public Schools is a tremendous resource for families in Southern California. As we devise innovative programs to meet our students' interests and challenges and share our accomplishments, we will attract more and more friends and supporters.

The reorganized Development and Communications department will maximize opportunities for exposure and cultivate new relationships as well as support the Magnolia Board and CEO & Superintendent as they initiate activities with these same ends. **The total amount of external financial investment will be just one measure of success:** other metrics will be:

- The number of contacts made with the philanthropic community
- The number of new donors acquired
- Leadership's activity levels
- Readiness of administrators and faculty to participate in the fundraising process

This plan is based on the best information available at this time, when much remains unknown about the coming year. The COVID-19 pandemic represents a challenge unlike any other in our history; therefore, we must remain open to revisiting assumptions and revising the plan. A living document, our roadmap will guide us through as we build stronger and stronger external relations.

BUDGET IMPLICATIONS

Budget implications include:

- JMP Grants Consulting - The current agreement is written not to exceed \$20,000 for 2020-21 for Q1-Q4
- Association of Fundraising Professionals membership = \$380
- Other items include but are not limited to:
 - Digital marketing fees for the annual fund
 - MailChimp mass emailing platform fees
 - Professional development opportunities
 - Webinar fees
 - Conference fees (Virtual or in-person)

EXHIBITS (attachments):

Attachments included:

1. 2020-21 Plan and Strategies



Magnolia Public Schools
Development and Communications Department

2020-21 Plan and Strategies

Ismael Soto, Director of Development & Communications

Revised July 6, 2020

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Section I: Overview

Introduction

In the fall of 2002, Magnolia Public Schools (Magnolia) established its first charter school, Magnolia Science Academy-1, in the San Fernando Valley. Since then, Magnolia has established itself as a leader among K-12 educational institutions.

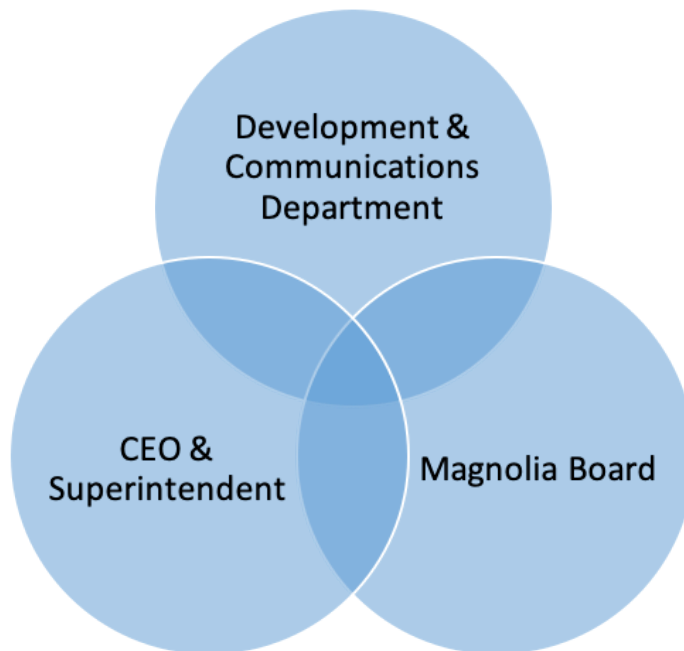
In the Fall of 2019, the Outreach and Communications Department began to build internal capacity to realize a more ambitious, internally driven fundraising and communications agenda that would supplement Magnolia's public funding. Magnolia veteran Ismael Soto was named the first-ever Director of Development and Communications and the department was newly styled as the Development and Communications Department. Our next steps were to reduce our reliance on the outside contractor, Larson Communications, and bring on board a seasoned institutional giving consultant, JMP Grants Consulting, for strategic planning and grant writing support. The team developed proposal language, developed giving opportunities, conducted prospect research, created tracking documents for submissions and conversations with prospective funders, and structured a grants management portal to organize our work. As a young fundraising department, this was a necessary and critical step to position Magnolia for future development work and to be proactive, not reactive, in our approach.

Young Fundraising Department

The plan and strategies outlined in this document set the stage for Magnolia Public Schools to lead successful fundraising campaigns and identify, cultivate, track, and solicit prospective government, and foundation sources for gifts to fund the organization's priorities. It lays out a collaborative approach to cultivate and build philanthropic relationships, align all internal and external communications, and develop messaging that furthers fundraising.

In a young fundraising department such as Magnolia Public Schools, there are some doors that are much more reliable than others to attract donors—and retain them.

The Development and Communications Department envisions collaborative opportunities between units to raise awareness, enhance the Magnolia brand, and identify more prospective donors.



Section II: Assessments and Historical Data

Assessment of External Environment

State funding for the 2020-21 academic year is uncertain. With the unknown trajectory of the coronavirus pandemic, we must redefine the nature of the classroom experience, prevent further learning loss, and help students and their families thrive to the best of our ability.

In an environment when nothing is “business as usual,” managing the development and communications - poses no less of a challenge. An April 2020 *Philanthropy News Digest* story captures the essence of concerns around fundraising: “One of the biggest questions facing the charitable sector in 2020 — especially for nonprofits not directly serving those affected by the coronavirus pandemic — is whether they can attract new donors and keep existing donors engaged.” Another concern is the looming economic crisis. To quote *The Nonprofit Times*, “Managers at a majority of endowments and foundations (55 percent) polled by Boston-based research firm NEPC, expect a severe recession similar to that of 2008.” **Lower payouts by foundation endowments will translate into fewer and smaller grants.**

A Competitive Advantage: At present, other charter schools have a significant advantage over Magnolia, as they have well-resourced fundraising and public relations engines:

Comparable CMO Development & Communication Department Structures

Charter Management Organization	Private Grants & Contributions (2019)	Cost of Fundraising	No. of External Affairs Staff	Separate Fundraising Foundation
Alliance College-Ready	\$6.1M	\$1.07M	N/A	Y
Green Dot	\$2.2M	0*	N/A	N/A
KIPP:SoCal	\$12.7M	\$1.6M	13**	Y (nat'l)

*Fundraising costs may be captured by another entity

**5 positions dedicated to development - see Appendix A

The news is not all bad. There have been positive developments that we can take advantage of if we have the right level of resources and a thoughtful, strategic approach to communications with the public and development with prospective funders.

The opportunity is this. To foreground the charter school movement and our solutions-oriented approach to root problems with decision-makers personally, directly, and strategically relentlessly.

1. There is an increased emphasis on *social justice* and eliminating disparities in health and education in low-income communities of color.
2. The rise of *trust-based funding relationships*, rather than traditional, transactional charitable giving.

Assessment of Internal Environment

The view is generally positive that Magnolia *operates without the need for private philanthropic dollars* and has a healthy reserve without it. Yet, this climate works against establishing a culture of philanthropy, which would make the organization even stronger by hedging against cuts in public resources and increasing the number of friends and supporters.

The constituent base is extremely small. Cultivation and stewardship of this small donor pool will increase over time and with expansion. Developing strategies to initiate and strengthen

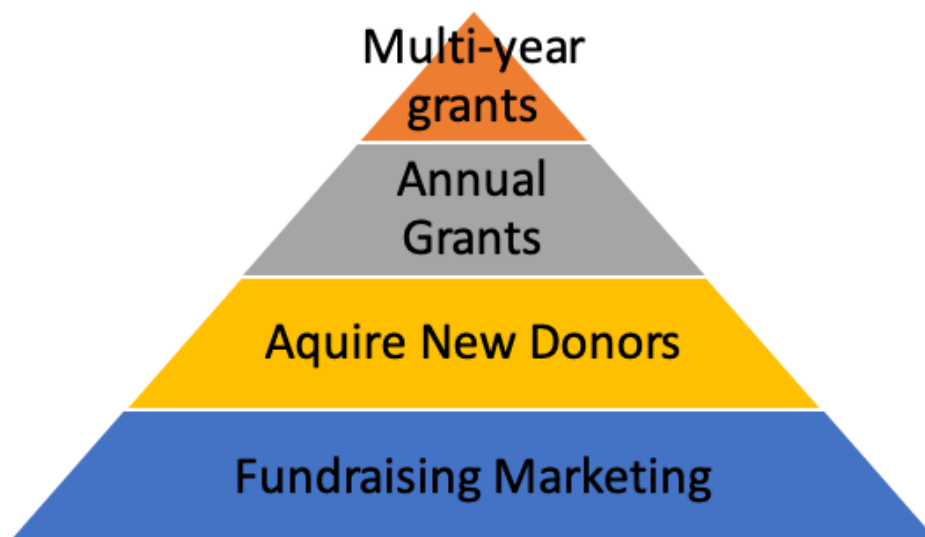
relationships with both internal and external constituencies is critical to support a thriving culture of philanthropy at Magnolia.

Section III: Overall Strategy

Magnolia is unlike many other institutions of K-12 education that have mature fundraising programs and large numbers of engaged donors. These institutions utilize their boards to activate their philanthropic networks and host donor cultivation events to further engage constituents. Because the donor pool is so small due to the COVID-19 pandemic and the shift in funding priorities, the strategy is to quickly build the funder base from the 2019-20 academic year, move donors to annual grants, giving to campaigns, and the ultimate multi-year grant.

One of the most important aspects of a successful advancement effort is a common understanding of the process as well as agreement on expected outcomes.

The plan is to identify prospective donors by using multidimensional fundraising marketing techniques. Additionally, it looks to **Acquiring New Donors**: social media campaigns, mailers, ads, email communication, and **Retention**: email campaigns, direct marketing, mailing promotional material, invitations to in-person virtual events, or school tours.

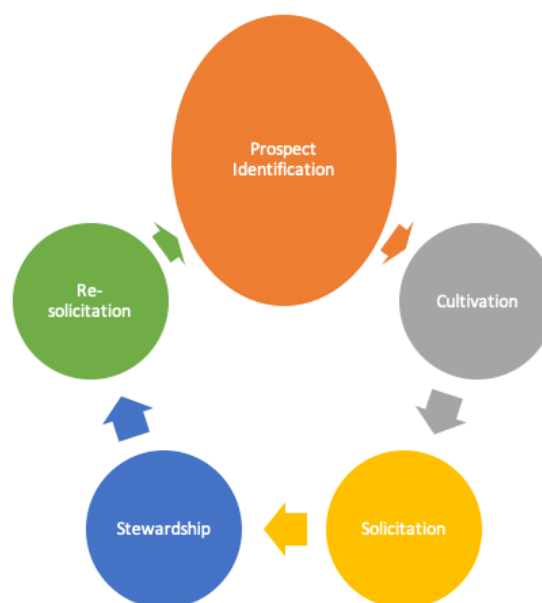


Strategy 1 - Cultivated Network

Engagement should never be static. It is dynamic, fluid and ongoing.

Funders/Expand Outreach to new funders and foundations

1. Follow-up emails and calls to foundations that have expressed interest in programs.
2. Event attendance - Such as the Association of Fundraising Professionals (AFP).
3. Get to know the Education Deputies for the County Supervisorial Districts in which Magnolia schools reside.
 - a. Sheila Kuehl is the Los Angeles Supervisor for the city of Reseda. Then request discretionary grants for projects/events.
4. In an upcoming Magnolia Minute Newsletter, do a short piece on Walton Family Foundation and other previous donors, and then send it to them to thank them again for their gifts.
5. Launch *The Rubalcava Report*, a quarterly CEO & Superintendent external report with an aim on the philanthropic community.
6. Targeted engagement with Magnolia staff and board leadership to cultivate and steward donors.
7. Steward events that keep funders engaged or show off Magnolia to new/ potential funders.



Recommendations for the Magnolia CEO & Superintendent

Raising the CEO's profile in the local community would positively impact fundraising by increasing awareness of Magnolia's accomplishments and reputation. Two possible steps could be:

1. Board service or membership in organizations outside of charter schools:
 - a. Great Public Schools Now
 - b. LA Coalition for Excellent Public Schools (LACEPS)
 - i. Active board member 2018 to present
 - c. LA Latino Chamber of Commerce
 - d. City Club of Los Angeles

- e. Southern California College Access Network
 - f. California Collaborative for Educational Excellence Advisory Council member
2. Participation in (virtual or in-person) education forums and speaking engagements

Recommendations for the Magnolia Public Schools Board

The Development and Communications Department will also rely on the MPS Board for guidance as it shapes and refines strategies and goals.

The Development and Communications Department proposes to brief the CEO and the MPS Board Vice-Chair/Chair of the Governance Committee quarterly on all development-related items including:

- Total dollars raised
- Renewed donors
- New donors
- Donor cultivation
- Grant Opportunities
- Philanthropy event opportunities
- Fundraising goal update

Recommendations:

1. Board Vice-Chair creates a sub-committee dedicated to development within the Magnolia Public Schools - Governance Committee.
2. Have the Board Vice-Chair solicit the Governance Committee members and to have the Governance Committee members solicit the other MPS board members. All solicitations will be made in person (or virtually).
3. The Governance chair will lead the give or get a minimum contribution board campaign.
4. Initiate January 18, 2018, Board resolution "*Filling vacant MPS board seats*" to recruit new MPS board members with philanthropic connections utilizing the Board-approved recruitment tool. New Board members will tap into their philanthropic networks and help establish funder partnerships and financial resources for MPS. Utilize the "Tips_Vacant_Board_Seats_Process" document that was attached to the resolution to guide the recruitment process.
5. Activate the Board-approved December 17, 2017, resolution to launch the *Magnolia Advisory Committee, specific to Development*. The *Development Advisory Committee* will also share their expertise and experience in specific areas to key members of the MPS executive team and Board of Directors to make informed decisions for all MSA schools.

Strategy 2 - Pursue Funders

1. Pursue funders whose priorities are aligned with Magnolia and its funding focus areas.
2. Write grants, making contact with program officers whenever feasible prior to submission for guidance.

Strategy 3 - Annual Fund

1. We will initiate the first-ever Magnolia broad-based annual fund campaign. We will appeal to people who have been part of the Magnolia family for some time, drawing in alumni, current/former board members, vendors, contractors, and current and former faculty, administrators, and former families. We anticipate using a multidimensional strategy that will involve a social media appeal, personal outreach, *matching funds from committed supporters*, and perhaps even incentives to participate like giveaway items.

As we continue to engage alumni through the annual fund and other activities over the next few years, we expect to launch separate alumni giving campaign.

2. Create a “Support MPS” feature so people can give online via the MPS website/s.

Strategy 4 - Strengthen Development Infrastructure

1. **Grants Management Portal:** Continue to develop the Grants Management Portal:
 - a. Boilerplate language for general MPS narrative, history, each program, etc.
 - b. Grant Agreements
 - c. Prospect Research
 - d. Philanthropy & Education Trends Research
 - e. Funder Reports
 - f. Grants: Local/National Foundations, Government (State/County/City), Corporations

Funding Focus Areas for 2020-2021

Each year, Magnolia educates 3,900 TK-12 students whose backgrounds reflect Southern California’s rich ethnic tapestry. During the 2018-19 academic school year, 71.2% of Magnolia’s students were from low-income families, as determined by qualification for free or reduced-price lunch; among them were students who were homeless and those in the foster care system. An organization-wide average of 17.5% were English Language Learners (ELL). Our classes are further distinguished by the high number of Students with Disabilities (SWD) at

15.2%, relative to neighboring public schools, and 16.8% of our students require special education. Inclusive and welcoming classrooms are thus the norm at Magnolia Public Schools.

In collaboration with the Magnolia Academic department and office of the CEO & Superintendent, we have selected the following focus areas because we expect them to be institutional priorities in 2020-21 and they align well with funder interests. Throughout K-12 education in the state of California, the California School Dashboard is driving priorities (<https://www.caschooldashboard.org/>). These include the high priority need for Multi-Tiered Systems of Support (MTSS) that includes Academic Intervention, Behavioral Intervention, Social Emotional Learning (SEL), and Universal Design for Learning (UDL) that teaches the whole child.

All of the areas listed below will address systemic improvement and student engagement and success at Magnolia, and funders will be aligned to these priorities.

Focus Area #1: Academic Enhancement

Our comprehensive educational experience emphasizes hands-on learning and foundational skills development, with supplementary tutoring, after-school programs, and school-to-university linkage. The curricular emphasis is on Science, Technology, Engineering, Art, and Math (STEAM) in a safe environment that cultivates respect for self and others. Our instructional model is upheld by the three pillars of “Excellence,” “Innovation,” and “Connection,” and our vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.

Our academic reputation is evidenced by recent student outcomes and by local and national comparisons to other traditional and charter schools. **Fundraising in 2020-21 will focus on enriching the academic program and utilizing innovative approaches in STEAM education to deepen the academic experience for our students.**

Areas of Interest:

1. [Project Lead The Way](#) (PLTW): Virtual PLTW is a consideration
2. [STEAM LAB](#) Elective

Focus Area #2: Special Education

Relative to neighboring public schools, Magnolia schools have a high percentage (15.2%) of students with disabilities. They are fully integrated into our classes. Our aim is to remove barriers to instruction and create mentally healthy, unified environments in which all students flourish.

Areas of Interest:

1. Multiple tiers of student support

Focus Area #3: Mental Health Support

MPS seeks to build capacity to proactively address the mental health needs of our students. A veteran of the public education system, our CEO and Superintendent notes, “the troubling truth is that many of our graduates, including some of our highest-performing students, continue to grapple with personal crises.” Screenings and evaluations are identifying students with untreated trauma and emerging mental health conditions and connecting them to treatment and supports. Grant funding will support other programs as well for English Language Learners, Students with Disabilities (SWD), and students performing below grade level.

Areas of Interest:

1. Social-Emotional Learning

Focus Area #4: Professional Development

We cannot make too great an investment in our teachers, school leaders, and home office staff, and parents who represent our most precious asset. Magnolia lacks sufficient funding to take training to the next level. We recognize the limitations of one-off instruction and would like to put the supports in place to deepen their learning.

Areas of Interest:

1. Universal Design for Learning (UDL) by [CAST](#)
2. [Leadership Success Cohort](#) (LSC): The goal of the LSC is to create an opportunity for school leaders to dive into the California Professional Standards for Education Leaders (CPSEL), understand the intricate skills required to lead as an effective school site administrator and learn with practice the skill sets designed to model mastery of the CPSEL as school leaders.

Focus Area #5: Arts (Virtual and In-person)

During the 2016-2017 academic year, Magnolia Public Schools arts advisor Ismael Soto with support from the governing board of directors worked closely with an Arts Ed Collective coach, and the Community Arts Team consisting of Magnolia stakeholders to create the first-ever Magnolia Public Schools - *Strategic Arts Plan*. In 2017, during the annual STEM Expo, Magnolia announced that it was a STEAM organization and would subsequently change the name to the STEAM Expo in future years. The Strategic Arts plan was brought to a wider audience at MPS where initial steps were successfully implemented. However, Magnolia does not have adequate resources to equally service all ten Magnolia schools and drive the three goals by focus areas including:

- **Infrastructure:** Build support for the arts through leadership, collaborations, partnerships, and engagement.
- **Content:** Deliver Curriculum, Instruction, and Professional Development to support the arts and arts integration.
- **Sustainability:** Develop funding streams, organizational support, and long-term opportunities for teachers and students in the arts.

Areas of Interest:

1. SEL and Arts intervention
2. Arts integration (ex. Performing arts to enhance ELA)
3. Professional development opportunities for the Art Leads program members
4. Performing arts - teaching artist residency programs

Focus Area #6: General Operating Support

Magnolia will seek general operating support as a strategy to increase the impact and support the Home Office has with the ten schools it operates by financially leveraging the existing budget.

Section IV: Revenue Center and Programs

Institutions

Foundations

Part of the strategy to grow foundation giving is a close collaboration and sharing of resources with the Office of the CEO and Magnolia Board of Directors. The total number of grants in FY19-20 was over 10 totaling over \$682,000 in funding asks.

Organizations

We will increase resources by recruiting the CEO & Superintendent and Magnolia Board of Directors to build strategy, manage relationships, and build our prospect pool.

Individual Giving

We aim to build relationships by means of giving campaigns among Magnolia board members, alumni, staff, and friends.

Section V: Measuring Success

FY19-20 Year to Date (YTD) to Percent of Goal - Snapshot

Grants include both donations and awards. Grant awards and payments that are due for program services already rendered are recorded as income (whether deferred or current) at the time they are promised or earned, even though the award has not yet been received.

FY19-20 Year to Date (YTD) to Percent of Goal - Snapshot

SOURCE OF REVENUE	FY18-19 Actuals	FY18-19 Goal	FY18-19 % to Goal	FY19-20 YTD thru 6/30/20	FY19-20 Goal	FY19-20 YTD % of Goal
INSTITUTIONS						
Foundations	\$210,000			\$30,000	\$295,000	
Subcontracts from Organizations	\$103,650			\$5,000	\$5,000	
Corporations	\$5,000					
Subtotal, Institutions	\$318,650	\$245,000	130%	\$35,000	\$300,000	12%
GOVERNMENT SUPPORT & GRANTS						
Local Government (City, State, County)	\$283,269			\$0		
Subtotal, Government Grants	\$283,269	\$0		\$0	\$0	0%
TOTAL GIVING	\$601,919	\$245,000		\$35,000	\$300,000	12%

Fundraising Targets

2020-2021 Fiscal Year (FY) Quarterly Giving Metrics

We recognize the soundness of our current programs, a low-income population whose need is recognized, and focus on STEAM education. Magnolia will use these foundational components to diversify funding priorities and revise the current fundraising goals for the organization to meet the needs of our current and future student populations.

We have taken into account the current climate in philanthropy, factors out of our control, funder priority shifts around the COVID-19 pandemic, presidential election, social justice

protest, unstable stock market, to determine our strategies and funding focus areas.

Please note, the estimates highlighted below are *conservative* in nature, our aim is to exceed the amounts. After considering all of the aforementioned factors, the **total fundraising target for Magnolia Public Schools is \$213,000 for FY20-21**. The chart below titled *FY20-21 Quarterly Giving Metrics* conveys the source of revenue breakdown by the institution, government support and grants, and individuals.

FY20-21 Quarterly Giving Metrics

SOURCE OF REVENUE	FY20-21 Goal	Q1 YTD	Q2 YTD	Q3 YTD	Q4 YTD	FY20-21 YTD Percent of Goal
INSTITUTIONS						
Foundations	\$140,000					
Subcontracts from Organizations						
Corporations	\$5,000					
Subtotal, Institutions	\$145,000					
GOVERNMENT SUPPORT & GRANTS						
Federal Funding						
Local Government (City, State, County)	\$50,000					
Subtotal, Government Grants	\$50,000					
INDIVIDUALS						
Board Members (\$500 each - Give or Get)	\$4,000					
Alumni	\$5,000					
Other (Faculty/Staff, Friends, Parents)	\$2,500					
Subtotal, Individuals	\$11,500					
TOTAL GIVING	\$213,000	\$0	\$0	\$0	\$0	\$0

Section VI: Allocation of Resources

Proposed Department Restructure

Magnolia would be better positioned for success in 2020-21 with a reconfigured Development and Communications department.

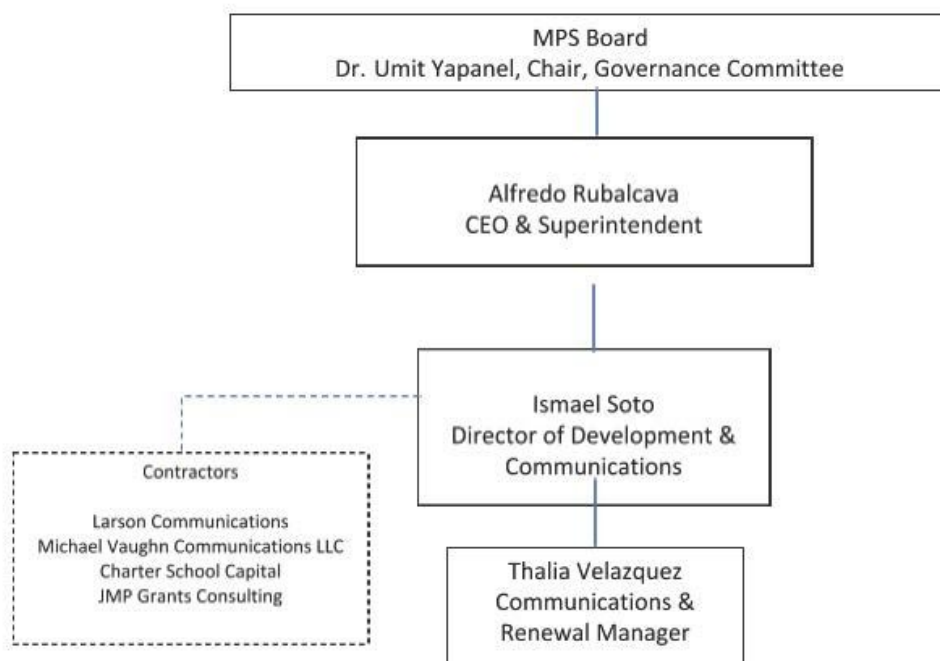
Currently, Mr. Soto's role reports directly to the Chief Academic Officer and limits his direct access to key meetings and members of the organization, including the Magnolia board. The shift is aimed at giving Mr. Soto the leverage to drive initiatives forward to raise private dollars and coordinate an external relations effort. Mr. Soto under the new structure will report to and work directly with the Chief Executive Officer and Superintendent, be invited to and collaborate side by side with members of the C-Team during weekly meetings, and a direct line to the Board of Directors at Magnolia Public Schools, more specifically the governance committee. Additionally, the new structure would shift supervision of the Communications and Charter Renewal Manager from the CEO to the Director of Development and Communications. Lastly, all contractors will be under the direct supervision of the Director of Development and Communications.

The Development and Communications department would be responsible for:

1. Development, which raises public and private philanthropic support;
2. Communications, which oversees all internal and external communications (social media, ParentSquare, media relations, and press advisories and releases);
3. Charter Renewal Applications; and
4. Enrollment Marketing support, which drives enrollment by means of deep digital and traditional marketing campaigns with new partner Charter School Capital. The Development and Communications department will be a support structure to provide guidance and act as a liaison between MSAs and Charter School Capital.

Additionally, the Development and Communications department will work with Career Development Centers at local Cal State Universities such as Los Angeles, Northridge, and Dominguez Hills to recruit a Development and Communications Intern who will focus on cultivating new relationships, research funding opportunities, and further establishes grant and donor relations.

Team Structure - Development & Communications Dept. Organization Chart



Section VII: Calendar (July 1, 2020 - June 30, 2021)

These activities are in addition to ongoing meetings and interactions with donors and prospective donors, as well as researching, preparing, and submitting foundation proposals and letters of intent.

The first quarter (Q1) of the United States federal government's fiscal year in July, August, and September, (Q2) are October, November, and December, (Q3) is January, February, and March, and (Q4) is April, May, and June. We anticipate going to the funder sources listed below, but it is subject to change.

QUARTER 1 - (July, August, September)

July 2020

1. Arts Ed Collective
 - a. Advancement Grant 2020 (Matching Grant)
 - b. Submit with a Teacher on Special Assignment (TOSA) arts focus

August 2020

1. [Walton Family Foundation](#)
 - History:
 - i. Received: \$200K Start-Up grant in 2018-19 for MSA-1
 - ii. MPS qualifies to apply for a grant with WFF in 2020-21
2. [American Honda Foundation](#)
3. [Kinder Morgan](#)
 - Funding Priority: The company gives to education programs and has specific interests in the city of Carson.
 - Target awardee: Magnolia Science Academy-3 Carson
4. [Los Angeles Dodgers Foundation](#)

September 2020

1. [Crail-Johnson Foundation](#)
 - Target awardee: Magnolia Science Academy-3 Carson, the foundation has a specific interest in the city of Carson
 - Timeframe: September 1-30 (Letter of Intent)
2. [N.D. - Union Bank Foundation](#)
 - i. Notes: Regional Philanthropy and Contributions Manager before submission

QUARTER 2 (October, November, December)

December 2020

1. ASES - Afterschool Grants
 - Re-apply for state-funded ASES grants in the fall of 2020, for 2021-22
 - Vendor: Think Together - Afterschool Expanded Learning Programs

December 2020

1. [Joseph Drown Foundation](#)
 - Focus: General Support, diversity, equity, and inclusion, and COVID-19

QUARTER 3 (January, February, March)

We will continue working through opportunities for the second half of the year.

February 2020

1. [Ralph M. Parsons Foundation](#)
 - a. History:
 - i. LOI submitted December 18, 2019

- ii. Eligible to reapply with an LOI February 2021

QUARTER 4 (April, May, June)

April 2020

1. [The Ahmanson Foundation](#)
 - a. Eligible to reapply with an LOI April 16, 2021

Section VIII: Summary

Magnolia Public Schools is a tremendous resource for families in Southern California. As we devise innovative programs to meet our students' interests and challenges and share our accomplishments, we will attract more and more friends and supporters.

The reorganized Development and Communications department will maximize opportunities for exposure and cultivate new relationships as well as support the Magnolia Board and CEO & Superintendent as they initiate activities with these same ends. **The total amount of external financial investment will be just one measure of success:** other metrics will be:

- The number of contacts made with the philanthropic community
- The number of new donors acquired
- Leadership's activity levels
- Readiness of administrators and faculty to participate in the fundraising process

This plan is based on the best information available at this time, when much remains unknown about the coming year. The COVID-19 pandemic represents a challenge unlike any other in our history; therefore, we must remain open to revisiting assumptions and revising the plan. A living document, our roadmap will guide us through as we build stronger and stronger external relations.

Section IX: Appendix

Appendix A: KIPP:SoCal – Advancement Department Structure

Total number of external department employees: 13

Chief External Impact Officer

Five direct reports:

1. Director of Development
2. Director of Marketing
3. Associate Director of Advocacy and Community Engagement
4. Communications Manager
5. External Impact Associate

Development Department

- Director of Development
 - Associate Director/Leadership Giving Officer
 - Corporate and Foundation Relations Manager
 - Individual Giving Manager and Lead of Events
 - Development Associate

Marketing Department

- Director of Marketing
 - Marketing Associate
 - Design Coordinator

Advocacy and Community Engagement Department

- Associate Director of Advocacy and Community Engagement
 - Policy and Community Engagement Associate
 - ACE Associate- Family Engagement
 - ACE Associate- Civic Engagement

Cover Sheet

Approval of MOA for MSA-SD Afterschool ASES Program and the MOA with SDCOE

Section: II. Consent Items
Item: B. Approval of MOA for MSA-SD Afterschool ASES Program and the
MOA with SDCOE
Purpose: Vote
Submitted by:
Related Material: II B ASES Agreement 20-21.pdf



Board Agenda Item #	II B- Consent Item
Date:	8-10-2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Gokhan Serce, Principal
RE:	ASES agreements for MSA-San Diego

Proposed Board Motion

I move that the board grants approval to Mr. Rubalcava, CEO and Superintendent of MPS to sign the MOA for MSA – SD Afterschool ASES Program with YMCA of San Diego County (YMCA) and the MOA with SDCOE.

Background

MSA-SD has been receiving after school program grant and services through San Diego Unified School District (SDUSD.) In Jan 2016 SDUSD informed MSA-SD that the district would no longer be providing PrimeTime before/after school services at Magnolia in 2016-17 school year as MSA-SD's fiscal agent, however the After School Education and Safety (ASES) funds that fund the program would remain allocated to Magnolia either through SDCOE or directly. In order to continue to receive these funds to offer a before/after school program, MSA-SD contacted San Diego County Office of Education (SDCOE). After switching to SDCOE, MSASD needed an agreement with SDCOE annually and an agreement with the after school service provider YMCA of San Diego County (YMCA). The term of these agreements are July 1, 2020 through June 30, 2021. YMCA has been MSA-SD's after school service provider for the past 8 years.

Based on MPS policy MPS Board wanted to receive the grant letter to approve the agreements for the ASES services. Unfortunately, our consortium, SDCOE, doesn't provide the grant letters until February of that school year. Instead of the grant letter we receive a projected funding and also receive an agreement from County office of Ed in late October. In the last three years MPS board requested to see the grant letter to approve the agreements. Due to the conflict between SDCOE's current practice and MPS Boards policy we were not able to sign an agreement with our service provider, YMCA, before the school starts. As a result of this issue we were not able to pay to YMCA until February of the school years for the last three years.

Although we still do not have the grant letter we have emails from SDCOE confirming the projected funding amount and the grant approval for the next three years these documents are attached.

Also due to Covid 19 school closures we were not able to spend all the funds in 19-20 school year. Attached is the addendum agreement to spend the remaining funds.

Budget Implications

ASES is a state grant and needs to be disbursed in compliance with the California ED Code. The fiscal agent, SDCOE, reimburses MSA-SD for the expenses occurred by the YMCA. ASES program is currently not included in the 2020-21 proposed budgets. All income and expenses will be added and budgeted accordingly upon approval.

Funding Source: ASES grant money through SDCOE Consortium

CFO reviewed and approved.

Exhibits (attachments):

- ASES Grant Confirmation Email
- FY20-21 Funding Projection from SDCOE
- Guidance Related to ASES Grant Extension
- 19-20 ASES Extension Amendment
- 20-21 ASES MOA between MSA-San Diego and YMCA

**YMCA of San Diego County
Magnolia Science Academy-ASES Attachment A**

Organization Name	Indirect Costs/Indirect Cost Rate Retained (Should not exceed 5% of total Grant Award)		Direct Administrative Costs Retained (Should not exceed 15% of Total Grant Award including Indirect Costs)		Direct Service Costs Retained (Should be at least 85% of total Grant Award)		Total Amount of Grant Award Retained	
	Dollar Amount	% of Grant Award	Dollar Amount	% of Grant Award	Dollar Amount	% of Grant Award	Dollar Amount	% of Grant Award
San Diego County Office of Education	0	0.00%	1917.64	2.00%	0	0.00%	1917.64	2.00%
Magnolia Science Academy	0	0.00%	2,876.46	3.00%	0	0.00%	2,876.46	3.00%
YMCA of San Diego County	4794.10	5.00%	4,794.10	5.00%	81,499.67	85.00%	91,087.87	95.00%
Total Costs Retained	4,794.10	5.00%	9,588.20	10.00%	81499.67	85.00%	95,881.97	100.00%



San Diego County Office of Education Main Campus
6401 Linda Vista Road, San Diego, CA 92111
858-292-3500 | www.sdcoe.net

May 5, 2020

To all Districts/Charter Contacts:

We are happy to report additional fiscal and grant guidance related to grant funding and expenditures, as well as extension of MOUs.

On Monday, April 27th, the CDE Expanded Learning Division (ELD) issued [guidance](#) related to the extension of the ASES, 21st CCLC, and ASSETs program grants. This guidance stated that grants would be extended until December 31, 2020.

SDCOE Expanded Learning sought clarification from the CDE ELD regarding whether this extension was a use of 2019-20 funds through December 31, 2020 or rather an extension of attendance and expenditure reporting. **The CDE ELD has confirmed that grantees may spend 2019-20 funds through December 31, 2020.** In addition to core grant programs, this guidance also includes supplemental, frontier, and equitable access grants.

Districts/Charters may utilize 2019-20 grant funding in parallel with 2020-21 grant funding after July 1, 2020. This means that sub-grantees must pay close attention to managing funds appropriately and be purposeful in their time accounting and fiscal expense tracking. Efforts should be made to provide clear policies and procedures for school sites to utilize these funds appropriately (i.e., funds to be used for summer enrichment programming; earlier deadlines for expenditures, etc.). Funds should not be commingled and the CDE ELD has specifically cited in [new guidance](#) issued on April 30, 2020 that “federal supplement versus supplant provisions remain in force.”

San Diego County Superintendent of Schools Dr. Paul Gothold

San Diego County Board of Education
Paulette Donnellon Guadalupe González Alicia Muñoz Mark Powell Rick Shea

May 5, 2020

Page 2

To this end, SDCOE Expanded Learning will not be entering into an amended MOU. Rather we will be extending the MOU to December 31, 2020. We recommend that you make this MOU extension an information item on your June board agenda.

As always, we are here to assist in working through any questions that you might have. Please feel free to contact Gabriela Delgado, Senior Manager, Student Services and Programs, at gbaeza@sdcoe.net or 619-616-0897.

Regards,

A handwritten signature in black ink, appearing to read 'MS', followed by a horizontal line.

Michael Simonson
Deputy Superintendent, Chief Business Officer

AMENDMENT TO AGREEMENT BETWEEN
MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDATION FOR MAGNOLIA SCIENCE
ACADEMY-SAN DIEGO AND
YMCA OF SAN DIEGO COUNTY

This Amendment to Agreement is entered into by and between the Magnolia Educational & Research Foundation for Magnolia Science Academy-San Diego (Magnolia Science Academy) and the YMCA of San Diego County (YMCA).

RECITALS

WHEREAS, on July 1, 2019, Magnolia Science Academy entered into a Memorandum of Agreement with the YMCA for the term of July 1, 2019 through June 30, 2020, under which the Consultant/Professional agreed to provide After School Education and Safety (ASES) Program services for a total not-to-exceed Agreement amount of \$84,029.40

WHEREAS, on April 27, 2020 the California Department of Education Expanded Learning Division issued guidance related to the extension of the 19-20 ASES program grants until December 31, 2020 due to COVID-19.

WHEREAS, on May 5, 2020 the San Diego County Office of Education (SDCOE) notified Magnolia Science Academy that they would be extending the ASES Program MOU with Magnolia Science Academy and that grantees may spend 2019-20 funds through December 31, 2020 to support the 20-21 school year.

WHEREAS the Magnolia Science Academy and YMCA mutually agree to use any extended 19-20 ASES Program funds contracted to the YMCA to provide ASES Program services through Dec 31, 2020.

NOW, THEREFORE, Magnolia Science Academy and YMCA agree to amend the Agreement as follows:

- 1. Modify Section 10 to amend the term of agreement to July 1, 2019 - Dec 31, 2020.

IN WITNESS WHEREOF, the parties have caused this Amendment to be executed on their behalf by their fully authorized representatives. Except as specifically herein amended, the Agreement will remain in full force and effect.

Magnolia Science Educational &
Research Foundation for Magnolia
Science Academy-San Diego

YMCA of San Diego County

Authorized Signature

Authorized Signature

Alfredo Rubalcava

Name

Baron Herdelin-Doherty

Name

CEO and Superintendent

Title

President & CEO

Title

Date

Date

MEMORANDUM OF AGREEMENT

After School Education & Safety (ASES) Program 2020-21

This Agreement is to provide program services for **After School Education & Safety (ASES) Program** and is entered into this 1st day of July 1, 2020 by and between the **Magnolia Educational & Research Foundation for Magnolia Science Academy-San Diego** (herein known as “Magnolia Science Academy”) and **YMCA of San Diego County** (herein known as “YMCA”) who agrees to provide the services in accordance with the provisions of the California Education Code (EC) sections 8482-8484.7.

1. General Conditions:

ASES Program Hours of Operation and Attendance Requirements:

1. The After School Program will begin operation based on an agreed upon regular schedule that best meets the needs of Magnolia Science Academy in 2020-21.
2. To ensure that subsequent ASES grant awards will not be reduced due to insufficient program attendance and performance, YMCA of San Diego County must enforce the grant rules in compliance with **California Education Code 8483.7. (a) (1) (A)**. California Education Code 8483.7. (a) (1) (A). states: Each school that establishes a program pursuant to this article is eligible to receive a three-year direct grant, that shall be awarded in three one-year increments and is subject to semi- annual attendance reporting and requirements as described in Section 8482.3 once every three years:
 - i. The CDE shall provide technical support for development of a program improvement plan for grantees under the following conditions: (I) If actual pupil attendance falls below 75 percent of the target attendance level in any year of the grant. (II) If the grantee fails, in any year of the grant, to demonstrate measurable outcomes pursuant to Section 8484.
 - ii. The CDE shall adjust the grant level of any school within the program that is under its targeted attendance level by more than 15 percent in each of two consecutive years.
 - iii. In any year after the initial grant year, if the actual attendance level of a school within the program falls below 75 percent of the target attendance level, the CDE shall perform a review of the program and adjust the grant level as the CDE deems appropriate.

Failure to comply with California Education Code 8483.7 shall result in a reduction of the ASES grant award allocations.

2. Web-Based Attendance and Daily Attendance Accountability Requirements:

1. The YMCA will implement the *City Span Web-based Attendance Tracking System* for daily program attendance entry.
2. The *City Span Web-based Attendance Tracking System* will ensure that both virtual and on-site attendance is documented based on the guidance from the San Diego County Office of Education.
3. YMCA will identify key staff members to participate in trainings provided by SDCOE/City Span for implementation of the *City Span Web-based Attendance Tracking System*.
4. In addition, YMCA must monitor on a weekly basis that all students sign-in and sign-out comply with the Cityspan times in system for each student.
5. Magnolia Science Academy administration will facilitate monthly attendance reporting via Cityspan and submitting attendance revisions with the SDCOE.

3. Staffing Requirements:

1. YMCA must ensure a student-to-staff ratio based on the aligned safety guidance from Magnolia Science Academy.
2. YMCA must establish qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of Magnolia Science Academy.
3. YMCA shall be responsible for students, staff, and parents accessing services under this Agreement. YMCA certifies that it shall provide adequate supervision of the students, staff, and other program personnel, and that its staff will follow legal guidelines on reporting child abuse/neglect.
4. YMCA must certify that all personnel providing services to students are adequately screened through Livescan and that such personnel has provided evidence of freedom from active tuberculosis prior to starting service at any school site.

4. State Mandated Data and Evaluation Requirements:

1. YMCA will collaborate with Magnolia Science Academy and SDCOE to disseminate statewide evaluation process as determined by the CDE.
2. YMCA will respond to surveys or other methods of data collection that may be required throughout the duration of the program.
3. Both Magnolia Science Academy and YMCA will collaborate to ensure timely and accurate collection of data required to conduct program evaluations including but not limited to Annual Performance Reports.
4. Magnolia Science Academy will share evaluation data reports with YMCA to use for continuous quality improvement plan.

5. Student Reimbursement Rate, Payment, and Program Expenditure Guidelines:

1. Upon notification of overpayment in excess of the grant award amount or request for reimbursement of unexpended ASES grant funds by the CDE, Magnolia Science Academy or YMCA will be required to return the entire amount of funding in question to the San Diego County Office of Education.
2. Ensure that expenditures shall comply with all applicable provisions of state and local rules, regulations and policies relating to the administration, use, and accounting for public school funds, including, but not limited to, California Education Code 8483.7.
3. Failure to comply with California Education Code 8483.7 shall result in a reduction of the ASES grant award during the current fiscal year or in subsequent years of the grant.
4. Magnolia Science Academy shall amend contract with the YMCA if the state ASES reimbursement rate is adjusted during the contract agreement. The current rate is \$8.88 per student/per day for the PM Program.
5. Magnolia Science Academy shall amend contract maximum to the appropriate percentage grant award if increased or reduced in contract year.

6. Federal Program Monitoring and Annual Program Audit Guidelines.

1. Magnolia Science Academy shall provide a copy of Federal Program Monitoring (FPM) and Annual Program Audit findings/exceptions to SDCOE and YMCA relative to the administration of the ASES Grant Requirements per California State Education Code Sections 8482-8484.6 and

the Standards and Procedures for Audits of California K-12 Local Education Agencies 2007-2008; Article 3.1. § 19846. After School Education and Safety Program.

2. Both Magnolia Science Academy and YMCA personnel shall participate in Federal Program Monitoring (FPM) training when required.
3. Both Magnolia Science Academy and YMCA of San Diego County will attend Federal Program Monitoring (FPM) meetings with the CDE.

7. Budget Restrictions

1. The Magnolia Science Academy shall retain 3% or \$2,876.46 of grant funds for direct administrative costs.
2. No more than 10% or \$9,588.20 of grant funds may be used for administrative costs by the YMCA.
3. No more than 5% of YMCA funds should be expended on indirect costs by YMCA. The YMCA must expend at least 85% or \$81,499.67 of grant funding in direct services for pupils.
4. Funds must supplement, not supplant, existing services. Programs cannot use ASES funds to pay for existing levels of service.

8. Program Matching Funding Requirements.

1. ASES Program must provide local funds totaling no less than one-third of the grant amount.
2. The Magnolia Science Academy shall provide matching funds for facilities and space usage not to exceed 25% of total match requirement.
3. YMCA of San Diego County will provide at least 10% of total match requirement unless otherwise agreed upon between Magnolia Science Academy and YMCA.
4. State categorical funds for remedial education activities may not be used to fulfill match requirements.

9. Additional ASES Program Operation Requirements.

1. Both Magnolia Science Academy and YMCA shall each designate an ASES Contact person.
2. Ensure the designated ASES Contact(s) attends the scheduled ASES District Contact meetings provided by the Resources & Technical Assistance Center (RTAC), the After School Administrative Program Support Center (ASC), the Children's Initiative (CI), and the San Diego Office of Education (SDCOE).
3. Ensure that the program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following core content subject areas: language arts, mathematics, history and social science, science and computer training.
4. The program will have an educational enrichment element that may include, but not limited to STEM, SEL, organized sports, visual and performing arts, service learning, and youth development activities. These items are to be discussed collaboratively between district administration, school administration, and YMCA to best meet the needs of Magnolia Science Academy.
5. Plan the program through a collaborative process that includes parents, youth, and school administration and personnel, community organizations, and the private sector.
6. If the site is not located on a school campus, it must be as accessible and available as the school site with safe transportation provided by Magnolia Science Academy to enrolled participants.
7. Magnolia Science Academy shall collaborate with YMCA to provide snack and/or supper program that conforms to Article 2.5 of Chapter 9 of Part 27, commencing with Education Code Section 49430. (EC 8482.3(d)).
8. Provide information regarding the ASES Program in a form and language that is easily

understandable to all parents.

9. Each partner in the application will share responsibility for the quality of the program. Magnolia Science Academy and YMCA will collaborate to conduct an annual continuous quality improvement process.
10. Magnolia Science Academy and YMCA will collaborate and coordinate with the regular school day program.
11. Magnolia Science Academy is responsible to ensure the YMCA has access to safe, clean, and supportive indoor/outdoor space at participating school sites to conduct a high quality program. Space shall include adequate indoor space for all academic and enrichment activities.
12. Each ASES funded site will be responsible for the development of an After School Program Plan as part of the San Diego ASES Program Consortium.
13. Magnolia Science Academy and YMCA administration will review the ASES Program Plan annually and provide updates and/or revisions based on ASES program components, California Department of Education guidelines, and identified district program changes based on changes in grant or sites.
14. Ensure that ASES staff attends District and SDCOE training opportunities designed to maximize program effectiveness.
15. Host scheduled technical assistance site visits conducted by staff from RTAC, the After School (ASC) and the CI.
16. Collaborate with staff from RTAC, the After School (ASC), and the CI to review site visitation and technical assistance reports and plan for continuous program improvement.
17. Magnolia Science Academy and YMCA will ensure the proper record keeping and documentation of program activities and the timely submission of all required reports. All reports due to San Diego County Office of Education and delegated to YMCA by Magnolia Science Academy shall include written authorization and detailed instructions at least 30 days' notice unless otherwise agreed upon by both parties.
18. Magnolia Science Academy and YMCA will work collaboratively to ensure that the ASES Program is following the Magnolia Public Schools Health & Safety Policy for Covid-19 based on the California Department of Health Covid-19 Industry Guidance for Schools and School-Based Programs.

10. Terms and Conditions of the Grant Award

1. YMCA will make reports to Magnolia Science Academy as necessary to enable Magnolia Science Academy to perform its duties and will maintain such records and provide access to those records as Magnolia Science Academy deems necessary. YMCA shall maintain such records for at least five years after the completion of the activities for which the funds are used.
2. YMCA will make any application, evaluation, periodic program plan, or report relating to each program available to parents and other members of the general public (California Public Records Act, Government Code Section 6250 et seq.)
3. Record revenues and expenditures for this grant as follows: for Standardized Account Code Structure (SASC) coding, use Resource Code 9065 and Revenue Object Code 8590.
4. This grant shall be administered in accordance with the provisions of California Education Code (EC) sections 8482-8484.6. Further, expenditures shall comply with all applicable provisions of federal, state and local rules, regulations and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California.
5. If a program participant receives state funds to operate ASES in excess of the amount warranted due to the program failing to operate, raising an inadequate amount of matching funds, or failing to

expend all grant funds, the San Diego County Office of Education (SDCOE) shall reduce any subsequent allocations by the amount equal to the overpayment.

6. YMCA shall provide monthly invoice and financial expenses to Magnolia Science Academy.

7. Magnolia Science Academy shall be responsible to submit quarterly expenditure reports and program reports to the San Diego County Office of Education.

PERIOD OF AGREEMENT

The term of this Agreement shall be July 1, 2020 through June 30, 2021.

11. COMPENSATION/COSTS AND PAYMENT SCHEDULE

Magnolia Science Academy shall reimburse funds to YMCA of San Diego County within 30 days after invoice for monthly expenses submitted from YMCA of San Diego County.

Annual total ASES 20-21 allocation(s) shall not exceed *\$91,087.87 to YMCA of San Diego County.

12. YMCA OF SAN DIEGO COUNTY & MAGNOLIA SCIENCE ACADEMY CONTACT PERSONS

Magnolia Science Academy Contact:

Gokhan Serce
Principal
Magnolia Science Academy-San Diego
Magnolia Public Schools
6526 Estrella Ave
San Diego, CA 92120
P: 619-644-1300
E gsecre@magnoliapublicschools.org

YMCA of San Diego County Contact:

Steve Hensel
Executive Director
Expanded Learning Programs
YMCA of San Diego County
3333 Camino del Rio Suite 110
San Diego, CA 92108
P: 619-521-3055 x2620
E: shensel@ymca.org

Copy to: Magnolia Educational & Research Foundation
dba Magnolia Public Schools, Chief Operations Officer
250 E 1st St., Suite 1500, Los Angeles, CA 90012
(213)628-3634

13. CONFIDENTIALITY

1. All communications and information obtained by YMCA from Magnolia Science Academy relating to this agreement, and all information developed by YMCA under this agreement, are confidential. Except as provided in Subsection 3, without the prior written consent of an authorized representative of Magnolia Science Academy, YMCA shall neither divulge to, nor discuss with, any third party either the work and services provided hereunder, or any communication or information in connection with such services or work, except as required by law. Prior to any disclosure of such matters, whether as required by law or otherwise, YMCA shall inform Magnolia Science Academy in writing, of the nature and reasons for such disclosure. YMCA shall not use any communications or information obtained from Magnolia Science Academy for any purpose other than the performance of this agreement, without Magnolia Science Academy’s written prior consent.

2. At the conclusion of the performance of this agreement, YMCA shall return to Magnolia Science Academy all written materials constituting or incorporating any communications or information obtained from Magnolia Science Academy upon Magnolia Science Academy's specific approval, YMCA may retain copies of such materials, subject to the requirements of Subsection 1.

Magnolia Science Academy may disclose to any vendor, or YMCA approved third parties, any information otherwise subject to Subsection 1 that is reasonably required for the performance and administration of the scope of work described in this contract. Prior to any such disclosure, Magnolia Science Academy shall obtain the YMCA of San Diego County's written agreement to the requirements of Subsection 1.

3. YMCA obligation of confidence with respect to information submitted or disclosed to YMCA by Magnolia Science Academy hereunder shall survive termination and comply with all requirements outlined in this Agreement which is attached hereto and made a part hereof.

Likewise, Magnolia Science Academy obligation of confidence with respect to information submitted or disclosed to Magnolia Science Academy by YMCA hereunder shall survive termination and comply with all requirements outlined in this Agreement which is attached hereto and made a part hereof.

14. CONFIDENTIALITY OF SERVICES

Identities of all respondents including but not limited to staff, principal(s), parent(s), student(s) and individual responses on surveys in conjunction with evaluation will be kept confidential by the YMCA. The YMCA will not redistribute or share any data or information with any agency, entity or individual without the written consent of Magnolia Science Academy.

YMCA of San Diego County agrees to all of the following:

(a) YMCA shall not disclose Private Information obtained from Magnolia Science Academy the performance of this Agreement to any other vendor, person, or other entity, unless one of the following is true:

(i) The disclosure is authorized by this Agreement;

(ii) The YMCA received advance written approval from the Magnolia Science Academy to disclose the information; or

(iii) The disclosure is required by law or judicial order.

(b) Any disclosure or use of Private Information authorized by this Agreement shall be in accordance with any conditions or restrictions stated in this Agreement. Any disclosure or use of Private Information authorized by a Contracting Department shall be in accordance with any conditions or restrictions stated in the approval.

(c) Any failure of contractor to comply with the Nondisclosure of Private Information Ordinance shall be a material breach of this Agreement. In such an event, in addition to any other remedies available to it under equity or law, Magnolia Science Academy may terminate this Agreement, debar Contractor, or bring a false claim action against Contractor.

15. TERMINATION FOR CONVENIENCE

1. Either party to this agreement may, by written notice to the other party, terminate this agreement in whole or in part at any time, for either party's convenience.
2. If the termination is for the convenience of Magnolia Science Academy, upon receipt of 60 days' notice, YMCA shall:
 - (1) Immediately discontinue all services affected (unless the notice directs otherwise) and
 - (2) Deliver to Magnolia Science Academy all information and material as may have been involved in the provision of services in the performance of this agreement, whether completed or in process. Termination of this agreement shall be as of the date of receipt by YMCA of such notice.
 - (3) YMCA shall submit a final invoice within 60 days of termination and upon approval Magnolia Science Academy shall reimburse for services actually performed prior to the effective date of termination and other costs reasonably incurred by YMCA to implement the termination.

16. TERMINATION FOR DEFAULT

1. Either party to this agreement may, by written notice to the other party, terminate this agreement in whole or in part at any time because of the failure of to fulfill its contractual obligations.
2. If this agreement is terminated by Magnolia Science Academy, upon receipt of such notice, YMCA shall:
 - (1) Immediately discontinue all services affected (unless the notice directs otherwise) and
 - (2) Deliver to Magnolia Science Academy all information and material as may have been involved in the provision of services in the performance of this agreement, whether completed or in process. Termination of this agreement shall be as of the date of receipt by YMCA of such notice.
3. If the termination is due to the failure of YMCA to fulfill its contractual obligations, Magnolia Science Academy may take over the services, and complete the services by contract or otherwise.

17. INDEPENDENT CONTRACTOR

It is expressly understood that at all times, while rendering the services described herein, and in complying with any terms and conditions of this Agreement, YMCA is acting as an independent contractor and not as an officer, agent, or employee of Magnolia Science Academy.

18. HOLD HARMLESS

YMCA agrees to hold harmless, defend, and to indemnify Magnolia Science Academy, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, Magnolia Science Academy performance, or lack thereof, under this Agreement.

Likewise, Magnolia Science Academy agrees to hold harmless, defend, and to indemnify YMCA, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, YMCA performance, or lack thereof, under this Agreement.

19. WORKERS’ COMPENSATION

YMCA shall provide workers’ compensation insurance or shall self-insure their services in compliance with provisions of Section 3700 of the Labor Code of the State of California. A Certificate of Insurance may be provided, providing for such, or YMCA shall sign and file with Magnolia Science Academy the following certificate:

“I am aware of the provisions of Section 3700 of the Labor Code which requires every employer to be insured against liability for workers’ compensation or to undertake self-insurance in accordance with the provision of that Code, and I will comply with such provision before commencing the performance of the work of this Agreement.”

20. NON-FUNDING

Notwithstanding any of the foregoing provisions, if for any fiscal year of this Agreement the San Diego County Office of Education School Board fails to appropriate or allocate funds for future periodical payments under this Agreement, Magnolia Science Academy will not be obligated to pay the balance of funds remaining unpaid beyond the fiscal period for which funds have been appropriated or allocated, and may terminate this Agreement with 30 days’ written notice.

21. AUDIT

YMCA agrees to maintain and preserve until five years after termination of the Agreement with Magnolia Science Academy, and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

22. INSURANCE REQUIREMENTS

YMCA and Subcontractors shall, at its expense, procure and maintain for the duration of this Agreement, Public Liability and Property Damage Insurance to protect them and the District from all claims for injuries to persons, including accidental death, as well as from all claims for property damage which may arise from or in connection with the performance of the Agreement by YMCA, its agents, representatives, and employees. Such insurance shall survive after this agreement as permitted by law.

Coverage is at least as broad as:

Amounts of Insurance:

General Liability	Bodily Injury and	\$ <u>1,000,000</u>
Comprehensive form -	Property Damage	Amount
Products/Completed		

Operations

		<u>\$1,000,000</u> Amount
Auto Liability Comprehensive form Owned/Non-owned Hired	Bodily Injury Property Damage Combined	

YMCA of San Diego County shall file, with MAGNOLIA SCIENCE ACADEMY, Certificates of Insurance indicating a thirty-day (30) cancellation notice and naming **Magnolia Educational & Research Foundation** as an additional insured.

23. GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

24. COMPLIANCE WITH LAW

YMCA shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, and purchasing practices, and wages, hours, and conditions of employment, including non-discrimination.

25. FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by Magnolia Educational & Research Foundation CEO & Superintendent and the YMCA of San Diego County President/CEO.

26. PUPIL SAFETY / SCHOOL SAFETY ACT

Pupil Safety/School Safety Act: Magnolia Science Academy shall determine the YMCA’s level of contact with pupils from the following two (2) choices, by inserting an **X** below:

 The YMCA will have **“limited contact”** with pupils and the Contractor/Provider may be required to do one or more of the following to protect pupils:

1. Prohibit Contractor/Provider’s employees from using student restroom facilities,
2. Perform work when school is not in session,
3. Provide security patrols or supervision,
4. Restrict Contractor/Provider’s employees’ access to site grounds, and/or

5. Provide badges or other visible means of Contractor/Provider’s identification.

X The YMCA will have “**greater than limited contact**” with pupils and the YMCA shall require their employees, including the employees of any subcontractor, who will provide these services, to submit their fingerprints in order to conduct a criminal background check per Education Code §45122.1. The YMCA shall not permit any employee, including the employees of any subcontractor, to perform services under this contract until:

1. The Department of Justice has determined that these employees have not been convicted of, or have charges pending for a defined felony.
2. The YMCA has **certified in writing** to Magnolia Science Academy that the employer and all of these employees have not been convicted of, or do not have charges pending for a defined felony.



 By (Authorized Signature)

7/30/20
 Date

Steve Hensel
 Executive Director
 Expanded Learning Programs
 YMCA of San Diego County

27. ENTIRE AGREEMENT

This Agreement represents the entire Agreement and understandings of the parties hereto and no writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be duly executed, such parties acting by their representatives being thereunto duly authorized.

MAGNOLIA SCIENCE ACADEMY

YMCA OF SAN DIEGO COUNTY

By (Authorized Signature)

By (Authorized Signature)

 Gokhan Serce
 Principal
 Magnolia Science Academy-San Diego

 Baron Herdelin-Doherty
 President/CEO
 YMCA of San Diego County

Date: _____

Date: _____

**MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDATION for MAGNOLIA SCIENCE
ACADEMY-SAN DIEGO**

YMCA Federal EIN #: 95-2039198

Alfredo Rubalcava
CEO & Superintendent
Magnolia Educational & Research Foundation
Dbm Magnolia Public Schools

Date: _____

Cover Sheet

Approval of Contract with Vision Core Services for Additional NPA for more Accessibility to Services

Section: III. Action Items
Item: A. Approval of Contract with Vision Core Services for Additional NPA for
more Accessibility to Services
Purpose: Vote
Submitted by:
Related Material: III A Vision Core Services.pdf



Board Agenda Item #	III A- Action Item
Date: July 23, 2020	August 6, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Name: Dr. Callaham, Ed.D.
RE: Special Education Services	Item Title: Additional NPA for more accessibility to services

Proposed Board Motion

I move that the board approve the contract not to exceed \$30,000 with Vision Core Services for additional Special Education services as needed by the MPS schools for special education compliance. Subject to such further changes and revisions as MPS General Counsel and Vision Core Services may agree.

Introduction

- What services are being provided? This Non Public Agency (NPA) would provide another option for MPS Schools/Principals and SPED Coordinators to assign for Deaf and Hard of Hearing (DHH), Assistive Technology (AT), Occupational Therapy (OT), Adapted Physical Education (APE), and Behavior Intervention Implementation (BII) Services and assessments as needed.
- Why is this contract/service needed? Due to inconsistent ability to respond to our need for certain assessment reports and sporadic shortages in NPA personnel, our schools sometimes need another option for accessing these services.
- Is this a school or organization wide implementation? Organization wide implementation/ availability on a school by school basis as needed.

Background

- What contracts with the vendor are already in place? MPS currently has a contract with Cross Country Services and Edlogical Non-Public Agencies for Special Education services. Additionally, we currently receive speech services from ELUMA which is solely an online/ virtual service provider.
- History of the project (Not Applicable)

Analysis (If applicable)

- Were RFPs done? Yes. RFP's were completed during the 18-19 school year released on 5/1/19 and the team agreed upon Edlogical, Cross Country and as a third contender the new company, Vision Core is being considered for back-up service provision.
- What negotiations were made? There were adjustments to the contracts to provide discounts and fair billing practices as appropriate for our Magnolia schools.
- What is the research/comparison data? Vision Core is cost effective and has a history of following through with requests from schools in a timely manner.

Budget Implications

The approval of this item will not increase funding cost for SPED. The funds have been allocated for the 20-21 school year for all SPED services. Any impact should reduce the cost of services.

- Amounts/ Funding Source Amount will vary, but will come from the approved SPED budget.
- CFO reviewed and approved

Exhibits (attachments):

- Appendix items
 - Price List for Special Education Services
 - Comparison Chart of NPA's from RFA Committee Review

We are all in the same Boat: Let's continue to row in the same direction...

	Speech Services	Psych Services	APE	OT	HOH	DIS Counseling	BII
MSA 1	Eluma	Inhouse	EdLogical	EdLogical	N/A	Inhouse	N/A
MSA 2	Eluma	Inhouse		ELUMA		Inhouse	
MSA 3	Eluma	Edlogical	N/A	ELUMA	EdLogical	Edlogical	In-house
MSA 4	Eluma	Inhouse	EdLogical	ELUMA	EdLogical	Inhouse	In-house
MSA 5	Eluma	Inhouse	EdLogical	EdLogical	Edlogical	Inhouse	In-house
MSA 6	Eluma	Inhouse	N/A	N/A	Edlogical	Inhouse	N/A
MSA 7	Direct ED	Inhouse	Edlogical	Edlogical	N/A	Inhouse	In-house
MSA 8	Eluma	Inhouse	EdLogical	EdLogical	EdLogical	Inhouse	NA
MSA Santa Ana	Eluma	Inhouse	EdLogical	ELUMA	EdLogical	Inhouse	
MSA San Diego	OAS?	Edlogical	Oas Center	Oas Center	N/A	OAS. Inhouse	N/A

Cost Comparison for Non Public Agencies

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday September 10, 2020 at 5:30 PM

	Edlogical	Min Hours	D.E./C.C.	Min Hours	Vision Core	Min Hours
Speech	98.00	2	115.00	3	100	2
RSP	85.00	4	80.00	7	90.00	7
BII/Para	34.50	1	36.50	2	30.00	7
Couns	77.50	2	83.00	3	70.00	2
Psych	90.00	2	109.50	1	90.00	0
OT	101.00	2	114.00	3	90.00	2
PT	N/A	N/A	N/A	N/A	N/A	N/A
BII	34.50	4	N/A	2	30.00	7
APE	88.00	2	96.00	3	80.00	2
COTA	65.00	3	74.00	3	65.00	2
SLPA	67.50	2	72.00	3	N/A	N/A



MASTER CONTRACT
2020-2021

CONTRACT NUMBER: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Vision Core, Inc. (Hereinafter referred to as “CONTRACTOR”) NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT This Master Contract is entered into this 1st day of July, 2019, between the Magnolia Public Schools (hereinafter referred to as “LEA” or “District”) and CONTRACTOR for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361, 56366, and 56365 et seq., and Title 5 of the California Code of Regulations section 3000 et seq. It is understood that this contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

LEA shall provide CONTRACTOR access to student records in Welligent, SEIS or SIRAS within five (5) school days of CONTRACTOR’s notification of enrollment. Within five (5) school days of LEA providing CONTRACTOR with access to a newly enrolled student’s records in Welligent, SEIS or SIRAS, CONTRACTOR shall provide required information to complete an Individual Services Agreement (hereinafter referred to as “ISA”) to the LEA. Thereafter, CONTRACTOR and LEA shall electronically exchange ISAs, for LEA approval of ISA. The ISA shall then be executed within five (5) school days. LEA and CONTRACTOR shall enter into an ISA and subsequently maintain an active ISA for each LEA student served by CONTRACTOR. Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”).

LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student’s parent evidencing the parent’s agreement to the IEP. Exceptions to this requirement will only be made as follows: (1) pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, (2) pursuant to a lawfully executed agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, or (3) when the CONTRACTOR is directed in writing or email by the LEA to begin the provision of services prior to the receipt of a signed IEP.



2. CERTIFICATIONS AND LICENSES CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. Specifically, the CONTRACTOR shall not be operated or controlled by a sectarian group, the primary purpose of the facility shall not be religious, and religious education cannot be part of the CONTRACTOR's program. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE certification and as defined in California Education, Code sections 56366 et seq. and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’s nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this contract is executed by CONTRACTOR. CONTRACTOR name must align with name on CDE certification that is provided with Contract Application Packet.

This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to the capacity as stated on CONTRACTOR’s CDE certification. The maximum number of LEA students enrolled shall not exceed the total LEA enrollment stated on Master Contract rate page. Upon prior, written agreement by both parties, maximum number of LEA student enrollment may be increased. Absent written agreement by both parties, the CONTRACTOR shall be fully liable for any compensatory time resulting from a CDE required corrective action resulting from such noncompliance with the CDE classroom or student capacity. Possession of an active Master Contract does not ensure that student referrals for enrollment will be issued. Referrals will be based on CDE certification, LEA student capacity as per Master Contract rate page (Exhibit A) and current LEA need.

If current (re)certification documents are not available through no fault of the NPS/A, this Master Contract shall remain in effect until such documents are made available to the NPS/A, which shall in turn submit copies of same to the LEA within five (5) business days of receipt by the NPS/A. The NPS/A shall, within five (5) business days of any change in the status of its approved capacity to serve a specific number of pupils, notify the LEA of the change. CONTRACTOR shall submit all revised CDE certifications to the LEA within five (5) business days.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.). If CONTRACTOR is a licensed children’s institution (hereinafter referred to as “LCI”), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate



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licensing agency in both California and in the state where the LCI is located. When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. With respect to CONTRACTOR's certification, LEA requires that CONTRACTOR comply with all CDE certification requirements while providing services during the term of this contract to LEA students. Failure to notify the LEA of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) decrease in CDE authorized student and/or classroom capacity; (5) major modification or relocation of facilities; or (6) significant modification of the program may result in suspension or termination of this Master Contract by the LEA. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA in writing within five (5) days in the event that a provider's credential or license is revoked, not authorized or renewed following payment by LEA for services authorized by a Temporary County Certificate, and/or there exists a lapse in authorized coverage dates. CONTRACTOR shall notify the designated LEA within five (5) business days should changes to key demographics occur, such as changes in name, address, phone number, referral contact information, or key administrative staff.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS During the term of this contract unless otherwise agreed, CONTRACTOR shall comply with the Individuals with Disabilities Education Act and all subsequent amendments and requirements and all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations relating to the provision of special education and/or related services as set forth in federal and state special education laws and regulations, facilities for individuals with exceptional needs, CONTRACTOR shall also comply with all LEA policies and procedures applicable to NPS/NPA, unless taking into consideration all of the surrounding facts and circumstances, a policy/procedure or policies/procedures, or a portion of a policy/policies, does not reasonably apply to CONTRACTOR. To the fullest extent allowed by law, CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA applicable policies/procedures and shall indemnify LEA under the provisions of section 16 of this Contract for such failure.

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2020 to June 30, 2021 (Title 5 California Code of Regulations section 3062(a). Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be renegotiated prior to June 30, 2021. In the event the contract is not renegotiated by June 30, 2021, the most recently executed Master Contract will remain in effect for 90 days per Title 5 California Code of Regulations section 3062(d). No Master Contract will be offered unless and until all of the requirements set forth in the Application Packet have been satisfied. Submission of an Application Packet for the development of a Master Contract does not guarantee that a Contract shall be issued. Applications will be considered on an individual basis.



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Both parties agree to mutual intent to engage in the rate negotiation process as outlined in LEA's "NPS/NPA Rate Negotiation Process" for the 2020-2021 contract year. However, no rate agreement of any kind (including a "contract to negotiate") will exist between the parties until they have signed a final formal written agreement. If the current master contract expires while actively negotiating rates, LEA shall continue to pay CONTRACTOR invoices that are properly submitted for services rendered to LEA students at the last approved master contract rates until the mutually agreed rates are approved.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees. CONTRACTOR must also require that any independent contractors or subcontractors it utilizes to provide services to LEA students must be bound by any applicable terms and conditions of this Master Contract. 5. INTEGRATION CLAUSE This Master Contract includes each ISA, and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties. CONTRACTOR shall provide the LEA with reasonable information as requested in writing to secure the Master Contract or renewal. If the Application Packet is not completed and returned to the LEA, no Master Contract will be issued. This Agreement and all exhibits to this Agreement constitute the entire agreement between the parties to the Agreement and supersede any prior or contemporaneous written or oral understanding or agreement. To the extent that there is any conflict between the language of this Master Contract and the language of other documents incorporated by reference, the language of this Master Contract shall control, and the conflicting incorporated language shall be disregarded. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such 90-day period, all payments for services performed after the 90-day period shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR (California Education Code section 56366(c) (1) and (2)). Notwithstanding any contrary provisions of this Master Contract, in the event that this Master Contract expires or terminates and LEA continues placement of current students or sends new students to CONTRACTOR and CONTRACTOR continues to provide services, CONTRACTOR and LEA shall continue to be bound by all of the terms and conditions of the most recent IEP and executed Master Contract for service provided to LEA students until LEA students are no longer served by CONTRACTOR as set forth in the provisions of Section 1.

6. INDIVIDUAL SERVICES AGREEMENT This contract shall include an ISA developed for each LEA student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of the LEA pursuant to California Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR and LEA shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.



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All related services as delineated in the IEP/ISA shall be scheduled in advance for the duration of IEP/ISA. Each scheduled related service event per IEP/ISA prescription (frequency and duration), shall be documented in the Welligent, SEIS or SIRAS Service Tracking Module, if applicable. If CONTRACTOR is a nonpublic school, student attendance shall be maintained on at least a daily basis. Service tracking documentation shall be completed within five (5) school days of the scheduled event and service tracking session notes shall meet LEA standards for documenting services (i.e., listed on student's current IEP; relevant to the IEP goal; includes a brief description of the activity and an outcome statement; includes an objective measure of the student's progress toward the IEP goal and/or a reflection by the provider that is demonstrative of professional judgment specific to his/her own discipline; is consistent with professional standards established for each discipline typically set by state and national licensing boards).

Changes to a LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made on the basis of a revision to the LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law. (California Education Code section 56366(a)(3)).

CONTRACTOR may terminate this Master Contract or an Individual Services Agreement in accordance with Education Code section 56366, subd. (a)(4). For the purposes of this section, "for cause" within the meaning of section 56366, subd. (a)(4), shall be defined as follows: (1) the student requires services beyond the capacity of the CONTRACTOR's certification, or (2) the student's continued presence materially and adversely affects the provision of services to other students, or (3) the student presents a safety risk to other students or staff. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. CONTRACTOR is required to comply with all requirements of section 56366, subd. (a)(4), including, but not limited to, the notice requirements stated therein. CONTRACTOR shall notify student's parent or educational rights holder in writing of notice to LEA of intent to terminate ISA, concurrent with provision of notice to LEA, and shall provide to LEA a copy of the written notice of termination issued to parent. CONTRACTOR enrollment forms shall include information about this contractual provision. ISAs may be also terminated before twenty (20) days if done pursuant to an IEP team decision (e.g., student found no longer eligible for service or changing to a LEA provider). When CONTRACTOR terminates the ISA, CONTRACTOR shall cooperate with LEA in convening an IEP team meeting to determine student's subsequent offer of FAPE. Upon CONTRACTOR request, LEA will determine alternate IEP team meeting site.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the LEA student's IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a)(5), 56366.10(a), and Title 5 of the California Code of Regulations Section 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within ten (10) school days of the last date a service was



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provided. Failure to provide such notice will result in the CONTRACTOR assuming fiscal responsibility for subsequent compensatory services awarded as the direct result of CONTRACTOR's failure to provide services in accordance with the executed ISA/IEP equivalent to the amount of services not provided that were not due to student's rejection of services, as evidenced by service tracking records. CONTRACTOR shall provide any subsequent compensatory service hours agreed upon in an ISA but not provided to a student as a result of CONTRACTOR's lack of provision of services, excluding service hours missed due to properly documented student absence or student refusal of services. When missed services are made up, CONTRACTOR shall submit a properly prepared invoice to LEA to bill for the provision of those services for which the LEA withheld prorated payment. LEA shall compensate CONTRACTOR for approved compensatory service hours at the rates specified by the current contract, unless billed for previously and in accordance with the provisions in Section 58.

Subject to CONTRACTOR's right to terminate this Master Contract or an ISA pursuant to Education Code section 56366, subdivision (a)(4) as set forth in Sections 6 and 14, if a parent contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall continue to serve the student pursuant to the student's ISA during the term of the Master Contract unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall cooperate with LEA decisions concerning changes in placement. Nothing herein shall be construed to mean that CONTRACTOR consents to the jurisdiction of OAH.

When it is necessary to extend services beyond the ISA ending date, a "stay-put" ISA will be executed within ten (10) school days of the ending date of the CONTRACTOR's last executed ISA.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the Los Angeles County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

7. DEFINITIONS The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means the nonpublic, nonsectarian school/agency certified by the California Department of Education identified on page 1 of this Master Contract and its officers and employees.
- b. The term "authorized LEA representative" means a LEA administrator or designee assigned to the LEA's Division of Special Education with responsibility for nonpublic schools/agencies.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing ("CTC"), temporary county certificates that allow individuals to



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teach in nonpublic nonsectarian (and other) schools while their applications for certification by the Commission on Teacher Credentialing (CTC) are being processed, and which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(j).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code. Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001(y)).

e. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services, or refer to themselves using a specified professional title, including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(r).

f. The term "Parent" means:

i. A biological or adoptive parent of a child unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

ii. A guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726.

iii. An individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare. iv. A surrogate parent who has been appointed pursuant to Government Code sections 7579.5 or



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7579.6 and in accordance with the requirements of applicable federal and state laws and regulations. v. A foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term “days” means calendar days unless otherwise specified.

h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

ADMINISTRATION OF CONTRACT

8. NOTICES All notices provided for by this contract shall be in writing. Notices shall be faxed, emailed with verification of receipt, mailed by first class United States Postal Service, electronically delivered or delivered by hand and shall be effective as of the date of receipt by addressee. All notices related to application for and administration of this Master Contract (with the exception of invoices, as noted below) shall be mailed to LEA and shall be addressed to:

Magnolia Public Schools

Notices to CONTRACTOR shall be addressed as indicated on signature page. LEA will provide CONTRACTOR with the name and contact information of the person to whom CONTRACTORS shall address concerns regarding this Master Contract and the implementation of ISAs, IEPs and access for LEA students. Formal requests for information submitted to LEA designated staff will be responded to by both parties within five (5) business days.

9. MAINTENANCE OF RECORDS CONTRACTOR and LEA shall maintain all records as required by state and federal laws and regulations. CONTRACTOR and LEA acknowledge that the student records maintained by LEA are governed by the Family Educational Rights and Privacy Act (“FERPA”). Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all such records for at least seven (7) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to: pupil records as defined by California Education Code section 49061(b) including electronically stored information; cost data and fiscal records as set forth in Title 5 of the California Code of



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Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes used to record the provision of related services including supervision; daily service logs and notes or other documents used to record the provision of services provided through adult assistance (herein after referred to as “AA”), behavior intervention aides, and bus aides; LEA-provided sign in/out sheets for providers on LEA campuses; absence verification records; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; and other documents evidencing financial expenditures; federal/state payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof. LEA shall provide CONTRACTOR access to any student records created by the CONTRACTOR, within seven (7) years of its creation, and stored physically or electronically by LEA in order to meet the preceding document retention requirements. Any electronic access shall be provided to CONTRACTOR for up to thirty (30) days.

CONTRACTOR shall maintain LEA electronic and physical student records, including student records data kept electronically (e.g., on laptops, smartphones, etc.), in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR’s employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student’s record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student’s record. Such log need not include: (a) the LEA student’s parent; (b) parties to whom directory information is released pursuant to California Education Code section 49073; (c) an individual to whom written consent has been executed by the LEA student’s parent; or (d) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record pursuant to California Education Code Section 49076. For purposes of this paragraph, “employees of LEA or CONTRACTOR” do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents’ requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward LEA student records within ten (10) business days to LEA. These shall include, but are not limited to, current transcripts, progress reports/report cards, state test score reports, IEP/IFSPs, and reports. CONTRACTORS shall comply with California Education Code § 56504, which ensures parents the right and opportunity to examine all school records of his or her child and to receive copies of these records within five (5) business days after making a request either orally or in writing. Requests for records shall be promptly forwarded to the LEA’s Custodian of Records and CONTRACTORS shall comply with LEA requests for records within mandated timelines. CONTRACTOR shall also comply with Custodian of Records designation requirements pursuant to California Education Code §§ 56366.1(e)(2) and 44237. The name of CONTRACTOR’s Custodian of Records and records clerk designee shall be



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provided to LEA on an annual basis; LEA shall be notified in writing of any changes in designee within forty-five (45) days.

10. SEVERABILITY CLAUSE If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST AND NO ASSIGNMENT This contract binds CONTRACTOR's successors and assignees. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within forty-five (45) days of change of ownership or change of authorized representative. CONTRACTOR shall not assign this Agreement without the written consent of LEA, and any attempt by CONTRACTOR to effect such an assignment without the written consent of LEA shall make this Master Contract terminable at the option of LEA.

12. VENUE AND GOVERNING LAW The laws of the State of California shall govern the terms and conditions of this contract with venue in Los Angeles County, California.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to statutory guidelines issued by any state, federal or local governmental agency. The LEA shall provide the CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based. CONTRACTOR may submit requested modifications and/or amendments to LEA for consideration. In the event urgency or emergency legislation is passed, the notice period may be less than thirty (30) days.

14. TERMINATION This Master Contract or an ISA may be terminated by either the CONTRACTOR or LEA as set forth below. To terminate the ISA, either party shall give twenty (20) calendar days [exclusive of LEA off-track time and school vacations in excess of five (5) days] prior written notice.

CONTRACTOR may terminate the Master Contract or an ISA in accordance with Education Code section 56366, subdivision (a)(4). For purposes of this section "for cause" within the meaning of section 56366, subdivision (a)(4), shall be defined as follows: (1) the student requires services beyond the capacity of CONTRACTOR's certification, or (2) the student's continued presence materially and adversely affects the provision of services to other students, or (3) the student presents a safety risk to other students or staff. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as



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provided in Section 5 or 6. CONTRACTOR is required to comply with all requirements of section 56366, subd. (a)(4), including, but not limited to, the notice requirements stated therein.

In the event of the closure of a nonpublic school or agency, the LEA will be given as much notice as is reasonably possible but in no case less than fifteen (15) days written notice unless due to unavoidable accident or natural disaster.

LEA may terminate this Master Contract or an ISA, by written notice of default to CONTRACTOR, in any one of the following circumstances:

- a. CONTRACTOR fails to perform any duties or obligations within the time specified herein or any written extension thereof granted by LEA;
- b. CONTRACTOR fails to perform so as to endanger performance of this Agreement in accordance with its terms;
- c. CONTRACTOR fails to comply with any of the material terms and conditions of this Agreement. Such termination shall become effective immediately if CONTRACTOR does not cure such failure within a period of twenty (20) days after written notice of default by LEA, unless the required cure cannot reasonably be completed within that time; in such cases, the cure period may be extended by mutual written agreement between LEA and CONTRACTOR;
- d. The other party is declared insolvent or bankrupt, or makes an assignment for the benefit of creditors, or a receiver is appointed or any proceeding is demanded by, for or against the other under any provision of the Federal Bankruptcy Act or any amendment thereof;
- e. In instances where an issue occurs at a nonpublic agency that the LEA determines is an immediate threat to student health or safety or when there is documentation that NPA has been unable to provide services required on IEP/ISA, LEA may terminate a NPA student's ISA and/or reassign student to an alternative NPA without providing 20 days' notice.

Upon termination for contractor default, LEA may procure, upon such terms as it shall deem appropriate, services similar to those so terminated. If the termination is due to the failure of the CONTRACTOR to fulfill its contractual obligations, the LEA may take over the services, and complete the services by contract or otherwise. In such case, the CONTRACTOR shall be liable to the LEA for any reasonable costs or damages occasioned to the LEA in excess of CONTRACTOR's cost of providing services as set forth in CONTRACTOR's rate page. The expense of completing the services, or any other costs or damages otherwise resulting from the failure of the CONTRACTOR to fulfill its obligations, will be charged to the CONTRACTOR and will be deducted by the LEA out of such payments as may be due or may at any time thereafter become due to the CONTRACTOR. If such costs and expenses are in excess of the sum which otherwise would have been payable to the CONTRACTOR, then the



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CONTRACTOR shall promptly pay the amount of such excess to the LEA upon notice of the excess so due.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of this Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided herein. In instances where an issue occurs at a nonpublic agency that the LEA determines is an immediate threat to student health or safety or when or when there is documentation that NPA has been unable to provide services required on IEP/ISA, LEA may terminate a NPA student's ISA and/or reassign student to an alternative NPA without providing 20 days' notice.

15. INSURANCE CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed, authorized and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

PART I

INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES NOT AFFILIATED WITH RESIDENTIAL TREATMENT CENTERS

When CONTRACTOR is a nonpublic school or agency not affiliated with a residential treatment center (NPS/RTC), the following insurance policies are required: A. Commercial General Liability Insurance, including both bodily injury and property damage, with limits as follows:

- \$1,000,000 per occurrence
- \$ 100,000 fire damage to rented premises
- \$ 5,000 medical expenses
- \$1,000,000 personal & advertising injury
- \$2,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

B. Commercial (Business) Auto Liability Insurance Commercial (Business) Auto Liability Insurance for all owned, scheduled, non-owned or hired automobiles with a \$1,000,000 combined single limit if the NPS or NPA does not operate a student transportation service. If



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NPS or NPA provides transportation services to students utilizing a van, shuttle or bus designed to carry 10 or more passengers, the NPS or NPA shall keep in effect a combined single limit business auto liability policy of no less than \$5,000,000. Any excess or umbrella policies can be used to meet the \$5M requirement.

C. Workers' Compensation and Employers Liability Insurance in a form and amount covering CONTRACTOR's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits (CA Labor Code 3700 et seq.)

Part B - Employers Liability - \$1,000,000/\$1,000,000/\$1,000,000

Sole proprietors with no employees are exempt from providing Workers' Compensation and Employers Liability Insurance, but must provide a signed Workers' Compensation Statement.

D. Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage, with the following limits:

\$1,000,000 per occurrence

\$1,000,000 general aggregate

E. Abuse & Molestation coverage, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional Liability policy by endorsement, or extra liability umbrella insurance, with the following limits:

\$1,000,000 per occurrence

\$1,000,000 general aggregate

F. CONTRACTOR, upon execution of this contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The Commercial General Liability and Automobile Liability policy shall name the LEA and its Board of Education as additional insured. Premiums on all insurance policies shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

G. Any deductibles or self-insured retentions above \$100,000 must be declared to, and approved by the LEA.

Self-insurance (1) When the self-insurance retention for the CONTRACTOR is to be \$100,000 or more, the CONTRACTOR shall submit, in writing, information on its proposed self-insurance program. The submission shall include:

- A complete description of the program, including types of risks, and limits of coverage
- The CONTRACTOR's latest financial statements
- Claims administration policy, practices, and procedures
- A disclosure of all captive insurance company and reinsurance agreements, including methods of computing costs.

(2) Programs of self-insurance covering workers' compensation:



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- An approved program of self-insurance must include coverage for any employer's liability not covered by commercial insurance.

H. For any claims related to the services, the CONTRACTOR's insurance coverage shall be primary insurance as respects the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

I. All Certificates of Insurance shall contain a reference to the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate.

If LEA or CONTRACTOR determines that changes in insurance coverage obligations under this section are necessary, either party may reopen negotiations to modify the insurance obligations.

PART II

16. INDEMNIFICATION AND HOLD HARMLESS CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnitees") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees and costs) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnitees).

LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnitees") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees and costs) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnitees).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association,



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partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

18. SUBCONTRACTING CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR shall incorporate pertinent provisions of this Master Contract in all subcontracts where the subcontractor is providing services under the provisions of this Master Contract. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including without limitation transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificate of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA as an additional insured.

A subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate.

19. CONFLICTS OF INTEREST CONTRACTOR shall provide upon request to LEA a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest including, but not limited to, employment with LEA, provision of private party services, assessments and/or reports, and attendance at IEP team meetings and/or due process proceedings acting as a student's legal advocate outside of the scope of CONTRACTOR's role as an educator/service provider of LEA students. Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall not execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a parent of the LEA student is an owner, employee or agent of the NPA or NPS. CONTRACTOR shall endeavor to avoid the assignment of close relatives or cohabitants to work in situations involving the provision of special education and/or related services, excepting parentally-provided transportation, to any LEA student where conflicts of interest could arise. For purposes of this Agreement, close relatives shall be defined as including spouse, sibling, parent, child, or grandchild; cohabitants shall be defined as persons living together. Exceptions to this term can only be made in writing between CONTRACTOR and LEA. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the



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CONTRACTOR, or otherwise has a conflict of interest. This provision does not apply to fundraising efforts to benefit CONTRACTOR.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a recommendation for new or additional special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR that recommends services for the LEA student that benefits the CONTRACTOR. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund ongoing services provided by the evaluator whose IEE the LEA agrees to fund.

20. NONDISCRIMINATION CONTRACTOR shall comply with all State, Federal and local laws prohibiting discrimination on the basis of actual or perceived sexual orientation, gender or sex (including gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of all of the services outlined in the student's IEP unless CONTRACTOR and LEA agree otherwise in the contract or ISA. (California Education Code section 56366(a)(5)). If student services are provided by a subcontractor (i.e., related services provider), CONTRACTOR shall notify LEA within thirty (30) days if the provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, or facilities for LEA students, as specified in the LEA student's IEP and ISA. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent



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health and safety regulations. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's

IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may not charge an LEA student's parent(s) for services and/or participation in any educational activities. All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge in compliance with California Education Code § 49011 and Section 5 of Article IX of the California Constitution.

If an IEP team determines that a student requires an assistive technology device, software, or equipment (collectively "equipment"), based upon assessed needs, which is beyond the scope of equipment necessary for CONTRACTOR to provide the services it has been contracted to provide or which must be used exclusively by the student, it is the LEA's responsibility to provide the equipment listed on that student's IEP and ISA, and if necessary to provide training on the use of the device or equipment. LEA will provide CONTRACTOR with access to annual "train the trainer" workshops. CONTRACTOR shall provide school site-based training for student, teacher, support staff and parent on the use of the device. CONTRACTOR shall return device to LEA, as per issuance procedures, within two (2) working days of student termination or ceasing to qualify for device. CONTRACTOR shall file or attempt to file police reports for missing/lost/stolen device(s), providing documentation of attempt, and coordinate the provision of any police report number to LEA within five (5) working days of becoming aware of loss. LEA is not responsible for and shall not reimburse CONTRACTOR for any damage to or loss of devices owned or provided by CONTRACTOR, or for replacement of malfunctioning, damaged or stolen school-provided technology used for instruction or access (e.g., assistive technology).

The equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school or transfers out of the LEA's district. Voluntary services and/or activities not necessary for the LEA student to receive a free appropriate public education shall not interfere with the LEA student's receipt of special education and/or related services as specified in the LEA student's IEP and ISA.

22. GENERAL PROGRAM OF INSTRUCTION All CONTRACTOR services shall be provided consistent with the area of certification specified by CDE certification and as defined in California Education Code section 56366 et seq, and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and monitoring of program fidelity to be consistent with state standards; (b) include curriculum that addresses mathematics, literacy and the use of educational technology and transition services; (c) be consistent with CDE's standards; (d) provide the services as specified in the LEA student's IEP and ISA; and, (e) provide the services as specified in the LEA student's IEP and ISA. LEA students shall have access to: (a) State



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Board of Education (“SBE”)-adopted, current California standards based curriculum and instructional materials for kindergarten and grades 1 to 8, inclusive; and provide current California standards based curriculum and instructional materials for grades 9 to 12, inclusive, used by a LEA that contracts with the nonpublic school, consistent with California Education Code §56366.10(b)(1)(B); (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law; and (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate for students with moderate to severe disabilities, CONTRACTOR shall utilize appropriate curriculum with alternate standards. Applicable students shall have access to the core content, activities, and instructional materials delineated within appropriate curriculum for students using alternate standards. CONTRACTOR’s general program of instruction shall be described in writing and a copy shall be provided to LEA prior to the effective date of this Master Contract.

IEP teams for students enrolled in nonpublic schools shall include an annual English Language Development (ELD) Present Level of Performance (PLP) as evidenced by multiple sources of state and school level data, and shall include an annual ELD goal with incremental objectives, for any annual or triennial IEP for English Learners with disabilities who did not increase his/her ELD level in the previous twelve (12) months or whose ELD level has increased but has yet to meet the criteria for reclassification.

If CONTRACTOR is a nonpublic school, CONTRACTOR shall collaborate with the LEA to adhere to English Language learner requirements as per California Education Code section 313 and Title 5 California Code of Regulations section 11303. As part of CONTRACTOR’s instructional program, students classified as Limited English Proficient (LEP) shall receive daily Designated and Integrated ELD instructional services. As part of the IEP process, students’ linguistic and academic progress shall be monitored. CONTRACTOR shall notify LEA that student has met classification criteria. LEA shall reclassify student. CONTRACTOR shall assist LEA in obtaining completed Home Language Surveys, where lacking, from parents and documenting information obtained in accordance with LEA procedures.

When CONTRACTOR serves LEA students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of course requirements that CONTRACTOR will provide for LEA students to meet the LEA’s diploma or certificate of completion requirements. CONTRACTOR and the LEA Secondary Counselor will collaborate to determine the academic course placement necessary for student to complete LEA graduation requirements. For students on the alternate curriculum, it is the CONTRACTOR’s responsibility to determine content and sequence that best meets the students’ IEP goals.

CONTRACTOR shall not award a high school diploma issued by LEA to LEA students who have not successfully completed all of the LEA’s graduation requirements including any exit examination as required by the California Education Code. CONTRACTOR shall assist LEA in its obligations to adhere to foster youth graduation requirements as per AB216 (formerly



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AB167). LEA students who do not fulfill all LEA graduation requirements shall not be issued a diploma from a NPS utilizing CONTRACTOR's WASC accreditation.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and monitoring of program fidelity to be consistent with LEA and CDE guidelines and certification and be provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention, Occupational Therapy, and/or Physical Therapy services as a related service shall develop a written treatment plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of service initiation and shall initially upload the treatment plan into Welligent, SEIS or SIRAS. Thereafter upon completion of each new active IEP, an updated Behavior Treatment Plan, Occupational Therapy Treatment Plan and/or Physical Therapy Treatment Plan shall be uploaded. The Occupational Therapy and Physical Therapy Treatment Plans shall be completed, concurrently with the prescription details, within ten (10) working days from the signature of the IEP. A hard copy of all Behavior Treatment Plans shall be provided to the school site administrator and the classroom teacher(s) no later than five (5) days after uploading the Behavior Treatment Plan into Welligent, SIRAS or SEIS.

NPA school-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a contractor that is a LCI, all services not provided in the school setting require the presence of a parent, guardian or adult caregiver with written and signed authority to make decisions in an emergency during the delivery of services. LCI contractors shall ensure that appropriate and qualified residential or clinical staff members are present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. It is understood and agreed that the parent, guardian, or adult caregiver of a LEA student shall not be deemed by CONTRACTOR to be qualified as a provider for their own student. CONTRACTOR shall provide to LEA a written description of the general program of instruction and/or services provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention Services must have a designated person trained in behavioral assessments, support, and intervention strategies on staff. It is understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation services nor subcontract for transportation services for LEA students unless the LEA and the CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade levels attending LEA schools, unless otherwise specified in the LEA student's ISA developed in accordance with the LEA student's IEP.



For LEA students in grades pre-kindergarten through 12, unless otherwise specified in the LEA student's IEP and ISA, the weekly total number of instructional minutes (excluding breakfast, recess, lunch, and passing time for students on the general education curriculum) shall be at least the minimum specified in Education Code sections 37254, 41420, 46110- 46147, and 46307 and in no case less than the amount specified in the IEP.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in the LEA student's IEP and ISA. When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the LEA student's ISA developed in accordance with the LEA student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per fourteen (14) students.

Should CONTRACTOR be unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has a direct impact on the CDE Certification of that school, the nonpublic school shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. CONTRACTOR and LEA may agree to one thirty (30) school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such a request shall not be unreasonably denied. Such agreement shall be valid only if it is in writing and signed by both parties.

CONTRACTORS providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

The CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 regular school year ("RSY") days, plus twenty (20) extended school year (ESY) days, as determined by LEA's calendar. Student enrollment dates must fall within the CONTRACTOR's established school calendar. Billable days shall include only those days that are included in the submitted and approved school calendar, and shall not exceed the number of days in LEA's approved calendar and/or required by the IEP for each LEA student. With the exception of emergency closure provisions as stated below, CONTRACTOR shall notify and obtain LEA approval in advance of calendar changes. In the event the LEA adjusts the number school days for the regular school year and/or extended school year, the approved number of days shall become the total billable days for CONTRACTOR. In which case, an amended calendar shall be provided by CONTRACTOR for LEA approval. CONTRACTOR shall not change the LEA approved school calendar during the year once submitted, absent extenuating circumstances, in which case CONTRACTOR must submit the reasons for change in writing for prior LEA approval. CONTRACTOR will notify LEA of unanticipated changes in school



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calendar due to emergency school closures within twenty-four (24) hours, and will send LEA within five (5) days of the last emergency closure day a revised school or service calendar with replacement date(s) to provide services within the current school year.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, and Independence Day. With the exception of federal holidays, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA, upon prior approval of LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's IEP and ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless otherwise specified in the LEA student's IEP and ISA. Services provided on Sundays shall not be payable unless otherwise agreed to in advance and in writing by LEA and CONTRACTOR.

26. ELECTRONIC DATA REPORTING CONTRACTOR shall procure and maintain hardware, equipment, services, software and digital signatures necessary to create a secure connection to LEA networks for the purpose of electronically exchanging student information and billing information with LEA. In accordance with BUL-999.11, Responsible Use Policy (RUP) for LEA Computer and Network Systems, CONTRACTOR shall agree to follow all LEA domain email address, password and security requirements and also develop and enforce policies to protect any and all confidential information it receives from LEA. LEA will provide minimum necessary qualifications for third party data use agreements for CONTRACTOR use when contracting for electronic data management systems. CONTRACTOR shall discontinue access to student's electronic files following termination of that student's ISA and/or upon termination by the State of California of CONTRACTOR's status as a NPS/NPA and/or provider's employment with the NPS/NPA. Violation of this policy, including the prohibited use of another person's Welligent account, may result in termination of Welligent accounts.

CONTRACTOR shall assure that appropriate employee access to Welligent, SEIS or SIRAS is established and maintained. CONTRACTOR must utilize an approved domain that aligns with CONTRACTOR's name when communicating with the LEA and all employees with Welligent, SEIS or SIRAS accounts providing billable services must use email accounts with that domain.

In accordance with state and federal law and mandates (False Claims Act (31 U.S.C. sections 3729-3733); Social Security Act (42 U.S.C. section 1396a (a) (68); section 1901(a); Welfare & Institution Code section 14115.75) and the policy of the LEA (Federal False Claims Act Policy BUL-4396.0), the CONTRACTOR agrees to comply with the annual training requirements for all personnel, volunteers, subcontractors or any person employed directly or indirectly by it who



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enter student information and service documentation into the Welligent, SEIS or SIRAS system. The CONTRACTOR will maintain a roster of personnel, volunteers, subcontractors or any person employed directly or indirectly by it who have completed the Federal False Claims Act training, including the person's name and date of training. Such documentation shall be available upon request by the LEA's Medi-Cal Reimbursement office, Division of Special Education, or state and federal auditors. The LEA reserves the right to conduct random audits of False Claims training documentation and quality of service tracking records; any non-compliance is subject to the provisions of Sections 58 and 61 of this Master Contract.

Within five (5) business days after a written request of LEA, CONTRACTOR shall view, access, and/or transmit identified LEA information electronically. The information may include, without limitation, payment claim information, IEPs, ISAs, pupil records, Medi-Cal monthly service logs ("MSL"), service tracking system documentation, classroom attendance reporting, Registers of Daily Attendance ("RDA"), and all information described in Sections 32, 36, 56 and 57 of this Master Contract.

All services as delineated in the LEA Student's IEP/ISA shall be scheduled in Welligent, SEIS or SIRAS as per timelines specified in Section 6 of this Master Contract. In the event services were not provided, the reason why the services were not provided shall be included in the appropriate electronic data reporting system. In cases of prolonged interruption of access to LEA's network, an extension of at least ten (10) days will be provided upon CONTRACTOR's request and approval by an authorized LEA representative to submit and complete requested information.

A supervisor of the providers of designated instruction and related services or an administrator shall utilize Welligent 30-day services reports at least weekly to monitor that services are delivered and documented appropriately, if applicable.

All nonpublic school and agency service providers who provide designated instruction and related services to LEA student(s) shall complete the "Service Documentation: Quality Assurance Training" module through the LEAs Learning Zone and/or MyPLN platforms on an annual basis. Written verification of provider completion of such training shall be submitted to the LEA upon request.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow the LEA's applicable procedures that support Least Restrictive Environment ("LRE") and/or Dual Enrollment options for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services as well as goals and objectives as necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.



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When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommendations to support the transition.

28. STATEWIDE EXAMINATION When CONTRACTOR is a nonpublic school, per Education Code sections 60640–60649, CONTRACTOR shall be available to administer all statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), achievement and abilities tests (using mutually agreed assessment instruments), the Fitness Gram, or English Language Proficiency Assessments for California (ELPAC) or an Alternate English Language Proficiency tool [e.g., Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALP)] for those students who cannot access the ELPAC as appropriate to student and pursuant to state and federal guidelines. In the event the LEA requests the NPS to assist in administering the assessments, NPS test administrators will be trained by the LEA in the administration of all statewide assessments in accordance with the guidelines of Education Code 56385. Verification of test administration training will be maintained by CONTRACTOR. CONTRACTOR and LEA will follow the training recommendations set forth by the CDE.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested, in accordance with the pupil's IEP, by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR's qualified staff.

CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

LEA MEETINGS AND TRAININGS CONTRACTOR shall attend LEA mandated meetings when legal mandates and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, current California standards based curriculum, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, Welligent, SEIS or SIRAS English Language Learner requirements, and state testing. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

LEA will include CONTRACTOR in LEA staff development and training to implement new and revised mandated requirements of the above stated topics which also includes Learning Zone or other equivalent LEA electronic training programs so that CONTRACTOR can provide staff training independently.

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49005, et seq., 56521.1 and 56521.2 and federal regulations (section 1400(c)(5)(F) of Title 20 of the United States Code regarding positive behavior interventions. Procedures for the elimination of



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maladaptive behaviors shall not include those deemed unacceptable under section 49001 or those that cause pain or trauma. LEA students who exhibit serious behavioral challenges must receive timely and appropriate assessments and positive supports and interventions in accordance with federal law and its implementing regulations. If the individualized education program (“IEP”) team determines that a student’s behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. The IEP team may develop behavior goals and/or a behavior support/BID treatment plan to address the student’s maladaptive behaviors.

Pursuant to Education Code section 56521.1 and federal law, emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.

Emergency intervention shall not be employed longer than necessary to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

If CONTRACTOR is a nonpublic school, CONTRACTOR shall complete a Behavior Emergency Report (“BER”) when an emergency intervention has been used in the temporary application of a technique used to contain the behavior of a LEA student. The BER must be completed and submitted to the LEA within twenty-four (24) hours using LEA platform. CONTRACTOR shall notify LEA and Parent within twenty-four (24) hours via telephone. If the student does not have a behavior intervention plan, an IEP team shall schedule a meeting to review the BER, determine if there is a necessity for a Functional Behavioral Assessment (FBA), and to determine an interim plan. If the student already has a behavior intervention plan, the IEP team shall review and modify the plan if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR and LEA shall schedule the IEP team meetings referenced above within two (2) school days.

If CONTRACTOR is a nonpublic agency serving students during school hours, CONTRACTOR shall provide school site administration with details of incident for completion of the BER on the same school day. In such cases, LEA site administrators shall complete the BER, using information provided by the NPA.

CONTRACTOR is required to follow all applicable state and federal laws and regulations regarding behavior. CONTRACTOR shall comply with legal requirements regarding positive behavior interventions including, but not limited to: the completion of Functional Behavioral Assessments (“FBAs”); the development, implementation, monitoring, supervision, modification, and evaluation of behavior support and treatment plans; and emergency interventions. Behavior Intervention agencies shall, upon request, provide the LEA with all



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training protocols of Behavior Intervention staff employed by the NPA who do not possess a license, credential, or recognized certificate.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a designated person trained in evidence-based behavior assessments (“FBAs”), support, and intervention strategies. Training includes certification of completion of emergency intervention training. Contractor shall submit the name of the approved emergency intervention training to LEA prior to the beginning of the school year in which it will be used as part of the submitted Application Packet.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding positive behavior interventions and supports (PBIS), emergency interventions, including prohibited behavior interventions, and Behavioral Emergency Reports.

CONTRACTOR shall ensure that all of its instructional staff members are trained at least annually in emergency interventions. In addition, if CONTRACTOR is a nonpublic agency providing behavior intervention services, all nonpublic agency Behavior Intervention Implementation (“BII”) providers shall be trained at least annually, in accordance with the program’s annual certification requirements, in a nationally recognized emergency intervention training by a certified instructor. All nonpublic schools shall have a minimum of three (3) persons annually trained in an approved emergency intervention training by a certified instructor, unless an exception is approved by the LEA, whereby no fewer than two (2) persons per site may be trained. Documentation of such annual training shall be made available to LEA upon request.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

- a. Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock.
- b. An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.
- c. An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
- d. An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
- e. Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.
- f. Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- g. An intervention that precludes adequate supervision of the individual.
- h. An intervention that deprives the individual of one or more of his or her senses.



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In the case of a student whose behavior impedes the student's learning or that of others, the Individualized Education Program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

31. STUDENT DISCIPLINE CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. When CONTRACTOR is a nonpublic school, all suspension regulations shall be adhered to including the reporting of mandatory expulsion offenses to law enforcement. Student suspensions shall be reported to LEA using Welligent and/or applicable MiSiS platform.

When CONTRACTOR seeks to remove a LEA student from his/her current educational placement for disciplinary reasons (e.g., suspensions), CONTRACTOR shall within twenty-four (24) hours submit a written suspension report to the LEA. Written suspension reports shall include, but not be limited to: the LEA student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and, the rationale for such disciplinary action. A copy of the LEA student's behavior support and BID treatment plan, if any, shall be submitted with the written suspension report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting for any suspension that equals or exceeds ten (10) cumulative days for the student during any school year. LEA and CONTRACTOR shall notify and invite appropriate members to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of California Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting (California Education Code sections 56366(a)(2)(B)(i) and (ii)).

Pursuant to California Education Code section 56345(b)(4), if an LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of his or her IEP team pursuant to California Education Code section 56341.5.

Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR, or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law,



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including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. In preparation for IEPs, and upon request with thirty (30) days prior written notice, CONTRACTOR shall provide to LEA academic assessments and written progress reports by related service providers, which include Present Levels of Performance, at least five (5) days in advance of assigned student's Individualized Education Program (IEP). It is understood that provider attendance at an IEP team meeting and provider electronic documenting of session notes are part of CONTRACTOR's professional responsibility and is not a billable service under this Master Contract.

In accordance with specific criteria defined in the Individuals with Disabilities Education Act (IDEA), an IEP team member may be excused from attending an IEP meeting, in whole or in part, if the parent agrees in writing that the attendance of the member is not necessary because the member's area of the curriculum or related service(s) is not being modified or discussed in the meeting, or when the meeting involves a modification of discussion of the member's area of the curriculum or related services if the parent, in writing, and the public agency agree in writing; and, the member submits in writing to the parent and the IEP team, input into the development of the IEP team prior to the meeting. In such cases, an IEP Team Member Excusal Form shall be completed. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parents, CONTRACTOR and LEA. If no parent or guardian can attend the meeting, the CONTRACTOR with support of LEA shall use other methods to ensure parent or guardian participation, including individual or conference telephone calls. In the event a parent or guardian cannot attend the IEP team meeting either physically or through other methods, a meeting may be conducted without a parent or guardian in attendance. If the CONTRACTOR or LEA is unable to convince the parent or guardian that he or she should attend, CONTRACTOR shall maintain a record in the LEA's Welligent, SEIS or SIRAS special education software of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall take appropriate action to assist the parent or guardian in understanding the proceedings during an IEP meeting, including arranging for an interpreter. When CONTRACTOR has a qualified Spanish speaker among its employees, CONTRACTOR will make reasonable efforts to utilize such employees to serve as interpreters during the IEP meetings. LEA will make its periodic parent interpretation training available to CONTRACTOR's staff.

Changes in any LEA student's educational program, including instruction, services, or instructional setting, provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the LEA student's IEP for the purposes of consideration of a change in the student's placement Subject to CONTRACTOR's right to terminate this Master Contract or an ISA pursuant to Education Code section 56366, subdivision (a)(4) as set forth in Sections 6 and 14, if a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall continue to serve the student pursuant to the student's ISA during the pendency of due process proceedings unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall cooperate with LEA decisions concerning changes in placement.



CONTRACTOR shall ensure that internet connectivity is available at their sites to access the Web based IEPs generated and modified using Welligent, SEIS or SIRAS software or such other software as is designated by the LEA, including the use of MiSiS for nonpublic school sites. LEA shall provide user access and periodic training on any LEA-specified software. When CONTRACTOR is a nonpublic school, CONTRACTOR will collaborate with LEA to ensure compliance of contracted students' IEPs, including administrative support functions. Nonpublic school CONTRACTORS will provide LEA staff access to a workspace, internet access, telephone, printer, fax, and time stamper as necessary to complete IEPs.

33. SURROGATE PARENTS AND FOSTER YOUTH Pursuant to California Government Code section 7579.5, LEA shall comply with state and federal laws and regulations and LEA policies and procedures regarding surrogate parent assignments. CONTRACTOR shall comply with LEA surrogate parent assignments.

Per California Education Code sections 51225.1 and 51225.3, students who are homeless, in foster care, or involved in the juvenile justice system, who transfer schools after their second year of high school and who cannot reasonably complete all LEA graduation requirements in four (4) years may be eligible to graduate by completing the minimum state graduation requirements per AB 216/167. Within five (5) days of contact by CONTRACTOR, the LEA Secondary Counselor will determine student eligibility for AB 216/167. Once eligibility is established, the LEA Secondary Counselor will provide CONTRACTOR with AB 216 Notification Letter to review with the student and educational rights holder (ERH). CONTRACTOR will forward a copy of the signed AB 216 Notification Letter, indicating acceptance, rejection, or deferral of the exemption, to the LEA Secondary Counselor immediately upon completion for further handling.

34. DUE PROCESS PROCEEDINGS CONTRACTOR shall fully participate in special education due process proceedings including resolution meetings, mediations, and hearings, as requested by LEA. The LEA will consult with CONTRACTOR, allowing up to seventy-two (72) hours for response from CONTRACTOR, prior to entering into settlement terms that impact CONTRACTOR's provision of services to student.

35. COMPLAINT PROCEDURES CONTRACTOR shall ensure that the rights of children with disabilities and their parents or guardians are protected in such ways as: (1) prior notice, and consent, (2) access to records, (3) confidentiality, and (4) due process procedures.

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following:

1. Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations sections 4600 et seq.;
2. Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960(a);
3. Sexual Harassment Policy California Education Code 231.5(a)(b)(c);
4. Title IX Student Grievance Procedure, Title IX 106.8(a) (d) and 106.9(a); and



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5. Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (“HIPAA”) and/or FERPA, as applicable.

LEA will investigate and respond to filed Uniform Complaints. Documentation of these procedures for items 2 through 5, above, shall be made available for review by LEA personnel on request. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least three written progress reports/report cards, per year for elementary students and at least four written progress reports/report cards, per year for secondary students. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR’s place of business and made available upon request of LEA and/or LEA student’s parent(s). CONTRACTOR shall upload a copy of written progress reports/report cards into Welligent, SIRAS or SEIS for LEA students in every grade level prior to the close of each semester or upon LEA student transfer, or no later than three (3) days thereafter.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting, behavior intervention and transition plans, and the development of present levels of performance. All other assessments shall be provided by the LEA unless the LEA specifies in writing a request for CONTRACTOR assessments including the approved timelines, conditions and fees. Such assessment costs may be approved separately by the LEA at its sole discretion.

The LEA does not require any specific formal assessment for annual reviews. As a best practice, multiple measures should be used when completing progress reports and report cards. When academic assessments are required to prepare for triennial or re-evaluation IEPs, upon request CONTRACTOR may assist LEA in using a mutually agreed upon standardized academic achievement test to assess diploma track students, or a mutually agreed upon standardized alternative assessment for students on alternative curriculum. CONTRACTOR shall use standardized testing within two (2) years of its publication date.

CONTRACTOR shall complete academic assessments and write present levels of performance required for the IEP by teachers, providing resultant academic reports of assessment findings where required, and related services progress reports of LEA students, five (5) school days prior to the LEA student’s annual or triennial review IEP team meeting for the purpose of reporting the LEA student’s present levels of performance at the IEP team meeting as required by IDEA and California Education Code. Nonpublic schools serving LEA students aged fourteen and above shall conduct and complete individual transition plans (ITP). Students requiring a formal transition assessment for ITP development will receive transition assessments in accordance with state and federal laws. Nonpublic schools shall conduct and complete FBAs, where required, as part of their program. Supporting documentation such as academic and/or related service test protocols and data collection shall be made available to LEA upon request. CONTRACTOR



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shall not charge the LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any academic and/or related service assessments, interviews, or meetings. It is understood that copies of data collection logs shall be made available within forty-eight (48) hours of LEA written request to provide supporting documentation of monthly BII/BID graphs. For nonpublic agency service delivery, CONTRACTOR shall provide a copy of the written progress reports to the school site administrator. Written progress reports shall also be provided to school site administrator and the classroom teacher(s) at least five (5) days in advance of assigned student's Individualized Education Program (IEP). For nonpublic agency services, supervision must be provided by a qualified individual as specified in Title 5 Regulation, subsection 3065.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare and provide to the LEA Secondary Counselor within the Division of Special Education signed cumulative transcripts. CONTRACTOR shall utilize its own grades, report cards, and transcripts from prior schools to maintain a cumulative transcript. CONTRACTOR shall submit student transcripts for all LEA students in grades 9 through 12 inclusive, on LEA approved forms at least once annually or ten (10) business days prior to each student's IEP to the LEA Secondary Counselor within the Division of Special Education, for evaluation of progress toward completion of diploma or certificate of completion requirements. If a LEA student is terminated or transferred to another school or LEA, final transcripts shall be signed in blue ink and emailed to the LEA Secondary Counselor.

38. LEA STUDENT CHANGE OF RESIDENCE Within five (5) business days after CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify LEA of the LEA student's change of residence so that such information may be entered in student's Demographics page and, when appropriate, inform the Division of Special Education of the need to electronically withdraw student from LEA jurisdiction, as specified in the "PAR" procedures. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge of the LEA student's change of residence to a residence outside of LEA's service boundaries and CONTRACTOR fails to follow the procedures specified in this provision and in the "PAR" procedures, LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall report electronically or in writing to the LEA within five (5) business days when a LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against educational recommendation from a Nonpublic School/Residential Treatment Center ("NPS/RTC"). CONTRACTOR shall confirm such report on LEA approved forms and submit within five (5) business days.



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40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms, and LEA student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students. CONTRACTORS operating NPS/RTC programs shall cooperate with a parent's reasonable request for LEA student to participate in counseling visits in their home or at the NPS/RTC.

CONTRACTOR shall advise parents to obtain prior written authorization for counseling visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate appropriate parent travel and accommodations and providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through documentation in the Welligent Invoicing Module, when applicable.

41. SERVICES, SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on LEA public school campuses, CONTRACTOR shall comply with Penal Code sections 627.1 et. seq., and LEA procedures regarding visitors to school campuses specified by LEA policy and the procedures of the campus being visited. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of services on LEA public school campuses.

For services provided on a public school campus, sign in/out procedures using LEA forms shall be followed along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the educational program and all nonpublic agency service providers shall work collaboratively with and not replace the classroom teacher, who shall remain in charge of the instructional program.

CONTRACTORS providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the student or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All significant problems and/or concerns reported by CONTRACTOR to parents or guardians or from parents or guardians to CONTRACTOR regarding student's instructional program, in either verbal or written form, shall be reported to the LEA.

It is understood, that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of this contract.



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42. LICENSED CHILDREN’S INSTITUTIONS If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a licensed children’s institution (hereinafter referred to as “LCI/NPS”), CONTRACTOR and LEA shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, Health and Safety Code section 1501.1(b), AB1858, AB40 (Chapter 862, Statutes of 2003). A LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility. If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA on a quarterly basis, or upon request, a list of all LEA students, including those identified as eligible for special education. For identified special education students, the list shall include: 1) special education eligibility at the time of enrollment; and 2) the educational placement, grade level and services specified in each student’s IEP at the time of enrollment. If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, unless placement is made pursuant to a special education due process proceeding or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement at the NPS associated with an LCI is appropriate, and the IEP is signed in consent by the LEA student’s parent or another adult with educational decision-making rights.

43. STATE MEAL PROGRAM MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall cooperate with the LEA to fulfill the LEA’s responsibility to satisfy mandates of the State Meal Program under California Education Code sections 49530, 49530.5, and 49550.

44. MONITORING CONTRACTOR shall allow access by LEA without prior notice to its facilities for periodic monitoring of each LEA student’s instructional program and shall be invited to participate in the formal review of each student’s progress. LEA shall have access to observe each LEA student at work, observe the instructional setting, monitor administration of state testing, interview CONTRACTOR, and review each LEA student’s records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR’s site administrative office.

If CONTRACTOR is also a LCI and/or NPS/RTC, LEA shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b). The State Superintendent of Public Instruction (“Superintendent”) shall monitor CONTRACTOR’s facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the current California standards based curriculum being employed, and the standard-focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall participate in a District Validation Review to be conducted one year prior to the CDE Onsite Review and monitoring



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cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit the "DVR Preparation Worksheet," and conduct any follow-up or corrective actions related to DVR findings that are in violation of Education Code or other legal mandates, when applicable.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance. When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare a School Accountability Report Card in accordance with California Education Code sections 33126 and 56366(a)(9).

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CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from the California Department of Justice (hereinafter referred to as "CDOJ") for CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van, or taxi drivers), or any person with regular student contact employed directly or indirectly by it prior to service with any LEA student. CONTRACTOR hereby agrees that CONTRACTOR's employees, volunteers, subcontractors or any person employed directly or indirectly by it, or any regular outside service provider (such as Department of Probation, Department of Children and Family Services, and/or Los Angeles County Department of Children's Services), shall not come in contact with LEA students until CDOJ clearance and subsequent arrest notification are obtained and confirmed by the CONTRACTOR. CONTRACTOR shall certify in writing to LEA that none of its employees, volunteers, subcontractors or any person employed directly or indirectly by it who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification for those providers who provide or supervise services billed to the LEA shall be entered into Welligent, SEIS or SIRAS, when appropriate. CONTRACTOR shall submit to LEA a "Staff List and Clearance Form" for all CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van, or taxi drivers), or any person with regular student contact employed directly or indirectly without a Welligent, SEIS or SIRAS provider account containing this information. CONTRACTOR shall provide an updated "Staff List and Clearance Form" whenever there is a change in personnel covered by the document. In addition, notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the State Superintendent of Instruction evidence of a successful criminal background check clearance and enrollment in subsequent arrest notice service, as provided, for each owner, operator, and employee of CONTRACTOR. CONTRACTOR is required to retain the evidence on site, as specified, for all staff, including those licensed or credentialed by another state agency. Proof of subsequent arrest



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notification service as required by California Penal Code section 11105.2 for all staff shall be provided upon request.

Any CONTRACTOR that operates a program outside of this State shall also comply with the legal requirements of the applicable State where the program is located for mandated background checks and clearance requirements in order to have direct contact with children.

Per California Health and Safety Code section 1596.7995, CONTRACTORS shall not allow a person to be employed or volunteer at a day care center, preschool, or extended day facility, who has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall obtain an influenza vaccination between August 1 and December 1 of each year. A person is exempt from this requirement of this section only if the person submits a written declaration that he or she had declined the Influenza vaccination.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064, and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that each special education teacher holds a valid non-expired CTC credential authorizing instruction to students with the disabling conditions placed in the teacher's classroom through documentation provided to the CDE (5 CCR 3064(a)). The authorizations of the classroom teacher's credential(s) must align with the eligibilities of all of the students served within the classroom. Any misalignment shall require an IEP team meeting decision as to whether or not the classroom is appropriate to meet the needs of the applicable student(s). CONTRACTOR shall be responsible for the costs of providing compensatory hours awarded to student resulting from teacher credential misalignment.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 et seq. Specifically, all paraprofessionals including, but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least 2 years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment, (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii)



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knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving a LEA student shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. VERIFICATION OF LICENSES, CREDENTIALS, AND OTHER DOCUMENTS

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. Welligent, SIRAS or SEIS user accounts shall not be activated or renewed until verification that all required documents and information have been entered by the CONTRACTOR's administrator or administrative designee.

CONTRACTOR shall upload in Welligent, SIRAS or SEIS all staff information required to document that CONTRACTOR's staff members are authorized to provide special education and/or related services. CONTRACTOR shall ensure that all licenses, credentials, permits, certifications, or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired by CONTRACTOR are current and valid with the California Commission on Teacher Credentialing (CTC) and/or other licensing authority. The LEA shall not approve payment to CONTRACTOR for special education and/or related services specified on a Register of Daily Attendance or Monthly Service Log signed by a staff member whose Welligent, SIRAS or SEIS user account information is not current (e.g., containing uploaded, current license/credential, TB and DOJ information) until the current information is uploaded.

CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) business days when personnel changes occur which may affect the provision of special education and/or related services to LEA students as required. CONTRACTOR shall notify LEA within forty-five (45) business days if any such licenses, certifications, or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff within forty-five (45) business days may result in suspension or termination of this Master Contract by the LEA or the CDE may suspend or revoke CONTRACTOR'S certification.

Any nonpublic agency per diem Speech and Language or Occupational Therapy service provider must hold a license or credential that does not require supervision by another professional. As



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such, Speech-Language Pathology Assistant (SLPA) or Occupational Therapy Assistant (COTA) licenses are not sufficient for provision of per diem services and any per diem services provided by holders of such licenses shall not be payable as part of this Master Contract.

When CONTRACTOR is a nonpublic school, providers with Speech-Language Pathology Assistant (SLPA) and/or Occupational Therapy Assistant (COTA) licenses shall document service provision in Welligent, SIRAS or SEIS using their own provider Welligent, SIRAS or SEIS account(s).

48. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061.

CONTRACTOR shall provide to LEA documentation of substitute coverage using the Welligent Classroom Management and Attendance Module. Substitute teachers shall remain with their assigned class during all instructional time. LEA shall not be responsible for payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section seven (7) of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make-up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local and LEA laws, regulations, ordinances, and policies regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq. and 49406 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall ensure it receives and maintains documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR shall comply with OSHA Blood Borne Pathogens Standards, 29 Code of Federal Regulations section 1910.1030, when providing medical treatment or assistance to a LEA student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code. In addition,



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contracting nonpublic schools shall comply with Education Code sections 51934 and 51935 when providing HIV/AIDS Prevention education to secondary students. CONTRACTOR shall comply with immunization requirements in accordance with California Health and Safety Code section, Division 105, Part 2, Chapter 1, sections 120325-120380 and the California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, sections 6000-6075. Pursuant to the requirements of the Drug Free Workplace, U.S. Code, Title 41, Section 701, CONTRACTOR will provide a drug free workplace.

50. FACILITIES AND FACILITIES MODIFICATIONS

The CONTRACTOR will meet the requirements established by or under authority of the laws of the state and applicable city, and/or county ordinances. This includes but is not limited to procurement of the applicable business tax licenses, building permits and health and safety clearances. When CONTRACTOR is a nonpublic school or a nonpublic agency with its own facility, it shall ensure that environmental health, sanitation and other building features are not detrimental to the health and safety of the students and staff. CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. The NPS has emergency disaster drills and written procedures for emergency operations (e.g., earthquake, fire). The NPS will maintain a file or notebook documenting these procedures that shall be made available for review by LEA personnel on request.

CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required to comply with applicable federal, state, and local laws, regulations and ordinances. Failure to notify the LEA and CDE of any significant structural changes that would directly impact LEA student(s), major modification, or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION CONTRACTOR shall comply with the requirements of California Education Code section 49423 and California Code of Regulations when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to the CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of



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medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR shall ensure appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING, BEHAVIOR EMERGENCY REPORT

CONTRACTOR shall electronically submit within twenty-four (24) hours, accident and/or incident reports to the assigned LEA representative. CONTRACTOR shall properly submit required accident and/or incident reports. CONTRACTOR shall properly submit required behavioral emergency reports that pertain to incidents involving the use of physical intervention strategies within twenty-four (24) hours to the designated LEA personnel.

53. CHILD ABUSE REPORTING CONTRACTOR shall annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code sections 11164 et seq, and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. However, CONTRACTOR shall supply the report number to LEA upon request. A written assurance acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA upon request.

54. INVESTIGATION OF INCIDENTS OR ALLEGATIONS OF MISCONDUCT

When credible allegations of misconduct, including but not limited to verbal or physical abuse, arise that directly or indirectly threaten or harm LEA students, CONTRACTOR must take appropriate and timely administrative action. Where credible allegations of misconduct are made against CONTRACTOR's personnel, including volunteers, CONTRACTOR will immediately place the individual on leave and deny him or her access to LEA students until such time as the allegations of misconduct are investigated and the individual is cleared of any wrongdoing. If the credible allegations involve a subcontractor, independent contractor or other individual not directly employed with or by CONTRACTOR, CONTRACTOR will immediately cease using the service of that individual and deny the individual access to CONTRACTOR's facility until such time as the allegations of misconduct are investigated and, as a result of the investigation findings, the individual is cleared of any wrong doing.

When there are credible allegations that CONTRACTOR's personnel has been involved in misconduct that requires CONTRACTOR to make a legally mandated report to law enforcement by phone, in writing, or in person, the administrator/designee for the CONTRACTOR must inquire as to whether or not conducting an administrative investigation would interfere with their investigation. CONTRACTOR will cooperate with the investigating agency. If law enforcement is not involved, or if a law enforcement agency grants clearance for a concurrent investigation, the administrator/designee for the CONTRACTOR needs to proceed with an administrative investigation, to be completed within thirty (30) working days. CONTRACTOR shall supply the



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Department of Children and Family Services (“DCFS”) or police report number or badge number to LEA upon request.

The CONTRACTOR will be responsible for conducting a comprehensive investigation into any credible misconduct allegations before clearing an individual to return to work. LEA must make available to CONTRACTOR all data and access to interview staff relevant to completing a comprehensive investigation. The level of investigation shall be commensurate with the nature and/or complexity of the allegations. If the credible allegations involve sexual molestation/abuse, including as defined by California Penal Code sections 11165.1, 11165.2, 11165.3, 11165.4, 11165.5 and/or 11165.6, CONTRACTOR shall, at its expense, retain the services of an independent investigative agency to timely investigate the allegations of misconduct and provide a written report of findings to CONTRACTOR. CONTRACTOR must select an investigative agency from a list of pre-approved investigators or agencies as provided by the LEA. In the event that a pre-approved list is unavailable, CONTRACTOR must provide the LEA with a list of one or more prospective investigative agencies and obtain the LEA’s approval before proceeding with retention of the investigative agency to conduct an investigation.

The Guidelines for Conducting an Administrative Investigation shall include, but not be limited to, the following:

- a. Have a clear understanding of the allegation before commencing the investigation.
- b. Ask clarifying questions and get details about the incident.
- c. Identify potential witnesses and alleged victims in the case.
- d. Identify the alleged suspect(s). Interview the alleged suspect(s) last.
- e. Gather all relevant information.
- f. Have potential witnesses and alleged victims write a statement describing specific details of the incident. Be sure to have them write their full name and date on the statement. If the potential witness or alleged victim is unable to write, have them dictate their statement.
- g. Prepare a report outlining the findings of the administrative investigation.

Once CONTRACTOR and LEA have received and evaluated the investigative findings, CONTRACTOR must advise LEA in writing of its intention to reinstate or terminate the individual or resume utilizing the services of the subcontractor or independent contractor.

55. SEXUAL HARASSMENT AND ANTI-HARASSMENT/DISCRIMINATION

CONTRACTOR and LEA shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR’s policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures. CONTRACTOR shall have a written Employee-to-Student Sexual Abuse and Related Investigation and Notification Policy and will provide a copy to LEA upon request pursuant to Government Code 12950.1.



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CONTRACTOR and LEA shall have an anti-harassment and nondiscrimination policy that clearly prohibits and describes the kinds of conduct that constitutes sexual and gender identity harassment as well as harassment or discrimination based upon race, color, religion, medical condition, disability, age, citizenship, or other class protected by , federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment and other complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

LEA and CONTRACTOR are committed to the provision and enforcement of a safe and discrimination free workplace, including harassment and retaliation, in accordance with federal and state laws, rules, and regulations. LEA and CONTRACTOR have responsibilities to prohibit their staff from engaging in any behaviors would create an intimidating, hostile, or offensive work environment, and to protect individuals from retaliation for reporting, testifying, investigating, or disciplining those involved in practices in violation of federal and state equal employment and opportunity laws.

56. REPORTING OF MISSING CHILDREN CONTRACTOR assures LEA that all staff members, including volunteers, independent contractors, and subcontractors or any person employed directly or indirectly by it are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370.

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall ensure that the school or agency has the necessary personnel and financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP for each and every LEA student.

CONTRACTOR shall use the codes and rates as delineated in Section 62 and Exhibit A (Rate Schedule) when preparing ISA's and submitting invoice documentation. CONTRACTOR shall comply with all applicable LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing.

CONTRACTOR shall be paid for the provision of special education and/or related services specified in the LEA student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and will be governed by all applicable federal and state laws.

LAUSD SCHOOLS:

CONTRACTOR shall maintain separate registers for the basic education program, using the LEA's Welligent Classroom Management and Attendance module, when applicable. Student attendance shall be taken by the classroom teacher on at least a daily basis. Each related service, and services provided by AAs, behavior intervention aides and bus aides shall be recorded using the LEA's Welligent Service Tracking software module within five (5) school days of the scheduled event. In addition, NPS/RTCs, shall record separately Psychological Services (ERICS)



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and Room and Board also using the District's Welligent Service Tracking software module within five (5) school days of the scheduled event, when applicable.

Service tracking documentation shall be completed within five (5) school days of the scheduled event and service tracking session notes shall meet LEA standards for documenting services (i.e., listed on student's current IEP; relevant to the IEP goal; includes a brief description of the activity and an outcome statement; includes an objective measure of the student's progress toward the IEP goal and/or a reflection by the provider that is demonstrative of professional judgment specific to his/her own discipline; is consistent with professional standards established for each discipline. These standards are typically set by state and national licensing boards). Effective August 1, 2019, documentation of Behavior Intervention Implementation (BII) services shall, in lieu of the service tracking session notes requirement stipulated above, consist of collected graphed data regarding student performance and response to intervention that is to be uploaded by CONTRACTOR no later than the date of submission of the hard copy of the invoice reflecting service provision. In order for services to be payable, graphed data shall be individualized and reflect daily student performance measures aligned to student IEP goal(s). Weekly graphed and/or raw data sheets pertaining to BII services shall be provided within forty-eight (48) hours of LEA request. In lieu of a narrative, the requisite "Session Results/Measurable Outcome" component of Behavior Implementation Development (BID) provider service tracking session notes shall be recorded via the above referenced graphed data. BII and BID service tracking session notes shall be maintained in accordance with issued LEA procedures. After the CONTRACTOR has been granted complete access to LEA student in Welligent, Welligent Service Tracking records will be locked ten (10) school days following the provision of services. If the CONTRACTOR does not have complete access to LEA student in Welligent, CONTRACTOR has 10 days after receipt of access to Welligent to complete Service Tracking records. No changes to the records shall be allowed after this period. No payment shall be made for any Service Tracking records that have not been properly entered within this timeline.

In order to be payable, designated instruction and related services shall be recorded in service tracking sessions in no less than fifteen (15) minute increments. A sixty-minute session of related services provision constitutes an hour of service delivery. The time required for providers' documentation of service tracking recording and entering session notes into Welligent is not to be incorporated within this hour. Behavior Intervention Implementation (BII) provider break times that do not include student supervision duties and lasting thirty (30) minutes or more shall be recorded within the service tracking session in which the break time occurred as non-billable time and shall not be payable. LEA shall not reimburse mileage for NPA employee. NPA Behavior Implementation Development (BID) collaborative services shall be provided onsite for a minimum of fifty (50%) percent of the student's service prescription, as per approved ISA, on a monthly basis, as measured by providers' "Place of Service" designation in service tracking records. A supervisor of the providers of designated instruction and related services or an administrator shall utilize Welligent 30-day services reports at least weekly to monitor that services are delivered and documented appropriately. Original attendance documentation (i.e., Registers of Daily Attendance ("RDA") for the basic education program, service tracking documents, and notes for BIIs and other related services) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review,



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inspection, or audit by LEA during the effective period of this contract and for a period of seven (7) years thereafter. Original attendance documentation (i.e., service tracking documents) for AAs and bus aides shall be completed by a site administrator; service tracking session notes are not required and Multiple Service Logs (“MSLs”) for these two types of providers are not required to be submitted for payment. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment. The names of all classroom staff, including assistants, shall be recorded and maintained by CONTRACTOR in the Class Staffing tab in Welligent’s Classroom Management module.

INVOICES:

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education for related services were provided. Invoices and related documents shall be properly submitted electronically, with minimal invoice exceptions, using the LEA’s Welligent, SIRAS or SEIS software and, in addition, on a LEA form in the manner prescribed by LEA. Payment timelines begin upon receipt by the LEA of the electronic and hard copy of the invoice and accompanying documents.

Initial invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. Should the CONTRACTOR be unable to complete all billing requirements within the 30 days as required, an “Invoice Timeline Extension” request must be submitted for LEA approval. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA’s receipt of properly submitted invoices prepared and submitted as specified in California Education Code section 56366.5. Upon receipt of prior approval by the LEA of a completed “Invoice Timeline Extension,” CONTRACTOR shall correct deficiencies and submit rebilling/retroactive billing/supplemental billing invoices no later than thirty (30) days after the invoice is returned by LEA or the payment is received by the CONTRACTOR. Rebills/retroactive billing/supplemental billing invoices shall not be submitted in order for the CONTRACTOR to bill for additional services that were not originally documented in accordance with timelines established in this Contract, provided that the CONTRACTOR had been granted access to LEA student in Welligent, SEIS or SIRAS. CONTRACTOR may request consideration of approval for an exception(s) to the above. LEA shall pay properly submitted rebilling invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA. Any rebilled invoices in the amount of less than fifty (50) dollars will be paid, if owed, and will be consolidated in a subsequent invoice payment.

In no case shall initial payment claim submission or initial rebilling/retroactive billing/supplemental billing for any Master Contract fiscal year (July through June) extend beyond sixty (60) days after the close of the fiscal year. However, if CONTRACTOR properly requested access to student file within timelines and was not provided access by LEA to student(s) file in Welligent, SIRAS or SEIS, or if CONTRACTOR correctly submitted the ISA within designated timelines but LEA did not approve said ISA(s), these timelines will be extended upon submission and approval of an “Invoice Timeline Extension” request. Late invoices shall not be processed by LEA without an approved timeline extension request.



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Payments/warrants issued to CONTRACTOR that have been returned by the bank as stale dated shall not be reissued by LEA. CONTRACTOR may request consideration of approval for an exception(s) to the above. Invoices received for a closed fiscal year beyond the sixty (60) day period will be returned unpaid. Exceptions to the above must be requested in writing and approved by the Division of Special Education.

58. RIGHT TO WITHHOLD PAYMENT LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (c) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by Section 57; (d) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (e) LEA has not received prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR's educational program; (f) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) school days of such confirmation; (g) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student; (h) students served in service tracking groups when group size exceeds allowable the group size limits as stipulated within this contract and/or the rate page "Exhibit A"; (i) service tracking documentation does not meet professional standards as described in Section six of this contract; or (j) the invoice costs of all outstanding assistive technology devices that are due to have been returned but have not been returned, or for which a police report has not been filed or lacking documented attempt to be filed, at the close of each semester, as described in Section twenty-one of this contract, will be recouped from the CONTRACTOR in a subsequent invoice.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of this Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the first paragraph of this Section are as follows: (a) the billable amount of the service CONTRACTOR failed to perform or failed to document properly and completely; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date of the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student. LEA may withhold or deny payment of any costs submitted to LEA on the



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basis of CONTRACTOR's failure to provide documentation of required training as set forth in this Master Contract or CONTRACTOR's failure to deliver required services and/or from missing/incomplete or improper documentation of such services, as described below. After the CONTRACTOR has been granted complete access to LEA student in Welligent, Welligent Service Tracking records will be locked ten (10) school days following the provision of services. If the CONTRACTOR does not have complete access to LEA student in Welligent, CONTRACTOR has 10 days after receipt of access to Welligent to complete Service Tracking records. No changes to the records will be allowed after this period. No payment shall be made for any Service Tracking records that have not been properly entered within this timeline.

In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA (with the exception of parent or student refusal), the CONTRACTOR shall notify the LEA in writing within ten (10) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services by CONTRACTOR while student was served by the nonpublic school or agency, regardless of whether awarded to student through a LEA IEP, due process agreement, or CDE Required Corrective Action. LEA shall compensate CONTRACTOR for the compensatory service hours at the rates specified by the current contract unless billed for previously or included in a bundled rate. Completion of such compensatory services shall be documented in the appropriate Service Tracking module, if LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to rebut LEA's bases for withholding, correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to respond to or to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

After forty-five (45) business days: the CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within thirty (30) business days. After sixty (60) business days: disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2). This shall be the final LEA determination regarding the withholding of payment. If CONTRACTOR is dissatisfied with the LEA determination, CONTRACTOR may appeal the dispute in accordance with applicable administrative procedures or seek declaratory relief subject to any claims presentation requirement.

59. PAYMENT FROM OUTSIDE AGENCIES CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other



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agency for the costs associated with the provision of special education and/or related services to LEA students.

60. PAYMENT FOR ABSENCES NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage using the Welligent Classroom Management and Attendance Module, when applicable. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide documentation and follow delineated allowable and non-allowable "make-up" parameters. "Make-up" services shall be provided by a qualified service provider within thirty (30) days from the date on which the services should have been provided unless otherwise agreed in LEA student's IEP. The duration of the make-up session shall equal the duration of the missed session being made up; make-up sessions may not be spread out over multiple sessions.

NONPUBLIC SCHOOL STUDENT ABSENCE If CONTRACTOR is a nonpublic school, no later than the tenth (10) cumulative day of a LEA student's unexcused absence and as specified in California Education Code section 48203, CONTRACTOR shall notify the LEA of such absence. Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Nonpublic agency Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for ADA reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified substitute as defined in Section seven of this agreement. If a qualified substitute is not available, LEA will provide appropriate coverage. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) days from the date on which the services should have been provided. The duration of the make-up session shall equal the duration of the missed session being made up; make-up sessions may not be spread out over multiple sessions.



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In the event of provider absence for Behavior Intervention Implementation services provided at the school site, services shall not be deemed eligible for make-up. CONTRACTOR shall not “bank” or “carry over” make-up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included. If CONTRACTOR is a nonpublic agency providing nursing services, in the event of provider absence for nursing services provided at school site, CONTRACTOR shall provide a qualified substitute as defined in Section seven of this agreement. The CONTRACTOR shall notify District Nursing Services in advance of the absence of regular provider, when applicable.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence or refusal of service of an LEA student no later than the fifth (5) consecutive service day of the student’s absence or refusal of services. Unless otherwise stipulated in the LEA student’s IEP, or authorized by a LEA representative, LEA shall not be responsible for the payment of services when a student is absent or refuses services and student is not eligible for make-up services. In the event services were not provided, reasons for why the services were not provided shall be included. If CONTRACTOR is a nonpublic agency providing nursing services, in the event of refusal or termination of services initiated by parent, the agency shall notify District Nursing Services in writing, to include the reason for refusal or termination of service.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures, programs and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement. CONTRACTOR shall provide access to LEA to all records including, but not limited to: pupil records as defined by California Education Code section 49061(b) including electronically stored information; cost data and fiscal records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes used to record the provision of related services including supervision; daily service logs and notes or other documents used to record the provision of services provided through Adult Assistance (herein after referred to as “AA”), behavior intervention aides, and bus aides; LEA-provided sign in/out sheets for providers on LEA campuses; absence verification records; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; and other documents evidencing financial expenditures related to LEA students; federal/state payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA.



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Records shared by CONTRACTOR with LEA shall be audit-ready, accurate and thorough. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited. CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at reasonable times and without charge. All records shall be provided to LEA within five (5) business days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, it shall be provided in a format that is accessible and readable by current software utilized by the LEA.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA. If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's overbilling or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's overbilling and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment. CONTRACTOR may appeal the dispute to the degree appeal is afforded by law.

62. RATE SCHEDULE The attached rate schedule (Exhibit A) limits the number of contracted LEA students that may be enrolled and the maximum dollar amount of the contract, based upon CDE certification capacity and current LEA need. It may also limit the maximum number of contracted LEA students that can be provided specific services. CONTRACTOR shall adhere to contractual LEA student capacity limitations; requests to LEA for any capacity increases shall be submitted in advance of exceeding the contractual capacity. Any amended rate schedule issued by the LEA throughout the Contract year shall serve as an addendum to the Contract and replace the rate schedule that was previously issued. Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A, attached hereto. Group services may be billed for all scheduled and present students provided a minimum of two LEA students were present and served in the group service and Service Tracking groups have been established in advance. The maximum student group size for Additional Adult Assistance and Bus Assistant is four (4) LEA students. The maximum student group size for all other DIS or related services is six (6) LEA students, unless otherwise stipulated in CONTRACTOR's rate page ("Exhibit A"). Payment shall not be made for provision of DIS or related services to LEA group members who exceed allowable group sizes. Service tracking groups shall consist of delivery of one related service only.



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Students who are eligible for differing related services shall not be served within a combined group; any services provided within combined groups will not be payable. If the provider cancels the group session and reschedules the session as an individual session for the applicable student, the LEA shall pay the individual rate, as per CONTRACTOR's rate schedule, for the one present student. Absent students may not be rescheduled or rebilled. Absences and make-up sessions shall be electronically documented, using appropriate session codes, and following delineated allowable and non-allowable "make-up" parameters.

When CONTRACTOR is a nonpublic agency providing Per Diem Services of Occupational Therapy, Language and Speech, or Physical Therapy, payment shall be for a minimum of six (6) hours of direct service and a maximum of two (2) hours of indirect service. Services for less than an eight (8) hour day, including ESY, shall be prorated. School site and caseload assignments and adjustments are made at the sole discretion of the LEA. If a per diem service provider leaves an assignment within the LEA and/or resigns prior to completing the contract year of service, the nonpublic agency shall be financially responsible for the service provider's time spent in LEA training. When CONTRACTOR is a nonpublic agency providing Per Diem Services of Behavior Intervention services, payment shall be for a minimum of six (6) hours of services; service provision less than a six (6) hour day, including Extended School Year ("ESY"), shall be prorated.

When CONTRACTOR is a nonpublic agency providing Per Diem Services of nursing services, payment shall be for a minimum of six (6) hours and a maximum of eight (8) hours of service per day; service provision less than a six (6) hour day or in excess of an eight (8) hour day, including ESY, shall be paid at a different hourly rate. All NPA Nursing contractual service hours will commence at student's bus pick-up time and terminate at bus drop-off time, if student utilizes school transportation. If student does not utilize bus transportation, nursing provider shall observe regular school hours, unless alternate hours specific to student's needs are required.

Services provided to students during ESY are payable as one month total. [For example, an ESY session (20 days) that is provided during the month of June and July will be payable as one month for the total ESY session.] Additionally, when the LEA RSY calendar days contain a partial month (e.g., June), the total minutes of services delivered to students, and corresponding designated minutes on students' ISAs, will be prorated, with the exception of when services are indicated as "one time per month" on student's IEP. Payment for Basic Education ("BE") is based on positive attendance only (RSY: up to 180 days maximum/ESY: up to 20 days maximum). If LEA receives reimbursement from the state for a school closure due to a natural disaster or unavoidable crisis events, the LEA will pay CONTRACTOR for their regularly scheduled services if the CONTRACTOR has not made up those day(s). CONTRACTOR shall bill all transportation services from the flat per diem rate. If parent/guardian and CONTRACTOR agree that parent will provide transportation and be reimbursed, an agreement will be kept on file by the CONTRACTOR and made available to LEA upon request. In the event that a parent transports a student from home to school, CONTRACTOR shall pay parent transportation reimbursement at the LEA reimbursement rate of fifty-six cents (\$0.56) per mile for up to one round trip from home to school from the per diem transportation rate. Parent/guardian must be notified on days that student refuses transportation. When CONTRACTOR is a nonpublic



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school, payment for related services may only occur on days of positive student attendance at the NPS. It is understood that the BE rate consists of one special education teacher in the classroom.

When CONTRACTOR is a nonpublic school associated with a residential treatment center (NPS/RTC), Psychological Services/Educationally Related Intensive Counseling Services (ERICS) are provided in an intensive, educationally related residential setting. Services include social emotional, behavior support, as appropriate. Services are available twenty-four (24) hours each day the program is open. It is a collaborative model where supports and services are provided by educational professionals and related service providers. Psychological Service (ERICS) and Room and Board payments are based on Positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of ten (10) days payment per student, per contract year, when a bed is unoccupied, for home visits of a counseling nature. When a student for whom LEA is paying room and board has been absent for more than ten days from the NPS/RTC, CONTRACTOR shall request an IEP team meeting from LEA to determine the appropriateness of placement.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- a. The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal Agency, and
- b. Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

Magnolia Public Schools

CONTRACTOR: VISION CORE, INC.

President, Board of Education

Date

Contractor Signature

Date

Cover Sheet

Approval of grants received for MSA-1, MSA-2, and MSA-7

Section: III. Action Items
Item: B. Approval of grants received for MSA-1, MSA-2, and MSA-7
Purpose: Vote
Submitted by:
Related Material: III B Grants approval.pdf



Board Agenda Item #	III B- Action Item
Date:	September 10, 2020
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Ismael Soto, Director of Develop and Communications
RE:	Approval of grants received for MSA-1, MSA-2, and MSA-7

PROPOSED BOARD MOTION

I move that the board **approve and accept** the receipt of the Walton Family Foundation COVID relief grant for MSA-1 in the amount of \$20,000, Great Public Schools Now (GPSN) for MSA-2 in the amount of \$25,000, and the Arts Ed Collective - Advancement Matching Grant for MSA-7 in the amount of \$9,100. These three grants total \$54,100 towards advancing our Magnolia schools.

BACKGROUND

Under the newly created 2020-2021 Development and Communications Plan and Strategies developed by Ismael Soto-Director of Development and Communications, lies the focus section titled, "Institutions, Government Support and Grants, and Individuals." Under the Institutions umbrella, we will target Foundations such as Great Public Schools Now, the Walton Family Foundation, and Arts Ed Collective-a subsidiary of the Los Angeles County Office of Arts and Culture.

INTRODUCTION

Great Public Schools Now (GPSN) - Accelerate Grant (\$25,000)

GPSN shifted its work in Quarter Two (Q2) temporarily to focus on providing hardship assistance to families of LA students during the COVID-19 pandemic - with a focus on those most vulnerable which include our low-income and immigrant, undocumented working families.

GPSN developed the “Accelerate” grant program to support individual school sites with one-year grant dollars to fund site-based projects to accelerate student achievement and close opportunity gaps.

The Magnolia Development and Communication Department responded to the grant by applying on behalf of MSA’s 2, 5, 7, and 8.

In August 2020, MSA-2 was awarded \$25,000 to focus on one of three priority areas to evaluate institutionalized policies, systems and structures that perpetuate inequity and leverage an equity-centered design process to bring about deeper innovation with a project titled “*All-Star Bands of Cultural Pride and Identity Project*” which will aim to build relationships with students and collaborate with families.

Arts Ed Collective - Advancement Grant (\$9,100)

To move toward our long term vision for arts education, we looked to our MPS strategic plan for arts education to expand for the 2020-21 school year.

For 2020-2021, we will focus on sustaining the Arts Leads program with The Music Center and introducing a Teacher on Special Assignment (TOSA) to build a leadership pipeline that will ensure the arts at Magnolia are robust, celebrated, and sustainable. The TOSA focus will be on translating the current arts integration strategies driven by the Art Leads into practice geared toward the goals of Magnolia’s art strategic arts plan. Alongside the Art Leads, the TOSA will have the capacity to lead the arts org-wide while making use of the authority given by the District Arts Advisor, as a direct line to the CEO/Superintendent and Governing Board to drive initiatives forward.

The advancement grant funding will allow Arts Leads to continue to build out arts integration skills and strategies with other classroom teachers and allow the identified TOSA, Ms. Jennifer Rivera to engage in one-on-one coaching sessions with The Music Center’s education division. The TOSA position is new to Magnolia and thus requires direct coaching from The Music Center and the District Arts Advisor throughout the first year to ensure long term success.

MSA-7 was awarded \$9,100 matching grant for project amount of = \$18,200

Walton Family Foundation - COVID Relief Grant (\$20,000)

This grant was by invite only to support the COVID-19 emergency response grant for Magnolia Science Academy-1 totaling \$20,000. The grant supports high-quality remote learning for students; professional development for educators transitioning to virtual learning; support for students, families, and staff; and/or recruitment and retention efforts. The funds will help

maintain our high-quality STEAM education programs at MSA-1 that utilize an Innovation, Connection, and Excellence education model.

BUDGET IMPLICATIONS

Budget implications include:

- \$20,000 grant for MSA-1: Walton Family Foundation - COVID relief grant
- \$25,000 grant for MSA-2: Great Public Schools Now (GPSN) - Accelerate Grant
- \$9,100 grant for MSA-7: Arts Ed Collective - Advancement Grant

EXHIBITS (attachments):

Attachments included:

1. Advancement grant program agreement
 - Requires two signatures:
 - District Superintendent
 - School Board President or an Officer (digital signatures are accepted)



CONTRACT #: AG-21-4837
Advancement Grant Program Agreement



This Agreement made this date, September 10, 2020, by and between the County of Los Angeles ("County"), a body corporate and politic and a political subdivision of the State of California, and:

Organization ("Grantee"): **Magnolia Educational & Research Foundation**
 Address: **250 E. 1st Street, Suite 1500**
 City, State, Zip: **Los Angeles, CA 90012**
 Primary Contact: **Ismael Soto**
 Email Address: **isoto@magnoliapublicschools.org**
 Los Angeles County Vendor #: **18847501**

LOS ANGELES COUNTY ARTS EDUCATION COLLECTIVE ADVANCEMENT GRANT

The County, through the Los Angeles County Department of Arts and Culture ("Arts and Culture"), provides grants to Los Angeles County School Districts to support quality arts education programming for public school students.

Grantee is a Los Angeles County School District that is part of the Arts Ed Collective network and is currently implementing a board approved strategic plan for arts education.

Section 1. AGREEMENT DOCUMENTS. This Agreement is comprised of this three-page document, the Standard Terms and Conditions attached hereto as Exhibit A, and the General Terms and Instructions attached hereto as Exhibit B. Grantee affirms it has reviewed the entire Agreement, including the attached exhibits, and understands and will comply with the terms and conditions contained therein.

Section 2. PURPOSE AND SCOPE OF GRANT. The County desires to provide a grant to support Grantee in addressing and achieving key action items that move them toward their long term vision for arts education within their school district, as described in the application materials submitted to the County in connection with this grant. Specifically, this grant award will be used for the following purposes only ("Project"): ***to support teacher professional development and coaching in arts integration by the Music Center and the expansion of district-wide arts coordination.***

Section 3. AGREEMENT TERM. The term of this Agreement shall commence when executed by all parties hereto, no earlier than July 1, 2020, and shall expire on: **June 30, 2021.**

Section 4. MAXIMUM GRANT AMOUNT. The maximum grant amount payable by the County to the Grantee under this Agreement may not exceed: **\$9,100.**

Section 5. ADDITIONAL TERMS AND CONDITIONS.

A. **Matching Funds.** As a condition of this grant award, Grantee must provide, at a minimum, matching funds equal to or exceeding the amount set forth in Section 4, above, for the purposes of funding the Project. If for any reason Grantee fails to contribute any or all of the required matching funds, the grant award will be reduced in an amount equal to the amount of matching funds Grantee fails to contribute. Grantee must reimburse the County any grant amount forfeited pursuant to this paragraph within 10 business days of a demand by the County for reimbursement, or within 30 days of expiration of the term of this Agreement, whichever is earlier. Grantee will follow those procedures and requirements established in the General Terms and Instructions (Exhibit B) for the acquisition and reporting of matching funds.

B. The County will pay the grant allocations set forth in Section 4, above, to Grantee in up to three installments. The County will not pay any interest or other charges on any grant allocation. Grantee must submit invoices as follows:

CONTRACT #: AG-21-4837
Advancement Grant Program Agreement

- (i) Grantee may submit one (1) invoice for a maximum of 25% of the grant award following successful completion of all project planning and attendance at a County-scheduled grantee convening or a countywide network event. This invoice is optional.
- (ii) Grantee may submit one (1) invoice for a maximum of 50% of the grant award following successful completion of a mid-project check-in and site visit with County staff. This invoice is optional.
- (iii) Grantee must submit one (1) invoice for all unpaid grant funds on or before May 15, 2021. This invoice is mandatory and must be accompanied by a completed Final Report, as described in the General Terms and Instructions (Exhibit B). Payment pursuant to this invoice is contingent upon submission of the Final Report.

Grantee's failure or election not to submit an optional invoice pursuant to (i) or (ii), above, will not limit, reduce, or otherwise affect the Grantee's obligations under this Agreement.

C. Any funds allocated by the County to Grantee pursuant to this Agreement which are not used by Grantee in support of the Project must be returned to the County within 30 days of the expiration of the term of this Agreement. Grantee will forfeit any grant funds which remain unused upon the expiration of this Agreement.

D. Grantee agrees to comply with the terms of this Agreement, including the terms set forth in the attached Exhibits A and B, all applicable local, state and federal laws, and all applicable current and future guidelines issued by Arts and Culture.

E. Signatures. Grantee represents and warrants that the person or persons executing this Agreement for Grantee is/are authorized agent(s) who have actual authority to bind Grantee to each and every provision of this Agreement, and that all requirements of Grantee have been fulfilled to provide such actual authority.

F. Counterparts. This Agreement may be executed in any number of counterparts, each of which so executed will be deemed to be an original and will together constitute one and the same Agreement. Manual signatures may be provided by facsimile, or digitally scanned and provided by electronic mail. Grantee will maintain on file and, upon the County's request, agrees to provide the County with an original of a signature provided by facsimile or electronic mail. Alternatively, grantee may provide electronic signatures of authorized signors via Adobe Sign.

CONTRACT #: AG-21-4837
Advancement Grant Program Agreement

IN WITNESS WHEREOF, the County has executed these presents by causing them to be subscribed by the Director of its Department of Arts and Culture, and Grantee has caused these presents to be executed by its duly authorized representatives, the date first above written.

COUNTY OF LOS ANGELES

By: _____ Date: _____
Kristin Sakoda, Director
Los Angeles County Department of Arts and Culture

GRANTEE

By: _____ Date: _____
BOARD PRESIDENT/OFFICER
Haim Beliak

By: _____ Date: _____
SUPERINTENDENT
Dr. Alfredo Rubalcava

APPROVED AS TO FORM:

MARY C. WICKHAM
County Counsel

By: _____
Deputy

Cover Sheet

Approval of Distance Learning Policy

Section: III. Action Items
Item: C. Approval of Distance Learning Policy
Purpose: Vote
Submitted by:
Related Material: III C MPS Distance Learning Policy .pdf



Board Agenda Item #	III C – Action Item
Date:	September 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Approval of MPS Distance Learning Policy

Proposed Board Recommendation

Staff recommends that MPS Board of Directors approve Magnolia Public Schools’ Distance Learning Plans Policy due to the COVID-19 Pandemic related schools operations.

Background

In December 2019, an outbreak of respiratory illness due to a coronavirus now known as COVID-19 was first identified in Wuhan City, China and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control (“CDC”) activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020 the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On July 17 Governor Gavin Newsom laid out pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year.

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Based on the guidance and orders, on July 23, 2020 and on August 6, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Attached policy has been prepared by our academic and admin teams in collaboration with our legal counsel Young, Minney and Corr, LLP. It addresses distance learning policy and protocol needs in the areas schedules, grading, attendance, supervision, expectations and technology.

Budget Implications.

None

Attachments

- MPS Distance Learning Policy



DISTANCE LEARNING POLICY AND PROCEDURES

This Policy sets forth the expectations of students and parents/guardians while students are engaging in distance learning at Magnolia Public Schools (“MPS” or the “School”) during the coronavirus (COVID-19) pandemic. This Policy shall supersede any conflicting language in existing School policies until the Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting School operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the applicable order shall be controlling.

Distance learning is not the same as independent study. A complete copy of the School’s Independent Study Policy can be located on the School’s website or be provided by request to the school principal or designee.

I. DEFINITIONS AND MINIMUM REQUIREMENTS OF DISTANCE LEARNING

“*Distance learning*” means instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee of MPS. Distance learning may include, but is not limited to, all of the following:

1. Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
2. Video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
3. The use of print materials incorporating assignments that are the subject of written or oral feedback.

“*In-person instruction*” means instruction under the immediate physical supervision and control of a certificated employee of the School while engaged in educational activities required of the student.

Distance learning must include all of the following:

1. Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work.
2. Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
3. Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports.
4. Special education, related services, and any other services required by a student's individualized education program, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
5. Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.
6. Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

Distance learning may be offered by the School under either of the following circumstances:

1. On a schoolwide level as a result of an order or guidance from a state or local public health officer; or
2. For students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

Per COVID-19 Guidance from the California Public Department of Health released July 17, 2020, the School may not re-open for in-person instruction until the school has not been on the California Department of Health monitoring list within the prior 14 days. The School will open with 100% distance learning until that time after which the School will open with a combination of in-person instruction and distance learning as described below. Later schoolwide or classroom-wide 100% distance learning schedules may be necessary in response to a student, teacher, or staff member testing positive for COVID-19.

II. DISTANCE LEARNING PLAN AND SCHEDULES

Distance learning at will occur as follows:

Magnolia Public Schools will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements including Section 43503(b) of the Ed Code. In compliance with the legislation and regulations, MPS will offer in-person instruction to

the greatest extent when it is safe and recommended. As of July 23, 2020, all Magnolia Public Schools will reopen with the **Distance Learning** only model based on the CDPH and Governor's order and MPS Board of Governance actions.

All teachers are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous Distance Learning

Under newly enacted state law, MPS will provide:

- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

MPS has confirmed or provided access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work. Any student or family who is unable to participate due to a lack of connectivity or device should contact the school principal or designee for assistance. All distance learning content shall be aligned to grade level standards and at the same level of quality and intellectual challenge substantially equivalent to in-person instruction,

Additional supports for students who are not performing at grade level shall be provided as follows:

MTSS/Tiered Interventions/Support

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to **all students** and embed necessary supports so that **all students** can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as

Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Special education and related services shall be provided as required by a student's individualized education program ("IEP") either in-person or through a live synchronous virtual connection. As applicable, accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact the school principal or designee for assistance. All DIS services will be provided to students as outlined in the IEP using a distance learning "virtual" platform during distance learning. Any compensatory hours will be accounted for and provided on an individual basis.

English language development, including assessment of English language proficiency shall continue through distance learning as follows: English learners shall be assessed, using the Initial and Summative ELPAC assessments, based on guidance and directives from the CDE and local county health departments. If students are not able to be formally identified as English Language Learners, the Home Language Survey will be used to provide presumptive services to students, until such time as assessments can be completed. Parents will be notified of any testing and results within a timely fashion. During Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the 2020-2021 MPS EL Master Plan, and as explained in the 2020-21 MPS Instructional Plans. At the elementary level, all EL students receive no less than 30 minutes per day of Designated ELD instruction and/or coursework. At the secondary level, EL level 1 and 2 students receive an additional Designated ELD course. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. These courses will continue to be offered virtually during distance learning. EL students across all grade levels will also be provided with additional small group instruction in Math, ELA, and ELD on an as needed basis. Additionally, all EL students will have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours,

email, Google Classroom, and virtual live class sessions. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed. Any student or family who has a concern with regard to English language development curriculum or supports or assessment should contact school's ELD coordinator for assistance.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

- MPS Distance Learning Portal
- Google Classroom, Zoom, Google Hangouts and other live meeting tools
- Email contact
- Phone contact
- Student work submitted in other communicative ways
- Student Square communication tool
- Parent Square communication tool
- In-person as permitted by the public health orders

The School must offer the following instructional minutes daily for a minimum of 175 days of instruction:

Grade Level	Daily Minutes of Instruction
Kindergarten	180
1-3	230
4-12	240

The model schedules, below, describe how these daily instructional minutes will be offered by the School.

100% Distance Learning Model Schedule

Students will have a set schedule while participating in 100% distance learning. The schedule will provide both synchronous and asynchronous learning opportunities, in addition to small group supports and online office hours. Students will be able to participate in their six class periods as well as SSR/Advisory in order to ensure alignment to a typical, in-person school day. The schedule will be based on block periods, in which students will have SSR/Advisory and three periods each day except Wednesday. Wednesdays students will be able to rotate through all of their classes in order to check-in with their teachers. Below is a sample student schedule:

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Sample Distance Learning Schedule for Students (6th Grade Student)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am - 8:30 am	SSR/Advisory	SSR/Advisory	SSR/Advisory	SSR/Advisory	SSR/Advisory
8:30 am - 9:10 am	Period 1S- ELA 6 Live instruction 40 mins	Period 4S Science 6 Live instruction 40 mins	8:30-9:30 am: Life Skills/SEL self-guided lesson	Period 1S- ELA 6 Live instruction 40 mins	Period 4S Science 6 Live instruction 40 mins
9:10am- 9:50 am	Period 1A- ELA 6 Independent ELA work 40 mins	Period 4A- Science 6 Independent Science work 40 mins		Period 1A- ELA 6 Independent ELA work 40 mins	Period 4A- Science 6 Independent Science work 40 mins
9:50 am- 9:55 am	BREAK				
9:55am- 10:35am	Period 2S- Math 6 Live instruction 40 mins	Period 5S- History 6 Live instruction 40 mins	9:45-10:15am:Math 10:15-10:45am: ELA 10:45am-11:15am: PE	Period 2S- Math 6 Live instruction 40 mins	Period 5S- History 6 Live instruction 40 mins
10:35am -11:15am	Period 2A- Math 6 Independent Math work 40 mins	Period 5A- History 6 Independent History work 40 mins		Period 2A- Math 6 Independent Math work 40 mins	Period 5A- History 6 Independent History work 40 mins
11:15am - 11:20 am	BREAK				
11:20 am- 12:00 pm	Period 3S- PE 6 Live instruction 40 mins	Period 6S- Elective 6 Live instruction 40 mins	Independent work time	Period 3S- PE 6 Live instruction 40 mins	Period 6S- Elective 6 Live instruction 40 mins
12:00pm- 12:40pm	Period 3A- PE 6 Independent PE work 40 mins	Period 6A- Elective 6 Independent Elective work 40 mins		Period 3A- PE 6 Independent PE work 40 mins	Period 6A- Elective 6 Independent Elective work 40 mins
12:40 pm - 1:10 pm	LUNCH				
1:10 pm- 1:30 pm	Independent work time		1:10pm- 2:00pm Independent work time	Independent work time	
1:30pm - 2:30pm	Tutoring for Science	Small group for ELA	2:00-2:30pm: Science 2:30-3:00pm: History 3:00-3:30pm: Elective	Tutoring for Elective	Tutoring for PE
2:30pm - 3:30pm	Tutoring for History	Small group for Math			

Combination of In-Person Instruction and Distance Learning Model Schedule

When the school has a combination of in-person instruction and distance learning, or hybrid model of instruction, students will attend class in-person two days a week and participate in distance learning the remaining three days. Families not comfortable sending their child(ren) to school in-person will be given the choice to have students participate in 100% distance learning. Students will be scheduled into 2 cohorts of students, cohort 1 and cohort 2. This will ensure there are no

CURRICULUM & INSTRUCTION POLICIES

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more than 50% of students on campus at any time and allow for social distancing measures to be put into place. Cohort 1 will attend school in-person on Mondays and Tuesdays and participate in distance learning Wednesdays- Fridays. Cohort 2 will participate in distance learning Mondays-Wednesdays and attend school in-person Thursdays and Fridays. All students will participate in distance learning on Wednesdays, as this will allow the school sites a chance to deep clean and allow teachers and staff to participate in professional development to further support them in providing high quality instruction in a hybrid learning environment. The hybrid model will allow for both synchronous and asynchronous learning as well as provide additional opportunities for students to get support via small group instruction and online tutoring. Below is a sample student schedule for the hybrid model for a student in cohort 1.

Sample Hybrid Learning Schedule for Students in Cohort 1

	Monday In-person	Tuesday In-person	Wednesday Distance	Thursday Distance	Friday Distance
8:00 am - 8:30 am	SSR/Advisory	SSR/Advisory	SSR/Advisory Independent	SSR/Advisory Independent	SSR/Advisory Independent
8:30 am - 9:50 am	Period 1 In-person instruction 80 mins	Period 4 In-person instruction 80 mins	8:30-9:30 am: Life Skills/SEL self- guided lesson	Period 1 Independent ELA work 80 mins	Period 4 Independent Science work 80 mins
9:50 am- 9:55 am	BREAK				
9:55am- 11:15am	Period 2 In-person instruction 80 mins	Period 5 In-person instruction 80 mins	9:45-10:15am:Math 10:15-10:45am: ELA 10:45am-11:15am: PE	Period 2 Independent Math work 80 mins	Period 5 Independent History work 80 mins
11:15am - 11:20 am	BREAK				
11:20 am- 12:40 pm	Period 3 In-person instruction 80 mins	Period 6 In-person instruction 80 mins	Independent work time	Period 3 Independent PE work 80 mins	Period 6 Independent Elective work 80 mins
12:40 pm - 1:10 pm	LUNCH				
1:10 pm- 1:30 pm	Independent work time		1:10pm- 2:00pm Independent work time	Independent work time	
1:30pm - 2:30pm	Tutoring	Small group for ELA	2:00-2:30pm: Science 2:30-3:00pm: History 3:00-3:30pm: Elective	Tutoring	Tutoring
2:30pm - 3:30pm	Tutoring	Small group for Math		Small Group ELA	Small Group Math

III. COMPULSORY ATTENDANCE AND DOCUMENTATION

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. **A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School** in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

- 1) Verification of current contact information for each enrolled student.
- 2) Daily notification to parents or guardians of absences;
- 3) Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

For synchronous instruction, the School will require students to log in to the interactive session either through google classroom or other virtual platforms to demonstrate Student participation. For asynchronous instruction, the School will require students to complete assignments to demonstrate Student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found at the school website and in the [MPS Student/Parent Handbook](#).

IV. GRADING POLICY

The School will regularly communicate with parents and guardians regarding their child's academic progress. All MPS schools continue to follow the grading policy as has been adopted in the MPS student-parent handbook. School's grading policy can be found at the school website and in the [MPS Student/Parent Handbook](#).

V. STUDENT AND PARENT/GUARDIAN EXPECTATIONS

1. **STUDENT SUPERVISION:** Students are under the immediate supervision and control of their parent/guardian or a responsible adult caregiver while the student is participating in distance learning. Although MPS is not responsible for the immediate supervision or control of any student while the student is participating in distance learning, during synchronous instruction, students will be interacting directly with the teacher and attendance and engagement will be documented.

A parent/guardian or a responsible adult caregiver can attend one on one virtual meetings between MPS instructors, employees, and/or contractors and the student, with the exception of confidential counseling services to the student.

Parents/guardians must provide the names of any adult caregiver other than the student's parent/guardian to the student's teachers before that individual may serve as the adult caregiver responsible for any interaction required by this Policy and/or sharing of student information. By providing the name of this individual or individuals parents/guardians are agreeing that MPS may interact with them and share confidential student information with them as necessary to provide the student with the educational opportunities contemplated by this Policy.

2. **STUDENT WORK AREAS:** To the greatest extent possible, Student work areas should be conducive to learning, reasonably quiet, free of distractions and any material that violates the law or School policy, and capable of immediate supervision at all times by a parent/guardian or responsible adult caregiver.
 - a. Students must have all materials and equipment (e.g., tablet/laptop, pencil, paper, etc.) ready for their use before the start of any scheduled distance learning. Contact the School office for any necessary materials.
 - b. Please keep all pets, siblings not engaging in learning, cell phones or personal electronic devices and food away from the student work area.
 - c. Students must promptly comply with any teacher request to mute or unmute their device microphone or remove an item, individual, or pet from their work area.
 - d. It is recommended device cameras point away from a door, hallway, bathroom or other areas where other household members may be dressing and that all household members be made aware of when distance learning is occurring.
3. **STUDENT DRESS CODE:** Students, the parent/guardian, and/or responsible adult caregiver must be dressed in clothes that comply with the MPS dress code, refer to the free dress code section, at all times during distance learning and other virtual school-related activities that occur over video.

4. **STUDENT PREPARATION FOR LEARNING:** Students should be well rested, fed and ready to learn promptly for scheduled distance learning instruction, meetings, or other virtual, online, or telephonic school-related activities. Nutritionally adequate meals are available for pupils who are eligible for free and reduced priced meals whether engaged in in-person instruction or distance learning. For information on free and reduced priced meals contact your School's office.
5. **STUDENT LOG IN/ PARENT TECHNICAL SUPPORT:** Students will be provided with personal login credentials for distance learning for their own use. Students are not to share their login information with any other person except their parents/guardians or responsible adult caregivers as necessary for the parent/guardian or responsible adult caregiver to assist the student in troubleshooting login issues or other technical difficulties. A parent/guardian or responsible adult caregiver must be available to assist the student with any login processes and troubleshooting of technical challenges. If a parent/guardian, responsible adult caregiver or the student experiences technical difficulties while participating in school-related activities, please contact the school principal or office manager as soon as possible. Sharing student login information with another person will subject Student to the School's discipline policy.
6. **PARENT ENGAGEMENT IN INSTRUCTION:** Parents/guardians and responsible adult caregivers should not interfere, disrupt or directly participate in distance learning lessons unless requested by the teacher or without teacher written permission. Parents/guardians and responsible adult caregivers are not permitted to log into or attend distance learning instruction, meetings, or other school-related activities unless specifically requested by a teacher or MPS employee or contractor.
7. **CONFIDENTIALITY: There is no expectation of privacy during distance learning.** When logging in to distance learning, Parents/Students are acknowledging their understanding that anything that they say, write, or do while on video or audio might be viewed by others.
 - a. Parents/guardians and responsible adult caregivers must maintain strict confidentiality of any information they obtain or observe regarding other students (e.g., academic performance, medical conditions, disabilities, behavior, etc.) while supervising a student's distance learning.
 - b. Students, parents/guardians, responsible adult caregivers and any other individual who may be in or around a student's work area are not permitted to photograph, video or audio record, or screenshot any distance learning without express written permission from MPS.
 - c. The School may record distance learning synchronous instruction for use by other students who might benefit from accessing the instruction at a later time. No counseling or special education services provided in a group session will be recorded.
 - d. If a student is receiving virtual, online or telephonic counseling services from a MPS employee or contractor, no other individual, including but not limited to

parents/guardians, responsible adult caregivers, or siblings are allowed in the room or within seeing or hearing distance of the room or place in which the student is receiving the counseling services for confidentiality purposes.

- e. The identity of all students participating in any small group counseling session with a MPS employee or contractor and other student(s) and all the statements made or discussions occurring during such counseling sessions are confidential and may not be disclosed to any individual.
 - f. Teachers may record one to one student communications, with parent/guardian/adult student consent. Counseling sessions will not be recorded under any circumstance.
8. **TECHNOLOGY POLICY:** Students, parents/guardians and responsible adult caregivers must comply with the MPS Student Technology Policy and Acceptable Use Agreement at all times when utilizing School technology to access distance learning. The policy can be located at the school website and in the [MPS Student/Parent Handbook](#).
- a. MPS technology and equipment includes but is not limited to MPS electronic mail, servers, online accounts and platforms, computers, laptops, tablets, or other digital, electronic or multimedia hardware, software or other applications. MPS technology and equipment may only be used for educational purposes in accordance with the MPS Student Technology Policy and Acceptable Use Agreement.
 - b. Students and parents/guardians acknowledge that MPS technology and equipment are owned by MPS. By logging into or accessing MPS technology or equipment, users acknowledge that they have no expectation of privacy in the use of MPS technology or equipment, even if such technology is used on a personal device. MPS reserves the right to access communications, files, and other data stored on or sent over MPS technology or equipment.
 - c. Technological resources provided by MPS must be used in a safe, responsible, appropriate, and legal manner in accordance with MPS policies and in support of its instructional program for the advancement of student learning. MPS has adopted online services provided by GoGuardian, a web-activity monitoring tool. Please refer to the Parent Technology Guide for Distance Learning for more information.
 - d. Downloading, uploading, viewing, posting or sharing inappropriate content, including pornographic, defamatory, discriminatory, harassing, bullying or otherwise offensive material is prohibited.
 - e. Students must not access MPS online or virtual classrooms, meeting spaces, or chat forums unless authorized to do so.
 - f. Students may not access any software, applications or websites during MPS distance learning instruction or school-related activities unless specifically instructed to do so by the teacher.
9. **DISRUPTION OF DISTANCE LEARNING:** Any parent, guardian, or other person whose conduct in any online/virtual distance learning class materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor. Upon the first conviction for either of these offenses, this individual may be fined up to

one thousand dollars (\$1,000), or by imprisonment in a county jail for up to one year, or by both the fine and imprisonment. It is also illegal for a person to “intentionally access a computer without authorization,” such as entering an online/virtual distance learning class in which the person is not a student, and any individual who does this may be civilly or criminally liable under the Federal Computer Fraud and Abuse Act.

10. APPLICATION OF DISCIPLINARY RULES/POLICIES: All other MPS rules and policies regarding student behavior and discipline including but not limited to the Suspension and Expulsion Policy and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy continue to remain in effect. Students who fail to adhere to the above requirements may be subject to legal action including but not limited suspension or expulsion. Corresponding policies can be located at the school website and in the [MPS Student/Parent Handbook](#).

- a. Any student who believes they have been subject to misconduct prohibited by the MPS Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator.

CEO & Superintendent
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This Policy is subject to change without advance notice as the Distance Learning program develops, and all students and parents/guardians must immediately read and comply with any amendments or modifications to this Policy issued by MPS. By participating in the Distance Learning, students and parents/guardians are acknowledging and agreeing to the terms expressed herein.

Distance Learning Classroom Recording

CONSENT FORM

Student’s Name: _____ DOB: _____

I am the legal parent/guardian of the child named above. I have received and read Magnolia Public Schools’ (“MPS”) Distance Learning Policy and acknowledge the limitations on my child’s expectations of privacy during remote learning. I understand and consent to the below.

- 1) MPS may record distance learning synchronous instruction for use by other students and staff who might benefit from accessing the instruction at a later time. My child’s name, voice, personal image, student work/presentations, or other personally identifiable student information may appear in these recordings.

- 2) No counseling or special education services provided in a group session will be recorded.

- 3) MPS shall make the classroom instruction recordings available until the end of the semester following the day of recording. MPS shall remove and delete the recordings at the end of each semester.

- 4) The recordings will only be accessible via a secure MPS portal with student login/password information. The recordings will not be posted for general public access.

Parent/Legal Guardian Printed Name: _____

Parent/Legal Guardian Signature: _____

Date: _____

Cover Sheet

Approval of 2019-20 Unaudited Actuals

Section: III. Action Items
Item: D. Approval of 2019-20 Unaudited Actuals
Purpose: Vote
Submitted by:
Related Material: Detail Report MPS 2019-20 UA.pdf
III D FY19-20 Unaudited Actuals.pdf

MSA-01

2019-20 Detail Report

Fund 62 - Operating Fund

Fiscal Year 2019/20

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance
Revenue Detail					
LCFF Revenue Sources					
8011	State Aid	4,811,627.06	4,595,079.62	4,771,427.00	176,347.38-
8012	EPA Entitlement	1,035,749.94	1,098,780.38	1,137,969.00	39,188.62-
8019	Prior Year Adjustments			547,204.22-	547,204.22
8096	In-Lieu-Of Property Taxes	1,460,163.00	1,600,876.00	1,878,355.65	277,479.65-
Total LCFF Revenue Sources		7,307,540.00	7,294,736.00	7,240,547.43	54,188.57
Federal Revenue					
8181	SpEd Revenue	82,500.00	70,800.00	85,083.00	14,283.00-
8290	Other Federal Revenue	351,159.00	333,629.83	336,187.65	2,557.82-
8295	Other Federal Revenue PY Adj			285.52	285.52-
Total Federal Revenue		433,659.00	404,429.83	421,556.17	17,126.34-
Other State Revenues					
8311	SpEd Revenue	359,700.00	366,801.50	325,452.00	41,349.50
8550	Mandated Cost Reimbursements	18,526.00	17,727.00	17,727.00	
8560	State Lottery Revenue	133,135.93	135,999.00	166,672.62	30,673.62-
8590	All Other State Revenue	834,513.40	801,639.41	1,026,032.20	224,392.79-
8595	All Other State Revenue PY Adj			237,678.48-	237,678.48
Total Other State Revenues		1,345,875.33	1,322,166.91	1,298,205.34	23,961.57
Other Local Revenue					
8600	Other Local Revenue	23,000.00			
8695	PY Revenue Adjustment			183,853.43-	183,853.43
8699	Other Revenue	223,161.00		2,358.39	2,358.39-
Total Other Local Revenue		246,161.00	.00	181,495.04-	181,495.04
Other Financing Sources					
8802	Donations - Private		2,500.00	22,500.00	20,000.00-
8803	Fundraising		72,400.00	56,097.70	16,302.30
Total Other Financing Sources		.00	74,900.00	78,597.70	3,697.70-
Total Year To Date Revenues		9,333,235.33	9,096,232.74	8,857,411.60	238,821.14
Expenditure Detail					
Certificated Salaries					
1100	Teacher Salaries	2,647,598.34	2,479,258.17	2,442,303.87	36,954.30
1300	Cert Administrators	475,645.00	486,285.83	551,752.90	65,467.07-
Total Certificated Salaries		3,123,243.34	2,965,544.00	2,994,056.77	28,512.77-
Classified Salaries					

2100	Instructional Aides	119,773.11	157,574.34	167,085.47	9,511.13-
2200	Classified Support	191,467.38	216,082.23	314,918.34	98,836.11-
Classified Salaries (continued)					
2400	Clerical & Technical Staff	304,503.79	259,130.79	249,772.46	9,358.33
Total Classified Salaries		615,744.28	632,787.36	731,776.27	98,988.91-
Employee Benefits					
3101	STRS - Certificated	513,591.49	505,767.43	484,968.69	20,798.74
3102	STRS - Classified		15,000.00	14,301.58	698.42
3202	PERS - Classified	123,148.85	112,031.89	119,214.20	7,182.31-
3301	OASDI/Medicare - Certificated	28,000.00	40,623.41	41,819.76	1,196.35-
3302	OASDI/Medicare - Classified	45,000.00	54,064.94	51,743.68	2,321.26
3401	Health & Welfare Benefits-Cert	498,000.11	492,014.25	449,892.27	42,121.98
3402	Health & Welfare Benefits-Class		5,368.00	2,683.98	2,684.02
3501	Unemployment Ins -Certificated	60,000.00	60,217.00	9,164.03	51,052.97
3502	Unemployment Ins - Classified	3,500.00	3,654.00	3,727.41	73.41-
3601	Workers Comp - Certificated	25,000.00	25,000.00	27,468.17	2,468.17-
3901	Other Benefits - Certificated	1,000.00	1,007.00	444.26	562.74
3902	Other Benefits - Classified			51.66	51.66-
3990	PY Benefit Adjustments			109,081.02	109,081.02-
Total Employee Benefits		1,297,240.45	1,314,747.92	1,314,560.71	187.21
Books and Supplies					
4100	Textbooks & Core Curriculum	50,000.00	47,445.00	42,208.69	5,236.31
4310	Instruct Materials & Supplies	40,000.00	64,399.30	38,497.43	25,901.87
4315	Other Supplies	20,000.00	20,000.00	7,166.19	12,833.81
4320	Office Supplies	10,000.00	14,914.00	12,367.88	2,546.12
4326	Arts & Music Supplies	15,000.00	33,600.00	27,454.06	6,145.94
4335	PE Supplies	10,000.00	10,000.00	5,379.89	4,620.11
4340	Educational Software	50,378.00	34,995.31	35,571.85	576.54-
4345	Non Instruct Student Supplies	5,000.00	20,432.69	15,716.18	4,716.51
4346	Teacher Supplies	10,000.00	6,000.00	3,856.46	2,143.54
4350	Custodial Supplies	30,000.00	28,000.00	18,435.62	9,564.38
4400	Non-Cap Equipment - General	10,000.00	3,800.00	3,318.13	481.87
4430	Office Furniture & Equip <\$5k	10,000.00	5,000.00	3,744.52	1,255.48
4440	Computers (<\$5k)	36,000.00	1,000.00	5,164.66	4,164.66-
4710	Food			2,318.06	2,318.06-
4720	Food : Other Food	15,000.00	16,913.91	10,722.98	6,190.93
4990	PY Materials Adjustments			49,399.01-	49,399.01
4999	Misc Expenditure (Suspense)			23,779.64-	23,779.64
Total Books and Supplies		311,378.00	306,500.21	158,743.95	147,756.26
Services and Other Operating Expenditures					
5101	CMO Fees	895,131.86	860,525.86	860,526.40	.54-
5210	Travel-Mileage, Parking&Tolls	12,500.00	4,500.00	2,021.53	2,478.47

5220	Travel & Lodging	10,000.00	10,000.00	731.93	9,268.07
5300	Dues & Memberships	25,000.00	25,000.00	8,398.66	16,601.34
5450	Other Insurance	50,000.00	50,000.00	45,631.95	4,368.05
5500	Operations & Housekeeping	100,000.00	100,199.70	94,495.06	5,704.64
5510	Utilities - Gas and Electric	90,000.00	90,000.00	59,501.99	30,498.01
5610	Rent & Leases	1,890,580.00	1,839,242.88	1,499,286.43	339,956.45
5620	Equipment Leases	45,000.00	71,300.00	64,242.61	7,057.39
5630	Repairs & Maintenance-Building	60,000.00	51,000.00	34,253.50	16,746.50
5800	Professional Services	160,532.00	153,981.13	113,223.39	40,757.74
5810	Legal	5,000.00	75,780.00	94,057.90	18,277.90-
5813	School Programs-After School			1,000.00-	1,000.00
5814	School Progs-Academic Competns	5,000.00	7,000.00	5,427.00	1,573.00
5819	School Programs - Other	30,000.00	47,000.00	52,404.01	5,404.01-
5820	Audit & CPA	12,000.00	12,000.00	2,850.00	9,150.00
5835	Field Trips	60,000.00	35,691.95	11,464.73	24,227.22
5840	Marketing & Student Recruiting	24,000.00	19,200.00	14,161.41	5,038.59
5850	Oversight Fees	73,427.97	73,427.97	71,693.00	1,734.97
5857	Payroll Fees	25,000.00	25,917.65	23,655.75	2,261.90
5860	Service Fees	2,000.00	64,540.30	64,270.28	270.02
5863	Professional Development	16,400.00	61,066.94	39,537.00	21,529.94
5864	Prof Dev-Other (tuition reimb)	37,000.00	34,961.86	30,897.86	4,064.00
5869	SpecEd Contract Instructors	46,478.23	50,626.15	56,110.03	5,483.88-
5870	Livescan Fingerprinting		1,055.00	446.54	608.46
5872	Special Education Fees	14,116.26	12,468.34		12,468.34
5884	Substitutes	40,000.00	42,000.00	41,735.00	265.00
5890	Other Services - Non-Instr	20,000.00	6,082.35	7,419.13	1,336.78-
5900	Communications	10,000.00	9,955.00	2,387.85	7,567.15
5910	Telephone		4,725.00	1,625.00	3,100.00
5920	Telecom & Internet	30,000.00	30,000.00	3,582.85	26,417.15
5930	Postage and Delivery	10,000.00	13,000.00	8,507.51	4,492.49
5940	Technology	26,934.00	29,934.00	18,305.50	11,628.50
5990	PY Services Adjustments			17,876.02-	17,876.02
	Total Services and Other Operating Expenditures	3,826,100.32	3,912,182.08	3,313,975.78	598,206.30
Capital Outlay					
6400	Equip (incl Computers) (Fixed)	44,000.00			
	Total Capital Outlay	44,000.00	.00	.00	.00
6600 - 6999					
6900	Depreciation	90,000.00	141,079.48	68,204.82	72,874.66
	Total 6600 - 6999	90,000.00	141,079.48	68,204.82	72,874.66
Transfers of Indirect/direct support costs					
7310	Indirect Costs		1,259.00		1,259.00
	Total Transfers of Indirect/direct support costs	.00	1,259.00	.00	1,259.00

	Total Year To Date Expenditures	9,307,706.39	9,274,100.05	8,581,318.30	692,781.75
Other Financing Sources					
8802	Donations - Private		2,500.00	22,500.00	20,000.00-
8803	Fundraising		72,400.00	56,097.70	16,302.30
	Total Other Financing Sources	.00	74,900.00	78,597.70	3,697.70-
	Total Year To Date Other Financing Sources	.00	74,900.00	78,597.70	3,697.70-

Fund Reconciliation

Assets					
9120	Cash in Banks		2,939,938.40	414,234.62-	2,525,703.78
9121	Facility Project-Bond			70,730.41	70,730.41
9122	Facility Project-Bond2			39,828.76	39,828.76
9150	Investments		161,922.55		161,922.55
9200	Accounts Receivable		1,273,139.23	369,083.15-	904,056.08
9295	Due To-From Bond Project Fund		438,338.05	438,338.05-	
9300	Due To-From MERF		19,843.80	19,843.80-	
9302	Due To-From MSA 2		1,310.49-	1,310.49	
9303	Due To-From MSA 3		6,532.00-	6,532.00	
9306	Due To-From MSA 6		2,500.00-	2,500.00	
9309	Due To-From MSA SA		75,554.11	75,554.11-	
9310	IO Loan Due From MERF		127,848.32	127,848.32-	
9311	Due To-From MSA SD		198,190.94	198,190.94-	
9330	Prepaid Expenses		2,058.89	2,058.89-	
9430	Buildings			2,587,032.79	2,587,032.79
9435	Accum Depreciation - Buildings			7,765.30-	7,765.30-
9440	Equipment		422,140.60		422,140.60
9445	Accum Depreciation - Equipment		361,701.12-	60,439.52-	422,140.64-
9450	Work in Progress		692,775.20	692,775.20-	
9452	WIP -Construction2			960,171.24	960,171.24
	Total Assets		5,979,706.48	1,261,973.79	7,241,680.27

Liabilities

9500	Accounts Payable		90,288.99	90,288.99-	
9505	Medical Benefits		9,718.15	9,718.15-	
9506	State Disability		592.78	577.35-	15.43
9507	Medicare		460.60	460.60-	
9511	Federal Tax		40.06	40.06-	
9512	State Tax		194.00-	194.00	
9513	OASDI		470.28-	470.28	
9521	Salary & Wages		67,108.56	163,468.10	230,576.66
9522	Credit Card Payable			36,439.42-	36,439.42-
9525	STRS		76,383.04-	84,343.66	7,960.62
9526	PERS		34,242.78-	18,191.88	16,050.90-
9531	SUI		275.28-	275.28	
9550	Prior Year AP		944,107.37	270,849.79-	673,257.58

9552	Use Tax Payable		2,120.65	1,911.59	4,032.24
9598	Paycom Suspense			622.96	622.96
Fund Reconciliation (continued)					
Liabilities (continued)					
9599	CMO Fee Payable		.10		.10
9610	IO Loan Due to MERF		101,215.23	348,537.75	449,752.98
9649	Paycheck Protection Program			789,701.00	789,701.00
9650	Deferred Revenue		13,461.65	13,461.65-	
Total Liabilities			1,117,548.76	985,880.49	2,103,429.25
Calculated Fund Balance			4,862,157.72	276,093.30	5,138,251.02
Beginning Fund Balance					
9791	Fund Balance		4,862,157.72		4,862,157.72
Beginning Fund Balance Proof			.00	276,093.30	276,093.30
Change in Fund Balance - Excess Revenues (Expenditures)				276,093.30	

Memo Only - Ending Fund Balance Accounts

		Adopted			
Other Designations					
9790	Undesignated Fund Balance	25,528.94		276,093.30	276,093.30
Revenues, Expenditures, and Changes in Fund Balance					
	A. Revenues	9,333,235.33	9,021,332.74	8,778,813.90	242,518.84
	B. Expenditures	9,307,706.39	9,274,100.05	8,581,318.30	692,781.75
	C. Subtotal (Revenue LESS Expense)	25,528.94	252,767.31-	197,495.60	450,262.91-
	D. Other Financing Sources and Uses				
	Sources		74,900.00	78,597.70	3,697.70-
	LESS Uses				
	E. Net Change in Fund Balance	25,528.94	177,867.31-	276,093.30	453,960.61-
	F. Fund Balance:				
	Beginning Balance (9791)			4,862,157.72	
	Audit Adjustments (9793)				
	Other Restatements (9795)				
	Adjusted Beginning Balance	.00	.00	4,862,157.72	
	G. Calculated Ending Balance	25,528.94	177,867.31-	5,138,251.02	
	*Components of Ending Fund Balance				
	Legally Restricted (9740)				
	Other Designations (9780)				
	Undesig/Unapprop (9790)	25,528.94	177,867.31-	276,093.30	
	Other				

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2019-20 Detail Report

Fund 62 - Operating Fund

Fiscal Year 2019/20

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance
Revenue Detail					
LCFF Revenue Sources					
8011	State Aid	3,274,679.83	3,033,444.38	3,138,969.00	105,524.62-
8012	EPA Entitlement	699,123.17	722,680.66	563,883.00	158,797.66
8019	Prior Year Adjustments			173,615.01-	173,615.01
8096	In-Lieu-Of Property Taxes	1,007,987.00	1,076,833.00	1,265,893.30	189,060.30-
Total LCFF Revenue Sources		4,981,790.00	4,832,958.04	4,795,130.29	37,827.75
Federal Revenue					
8181	SpEd Revenue	61,381.24	52,440.00	58,159.00	5,719.00-
8290	Other Federal Revenue	234,656.19	227,595.70	228,146.00	550.30-
8295	PY Revenue Adj			33,932.12-	33,932.12
Total Federal Revenue		296,037.43	280,035.70	252,372.88	27,662.82
Other State Revenues					
8311	SpEd Revenue	283,641.10	256,203.82	217,102.00	39,101.82
8550	Mandated Cost Reimbursements	12,312.00	12,019.00	12,019.00	
8560	State Lottery Revenue	89,818.00	91,494.00	103,910.92	12,416.92-
8590	All Other State Revenue		7,359.00	42,906.68	35,547.68-
Total Other State Revenues		385,771.10	367,075.82	375,938.60	8,862.78-
Other Local Revenue					
8600	Other Local Revenue	4,834.39	2,227.97		2,227.97
8695	PY Revenue Adjustment			67.00	67.00-
8699	Other Revenue	201,813.55		35,666.78	35,666.78-
Total Other Local Revenue		206,647.94	2,227.97	35,733.78	33,505.81-
Other Financing Sources					
8802	Donations - Private		2,500.00	2,500.00	
8803	Fundraising		35,728.10	34,265.24	1,462.86
Total Other Financing Sources		.00	38,228.10	36,765.24	1,462.86
Total Year To Date Other Financing Sources		.00	38,228.10	36,765.24	1,462.86
Total Year To Date Revenues		5,870,246.47	5,520,525.63	5,495,940.79	24,584.84
Expenditure Detail					
Certificated Salaries					
1100	Teacher Salaries	1,908,969.17	1,900,171.38	1,820,734.57	79,436.81
1300	Cert Administrators	370,360.00	393,410.00	388,519.60	4,890.40
Total Certificated Salaries		2,279,329.17	2,293,581.38	2,209,254.17	84,327.21
Classified Salaries					
2100	Instructional Aides	119,885.12	118,086.93	64,860.37	53,226.56

Object	Description	Adopted Budget	Revised Budget	Actual	Balance
2200	Classified Support	113,390.00	167,329.61	91,205.55	76,124.06
2400	Clerical & Technical Staff	317,728.97	293,666.97	332,547.86	38,880.89-
Expenditure Detail (continued)					
Total Classified Salaries		551,004.09	579,083.51	488,613.78	90,469.73
Employee Benefits					
3101	STRS - Certificated	377,594.85	375,903.36	346,198.18	29,705.18
3102	STRS - Classified		109.13	109.13	
3201	PERS - Certificated		10,000.00	10,741.24	741.24-
3202	PERS - Classified	110,200.82	107,691.69	88,800.41	18,891.28
3301	OASDI/Medicare - Certificated	17,000.00	24,400.00	31,743.15	7,343.15-
3302	OASDI/Medicare - Classified	40,000.00	35,000.00	36,134.58	1,134.58-
3401	Health & Welfare Benefits-Cert	450,000.00	434,706.12	316,696.05	118,010.07
3501	Unemployment Ins -Certificated	2,500.00	5,000.00	3,117.66	1,882.34
3601	Workers Comp - Certificated	30,000.00	28,000.00	23,565.59	4,434.41
3901	Other Benefits - Certificated	2,000.00	2,000.00		2,000.00
3990	PY Benefit Adjustments			26,792.47-	26,792.47
Total Employee Benefits		1,029,295.67	1,022,810.30	830,313.52	192,496.78
Books and Supplies					
4100	Textbooks & Core Curriculum	48,000.00	37,641.49	36,779.38	862.11
4200	Books & Other Reference Matls	3,000.00	2,760.00	751.41	2,008.59
4310	Instruct Materials & Supplies	8,000.00	27,081.15	21,268.53	5,812.62
4320	Office Supplies	9,000.00	13,359.00	9,835.78	3,523.22
4335	PE Supplies	5,000.00	3,000.00		3,000.00
4340	Educational Software	57,782.00	43,503.00	34,968.55	8,534.45
4345	Non Instruct Student Supplies	7,000.00	34,622.75	24,371.43	10,251.32
4350	Custodial Supplies	3,000.00	3,000.00	1,978.46	1,021.54
4400	Non-Cap Equipment - General		1,074.96	208.04	866.92
4410	Classroom Furniture &Equip <5k	7,000.00	9,600.00	5,663.07	3,936.93
4430	Office Furniture & Equip <\$5k	3,000.00	430.00	1,190.55	760.55-
4440	Computers (<\$5k)	30,000.00	19,300.00	3,411.14	15,888.86
4710	Food		500.00	1,414.76	914.76-
4720	Food : Other Food	9,000.00	10,043.63	5,599.50	4,444.13
4990	PY Materials Adjustments			125,277.94-	125,277.94
4999	Misc Expense (Suspense)			28,352.19-	28,352.19
Total Books and Supplies		189,782.00	205,915.98	6,189.53-	212,105.51
Services and Other Operating Expenditures					
5101	CMO Fees	811,212.82	779,850.82	779,851.12	.30-
5205	Conference Fees	5,000.00	5,000.00		5,000.00
5210	Travel-Mileage, Parking&Tolls	5,000.00	5,000.00	2,692.84	2,307.16
Services and Other Operating Expenditures (continued)					

5215	Travel - Conferences	5,000.00	2,000.00		2,000.00
5300	Dues & Memberships	6,000.00	6,000.00	5,450.00	550.00
5450	Other Insurance	24,000.00	24,000.00	28,137.42	4,137.42-
5500	Operations & Housekeeping	20,000.00	20,000.00	18,365.67	1,634.33
5610	Rent & Leases	145,000.00	130,000.00	129,999.96	.04
5620	Equipment Leases	20,000.00	20,700.00	21,210.71	510.71-
5630	Repairs & Maintenance-Building	20,000.00	20,000.00	12,089.17	7,910.83
5800	Professional Services	40,170.79	29,820.79	23,006.25	6,814.54
5810	Legal	20,000.00	33,200.00	23,398.08	9,801.92
5814	School Progs-Academic Competns	19,000.00	22,279.16	12,899.50	9,379.66
5819	School Programs - Other	33,000.00	41,985.25	23,842.38	18,142.87
5820	Audit & CPA	10,000.00	10,000.00	2,850.00	7,150.00
5835	Field Trips	42,000.00	24,409.45	9,438.44	14,971.01
5840	Marketing & Student Recruiting	10,000.00	10,000.00	9,954.07	45.93
5850	Oversight Fees	50,357.12	46,000.00	47,422.00	1,422.00-
5857	Payroll Fees	17,000.00	17,000.00	16,755.83	244.17
5860	Service Fees	1,500.00	1,500.00	473.99	1,026.01
5863	Professional Development	10,000.00	13,239.50	3,389.50	9,850.00
5864	Prof Dev-Other (tuition reimb)	59,000.00	42,022.50	26,218.53	15,803.97
5869	SpecEd Contract Instructors	75,000.00	63,018.52	50,347.74	12,670.78
5870	Livescan Fingerprinting		400.00	356.00	44.00
5872	Special Education Fees	13,800.89	3,391.13		3,391.13
5884	Substitutes	70,000.00	134,726.17	133,232.00	1,494.17
5890	Other Services - Non-Instr	21,045.00	10,000.00	6,774.00	3,226.00
5900	Communications		2,440.00	2,470.00	30.00-
5910	Telephone		3,000.00	2,817.30	182.70
5920	Telecom & Internet	28,000.00	7,570.00	6,804.83	765.17
5930	Postage and Delivery	6,000.00	10,000.00	3,571.11	6,428.89
5940	Technology	24,690.00	20,690.00	8,739.84	11,950.16
5990	PY Services Adjustments			81,675.18-	81,675.18
	Total Services and Other Operating Expenditures	1,611,776.62	1,559,243.29	1,330,883.10	228,360.19
Capital Outlay					
6400	Equip (incl Computers) (Fixed)	70,000.00			
	Total Capital Outlay	70,000.00	.00	.00	.00
6600 - 6999					
		Adopted Budget	Revised Budget	Actual	Balance
Expenditure Detail (continued)					
6600 - 6999 (continued)					
6900	Depreciation	70,000.00	69,266.41	59,060.70	10,205.71
	Total 6600 - 6999	70,000.00	69,266.41	59,060.70	10,205.71
	Total Year To Date Expenditures	5,801,187.55	5,729,900.87	4,911,935.74	817,965.13

		Adopted	Revised	
Fund Reconciliation				
Assets				
9120	Cash in Banks	1,158,184.10	1,130,163.61	2,288,347.71
9200	Accounts Receivable	576,219.97	39,531.52-	536,688.45
9300	Due To-From MERF	54,537.59	54,431.69-	105.90
9301	Due To-From MSA 1	1,015.49	1,015.49-	
9304	Due To-From MSA 4	531.34-	531.34	
9305	Due To-From MSA 5	62,617.93-	62,617.93	
9306	Due To-From MSA 6	7,664.76	7,664.76-	
9309	Due To-From MSA SA	2,419.98-	2,419.98	
9310	IO Loan Due From MERF	153,743.06	66,099.89-	87,643.17
9311	Due To-From MSA SD	2,419.98	2,419.98-	
9330	Prepaid Expenses	1,090.64	1,106.33	2,196.97
9430	Buildings	10,061.00		10,061.00
9440	Equipment	379,284.17	183,165.33	562,449.50
9445	Accum Depreciation - Equipment	364,182.36-	59,060.70-	423,243.06-
9450	Work in Progress	20,892.13	20,892.13-	
		Total Assets	1,935,361.28	1,128,888.36
				3,064,249.64
Liabilities				
9500	Accounts Payable	325,295.25	79,948.40-	245,346.85
9505	Medical Benefits	13,014.65	13,014.65-	
9507	Medicare	77.15	77.15-	
9510	Dental	700.00	700.00-	
9513	OASDI	329.84	329.84-	
9521	Salary & Wages	69,089.48	126,636.07	195,725.55
9522	Credit Card Payable		16,161.85-	16,161.85-
9525	STRS	60,500.97	10,077.12-	50,423.85
9526	PERS	3,486.49	7,293.54	10,780.03
9531	SUI	142.45	142.45-	
9550	Prior Year AP	388,594.72	48,459.89-	340,134.83
9552	Use Tax Payable	1,969.67	2,051.17	4,020.84
9560	Stale-Dated Employee Payables		1,152.54	1,152.54
9599	CMO Fee Payable	.42-	.42	
9610	IO Loan Due to MERF	44,258.08	44,258.08-	
9649	Paycheck Protection Program		632,270.00	632,270.00
9650	Deferred Revenue	11,351.00	11,351.00-	
		Total Liabilities	918,809.33	1,463,692.64
		Calculated Fund Balance	1,016,551.95	1,600,557.00
Beginning Fund Balance				
Beginning Fund Balance (continued)				
9791	Fund Balance	1,016,551.95		1,016,551.95

Beginning Fund Balance Proof	.00	584,005.05	584,005.05
Change in Fund Balance - Excess Revenues (Expenditures)		584,005.05	

Memo Only - Ending Fund Balance Accounts

		Adopted			
Other Designations					
9790	Undesignated Fund Balance	69,058.92		584,005.05	584,005.05
Revenues, Expenditures, and Changes in Fund Balance					
	A. Revenues	5,870,246.47	5,482,297.53	5,459,175.55	23,121.98
	B. Expenditures	5,801,187.55	5,729,900.87	4,911,935.74	817,965.13
	C. Subtotal (Revenue LESS Expense)	69,058.92	247,603.34-	547,239.81	794,843.15-
	D. Other Financing Sources and Uses				
	Sources		38,228.10	36,765.24	1,462.86
	LESS Uses				
	E. Net Change in Fund Balance	69,058.92	209,375.24-	584,005.05	793,380.29-
	F. Fund Balance:				
	Beginning Balance (9791)			1,016,551.95	
	Audit Adjustments (9793)				
	Other Restatements (9795)				
	Adjusted Beginning Balance	.00	.00	1,016,551.95	
	G. Calculated Ending Balance	69,058.92	209,375.24-	1,600,557.00	
	*Components of Ending Fund Balance				
	Legally Restricted (9740)				
	Other Designations (9780)				
	Undesig/Unapprop (9790)	69,058.92	209,375.24-	584,005.05	
	Other				

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2019-20 Detail Report

Fund 62 - Operating Fund

Fiscal Year 2019/20

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance
Revenue Detail					
LCFF Revenue Sources					
8011	State Aid	3,430,548.26	3,188,913.99	3,293,450.00	104,536.01-
8012	EPA Entitlement	762,193.74	804,030.01	632,833.00	171,197.01
8019	Prior Year Adjustments			200,742.90-	200,742.90
8096	In-Lieu-Of Property Taxes	1,106,507.00	1,206,317.00	1,415,179.00	208,862.00-
	Total LCFF Revenue Sources	5,299,249.00	5,199,261.00	5,140,719.10	58,541.90
Federal Revenue					
8181	SpEd Revenue	61,250.00	61,200.00	67,874.00	6,674.00-
8290	Other Federal Revenue	190,122.56	196,911.00	191,783.00	5,128.00
8295	PY Revenue Adj			4,951.00	4,951.00-
	Total Federal Revenue	251,372.56	258,111.00	264,608.00	6,497.00-
Other State Revenues					
8311	SpEd Revenue	257,250.00	247,191.12	242,267.00	4,924.12
8550	Mandated Cost Reimbursements	13,490.00	14,490.00	14,490.00	
8560	State Lottery Revenue	95,397.00	102,465.42	129,799.83	27,334.41-
8590	All Other State Revenue	113,234.00	194,339.79	193,332.40	1,007.39
	Total Other State Revenues	479,371.00	558,486.33	579,889.23	21,402.90-
Other Local Revenue					
8690	PY Revenue Adjustments			9,509.46	9,509.46-
8695	PY Revenue Adjustment			52,344.96-	52,344.96
8699	Other Revenue	36,128.93	1,024.73		1,024.73
	Total Other Local Revenue	36,128.93	1,024.73	42,835.50-	43,860.23
Other Financing Sources					
8803	Fundraising		53,471.90	36,424.31	17,047.59
	Total Other Financing Sources	.00	53,471.90	36,424.31	17,047.59
	Total Year To Date Revenues	6,066,121.49	6,070,354.96	5,978,805.14	91,549.82
Expenditure Detail					
Certificated Salaries					
1100	Teacher Salaries	1,854,886.70	1,655,010.43	1,655,785.25	774.82-
1300	Cert Administrators	354,936.00	450,622.39	450,114.36	508.03
	Total Certificated Salaries	2,209,822.70	2,105,632.82	2,105,899.61	266.79-
Classified Salaries					

2100	Instructional Aides		405,110.09	379,832.01	25,278.08
2200	Classified Support		145,752.57	217,890.47	72,137.90-
2400	Clerical & Technical Staff	174,311.49	174,311.49	197,144.53	22,833.04-
Classified Salaries (continued)					
2900	Other Classified Staff	442,552.09			
Total Classified Salaries		616,863.58	725,174.15	794,867.01	69,692.86-
Employee Benefits					
3101	STRS - Certificated	364,450.30	352,954.35	332,840.69	20,113.66
3102	STRS - Classified			753.26	753.26-
3201	PERS - Certificated		10,000.00	12,777.74	2,777.74-
3202	PERS - Classified	127,690.77	141,934.98	133,190.76	8,744.22
3301	OASDI/Medicare - Certificated	30,903.68	31,440.30	34,615.81	3,175.51-
3302	OASDI/Medicare - Classified	47,190.07	51,892.39	59,798.76	7,906.37-
3401	Health & Welfare Benefits-Cert	420,000.00	366,051.39	319,718.58	46,332.81
3402	Health & Welfare Benefits-Class		15,000.00	8,000.00	7,000.00
3501	Unemployment Ins -Certificated	1,346.41	4,446.41	3,969.99	476.42
3502	Unemployment Ins - Classified	75.67	75.67		75.67
3601	Workers Comp - Certificated	17,937.08	25,402.08	24,352.22	1,049.86
3901	Other Benefits - Certificated		20.12	14.01	6.11
3902	Other Benefits - Classified	30,000.00	10.00	7.00	3.00
Total Employee Benefits		1,039,593.98	999,227.69	930,038.82	69,188.87
Books and Supplies					
4100	Textbooks & Core Curriculum	30,000.00	56,000.00	55,822.31	177.69
4200	Books & Other Reference Matls	4,000.00	4,000.00	3,404.36	595.64
4310	Instruct Materials & Supplies	27,082.55	68,912.49	46,307.38	22,605.11
4315	Other Supplies		761.39	493.89	267.50
4320	Office Supplies	11,000.00	14,509.00	12,931.73	1,577.27
4325	Prof Dev Materials & Supplies	500.00	500.00	108.24	391.76
4326	Arts & Music Supplies	1,500.00	1,500.00		1,500.00
4335	PE Supplies	2,000.00	2,000.00	1,716.36	283.64
4340	Educational Software	48,060.00	52,584.86	45,201.26	7,383.60
4345	Non Instruct Student Supplies	7,000.00	17,191.30	17,261.31	70.01-
4346	Teacher Supplies	1,000.00	1,000.00	966.15	33.85
4350	Custodial Supplies	300.00	300.00	226.63	73.37
4390	Uniforms	500.00	500.00		500.00
4430	Office Furniture & Equip <\$5k	8,120.00	5,620.00	3,786.88	1,833.12
4440	Computers (<\$5k)	7,400.00	13,029.00	9,076.64	3,952.36
4710	Food			5,169.08	5,169.08-
4720	Food : Other Food	6,640.00	8,678.72	6,868.96	1,809.76
Books and Supplies (continued)					
4990	PY Materials Adjustments			12,215.06	12,215.06-
4999	Misc Expense (Suspense)			43,834.83-	43,834.83

	Total Books and Supplies	155,102.55	247,086.76	177,721.41	69,365.35
Services and Other Operating Expenditures					
5101	CMO Fees	895,131.82	860,525.82	860,526.06	.24-
5210	Travel-Mileage, Parking&Tolls	2,244.00	2,244.00		2,244.00
5220	Travel & Lodging	1,500.00	1,500.00	1,011.00-	2,511.00
5300	Dues & Memberships	10,300.00	8,800.00	6,623.54	2,176.46
5450	Other Insurance	27,808.00	27,808.00	27,797.23	10.77
5500	Operations & Housekeeping	5,150.00	2,150.00	1,253.34	896.66
5610	Rent & Leases	255,000.00	541,012.75	522,800.97	18,211.78
5620	Equipment Leases	16,068.00	17,068.00	16,593.16	474.84
5630	Repairs & Maintenance-Building	3,000.00	3,000.00		3,000.00
5800	Professional Services	70,618.53	63,411.53	48,539.56	14,871.97
5810	Legal	50,000.00	98,830.24	103,759.84	4,929.60-
5813	School Programs-After School	113,234.00	36,149.23	36,149.23	
5814	School Progs-Academic Competns	5,000.00	5,000.00	385.65	4,614.35
5819	School Programs - Other	35,304.65	64,688.75	37,813.42	26,875.33
5820	Audit & CPA	10,313.01	10,313.01	2,850.00	7,463.01
5835	Field Trips	34,987.00	22,922.00	8,724.41	14,197.59
5840	Marketing & Student Recruiting	10,000.00	12,500.00	9,327.95	3,172.05
5850	Oversight Fees	53,481.39	53,481.39	51,317.24	2,164.15
5857	Payroll Fees	25,714.00	25,714.00	19,851.75	5,862.25
5860	Service Fees	515.00	515.00	844.42	329.42-
5863	Professional Development	6,500.00	42,850.69	19,861.50	22,989.19
5864	Prof Dev-Other (tuition reimb)	19,927.68	19,353.50	12,000.00	7,353.50
5869	SpecEd Contract Instructors	98,800.00	161,605.12	132,781.30	28,823.82
5870	Livescan Fingerprinting		500.00	63.00	437.00
5872	Special Education Fees	12,740.00			
5875	Staff Recruiting	309.00	309.00		309.00
5884	Substitutes	55,378.00	281,251.50	248,546.50	32,705.00
5890	Other Services - Non-Instr	13,389.60	13,389.60	6,744.00	6,645.60
5900	Communications	9,962.16	9,362.16	3,017.16	6,345.00
5910	Telephone		3,525.00	4,742.30	1,217.30-
5920	Telecom & Internet	36,000.00	36,000.00	31,681.80	4,318.20
5930	Postage and Delivery	6,895.85	6,895.85	3,784.39	3,111.46
Services and Other Operating Expenditures (continued)					
5940	Technology	25,324.73	26,329.06	12,936.50	13,392.56
5990	PY Services Adjustments			13,662.94-	13,662.94
	Total Services and Other Operating Expenditures	1,910,596.42	2,459,005.20	2,216,642.28	242,362.92
6600 - 6999					
6900	Depreciation	67,676.81	6,248.57	6,439.50	190.93-
	Total 6600 - 6999	67,676.81	6,248.57	6,439.50	190.93-
	Total Year To Date Expenditures	5,999,656.04	6,542,375.19	6,231,608.63	310,766.56

Other Financing Sources

8803	Fundraising		53,471.90	36,424.31	17,047.59
	Total Other Financing Sources	.00	53,471.90	36,424.31	17,047.59
	Total Year To Date Other Financing Sources	.00	53,471.90	36,424.31	17,047.59

Fund Reconciliation

Assets					
9120	Cash in Banks		991,715.92	401,628.42	1,393,344.34
9200	Accounts Receivable		777,694.39	215,720.96-	561,973.43
9300	Due To-From MERF		251.13-	251.13	
9301	Due To-From MSA 1		6,532.00	6,532.00-	
9302	Due To-From MSA 2			332.51	332.51
9308	Due To-From MSA 8		318.00-	318.00	
9309	Due To-From MSA SA		2,182.09-	2,182.09	
9310	IO Loan Due From MERF		2,905.68	3,894.32	6,800.00
9311	Due To-From MSA SD		71.78	71.78-	
9330	Prepaid Expenses		612.56	220.77	833.33
9440	Equipment		250,814.07	32,883.84	283,697.91
9445	Accum Depreciation - Equipment		245,202.71-	6,439.50-	251,642.21-
9450	Work in Progress		16,613.34	16,613.34-	
	Total Assets		1,799,005.81	196,333.50	1,995,339.31
Liabilities					
9500	Accounts Payable		270,195.34	243,006.50-	27,188.84
9505	Medical Benefits		2,412.10	2,412.10-	
9507	Medicare		72.46	72.46-	
9513	OASDI		309.77	309.77-	
9521	Salary & Wages		109,306.15	107,475.84	216,781.99
9522	Credit Card Payable			50,393.33-	50,393.33-
9523	Child Support		693.52		693.52
9525	STRS		25,174.06	6,965.87-	18,208.19
9526	PERS		26,029.85	18,413.39	44,443.24
9531	SUI		382.87		382.87
9550	Prior Year AP		295,249.62	17,995.40	313,245.02
9552	Use Tax Payable		1,098.24	1,070.50	2,168.74
9598	Paycom Suspense			818.25	818.25
9599	CMO Fee Payable		.02	.02-	
9610	IO Loan Due to MERF		9,705.00	9,705.00-	
9649	Paycheck Protection Program			627,597.00	627,597.00
9650	Deferred Revenue		11,368.34	11,368.34-	
	Total Liabilities		751,997.34	449,136.99	1,201,134.33
	Calculated Fund Balance		1,047,008.47	252,803.49-	794,204.98
Beginning Fund Balance					
9791	Fund Balance		1,047,008.47		1,047,008.47
	Beginning Fund Balance Proof		.00	252,803.49-	252,803.49-

Change in Fund Balance - Excess Revenues (Expenditures)**(252,803.49)****Memo Only - Ending Fund Balance Accounts**

		Adopted			
Other Designations					
9790	Undesignated Fund Balance	66,465.45		252,803.49-	252,803.49-
Revenues, Expenditures, and Changes in Fund Balance					
	A. Revenues	6,066,121.49	6,016,883.06	5,942,380.83	74,502.23
	B. Expenditures	5,999,656.04	6,542,375.19	6,231,608.63	310,766.56
	C. Subtotal (Revenue LESS Expense)	66,465.45	525,492.13-	289,227.80-	236,264.33-
	D. Other Financing Sources and Uses				
	Sources		53,471.90	36,424.31	17,047.59
	LESS Uses				
	E. Net Change in Fund Balance	66,465.45	472,020.23-	252,803.49-	219,216.74-
	F. Fund Balance:				
	Beginning Balance (9791)			1,047,008.47	
	Audit Adjustments (9793)				
	Other Restatements (9795)				
	Adjusted Beginning Balance	.00	.00	1,047,008.47	
	G. Calculated Ending Balance	66,465.45	472,020.23-	794,204.98	
	*Components of Ending Fund Balance				
	Legally Restricted (9740)				
	Other Designations (9780)				
	Undesig/Unapprop (9790)	66,465.45	472,020.23-	252,803.49-	
	Other				

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2019-20 Detail Report

Fund 62 - Operating Fund

Fiscal Year 2019/20

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance
Revenue Detail					
LCFF Revenue Sources					
8011	State Aid	1,210,871.96	905,525.31	932,143.00	26,617.69-
8012	EPA Entitlement	261,270.04	217,516.69	171,613.00	45,903.69
8019	Prior Year Adjustments			55,523.30-	55,523.30
8096	In-Lieu-Of Property Taxes	364,257.00	313,408.00	371,370.84	57,962.84-
Total LCFF Revenue Sources		1,836,399.00	1,436,450.00	1,419,603.54	16,846.46
Federal Revenue					
8181	SpEd Revenue	34,918.40	27,689.94	25,157.00	2,532.94
8290	Other Federal Revenue	73,999.94	78,422.99	74,882.94	3,540.05
8295	PY Revenue Adj			3,648.06	3,648.06-
Total Federal Revenue		108,918.34	106,112.93	103,688.00	2,424.93
Other State Revenues					
8311	SpEd Revenue	103,577.76	82,136.13	82,403.10	266.97-
8550	Mandated Cost Reimbursements	6,912.00	6,440.00	6,440.00	
8560	State Lottery Revenue	37,048.00	27,063.83	32,204.02	5,140.19-
8590	All Other State Revenue		2,140.00	2,140.00	
Total Other State Revenues		147,537.76	117,779.96	123,187.12	5,407.16-
Other Local Revenue					
8690	PY Revenue Adjustments			3,591.28	3,591.28-
8695	PY Revenue Adjustment			110,361.25-	110,361.25
8699	Other Revenue	113,837.16		547.50	547.50-
Total Other Local Revenue		113,837.16	.00	106,222.47-	106,222.47
Other Financing Sources					
8803	Fundraising		15,769.80	6,586.00	9,183.80
Total Other Financing Sources		.00	15,769.80	6,586.00	9,183.80
Contributions					
8980	Other Resources		9,274.10		9,274.10
Total Contributions		.00	9,274.10	.00	9,274.10
Total Year To Date Other Financing Sources		.00	25,043.90	6,586.00	18,457.90
Total Year To Date Revenues		2,206,692.26	1,685,386.79	1,546,842.19	138,544.60

Expenditure Detail**Certificated Salaries**

1100	Teacher Salaries	709,978.14	713,114.00	699,125.50	13,988.50
1300	Cert Administrators	193,494.00	206,761.02	192,136.58	14,624.44

Total Certificated Salaries	903,472.14	919,875.02	891,262.08	28,612.94
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Classified Salaries

2200	Classified Support		29,000.00	12,652.00	16,348.00
2400	Clerical & Technical Staff	77,704.03	51,458.03	55,127.44	3,669.41-

Classified Salaries (continued)

2900	Other Classified Staff	51,388.80			
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Total Classified Salaries	129,092.83	134,740.25	155,659.54	20,919.29-
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Employee Benefits

3101	STRS - Certificated	153,486.52	153,486.52	147,131.06	6,355.46
3102	STRS - Classified		8,100.04	15,562.44	7,462.40-
3202	PERS - Classified	26,722.22	27,272.12	21,558.95	5,713.17
3301	OASDI/Medicare - Certificated	17,059.21	15,198.99	14,612.43	586.56
3302	OASDI/Medicare - Classified	9,875.61	12,446.93	16,050.50	3,603.57-
3401	Health & Welfare Benefits-Cert	168,000.00	143,000.00	130,713.03	12,286.97
3402	Health & Welfare Benefits-Class		5,000.00	3,000.00	2,000.00
3501	Unemployment Ins -Certificated	448.80	448.80	2,234.78	1,785.98-
3601	Workers Comp - Certificated	8,750.00	9,768.00	10,107.03	339.03-
3901	Other Benefits - Certificated	19,500.00			
3990	PY Benefit Adjustments			10,646.32-	10,646.32

Total Employee Benefits	403,906.91	374,785.95	350,323.90	24,462.05
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Books and Supplies

4100	Textbooks & Core Curriculum		5,488.85	2,833.30	2,655.55
4310	Instruct Materials & Supplies	10,744.43	26,980.53	8,135.98	18,844.55
4315	Other Supplies		269.60	269.60	
4320	Office Supplies	11,000.00	16,218.98	6,539.87	9,679.11
4340	Educational Software	35,792.50	15,574.15	6,692.00	8,882.15
4345	Non Instruct Student Supplies		8,280.64	7,883.44	397.20
4351	Yearbook		2,058.70	867.00	1,191.70
4410	Classroom Furniture & Equip <5k		1,800.00	1,795.80	4.20
4440	Computers (<\$5k)	11,124.75			
4710	Food			797.16	797.16-
4720	Food : Other Food	2,000.00	2,000.00	571.91	1,428.09
4990	PY Materials Adjustments			13,225.69	13,225.69-
4999	Misc Expense (Suspense)			1,862.00	1,862.00-

Total Books and Supplies		70,661.68	78,671.45	51,473.75	27,197.70
Services and Other Operating Expenditures					
5101	CMO Fees	67,134.82	37,647.82	37,647.49	.33
5215	Travel - Conferences	2,500.00	1,500.00		1,500.00
5300	Dues & Memberships	5,000.00	5,000.00	4,587.00	413.00
Services and Other Operating Expenditures (continued)					
5450	Other Insurance	12,000.00	10,982.00	10,084.17	897.83
5500	Operations & Housekeeping	800.00	800.00	185.95-	985.95
5610	Rent & Leases	133,000.00	362,862.07	383,744.81	20,882.74-
5620	Equipment Leases	22,133.67	22,133.67	8,926.49	13,207.18
5630	Repairs & Maintenance-Building	7,000.00	7,000.00		7,000.00
5800	Professional Services	56,329.00	38,308.12	15,541.57	22,766.55
5810	Legal	15,000.00	15,000.00	7,586.07	7,413.93
5813	School Programs-After School	1,000.00	1,000.00		1,000.00
5814	School Progs-Academic Competns	5,000.00	5,000.00	376.00	4,624.00
5820	Audit & CPA	10,850.00	10,850.00	1,350.00	9,500.00
5835	Field Trips	5,000.00	5,407.55	1,513.73	3,893.82
5836	Field Trip Transport	63,860.00	68,860.00	50,808.76	18,051.24
5850	Oversight Fees	19,449.04	19,449.04	14,358.01	5,091.03
5860	Service Fees	546.36	546.36	243.75	302.61
5863	Professional Development	4,538.60	4,538.60	1,447.50	3,091.10
5864	Prof Dev-Other (tuition reimb)	8,132.19	8,084.81	6,110.00	1,974.81
5869	SpecEd Contract Instructors	77,523.00	54,901.91	36,221.34	18,680.57
5872	Special Education Fees	27,699.23	27,699.23	19,658.00	8,041.23
5884	Substitutes	34,704.50	35,919.50	35,919.50	
5890	Other Services - Non-Instr	7,004.00	7,004.00	5,072.00	1,932.00
5910	Telephone		721.02	80.00	641.02
5930	Postage and Delivery	2,713.00	2,713.00	1,197.39	1,515.61
5940	Technology	24,300.00	16,835.00	9,085.70	7,749.30
Total Services and Other Operating Expenditures		656,257.74	834,255.03	690,542.02	143,713.01
6600 - 6999					
6900	Depreciation	19,311.56	2,334.82	16,838.12	14,503.30-
Total 6600 - 6999		19,311.56	2,334.82	16,838.12	14,503.30-
Total Year To Date Expenditures		2,182,702.86	2,344,662.52	2,156,099.41	188,563.11

Fund Reconciliation

Assets					
9120	Cash in Banks		1,475,263.12	158,156.99-	1,317,106.13

9200	Accounts Receivable	290,220.50	181,336.17-	108,884.33
9300	Due To-From MERF	37.95	37.95-	
9302	Due To-From MSA 2	531.34	531.34-	
9305	Due To-From MSA 5	42,807.85	42,807.86-	.01-
9309	Due To-From MSA SA	2,953.99-	2,953.99	
9310	IO Loan Due From MERF	2,882.00	2,881.85-	.15
9311	Due To-From MSA SD	2,953.99	2,953.99-	
9330	Prepaid Expenses	377.06	380.52	757.58
9440	Equipment	164,669.63	42,008.22	206,677.85
9445	Accum Depreciation - Equipment	147,493.18-	16,838.12-	164,331.30-
9450	Work in Progress	13,626.05	13,626.05-	

Total Assets	1,842,922.32	373,827.59-	1,469,094.73
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Liabilities

9500	Accounts Payable	270,621.25	240,327.52-	30,293.73
9506	State Disability		920.68	920.68
9510	Dental	3,804.60	3,804.60-	
9511	Federal Tax		1,201.58	1,201.58
9512	State Tax		2,554.75	2,554.75
9513	OASDI		270.56	270.56
9525	STRS	16,783.87	5,017.71	21,801.58
9526	PERS	1,015.25	864.73	1,879.98
9531	SUI	109.79		109.79
9550	Prior Year AP	205,489.17	211,174.36	416,663.53
9552	Use Tax Payable	1,009.14	75.44	1,084.58
9560	Stale-Dated Employee Payables	2,530.90-		2,530.90-
9570	Stale-Dated Vendor Payables	125.00		125.00
9598	Paycom Suspense	4,097.53-	1,214.81-	5,312.34-
9610	IO Loan Due to MERF	66.00	66.00-	
9649	Paycheck Protection Program		229,930.00	229,930.00
9650	Deferred Revenue	1,136.00	1,136.00-	

Total Liabilities	520,194.36	235,429.63	755,623.99
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Calculated Fund Balance	1,322,727.96	609,257.22-	713,470.74
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Beginning Fund Balance

Beginning Fund Balance Proof		609,257.22-	609,257.22-
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Change in Fund Balance - Excess Revenues (Expenditures)**(609,257.22)****Memo Only - Ending Fund Balance Accounts**

Adopted

Other Designations

9790	Undesignated Fund Balance	23,989.40		609,257.22-	609,257.22-
Revenues, Expenditures, and Changes in Fund Balance					
	A. Revenues	2,206,692.26	1,660,342.89	1,540,256.19	120,086.70
	B. Expenditures	2,182,702.86	2,344,662.52	2,156,099.41	188,563.11
	C. Subtotal (Revenue LESS Expense)	23,989.40	684,319.63-	615,843.22-	68,476.41-
	D. Other Financing Sources and Uses				
	Sources		25,043.90	6,586.00	18,457.90
	LESS Uses				
	E. Net Change in Fund Balance	23,989.40	659,275.73-	609,257.22-	50,018.51-
	F. Fund Balance:				
	Beginning Balance (9791)			1,322,727.96	
	Audit Adjustments (9793)				
	Other Restatements (9795)				
	Adjusted Beginning Balance	.00	.00	1,322,727.96	
	G. Calculated Ending Balance	23,989.40	659,275.73-	713,470.74	
	*Components of Ending Fund Balance				
	Legally Restricted (9740)				
	Other Designations (9780)				
	Undesig/Unapprop (9790)	23,989.40	659,275.73-	609,257.22-	
	Other				

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2019-20 Detail Report

Fund 62 - Operating Fund

Fiscal Year 2019/20

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance
Revenue Detail					
LCFF Revenue Sources					
8011	State Aid	2,110,495.00	1,986,446.00	2,032,396.00	45,950.00-
8012	EPA Entitlement	46,916.00	403,694.00	357,792.00	45,902.00
8019	Prior Year Adjustments			148,507.94-	148,507.94
8096	In-Lieu-Of Property Taxes	540,601.00	684,309.00	802,093.53	117,784.53-
Total LCFF Revenue Sources		2,698,012.00	3,074,449.00	3,043,773.59	30,675.41
Federal Revenue					
8181	SpEd Revenue	28,750.00	29,760.00	33,005.00	3,245.00-
8290	Other Federal Revenue	123,681.73	117,403.00	107,972.00	9,431.00
8295	PY Revenue Adj			7,136.00	7,136.00-
Total Federal Revenue		152,431.73	147,163.00	148,113.00	950.00-
Other State Revenues					
8311	SpEd Revenue	121,249.00	140,223.91	140,451.00	227.09-
8550	Mandated Cost Reimbursements	4,033.51	5,956.51	5,957.00	.49-
8560	State Lottery Revenue	52,654.00	58,166.94	73,346.13	15,179.19-
8590	All Other State Revenue	35,315.39	76,946.39	76,540.06	406.33
Total Other State Revenues		213,251.90	281,293.75	296,294.19	15,000.44-
Other Local Revenue					
8690	PY Revenue Adjustments			62,617.93	62,617.93-
8695	PY Revenue Adjustment			79,287.93-	79,287.93
8699	Other Revenue	71,866.78		2,000.00	2,000.00-
Total Other Local Revenue		71,866.78	.00	14,670.00-	14,670.00
Other Financing Sources					
8803	Fundraising		3,243.81	6,242.98	2,999.17-
Total Other Financing Sources		.00	3,243.81	6,242.98	2,999.17-
Contributions					
8999	Misc Revenue (Suspense)			119.00	119.00-
Total Contributions		.00	.00	119.00	119.00-
Total Year To Date Revenues		3,135,562.41	3,506,149.56	3,479,872.76	26,276.80
Expenditure Detail					
Certificated Salaries					
1100	Teacher Salaries	1,045,365.60	1,089,183.20	1,039,785.68	49,397.52
1300	Cert Administrators	200,432.00	219,091.00	224,581.46	5,490.46-

		Total Certificated Salaries	1,245,797.60	1,308,274.20	1,264,367.14	43,907.06
Classified Salaries						
2100	Instructional Aides			155,267.36	154,555.48	711.88
2200	Classified Support			3,273.00	3,273.00	
2400	Clerical & Technical Staff	136,129.02	106,917.02	126,647.54	19,730.52-	
Classified Salaries (continued)						
2900	Other Classified Staff	158,827.22				
Total Classified Salaries		294,956.24	265,457.38	284,476.02	19,018.64-	
Employee Benefits						
3101	STRS - Certificated	208,465.11	213,241.46	206,575.74	6,665.72	
3102	STRS - Classified			1,125.36	1,125.36-	
3202	PERS - Classified	61,055.94	71,969.84	54,072.77	17,897.07	
3301	OASDI/Medicare - Certificated	22,502.70	22,502.70	18,309.41	4,193.29	
3302	OASDI/Medicare - Classified	22,564.15	25,354.07	22,456.94	2,897.13	
3401	Health & Welfare Benefits-Cert	249,286.84	211,286.84	196,911.70	14,375.14	
3402	Health & Welfare Benefits-Class		12,000.00	6,000.00	6,000.00	
3501	Unemployment Ins -Certificated	677.61	677.61	864.46	186.85-	
3502	Unemployment Ins - Classified	79.41	79.41		79.41	
3601	Workers Comp - Certificated	15,000.00	15,000.00	12,507.02	2,492.98	
3901	Other Benefits - Certificated	27,000.00				
3902	Other Benefits - Classified		6.55	14.00	7.45-	
3990	PY Benefit Adjustments			3,007.11-	3,007.11	
Total Employee Benefits		606,631.76	572,118.48	515,830.29	56,288.19	
Books and Supplies						
4100	Textbooks & Core Curriculum	25,000.00	57,000.00	56,081.28	918.72	
4200	Books & Other Reference Matls	3,000.00	3,000.00	1,250.29	1,749.71	
4310	Instruct Materials & Supplies	9,942.00	25,367.56	3,285.55	22,082.01	
4315	Other Supplies	1,197.78	723.75	723.75		
4320	Office Supplies	10,000.00	13,646.06	11,672.54	1,973.52	
4340	Educational Software	21,138.00	33,713.06	31,728.95	1,984.11	
4345	Non Instruct Student Supplies	2,000.00	12,969.20	9,644.30	3,324.90	
4350	Custodial Supplies	1,000.00	1,000.00		1,000.00	
4400	Non-Cap Equipment - General	1,329.26	9,829.26		9,829.26	
4410	Classroom Furniture & Equip <5k	2,000.00	2,000.00	95.02	1,904.98	
4430	Office Furniture & Equip <\$5k	1,000.00	1,000.00		1,000.00	
4440	Computers (<\$5k)			75.00-	75.00	
4710	Food	85,000.00	85,000.00	73,099.22	11,900.78	
4720	Food : Other Food	3,000.00	4,450.06	2,130.24	2,319.82	
4990	PY Materials Adjustments			7,625.05-	7,625.05	
4999	Misc Expense (Suspense)			7,661.12-	7,661.12	
Total Books and Supplies		165,607.04	249,698.95	174,349.97	75,348.98	
Services and Other Operating Expenditures						

5101	CMO Fees	167,836.82	430,262.82	430,263.47	.65-
5205	Conference Fees	2,000.00	2,000.00		2,000.00
5210	Travel-Mileage, Parking&Tolls		443.00	914.00	471.00-
5215	Travel - Conferences	1,000.00	1,000.00		1,000.00
5220	Travel & Lodging			49.19	49.19-
5300	Dues & Memberships	5,000.00	6,190.00	5,362.00	828.00
5450	Other Insurance	10,000.00	10,000.00	9,595.06	404.94
5500	Operations & Housekeeping	600.00	600.00		600.00
5610	Rent & Leases	186,446.00	248,596.65	248,596.65	
5620	Equipment Leases	10,000.00	10,000.00	9,265.19	734.81
5800	Professional Services	28,287.00	34,787.00	30,993.13	3,793.87
5810	Legal	5,000.00	9,612.50	2,675.00	6,937.50
5813	School Programs-After School	35,315.39	35,315.39	32,094.80	3,220.59
5814	School Progs-Academic Competns	2,000.00	2,000.00		2,000.00
5819	School Programs - Other	3,600.00	2,660.00	415.52	2,244.48
5820	Audit & CPA	8,334.00	8,334.00	1,350.00	6,984.00
5835	Field Trips	5,000.00	10,400.00	9,104.26	1,295.74
5840	Marketing & Student Recruiting	2,000.00	9,000.00	197.05	8,802.95
5850	Oversight Fees	26,062.57	26,062.57	30,395.17	4,332.60-
5857	Payroll Fees	10,038.00	13,551.60	12,750.28	801.32
5860	Service Fees	2,000.00	2,000.00	276.32	1,723.68
5861	PriorYear Expenses-not accrued	10,000.00	10,000.00		10,000.00
5863	Professional Development	9,723.00	6,635.31	1,870.50	4,764.81
5864	Prof Dev-Other (tuition reimb)		16,661.00	4,879.15	11,781.85
5869	SpecEd Contract Instructors	45,000.00	22,716.50	27,439.97	4,723.47-
5872	Special Education Fees	5,999.96	5,999.96	143.17	5,856.79
5884	Substitutes	25,000.00	64,100.00	65,560.00	1,460.00-
5890	Other Services - Non-Instr	4,875.00	4,875.00	6,478.34	1,603.34-
5900	Communications	30,000.00	30,000.00	1,323.58	28,676.42
5910	Telephone		1,425.00	1,880.00	455.00-
5920	Telecom & Internet	30,000.00	25,340.00	7,191.49	18,148.51
5930	Postage and Delivery	3,000.00	3,000.00	2,914.41	85.59
5940	Technology	24,300.00	32,924.76	5,961.93	26,962.83
5990	PY Services Adjustments			19,380.59-	19,380.59
	Total Services and Other Operating Expenditures	698,417.74	1,086,493.06	930,559.04	155,934.02
6600 - 6999					
6900	Depreciation	17,579.32	17,579.32	24,734.46	7,155.14-
	Total 6600 - 6999	17,579.32	17,579.32	24,734.46	7,155.14-
	Total Year To Date Expenditures	3,028,989.70	3,499,621.39	3,194,316.92	305,304.47

Fund Reconciliation**Assets**

9120	Cash in Banks	1,987,156.42	508,479.09-	1,478,677.33
9200	Accounts Receivable	337,072.17	54,400.04	391,472.21
9300	Due To-From MERF	3,756.96-	3,756.96	
9302	Due To-From MSA 2	62,617.93	62,617.93-	
9304	Due To-From MSA 4	42,807.86-	42,807.86	
9309	Due To-From MSA SA	5,233.30-	5,233.30	
9310	IO Loan Due From MERF	2,806.00	985,534.99	988,340.99
9311	Due To-From MSA SD	12,600.64-	12,600.94	.30
9330	Prepaid Expenses		1,666.67	1,666.67
9440	Equipment	191,681.61	33,856.90	225,538.51
9445	Accum Depreciation - Equipment	141,155.45-	24,734.46-	165,889.91-
9450	Work in Progress	13,836.13	13,836.13-	
	Total Assets	2,389,616.05	530,190.05	2,919,806.10
Liabilities				
9500	Accounts Payable	243,196.11	243,657.51-	461.40-
9505	Medical Benefits	3,007.11	3,007.11-	
9507	Medicare	6.58		6.58
9511	Federal Tax	105.09		105.09
9513	OASDI	28.14		28.14
9521	Salary & Wages	45,878.12	85,831.37	131,709.49
9522	Credit Card Payable		9,691.12-	9,691.12-
9525	STRS	31,050.51	130.16	31,180.67
9526	PERS	5,442.20	8,362.96	13,805.16
9531	SUI	144.10		144.10
9550	Prior Year AP	166,668.43	167,337.33	334,005.76
9552	Use Tax Payable	522.16	227.14	749.30
9560	Stale-Dated Employee Payables	331.57-		331.57-
9570	Stale-Dated Vendor Payables	1,008.00		1,008.00
9599	CMO Fee Payable	.03	.03-	
9610	IO Loan Due to MERF	105,793.98	105,793.98-	
9649	Paycheck Protection Program		349,985.00	349,985.00
9650	Deferred Revenue	5,090.00	1,448.43	6,538.43
	Total Liabilities	607,608.99	251,172.64	858,781.63
	Calculated Fund Balance	1,782,007.06	279,017.41	2,061,024.47
Beginning Fund Balance				
9791	Fund Balance	1,782,007.06		1,782,007.06
	Beginning Fund Balance Proof	.00	279,017.41	279,017.41
	Change in Fund Balance - Excess Revenues (Expenditures)		285,555.84	Diff #####

Memo Only - Ending Fund Balance Accounts

Adopted

Other Designations

9790	Undesignated Fund Balance	106,572.71	279,017.41	279,017.41
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Revenues, Expenditures, and Changes in Fund Balance

A. Revenues	3,135,562.41	3,502,905.75	3,473,510.78	29,394.97
B. Expenditures	3,028,989.70	3,499,621.39	3,194,316.92	305,304.47
C. Subtotal (Revenue LESS Expense)	106,572.71	3,284.36	279,193.86	275,909.50-
D. Other Financing Sources and Uses				
Sources		3,243.81	6,361.98	3,118.17-
LESS Uses				
E. Net Change in Fund Balance	106,572.71	6,528.17	285,555.84	279,027.67-
F. Fund Balance:				
Beginning Balance (9791)			1,782,007.06	
Audit Adjustments (9793)				
Other Restatements (9795)				
Adjusted Beginning Balance	.00	.00	1,782,007.06	
G. Calculated Ending Balance	106,572.71	6,528.17	2,067,562.90	
*Components of Ending Fund Balance				
Legally Restricted (9740)				
Other Designations (9780)				
Undesig/Unapprop (9790)	106,572.71	6,528.17	279,017.41	
Other				

MSA-06

2019-20 Detail Report

Fund 62 - Operating Fund

Fiscal Year 2019/20

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance
Revenue Detail					
LCFF Revenue Sources					
8011	State Aid	1,009,523.00	821,490.47	837,058.00	15,567.53-
8012	EPA Entitlement	234,884.00	206,512.53	162,758.00	43,754.53
8019	Prior Year Adjustments			105,221.77-	105,221.77
8096	In-Lieu-Of Property Taxes	358,357.00	325,619.00	386,553.49	60,934.49-
Total LCFF Revenue Sources		1,602,764.00	1,353,622.00	1,281,147.72	72,474.28
Federal Revenue					
8181	SpEd Revenue	29,760.00	32,777.17	26,136.99	6,640.18
8290	Other Federal Revenue	74,894.76	77,227.28	73,740.28	3,487.00
8295	PY Revenue Adj			475.37-	475.37
Total Federal Revenue		104,654.76	110,004.45	99,401.90	10,602.55
Other State Revenues					
8311	SpEd Revenue	88,276.50	84,980.74	86,592.75	1,612.01-
8550	Mandated Cost Reimbursements	2,612.80	2,514.00	2,514.00	
8560	State Lottery Revenue	27,643.00	27,737.68	33,579.71	5,842.03-
8590	All Other State Revenue	85,500.00	87,723.00	44,973.00	42,750.00
Total Other State Revenues		204,032.30	202,955.42	167,659.46	35,295.96
Other Local Revenue					
8600	Other Local Revenue			47,741.02	47,741.02-
8690	PY Revenue Adjustments			2,500.30	2,500.30-
8695	PY Revenue Adjustment			12,802.30-	12,802.30
8699	Other Revenue	86,676.76			
Total Other Local Revenue		86,676.76	.00	37,439.02	37,439.02-
Other Financing Sources					
8802	Donations - Private			491.00	491.00-
8803	Fundraising		13,295.76	2,822.77	10,472.99
Total Other Financing Sources		.00	13,295.76	3,313.77	9,981.99
Contributions					
8980	Other Resources	.01		6,960.73-	6,960.73
Total Contributions		.01	.00	6,960.73-	6,960.73

Total Year To Date Other Financing Sources	.01	13,295.76	3,646.96-	16,942.72
Total Year To Date Revenues	1,998,127.83	1,679,877.63	1,582,001.14	97,876.49

Expenditure Detail**Certificated Salaries**

1100	Teacher Salaries	575,648.14	506,821.37	482,432.73	24,388.64
1300	Cert Administrators	189,248.00	192,298.00	216,332.00	24,034.00-
Total Certificated Salaries		764,896.14	699,119.37	698,764.73	354.64

Classified Salaries

2100	Instructional Aides		63,897.52	39,763.05	24,134.47
2200	Classified Support		30,582.00	24,847.84	5,734.16

Classified Salaries (continued)

2400	Clerical & Technical Staff	49,674.14	88,413.27	85,496.40	2,916.87
2900	Other Classified Staff	105,947.52			
Total Classified Salaries		155,621.66	182,892.79	150,107.29	32,785.50

Employee Benefits

3101	STRS - Certificated	129,790.03	120,821.33	108,462.27	12,359.06
3201	PERS - Certificated			444.51	444.51-
3202	PERS - Classified	32,213.68	35,124.68	25,499.49	9,625.19
3301	OASDI/Medicare - Certificated	11,005.59	11,005.59	10,314.07	691.52
3302	OASDI/Medicare - Classified	11,905.06	13,383.22	10,931.96	2,451.26
3401	Health & Welfare Benefits-Cert	165,000.00	120,000.00	107,726.80	12,273.20
3501	Unemployment Ins -Certificated	457.31	457.31	2,195.27	1,737.96-
3502	Unemployment Ins - Classified		413.00	413.00-	826.00
3601	Workers Comp - Certificated	7,000.00	8,412.00	8,433.09	21.09-
3901	Other Benefits - Certificated	15,000.00	3,597.82		3,597.82
3902	Other Benefits - Classified			7.00	7.00-
3990	PY Benefit Adjustments			2,050.60-	2,050.60
Total Employee Benefits		372,371.67	313,214.95	271,550.86	41,664.09

Books and Supplies

4100	Textbooks & Core Curriculum	20,000.00	35,290.14	35,247.40	42.74
4200	Books & Other Reference Matls	1,200.00	1,200.00		1,200.00
4310	Instruct Materials & Supplies	17,370.76	25,128.66	4,676.55	20,452.11
4320	Office Supplies	12,000.00	12,218.98	5,000.62	7,218.36
4335	PE Supplies	2,000.00	2,000.00		2,000.00
4340	Educational Software	15,429.00	15,429.00	13,157.56	2,271.44
4345	Non Instruct Student Supplies	3,000.00	3,102.68	2,610.88	491.80
4346	Teacher Supplies	5,000.00	5,000.00	4,483.49	516.51
4351	Yearbook	1,500.00	100.00		100.00
4390	Uniforms	2,000.00	1,850.00		1,850.00
4410	Classroom Furniture &Equip <5k	2,000.00	2,000.00		2,000.00

4430	Office Furniture & Equip <\$5k	3,000.00	3,000.00	701.81	2,298.19
4440	Computers (<\$5k)	2,000.00	9,718.54	2,187.53	7,531.01
4464	Fixed Asset Suspense (Equip)		17,200.00		17,200.00
4710	Food			468.82	468.82-
4720	Food : Other Food	1,000.00	3,150.00	2,130.92	1,019.08
4990	PY Materials Adjustments			4,154.00	4,154.00-
4999	Misc Expense (Suspense)			2,496.08	2,496.08-
	Total Books and Supplies	87,499.76	136,388.00	77,315.66	59,072.34
	Services and Other Operating Expenditures				
5101	CMO Fees	67,134.82	37,647.82	37,647.49	.33
5210	Travel-Mileage, Parking&Tolls	1,500.00	2,209.00	179.72	2,029.28
5215	Travel - Conferences	1,000.00	1,000.00		1,000.00
5220	Travel & Lodging	2,500.00	2,820.00	538.93	2,281.07
5300	Dues & Memberships	2,500.00	3,400.00	3,431.23	31.23-
5450	Other Insurance	8,000.00	8,000.00	7,305.76	694.24
5500	Operations & Housekeeping	2,500.00	4,985.00	4,801.35	183.65
5510	Utilities - Gas and Electric	8,500.00	8,500.00	8,005.45	494.55
5610	Rent & Leases	114,000.00	114,000.00	114,000.00	
5620	Equipment Leases	5,000.00	5,400.00	5,392.21	7.79
5800	Professional Services	72,138.88	82,610.91	43,567.94	39,042.97
5810	Legal	20,000.00	20,000.00	7,037.50	12,962.50
5813	School Programs-After School	3,000.00			
5814	School Progs-Academic Competns	1,000.00	1,000.00		1,000.00
5819	School Programs - Other	1,000.00	1,000.00	1,400.00	400.00-
5820	Audit & CPA	4,774.00	4,774.00	825.00	3,949.00
5835	Field Trips	21,295.76	19,795.76	5,053.50	14,742.26
5840	Marketing & Student Recruiting	20,000.00	20,000.00	15,302.65	4,697.35
5850	Oversight Fees	16,039.00	16,039.00	13,398.00	2,641.00
5857	Payroll Fees	13,081.92	13,081.92	8,701.97	4,379.95
5860	Service Fees	530.00	530.00	356.72	173.28
5863	Professional Development	1,000.00	1,915.58	915.58	1,000.00
5864	Prof Dev-Other (tuition reimb)	17,000.00	14,718.42	5,479.50	9,238.92
5869	SpecEd Contract Instructors	49,466.00	30,973.52	27,204.24	3,769.28
5872	Special Education Fees	23,607.30	23,607.30	20,423.98	3,183.32
5884	Substitutes	15,000.00	33,000.00	24,950.06	8,049.94
5890	Other Services - Non-Instr	1,700.00	1,700.00	5,885.13	4,185.13-
5900	Communications	4,000.00	4,000.00	1,018.72	2,981.28
5910	Telephone			260.00	260.00-
5920	Telecom & Internet	25,000.00	24,680.00	6,027.55	18,652.45
5930	Postage and Delivery	5,000.00	5,000.00	2,397.08	2,602.92
5940	Technology	24,300.00	18,900.00	9,542.30	9,357.70
	Total Services and Other Operating Expenditures	551,567.68	525,288.23	381,049.56	144,238.67
6600 - 6999					
6900	Depreciation	18,223.89	14,207.89	3,342.83	10,865.06

	Total 6600 - 6999	18,223.89	14,207.89	3,342.83	10,865.06
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	Total Year To Date Expenditures	1,950,180.80	1,871,111.23	1,582,130.93	288,980.30
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Fund Reconciliation

Assets					
9120	Cash in Banks		1,719,959.99	297,379.12	2,017,339.11
9200	Accounts Receivable		256,078.26	136,633.50-	119,444.76
9300	Due To-From MERF		.30	182.26	182.56
9301	Due To-From MSA 1		5,671.24	5,671.24-	
9302	Due To-From MSA 2		7,664.76-	7,664.76	
9310	IO Loan Due From MERF		9,995.00	9,994.32-	.68
9330	Prepaid Expenses		9,714.28	9,259.73-	454.55
9440	Equipment		148,877.28	47,279.28	196,156.56
9445	Accum Depreciation - Equipment		148,877.09-	3,342.83-	152,219.92-
9450	Work in Progress		10,093.83	10,093.83-	
		Total Assets	2,003,848.33	177,509.97	2,181,358.30
Liabilities					
9500	Accounts Payable		110,224.91	101,880.65-	8,344.26
9505	Medical Benefits		2,050.60	2,050.60-	
9510	Dental		4,200.00		4,200.00
9511	Federal Tax		70.81-		70.81-
9521	Salary & Wages		17,762.43	41,768.78	59,531.21
9525	STRS		15,311.47	195.55	15,507.02
9526	PERS		1,453.64	3,627.89	5,081.53
9531	SUI		101.06		101.06
9550	Prior Year AP		27,219.52	40,721.86	67,941.38
9552	Use Tax Payable		393.44	678.38	1,071.82
9560	Stale-Dated Employee Payables		3,305.18-		3,305.18-
9570	Stale-Dated Vendor Payables		2,512.37		2,512.37
9598	Paycom Suspense		2,627.10-	33.41-	2,660.51-
9599	CMO Fee Payable		.34-	7,944.34	7,944.00
9610	IO Loan Due to MERF		2,109.10	2,109.10-	
9649	Paycheck Protection Program			193,294.00	193,294.00
9650	Deferred Revenue		12,223.32	4,517.28-	7,706.04
		Total Liabilities	189,558.43	177,639.76	367,198.19
		Calculated Fund Balance	1,814,289.90	129.79-	1,814,160.11
Beginning Fund Balance					
9791	Fund Balance		1,814,289.90		1,814,289.90
		Beginning Fund Balance Proof	.00	129.79-	129.79-

Change in Fund Balance - Excess Revenues (Expenditures)

(129.79)

Memo Only - Ending Fund Balance Accounts

		Adopted			
Other Designations					
9790	Undesignated Fund Balance	47,947.03		129.79-	129.79-
Revenues, Expenditures, and Changes in Fund Balance					
	A. Revenues	1,998,127.82	1,666,581.87	1,585,648.10	80,933.77
	B. Expenditures	1,950,180.80	1,871,111.23	1,582,130.93	288,980.30
	C. Subtotal (Revenue LESS Expense)	47,947.02	204,529.36-	3,517.17	208,046.53-
	D. Other Financing Sources and Uses				
	Sources	.01	13,295.76	3,646.96-	16,942.72
	LESS Uses				
	E. Net Change in Fund Balance	47,947.03	191,233.60-	129.79-	191,103.81-
	F. Fund Balance:				
	Beginning Balance (9791)			1,814,289.90	
	Audit Adjustments (9793)				
	Other Restatements (9795)				
	Adjusted Beginning Balance	.00	.00	1,814,289.90	
	G. Calculated Ending Balance	47,947.03	191,233.60-	1,814,160.11	
	*Components of Ending Fund Balance				
	Legally Restricted (9740)				
	Other Designations (9780)				
	Undesig/Unapprop (9790)	47,947.03	191,233.60-	129.79-	
	Other				

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 6, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)



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2019-20 Detail Report

Fund 62 - Operating Fund

Fiscal Year 2019/20

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance
Revenue Detail					
LCFF Revenue Sources					
8011	State Aid	1,896,277.18	1,817,536.17	1,874,375.00	56,838.83-
8012	EPA Entitlement	409,598.82	436,102.83	340,599.00	95,503.83
8019	Prior Year Adjustments			97,345.34-	97,345.34
8096	In-Lieu-Of Property Taxes	645,020.00	709,748.00	835,652.77	125,904.77-
Total LCFF Revenue Sources		2,950,896.00	2,963,387.00	2,953,281.43	10,105.57
Federal Revenue					
8181	SpEd Revenue	57,536.00	57,353.05	57,082.00	271.05
8290	Other Federal Revenue	105,761.14	275,240.00	106,847.00	168,393.00
8295	PY Revenue Adj			7,983.07	7,983.07-
Total Federal Revenue		163,297.14	332,593.05	171,912.07	160,680.98
Other State Revenues					
8311	SpEd Revenue	170,667.90	179,542.42	177,352.21	2,190.21
8550	Mandated Cost Reimbursements	4,735.70	4,619.00	4,619.00	
8560	State Lottery Revenue	54,841.00	60,236.62	72,221.59	11,984.97-
8590	All Other State Revenue	355,438.00	378,809.00	295,440.32	83,368.68
8595	All Other State Revenue PY Adj			93,249.94-	93,249.94
Total Other State Revenues		585,682.60	623,207.04	456,383.18	166,823.86
Other Local Revenue					
8600	Other Local Revenue			130,447.84	130,447.84-
8695	PY Revenue Adjustment			23,861.00-	23,861.00
8699	Other Revenue	40,768.00		125.00	125.00-
Total Other Local Revenue		40,768.00	.00	106,711.84	106,711.84-
Other Financing Sources					
Other Financing Sources					
8802	Donations - Private		2,000.00	2,500.00	500.00-
8803	Fundraising		13,756.06	10,501.47	3,254.59
Total Other Financing Sources		.00	15,756.06	13,001.47	2,754.59
Total Year To Date Revenues		3,740,643.74	3,934,943.15	3,701,289.99	233,653.16
Expenditure Detail					
Certificated Salaries					
1100	Teacher Salaries	994,059.28	1,014,477.07	1,052,718.89	38,241.82-
1300	Cert Administrators	200,672.00	195,672.00	125,070.00	70,602.00

Total Certificated Salaries		1,194,731.28	1,210,149.07	1,177,788.89	32,360.18
Classified Salaries					
2100	Instructional Aides		257,224.80	246,002.95	11,221.85
2200	Classified Support		71,594.93	47,336.78	24,258.15
Classified Salaries (continued)					
2400	Clerical & Technical Staff	163,317.28	138,043.79	120,677.94	17,365.85
2900	Other Classified Staff	299,793.36	1,386.00	3,417.39	2,031.39-
Total Classified Salaries		463,110.64	468,249.52	417,435.06	50,814.46
Employee Benefits					
3101	STRS - Certificated	195,857.24	199,108.36	189,149.45	9,958.91
3102	STRS - Classified			3,300.94	3,300.94-
3202	PERS - Classified	95,863.90	89,871.97	72,046.05	17,825.92
3212	Voluntary Retirement Class		58.00		58.00
3302	ÖASDI/Medicare - Classified	29,679.26	31,954.58	30,154.79	1,799.79
3401	Health & Welfare Benefits-Cert	180,000.00	180,000.00	162,966.21	17,033.79
3501	Unemployment Ins -Certificated	616.81	616.81	648.17	31.36-
3502	Unemployment Ins - Classified	187.44	187.44		187.44
3601	Workers Comp - Certificated	15,000.00	16,300.00	14,990.64	1,309.36
3901	Other Benefits - Certificated	22,500.00			
3990	PY Benefit Adjustments			2,020.91-	2,020.91
Total Employee Benefits		556,312.42	534,984.62	488,297.10	46,687.52
Books and Supplies					
4100	Textbooks & Core Curriculum	25,000.00	25,000.00	17,512.01	7,487.99
4200	Books & Other Reference Matls	2,000.00	2,000.00	1,456.05-	3,456.05
4310	Instruct Materials & Supplies	2,500.00	19,705.09	14,501.47	5,203.62
4315	Other Supplies	1,000.00	925.00	837.90	87.10
4320	Office Supplies	12,000.00	13,506.23	10,999.10	2,507.13
4325	Prof Dev Materials & Supplies	1,000.00	1,000.00		1,000.00
4326	Arts & Music Supplies	3,000.00	2,500.00	216.07	2,283.93
4335	PE Supplies	2,000.00	2,700.00	981.42	1,718.58
4340	Educational Software	27,860.00	25,860.00	7,919.00	17,941.00
4345	Non Instruct Student Supplies	1,500.00	10,150.27	5,879.70	4,270.57
4346	Teacher Supplies	2,500.00	3,000.00	2,996.63	3.37
4350	Custodial Supplies	8,240.00	8,240.00	7,363.03	876.97
4351	Yearbook	1,800.00	3,502.06	1,446.00	2,056.06
4400	Non-Cap Equipment - General	2,500.00	2,500.00	168.84	2,331.16
4430	Office Furniture & Equip <\$5k	2,000.00	3,635.00	3,341.88	293.12
4440	Computers (<\$5k)		5,167.11	4,028.02	1,139.09
Books and Supplies (continued)					
4710	Food			288.42	288.42-
4720	Food : Other Food	2,000.00	4,043.50	3,154.40	889.10

4990	PY Materials Adjustments			37,228.64	37,228.64-
4999	Misc Expense (Suspense)			7,068.53-	7,068.53
	Total Books and Supplies	98,900.00	133,934.26	110,531.86	23,402.40
Services and Other Operating Expenditures					
5101	CMO Fees	447,565.82	430,262.82	430,263.03	.21-
5205	Conference Fees	2,000.00	2,000.00		2,000.00
5210	Travel-Mileage, Parking&Tolls	2,000.00	3,506.00	1,459.81	2,046.19
5220	Travel & Lodging	1,500.00	1,500.00		1,500.00
5300	Dues & Memberships	8,000.00	8,000.00	4,432.00	3,568.00
5450	Other Insurance	18,000.00	25,540.00	23,400.32	2,139.68
5500	Operations & Housekeeping	10,000.00	10,355.00	11,319.00	964.00-
5510	Utilities - Gas and Electric	60,000.00	48,424.00	32,561.28	15,862.72
5610	Rent & Leases	280,000.00	288,090.81	285,519.99	2,570.82
5620	Equipment Leases	11,000.00	11,000.00	11,343.18	343.18-
5630	Repairs & Maintenance-Building	5,000.00	6,500.00	4,416.52	2,083.48
5800	Professional Services	27,355.00	41,631.00	22,605.14	19,025.86
5810	Legal	6,000.00	6,000.00	841.00	5,159.00
5813	School Programs-After School	169,438.00	181,559.00	178,327.02	3,231.98
5819	School Programs - Other	4,000.00	12,511.00	715.54-	13,226.54
5820	Audit & CPA	7,000.00	7,000.00	1,350.00	5,650.00
5835	Field Trips	8,000.00	4,303.00	3,078.47	1,224.53
5840	Marketing & Student Recruiting	5,000.00	5,275.00	4,186.93	1,088.07
5850	Oversight Fees	27,000.00	27,000.00	29,676.99	2,676.99-
5857	Payroll Fees	15,000.00	15,000.00	14,206.27	793.73
5860	Service Fees	2,963.31	2,963.31	589.05	2,374.26
5863	Professional Development		5,000.00	994.50-	5,994.50
5864	Prof Dev-Other (tuition reimb)	28,500.00	20,670.73	8,822.00	11,848.73
5869	SpecEd Contract Instructors	65,000.00	98,884.72	68,113.31	30,771.41
5870	Livescan Fingerprinting		129.00	129.00	
5872	Special Education Fees	45,640.78	45,640.78	44,604.00	1,036.78
5884	Substitutes	40,000.00	39,300.00	30,252.00	9,048.00
5890	Other Services - Non-Instr	2,000.00	2,000.00	7,606.00	5,606.00-
5900	Communications	4,000.00	4,000.00	1,930.85	2,069.15
5910	Telephone		2,100.00	2,160.00	60.00-
Services and Other Operating Expenditures (continued)					
5920	Telecom & Internet	4,000.00	4,000.00	3,060.26	939.74
5930	Postage and Delivery	4,000.00	4,000.00	1,207.62	2,792.38
5990	PY Services Adjustments			15,388.46	15,388.46-
	Total Services and Other Operating Expenditures	1,331,262.91	1,392,260.10	1,257,112.78	135,147.32
6600 - 6999					
6900	Depreciation	15,987.49	26,256.49	3,917.28	22,339.21

Total 6600 - 6999	15,987.49	26,256.49	3,917.28	22,339.21
Total Year To Date Expenditures	3,660,304.74	3,765,834.06	3,455,082.97	310,751.09

Fund Reconciliation

Assets					
9120	Cash in Banks		1,307,717.26	318,037.22	1,625,754.48
9200	Accounts Receivable		409,827.74	112,866.90-	296,960.84
9430	Buildings		27,904.00	464,390.48	492,294.48
9435	Accum Depreciation - Buildings		27,904.00-	2,723.53-	30,627.53-
9440	Equipment		94,996.38	44,457.13	139,453.51
9445	Accum Depreciation - Equipment		94,996.38-	1,193.75-	96,190.13-
9450	Work in Progress		168,097.98	168,097.98-	
	Total Assets		1,916,656.03	519,958.80	2,436,614.83
Liabilities					
9500	Accounts Payable		77,403.63	54,355.90-	23,047.73
9505	Medical Benefits		2,022.00	2,022.00-	
9510	Dental		3,792.29		3,792.29
9521	Salary & Wages		59,964.20	70,349.61	130,313.81
9522	Credit Card Payable			8,588.27-	8,588.27-
9525	STRS		37,596.42	603.23	38,199.65
9526	PERS		9,014.22	5,351.58	14,365.80
9531	SUI		166.07		166.07
9550	Prior Year AP		182,086.54	88,417.22-	93,669.32
9560	Stale-Dated Employee Payables		1,730.36-	3,240.32	1,509.96
9598	Paycom Suspense		12,036.55-	5,924.90	6,111.65-
9599	CMO Fee Payable		.13	2,167.13-	2,167.00-
9610	IO Loan Due to MERF		12,746.33	12,746.33-	
9649	Paycheck Protection Program			358,254.00	358,254.00
9650	Deferred Revenue		1,859.00	2,711.97	4,570.97
	Total Liabilities		374,015.85	278,322.75	652,338.60
	Calculated Fund Balance		1,542,640.18	241,636.05	1,784,276.23
Beginning Fund Balance					
9791	Fund Balance		1,542,640.18		1,542,640.18
	Beginning Fund Balance Proof			241,636.05	241,636.05
			.00		

Change in Fund Balance - Excess Revenues (Expenditures)		246,207.02	Diff 4,570.97-	
Memo Only - Ending Fund Balance Accounts				
Adopted				
Other Designations				
Revenues, Expenditures, and Changes in Fund Balance				
A. Revenues	3,740,643.74	3,919,187.09	3,688,288.52	230,898.57
B. Expenditures	3,660,304.74	3,765,834.06	3,455,082.97	310,751.09
C. Subtotal (Revenue LESS Expense)	80,339.00	153,353.03	233,205.55	79,852.52-
D. Other Financing Sources and Uses				
Sources		15,756.06	13,001.47	2,754.59
LESS Uses				
E. Net Change in Fund Balance	80,339.00	169,109.09	246,207.02	77,097.93-
F. Fund Balance:				
Beginning Balance (9791)			1,542,640.18	
Audit Adjustments (9793)				
Other Restatements (9795)				
Adjusted Beginning Balance	.00	.00	1,542,640.18	
G. Calculated Ending Balance	80,339.00	169,109.09	1,788,847.20	
*Components of Ending Fund Balance				
Legally Restricted (9740)				
Other Designations (9780)				
Undesig/Unapprop (9790)	80,339.00	169,109.09	241,636.05	
Other				

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2019-20 Detail Report

Fund 62 - Operating Fund

Fiscal Year 2019/20

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance
Revenue Detail					
LCFF Revenue Sources					
8011	State Aid	3,207,159.22	2,957,960.45	3,067,142.00	109,181.55-
8012	EPA Entitlement	715,914.78	752,326.52	586,631.00	165,695.52
8019	Prior Year Adjustments			167,842.61-	167,842.61
8096	In-Lieu-Of Property Taxes	1,089,199.00	1,182,914.00	1,392,328.17	209,414.17-
Total LCFF Revenue Sources		5,012,273.00	4,893,200.97	4,878,258.56	14,942.41
Federal Revenue					
8181	SpEd Revenue	93,258.35	93,528.68	94,982.00	1,453.32-
8290	Other Federal Revenue	240,572.91	239,598.00	234,090.00	5,508.00
8295	PY Revenue Adj			8,862.00	8,862.00-
Total Federal Revenue		333,831.26	333,126.68	337,934.00	4,807.32-
Other State Revenues					
8311	SpEd Revenue	261,328.68	281,088.28	295,109.09	14,020.81-
8550	Mandated Cost Reimbursements	7,702.04	7,589.00	7,589.00	
8560	State Lottery Revenue	92,415.00	100,602.00	114,666.28	14,064.28-
8590	All Other State Revenue	137,933.68	156,118.98	168,819.45	12,700.47-
Total Other State Revenues		499,379.40	545,398.26	586,183.82	40,785.56-
Other Local Revenue					
8695	PY Revenue Adjustment			45,092.31-	45,092.31
8699	Other Revenue	5,000.00		2,000.00	2,000.00-
Total Other Local Revenue		5,000.00	.00	43,092.31-	43,092.31
Other Financing Sources					
8803	Fundraising		4,729.00	2,958.45	1,770.55
Total Other Financing Sources		.00	4,729.00	2,958.45	1,770.55
Contributions					
8999	Misc Revenue (Suspense)			.01	.01-
Total Contributions		.00	.00	.01	.01-
Total Year To Date Other Financing Sources		.00	4,729.00	2,958.46	1,770.54
Total Year To Date Revenues		5,850,483.66	5,776,454.91	5,762,242.53	14,212.38

Expenditure Detail**Certificated Salaries**

1100	Teacher Salaries	1,738,194.86	1,689,328.20	1,477,532.32	211,795.88
1300	Cert Administrators	369,785.00	375,339.00	425,635.20	50,296.20-

Total Certificated Salaries	2,107,979.86	2,064,667.20	1,903,167.52	161,499.68
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Classified Salaries

2100	Instructional Aides	106,983.60	112,653.93	146,128.90	33,474.97-
2200	Classified Support	238,533.65	233,112.74	214,670.07	18,442.67
2400	Clerical & Technical Staff	200,467.13	253,956.93	255,349.68	1,392.75-
2900	Other Classified Staff			124.60	124.60-

Total Classified Salaries	545,984.38	599,723.60	616,273.25	16,549.65-
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Employee Benefits

3101	STRS - Certificated	345,894.53	343,701.12	307,042.26	36,658.86
3102	STRS - Classified			3,580.37	3,580.37-
3202	PERS - Classified	145,148.74	152,213.74	105,930.91	46,282.83
3301	OASDI/Medicare - Certificated	20,000.00	23,800.00	27,690.19	3,890.19-
3302	OASDI/Medicare - Classified	44,000.00	53,900.00	42,812.24	11,087.76
3401	Health & Welfare Benefits-Cert	290,000.00	286,656.05	239,286.03	47,370.02
3402	Health & Welfare Benefits-Class	12,659.88	12,659.88	8,028.50	4,631.38
3501	Unemployment Ins -Certificated	1,718.16	1,718.16	1,002.47	715.69
3601	Workers Comp - Certificated	27,500.00	27,500.00	22,832.10	4,667.90
3901	Other Benefits - Certificated	2,000.00	2,000.00		2,000.00
3990	PY Benefit Adjustments			25,590.84-	25,590.84

Total Employee Benefits	888,921.31	904,148.95	732,614.23	171,534.72
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Books and Supplies

4100	Textbooks & Core Curriculum	20,000.00	87,312.53	84,415.61	2,896.92
4200	Books & Other Reference Matls	1,000.00	1,000.00		1,000.00
4310	Instruct Materials & Supplies	20,000.00	53,651.90	12,202.17	41,449.73
4320	Office Supplies	9,000.00	12,774.00	8,906.29	3,867.71
4326	Arts & Music Supplies	2,500.00	2,500.00	659.13	1,840.87
4335	PE Supplies	2,500.00	2,500.00	1,341.26	1,158.74
4340	Educational Software	56,159.00	52,309.00	43,287.56	9,021.44
4345	Non Instruct Student Supplies	5,000.00	9,378.56	8,761.01	617.55
4346	Teacher Supplies	5,000.00	5,000.00		5,000.00
4350	Custodial Supplies			994.39	994.39-
4400	Non-Cap Equipment - General	13,000.00	13,000.00	5,634.20	7,365.80
4410	Classroom Furniture & Equip <5k	1,000.00	1,000.00	62.48	937.52
4430	Office Furniture & Equip <\$5k	3,000.00	2,500.00	1,757.53	742.47
4440	Computers (<\$5k)	15,500.00	26,990.93	26,376.14	614.79
4710	Food	123,000.00	123,000.00	65,626.96	57,373.04
4720	Food : Other Food	7,000.00	9,550.00	4,533.09	5,016.91

4990	PY Materials Adjustments			25,828.87-	25,828.87
4999	Misc Expense (Suspense)			2,544.81	2,544.81-
	Total Books and Supplies	283,659.00	402,466.92	241,273.76	161,193.16
Services and Other Operating Expenditures					
5101	CMO Fees	895,131.82	860,525.82	860,525.40	.42
Services and Other Operating Expenditures (continued)					
5205	Conference Fees	3,500.00	3,500.00	1,400.00	2,100.00
5210	Travel-Mileage, Parking&Tolls	2,500.00	552.00	29.90	522.10
5220	Travel & Lodging	2,500.00	400.00		400.00
5300	Dues & Memberships	8,000.00	13,000.00	10,249.95	2,750.05
5450	Other Insurance	31,000.00	31,000.00	26,506.76	4,493.24
5500	Operations & Housekeeping	10,000.00	10,000.00	3,227.81	6,772.19
5610	Rent & Leases	350,000.00	369,048.00	385,705.74	16,657.74-
5620	Equipment Leases	15,000.00	14,000.00	8,473.98	5,526.02
5630	Repairs & Maintenance-Building		1,000.00	899.87	100.13
5800	Professional Services	62,230.00	44,680.00	27,138.30	17,541.70
5810	Legal	20,000.00	24,000.00	11,984.50	12,015.50
5813	School Programs-After School	24,000.00	6,930.30	2,256.10	4,674.20
5819	School Programs - Other	1,000.00	1,000.00	715.00	285.00
5820	Audit & CPA	15,000.00	15,000.00	1,350.00	13,650.00
5835	Field Trips	25,000.00	25,337.60	20,682.30	4,655.30
5840	Marketing & Student Recruiting	5,000.00	5,000.00	4,973.71	26.29
5850	Oversight Fees	50,418.11	50,418.11	48,932.00	1,486.11
5857	Payroll Fees	17,000.00	17,000.00	18,122.36	1,122.36-
5860	Service Fees	2,000.00	2,000.00	535.50	1,464.50
5863	Professional Development	30,900.00	39,310.06	4,990.50	34,319.56
5864	Prof Dev-Other (tuition reimb)	20,000.00	26,081.02	27,288.00	1,206.98-
5869	SpecEd Contract Instructors	60,000.00	61,420.54	41,244.41	20,176.13
5870	Livescan Fingerprinting		800.00	103.00	697.00
5872	Special Education Fees	73,162.99	56,037.99	74,218.00	18,180.01-
5884	Substitutes	60,000.00	67,335.00	58,551.18	8,783.82
5890	Other Services - Non-Instr	6,000.00	3,000.00	6,077.00	3,077.00-
5900	Communications	3,000.00	3,000.00	2,310.00	690.00
5910	Telephone		2,625.00	3,090.00	465.00-
5920	Telecom & Internet	45,000.00	45,000.00	27,349.33	17,650.67
5930	Postage and Delivery	8,000.00	10,000.00	5,458.27	4,541.73
5940	Technology	34,892.00	32,492.00	7,897.70	24,594.30
	Total Services and Other Operating Expenditures	1,880,234.92	1,841,493.44	1,692,286.57	149,206.87
6600 - 6999					
6900	Depreciation	85,000.00	92,500.00	63,359.61	29,140.39
	Total 6600 - 6999	85,000.00	92,500.00	63,359.61	29,140.39
	Total Year To Date Expenditures	5,791,779.47	5,905,000.11	5,248,974.94	656,025.17

Fund Reconciliation

Assets				
9120	Cash in Banks	2,529,655.82	484,436.26	3,014,092.08
9200	Accounts Receivable	536,074.72	54,686.32-	481,388.40
9300	Due To-From MERF	1,722,598.26	1,721,491.70-	1,106.56
9303	Due To-From MSA 3	318.00	318.00-	
9309	Due To-From MSA SA	1,053.25	1,053.25-	
9310	IO Loan Due From MERF	87,086.00	2,161,411.53	2,248,497.53
9330	Prepaid Expenses	232.57	828.04	1,060.61
9440	Equipment	340,632.98	52,864.36	393,497.34
9445	Accum Depreciation - Equipment	253,099.53-	63,359.61-	316,459.14-
9450	Work in Progress	12,763.92	12,763.92-	
	Total Assets	4,977,315.99	845,867.39	5,823,183.38
Liabilities				
9500	Accounts Payable	282,491.78	258,578.65-	23,913.13
9505	Medical Benefits	1,312.31	1,312.31-	
9506	State Disability	25.12-	25.12	
9510	Dental	66,484.85	66,484.85-	
9511	Federal Tax	572.94-	572.94	
9512	State Tax	217.55-	217.55	
9521	Salary & Wages	54,051.48	107,009.98	161,061.46
9522	Credit Card Payable		1,252.26-	1,252.26-
9525	STRS	56,937.66	7,551.82-	49,385.84
9526	PERS	12,940.14	1,921.81-	11,018.33
9531	SUI	260.37	260.37-	
9550	Prior Year AP	248,460.99	2,434.30-	246,026.69
9552	Use Tax Payable	413.48	264.00-	149.48
9570	Stale-Dated Vendor Payables	17.50	17.50-	
9598	Paycom Suspense	1,270.86-	1,270.86	
9599	CMO Fee Payable	.48		.48
9610	IO Loan Due to MERF	433.78	433.78-	
9649	Paycheck Protection Program		576,190.00	576,190.00
9650	Deferred Revenue	20,038.41	12,175.00-	7,863.41
	Total Liabilities	741,756.76	332,599.80	1,074,356.56
	Calculated Fund Balance	4,235,559.23	513,267.59	4,748,826.82
Beginning Fund Balance				
9791	Fund Balance	4,235,559.23		4,235,559.23
	Beginning Fund Balance Proof	.00	513,267.59	513,267.59

Change in Fund Balance - Excess Revenues (Expenditures)**513,267.59****Memo Only - Ending Fund Balance Accounts**

		Adopted			
Other Designations					
9790	Undesignated Fund Balance	58,704.19		513,267.59	513,267.59
Revenues, Expenditures, and Changes in Fund Balance					
	A. Revenues	5,850,483.66	5,771,725.91	5,759,284.07	12,441.84
	B. Expenditures	5,791,779.47	5,905,000.11	5,248,974.94	656,025.17
	C. Subtotal (Revenue LESS Expense)	58,704.19	133,274.20-	510,309.13	643,583.33-
	D. Other Financing Sources and Uses				
	Sources		4,729.00	2,958.46	1,770.54
	LESS Uses				
	E. Net Change in Fund Balance	58,704.19	128,545.20-	513,267.59	641,812.79-
	F. Fund Balance:				
	Beginning Balance (9791)			4,235,559.23	
	Audit Adjustments (9793)				
	Other Restatements (9795)				
	Adjusted Beginning Balance	.00	.00	4,235,559.23	
	G. Calculated Ending Balance	58,704.19	128,545.20-	4,748,826.82	
	*Components of Ending Fund Balance				
	Legally Restricted (9740)				
	Other Designations (9780)				
	Undesig/Unapprop (9790)	58,704.19	128,545.20-	513,267.59	
	Other				

MSA-SA

2019-20 Detail Report

Fund 62 - Operating Fund

Fiscal Year 2019/20

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance
Revenue Detail					
LCFF Revenue Sources					
8011	State Aid	5,333,040.00	4,296,211.00	5,778,323.00	1,482,112.00-
8012	EPA Entitlement	129,600.00	105,400.00	105,302.00	98.00
8019	Prior Year Adjustments			121,426.13	121,426.13-
8096	In-Lieu-Of Property Taxes	1,881,196.00	1,536,579.00	51,917.00	1,484,662.00
Total LCFF Revenue Sources		7,343,836.00	5,938,190.00	6,056,968.13	118,778.13-
Federal Revenue					
8181	SpEd Revenue	92,000.00	80,880.00	89,700.00	8,820.00-
8290	Other Federal Revenue	331,524.17	579,208.00	468,136.28	111,071.72
8295	PY Revenue Adj			13,488.72	13,488.72-
Total Federal Revenue		423,524.17	660,088.00	571,325.00	88,763.00
Other State Revenues					
8311	SpEd Revenue	390,756.00	299,018.56	272,074.00	26,944.56
8550	Mandated Cost Reimbursements	16,234.19	14,832.00	14,832.00	
8560	State Lottery Revenue	154,969.00	113,850.00	129,388.46	15,538.46-
8590	All Other State Revenue	165,987.00	186,724.20	227,408.20	40,684.00-
Total Other State Revenues		727,946.19	614,424.76	643,702.66	29,277.90-
Other Local Revenue					
8600	Other Local Revenue	20,000.00			
8660	Interest	4,722.75	4,722.75	8,910.40	4,187.65-
8690	PY Revenue Adjustments			2,268.20-	2,268.20
8695	PY Revenue Adjustment			45,455.11-	45,455.11
8699	Other Revenue	161,921.12	10.06	144.06	134.00-
Total Other Local Revenue		186,643.87	4,732.81	38,668.85-	43,401.66
Other Financing Sources					
8802	Donations - Private		7,200.00	7,200.00	
8803	Fundraising		63,721.25	55,887.22	7,834.03
Total Other Financing Sources		.00	70,921.25	63,087.22	7,834.03
Total Year To Date Revenues		8,681,950.23	7,288,356.82	7,296,414.16	8,057.34-

Expenditure Detail
Certificated Salaries

1100	Teacher Salaries	2,284,841.38	2,143,314.90	2,199,362.01	56,047.11-
1300	Cert Administrators	473,595.00	478,658.00	489,970.25	11,312.25-
Total Certificated Salaries		2,758,436.38	2,621,972.90	2,689,332.26	67,359.36-
Classified Salaries					
2100	Instructional Aides	355,073.64	309,106.23	349,931.24	40,825.01-
Object	Description	Adopted Budget	Revised Budget	Actual	Balance
2200	Classified Support	265,556.00	228,098.39	210,862.83	17,235.56
2400	Clerical & Technical Staff	244,471.58	184,471.58	208,964.52	24,492.94-
2900	Other Classified Staff			24,590.98	24,590.98-
Total Classified Salaries		865,101.22	721,676.20	794,349.57	72,673.37-
Employee Benefits					
3101	STRS - Certificated	451,252.25	442,061.02	438,252.60	3,808.42
3102	STRS - Classified	5,985.00	650.00	4,964.13	4,314.13-
3201	PERS - Certificated		9,985.00	4,491.43	5,493.57
3202	PERS - Classified	162,020.25	146,506.53	129,194.81	17,311.72
3301	OASDI/Medicare - Certificated	30,000.00	39,000.00	41,473.05	2,473.05-
3302	OASDI/Medicare - Classified	38,180.80	40,569.63	57,156.17	16,586.54-
3401	Health & Welfare Benefits-Cert	554,000.00	549,276.75	460,644.18	88,632.57
3402	Health & Welfare Benefits-Class	6,000.00	11,000.00	2,678.74	8,321.26
3501	Unemployment Ins -Certificated	2,000.00	8,000.00	7,894.90	105.10
3601	Workers Comp - Certificated	35,000.00	49,293.00	42,251.00	7,042.00
3901	Other Benefits - Certificated	2,000.00	1,791.00		1,791.00
3990	PY Benefit Adjustments			2,324.69	2,324.69-
Total Employee Benefits		1,286,438.30	1,298,132.93	1,191,325.70	106,807.23
Books and Supplies					
4100	Textbooks & Core Curriculum	37,000.00	25,612.27	15,692.02	9,920.25
4200	Books & Other Reference Matls	11,000.00	4,000.00	1,703.85	2,433.96
4310	Instruct Materials & Supplies	42,000.00	43,710.19	25,275.82	18,434.37
4320	Office Supplies	17,000.00	11,199.96	5,812.11	5,712.98
4325	Prof Dev Materials & Supplies		2,352.04	2,691.87	339.83-
4326	Arts & Music Supplies	7,500.00	3,500.00	423.62	3,076.38
4335	PE Supplies	15,000.00	8,395.17	2,639.36	7,149.71
4340	Educational Software	63,254.00	46,707.49	39,510.74	7,100.20
4345	Non Instruct Student Supplies	15,000.00	14,240.04	16,047.68	883.03-
4346	Teacher Supplies	15,000.00	8,000.00	1,897.49	6,123.74
4350	Custodial Supplies	25,000.00	17,000.00	14,484.33	3,064.52
4400	Non-Cap Equipment - General	27,000.00	3,700.00	11,551.08	7,851.08-
4430	Office Furniture & Equip <\$5k	2,750.00	1,250.00		1,250.00
4440	Computers (<\$5k)	15,000.00	10,000.00	7,151.35	2,848.65
4710	Food			1,005.36	1,005.36-
4720	Food : Other Food	8,000.00	10,630.50	1,784.23	9,233.86

Books and Supplies (continued)

4990	PY Materials Adjustments			15,805.98-	15,805.98
4999	Misc Expense (Suspense)			18,457.31	18,457.31-

Total Books and Supplies	300,504.00	210,297.66	150,322.24	63,617.99
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Services and Other Operating Expenditures

5101	CMO Fees	895,131.82	260,525.82	585,525.82	325,000.00-
5210	Travel-Mileage, Parking&Tolls	6,000.00	4,500.00	466.68	4,033.32
5215	Travel - Conferences	5,000.00	3,000.00		3,000.00
5220	Travel & Lodging	5,000.00	3,000.00		3,000.00
5300	Dues & Memberships	20,000.00	20,000.00	8,685.00	11,315.00
5450	Other Insurance	40,000.00	46,916.00	33,717.00	13,199.00
5500	Operations & Housekeeping	45,000.00	35,000.00	33,729.06	1,270.94
5510	Utilities - Gas and Electric	120,000.00	88,000.00	65,433.84	22,566.16
5620	Equipment Leases	31,000.00	31,000.00	19,902.80	11,642.34
5630	Repairs & Maintenance-Building	60,000.00	35,435.11	31,204.56	4,230.55
5800	Professional Services	58,000.00	43,943.41	23,764.07	20,179.34
5810	Legal	15,000.00	15,000.00	1,137.20-	16,137.20
5811	Property Tax			3,480.33-	3,480.33
5813	School Programs-After School	5,000.00			
5814	School Progs-Academic Competns	20,000.00	20,000.00	4,944.26	15,055.74
5819	School Programs - Other	25,000.00	50,138.46	32,039.90	18,098.56
5820	Audit & CPA	13,000.00	13,000.00	1,350.00	11,650.00
5835	Field Trips	60,000.00	58,245.01	25,294.00	32,951.01
5840	Marketing & Student Recruiting	45,000.00	45,000.00	2,899.44	42,100.56
5850	Oversight Fees	78,611.80	78,611.80	59,462.85	19,148.95
5857	Payroll Fees	30,000.00	29,600.00	29,181.56	418.44
5860	Service Fees		2,000.00	2,490.63	490.63-
5863	Professional Development	13,000.00	57,146.64	25,292.78	31,853.86
5864	Prof Dev-Other (tuition reimb)	50,000.00	42,745.71	10,669.46	32,076.25
5869	SpecEd Contract Instructors	236,000.00	215,037.23	198,821.37	16,215.86
5870	Livescan Fingerprinting		300.00	135.00	165.00
5872	Special Education Fees	19,310.24	19,310.24		19,310.24
5884	Substitutes	92,000.00	92,000.00	72,262.50	20,071.00
5900	Communications		2,100.00	1,687.29	412.71
5910	Telephone		4,725.00	8,540.00	3,815.00-
5920	Telecom & Internet	28,000.00	26,000.00	16,701.51	9,298.49
5930	Postage and Delivery	10,000.00	15,000.00	7,584.03	7,415.97
5940	Technology	44,460.00	46,660.00	17,313.36	29,346.64
5990	PY Services Adjustments			23,197.60-	23,197.60

Total Services and Other Operating Expenditures	2,069,513.86	1,403,940.43	1,291,283.64	113,535.43
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Capital Outlay

6400	Equip (incl Computers) (Fixed)	30,000.00	7,604.83		7,604.83
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Total Capital Outlay	30,000.00	7,604.83	.00	7,604.83
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6600 - 6999

6900	Depreciation	600,000.00	612,633.00	583,197.41	29,435.59
Total 6600 - 6999		600,000.00	612,633.00	583,197.41	29,435.59
Transfers of Indirect/direct support costs					
7310	Indirect Costs		9,222.95		9,222.95
Total Transfers of Indirect/direct support costs		.00	9,222.95	.00	9,222.95
Debt Service					
7438	Interest Expense	581,644.00	581,644.00	582,786.84	1,142.84-
Total Debt Service		581,644.00	581,644.00	582,786.84	1,142.84-
Total Year To Date Expenditures		8,491,637.76	7,467,124.90	7,282,597.66	189,048.45

Fund Reconciliation

Assets					
9110	Cash in County Treasury		591,479.19	561,901.74-	29,577.45
9120	Cash in Banks		271,039.49	2,189,367.43	2,460,406.92
9135	Cash with Fiscal Agents		19,890.00		19,890.00
9150	Investments		75,554.11		75,554.11
9200	Accounts Receivable		217,901.95	357,480.46	575,382.41
9295	Due To-From Bond Project Fund		593,311.09	593,311.09-	
9300	Due To-From MERF		414.43-	414.43	
9301	Due To-From MSA 1		2,328.92	2,328.92-	
9302	Due To-From MSA 2		2,419.98	2,419.98-	
9303	Due To-From MSA 3		2,411.47	2,411.47-	
9305	Due To-From MSA 5		5,233.30	5,233.30-	
9308	Due To-From MSA 8		1,053.25-	1,053.25	
9311	Due To-From MSA SD		14,120.98	14,120.98-	
9330	Prepaid Expenses		634.52	2,471.54	3,106.06
9430	Buildings		22,157,821.53	195,071.25	22,352,892.78
9435	Accum Depreciation - Buildings		1,375,930.98-	582,177.78-	1,958,108.76-
9440	Equipment		269,645.41	80,615.43	350,260.84
9445	Accum Depreciation - Equipment		276,028.10-	1,019.63-	277,047.73-
9450	Work in Progress		195,071.25	195,071.25-	
Total Assets			22,765,436.43	866,477.65	23,631,914.08

Liabilities

9500	Accounts Payable		134,449.00	134,449.00-	
9505	Medical Benefits		13,231.66	13,231.66-	
9510	Dental		6,317.92	6,317.92-	
9521	Salary & Wages		28,378.56	173,095.47	201,474.03
9522	Credit Card Payable			37,643.21-	37,643.21-

9525	STRS		44,074.91	50,914.70	94,989.61
9526	PERS		17,458.71	1,794.10	19,252.81
9531	SUI		471.53	471.53-	
9550	Prior Year AP		172,477.91	1,361,865.25	1,534,343.16
9552	Use Tax Payable		693.53	488.92	1,182.45
9560	Stale-Dated Employee Payables		303.68-	303.68	
9570	Stale-Dated Vendor Payables		2,974.96	2,902.50-	72.46
9598	Paycom Suspense		6,430.41-	87.59-	6,518.00-
9599	CMO Fee Payable		.06		.06
9610	IO Loan Due to MERF		2,375,620.50	969,810.66-	1,405,809.84
9640	Current Loans		4,181,387.96	321,878.90-	3,859,509.06
Fund Reconciliation (continued)					
Liabilities (continued)					
9649	Paycheck Protection Program			751,656.00	751,656.00
9650	Deferred Revenue		664.00	664.00-	
9669	Long-Term Bond Debt		8,265,453.31		8,265,453.31
			Total Liabilities	852,661.15	16,089,581.58
			Calculated Fund Balance	13,816.50	7,542,332.50
Beginning Fund Balance					
9791	Fund Balance		7,528,516.00		7,528,516.00
			Beginning Fund Balance Proof	13,816.50	13,816.50
			.00		
Change in Fund Balance - Excess Revenues (Expenditures)				13,816.50	

Memo Only - Ending Fund Balance Accounts

Adopted

Reserves

9720	Reserve for Encumbrance			4,521.21-	4,521.21-
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Other Designations

9790	Undesignated Fund Balance	190,312.47			
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Revenues, Expenditures, and Changes in Fund Balance

A.	Revenues	8,681,950.23	7,217,435.57	7,233,326.94	15,891.37-
B.	Expenditures	8,491,637.76	7,467,124.90	7,282,597.66	189,048.45
C.	Subtotal (Revenue LESS Expense)	190,312.47	249,689.33-	49,270.72-	204,939.82-
D.	Other Financing Sources and Uses				

Sources		70,921.25	63,087.22	7,834.03
LESS Uses				
E. Net Change in Fund Balance	190,312.47	178,768.08-	13,816.50	197,105.79-
F. Fund Balance:				
Beginning Balance (9791)			7,528,516.00	
Audit Adjustments (9793)				
Other Restatements (9795)				
Adjusted Beginning Balance	.00	.00	7,528,516.00	
G. Calculated Ending Balance	190,312.47	178,768.08-	7,542,332.50	
*Components of Ending Fund Balance				
Legally Restricted (9740)				
Other Designations (9780)				
Undesig/Unapprop (9790)	190,312.47	178,768.08-		
Other			4,521.21-	

MSA-SD

2019-20 Detail Report

Fund 62 - Operating Fund

Fiscal Year 2019/20

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance
Revenue Detail					
LCFF Revenue Sources					
8011	State Aid	924,092.00	851,892.00	659,972.00	191,920.00
8012	EPA Entitlement	89,410.00	84,600.00	84,144.00	456.00
8019	Prior Year Adjustments			2,746.00	2,746.00-
8096	In-Lieu-Of Property Taxes	2,746,461.00	2,643,915.00	2,817,162.00	173,247.00-
Total LCFF Revenue Sources		3,759,963.00	3,580,407.00	3,564,024.00	16,383.00
Federal Revenue					
8181	SpEd Revenue	54,353.02	48,480.00	56,002.00	7,522.00-
8290	Other Federal Revenue	55,343.47	58,901.00	52,612.00	6,289.00
8295	PY Revenue Adj			8,997.00	8,997.00-
Total Federal Revenue		109,696.49	107,381.00	117,611.00	10,230.00-
Other State Revenues					
8311	SpEd Revenue	265,700.00	220,501.44	218,704.00	1,797.44
8550	Mandated Cost Reimbursements	39,900.00	6,512.00	6,512.00	
8560	State Lottery Revenue	106,529.00	91,494.00	85,952.04	5,541.96
8590	All Other State Revenue		143,736.00	82,281.49	61,454.51
Total Other State Revenues		412,129.00	462,243.44	393,449.53	68,793.91
Other Local Revenue					
8600	Other Local Revenue	20,000.00			
8660	Interest	5,381.49	5,381.49	3,050.57	2,330.92
8695	PY Revenue Adjustment			57,029.10	57,029.10-
8699	Other Revenue	72,000.00		.82	.82-
Total Other Local Revenue		97,381.49	5,381.49	60,080.49	54,699.00-
Other Financing Sources					
8802	Donations - Private			2,101.23	2,101.23-
8803	Fundraising		80,837.71	66,789.96	14,047.75
Total Other Financing Sources		.00	80,837.71	68,891.19	11,946.52
Total Year To Date Revenues		4,379,169.98	4,236,250.64	4,204,056.21	32,194.43
Expenditure Detail					
Certificated Salaries					
1100	Teacher Salaries	1,142,508.00	1,156,161.33	1,226,830.33	70,669.00-

1300	Cert Administrators	372,470.00	372,418.00	382,427.72	10,009.72-
Total Certificated Salaries		1,514,978.00	1,528,579.33	1,609,258.05	80,678.72-
Classified Salaries					
2100	Instructional Aides	153,695.20	126,997.54	125,630.77	1,366.77
2200	Classified Support	40,051.76	94,312.47	127,824.29	33,511.82-
Classified Salaries (continued)					
2400	Clerical & Technical Staff	167,891.52	139,350.40	142,667.58	3,317.18-
2900	Other Classified Staff			6,003.12	6,003.12-
Total Classified Salaries		361,638.48	360,660.41	402,125.76	41,465.35-
Employee Benefits					
3101	STRS - Certificated	267,170.92	252,675.53	261,216.09	8,540.56-
3102	STRS - Classified	13,252.28	19,909.27	18,332.64	1,576.63
3202	PERS - Classified	55,267.95	49,267.95	50,755.92	1,487.97-
3301	OASDI/Medicare - Certificated	22,500.00	21,197.54	23,245.77	2,048.23-
3302	OASDI/Medicare - Classified	18,500.00	22,241.60	22,241.95	.35-
3401	Health & Welfare Benefits-Cert	283,304.18	279,146.18	230,116.23	49,029.95
3402	Health & Welfare Benefits-Class	16,695.82	9,375.82	19,827.17	10,451.35-
3501	Unemployment Ins -Certificated	2,000.00	2,000.00	740.86	1,259.14
3601	Workers Comp - Certificated	16,000.00	19,182.00	17,345.95	1,836.05
3901	Other Benefits - Certificated	1,500.00			
3990	PY Benefit Adjustments			35,201.57-	35,201.57
Total Employee Benefits		696,191.15	674,995.89	608,621.01	66,374.88
Books and Supplies					
4100	Textbooks & Core Curriculum	5,000.00			
4200	Books & Other Reference Matls	5,000.00	153.56	153.06	.50
4310	Instruct Materials & Supplies	10,000.00	22,436.94	6,098.71	16,338.23
4320	Office Supplies	7,000.00	4,561.35	4,086.88	474.47
4326	Arts & Music Supplies	2,481.00	2,481.00	1,829.71	651.29
4335	PE Supplies	2,500.00	2,500.00	2,050.21	449.79
4340	Educational Software	17,731.14	13,619.55	11,298.00	2,321.55
4345	Non Instruct Student Supplies	6,000.00	8,520.00	7,665.65	854.35
4346	Teacher Supplies	2,500.00	2,500.00	1,694.17	805.83
4350	Custodial Supplies	6,365.00	6,365.00	4,842.47	1,522.53
4430	Office Furniture & Equip <\$5k	5,000.00	3,000.00	1,447.67	1,552.33
4440	Computers (<\$5k)	5,000.00	10,137.36	8,634.24	1,503.12
4464	Fixed Asset Suspense (Equip)		25,500.00		25,500.00
4710	Food		622.07	341.65	280.42
4720	Food : Other Food	7,000.00	5,752.00	4,370.87	1,381.13
4990	PY Materials Adjustments			49,055.73	49,055.73-
Total Books and Supplies		81,577.14	108,148.83	103,569.02	4,579.81
Services and Other Operating Expenditures					
5101	CMO Fees	415,569.82	343,206.82	195,000.81	148,206.01

5210	Travel-Mileage, Parking&Tolls	5,000.00	5,000.00	248.77	4,751.23
5220	Travel & Lodging	8,000.00	7,700.00	3,965.06	3,734.94
5300	Dues & Memberships	6,000.00	9,000.00	6,974.75	2,025.25
5450	Other Insurance	23,000.00	23,000.00	25,043.92	2,043.92-
5500	Operations & Housekeeping	32,000.00	14,390.36	6,825.10	7,565.26
5510	Utilities - Gas and Electric	60,000.00	61,109.64	61,313.80	204.16-
5610	Rent & Leases	716,172.00	716,172.00	716,762.00	590.00-
5620	Equipment Leases	12,000.00	11,912.00	13,537.86	583.06
5630	Repairs & Maintenance-Building	33,000.00	17,600.00	15,943.13	1,656.87
5800	Professional Services	28,577.75	22,652.17	7,492.39	15,159.78
5810	Legal	5,000.00	42,225.50	40,366.00	1,859.50
5813	School Programs-After School		84,029.40	73,613.17	10,416.23
5814	School Progs-Academic Competns	6,000.00	4,088.00	563.00	3,525.00
5819	School Programs - Other		2,300.00	1,271.14	1,028.86
5820	Audit & CPA	8,500.00	1,900.00	1,350.00	550.00
5835	Field Trips	40,000.00	46,000.00	32,194.00	13,806.00
5836	Field Trip Transport		11,500.00	11,725.60	225.60-
5840	Marketing & Student Recruiting	10,000.00	15,000.00	11,711.33	3,288.67
5850	Oversight Fees	37,779.07	37,779.07	32,019.83	5,759.24
5857	Payroll Fees	10,000.00	7,990.00	14,496.74	6,506.74-
5860	Service Fees	1,000.00	1,000.00	447.85	552.15
5863	Professional Development	5,000.00	5,914.35	3,944.56	1,969.79
5864	Prof Dev-Other (tuition reimb)	5,000.00	4,717.15		4,717.15
5869	SpecEd Contract Instructors	52,178.90	155,430.88	165,744.15	10,313.27-
5872	Special Education Fees	12,802.12	1,669.12		1,669.12
5884	Substitutes	27,000.00	24,760.00	23,903.00	857.00
5890	Other Services - Non-Instr		1,153.31	3,229.01	2,075.70-
5900	Communications		2,010.00	2,955.00	945.00-
5910	Telephone		2,700.00	3,290.00	590.00-
5920	Telecom & Internet	28,000.00	22,496.00	17,451.30	5,044.70
5930	Postage and Delivery	5,000.00	5,000.00	3,550.01	1,449.99
5940	Technology	21,300.00	12,146.69	11,348.20	798.49
	Total Services and Other Operating Expenditures	1,613,879.66	1,723,552.46	1,508,281.48	217,479.90
Capital Outlay					
6400	Equip (incl Computers) (Fixed)	22,000.00			
	Total Capital Outlay	22,000.00	.00	.00	.00
6600 - 6999					
6900	Depreciation	45,000.00	20,000.00	14,699.33	5,300.67
	Total 6600 - 6999	45,000.00	20,000.00	14,699.33	5,300.67
Transfers of Indirect/direct support costs					
7310	Indirect Costs		4,423.00		4,423.00
	Total Transfers of Indirect/direct support costs	.00	4,423.00	.00	4,423.00
Debt Service					

7438	Interest Expense		2,333.33		2,333.33
	Total Debt Service	.00	2,333.33	.00	2,333.33
	Total Year To Date Expenditures	4,335,264.43	4,422,693.25	4,246,554.65	178,347.52

Fund Reconciliation

Assets					
9110	Cash in County Treasury		82,450.10	68,151.33	150,601.43
9120	Cash in Banks		77,872.49	709,590.55	787,463.04
9125	Cash-Other External Bank Acct		106,607.27		106,607.27
9135	Cash with Fiscal Agents		75,000.00	150,000.00	225,000.00
9150	Investments		198,190.94		198,190.94
9200	Accounts Receivable		133,500.00	389,786.62	523,286.62
9300	Due To-From MERF		10.08-	606.51-	616.59-
9301	Due To-From MSA 1		8,037.00-		8,037.00-
9305	Due To-From MSA 5		12,600.64	12,600.94-	.30-
9309	Due To-From MSA SA			497.92	497.92
9310	IO Loan Due From MERF		111,845.95	111,835.87-	10.08
9330	Prepaid Expenses		290.91	290.91-	
9440	Equipment		410,868.46	281,255.16	692,123.62
9445	Accum Depreciation - Equipment		387,776.36-	14,699.33-	402,475.69-
9450	Work in Progress		256,582.24	256,582.24-	
	Total Assets		1,069,985.56	1,202,665.78	2,272,651.34

Liabilities

9500	Accounts Payable		238,494.86	237,919.31-	575.55
9505	Medical Benefits		542.80	542.80-	
9510	Dental		2,382.37	2,382.37-	
9511	Federal Tax		359.88	359.88-	
9521	Salary & Wages		39,475.86	100,321.41	139,797.27
9522	Credit Card Payable			716.79-	716.79-
9525	STRS		38,043.69	20,469.40	58,513.09
9526	PERS		6,681.03	3,753.20-	2,927.83
9531	SUI		217.22	217.22-	
9550	Prior Year AP		32,144.86	290,844.47	322,989.33
9552	Use Tax Payable		182.44	406.31	588.75
9560	Stale-Dated Employee Payables		762.37-	762.37	
9570	Stale-Dated Vendor Payables		101.65	101.65-	
9598	Paycom Suspense		6,111.99-	6,111.99	
9599	CMO Fee Payable		.14		.14
9610	IO Loan Due to MERF		223,764.93	654,090.49	877,855.42
9649	Paycheck Protection Program			418,151.00	418,151.00
9669	Long-Term Bond Debt		151,805.92		151,805.92

	Total Liabilities	<u>727,323.29</u>	<u>1,245,164.22</u>	<u>1,972,487.51</u>
	Calculated Fund Balance	<u>342,662.27</u>	<u>42,498.44-</u>	<u>300,163.83</u>
Beginning Fund Balance				
9791 Fund Balance		342,662.27		342,662.27
	Beginning Fund Balance Proof	<u>.00</u>	<u>42,498.44-</u>	<u>42,498.44-</u>
	Change in Fund Balance - Excess Revenues (Expenditures)		(42,498.44)	

Memo Only - Ending Fund Balance Accounts

Adopted

Reserves				
9720 Reserve for Encumbrance			2,208.92-	2,208.92-
Other Designations				
9790 Undesignated Fund Balance	43,905.55			
Revenues, Expenditures, and Changes in Fund Balance				
A. Revenues	4,379,169.98	4,155,412.93	4,135,165.02	20,247.91
B. Expenditures	4,335,264.43	4,422,693.25	4,246,554.65	178,347.52
C. Subtotal (Revenue LESS Expense)	43,905.55	267,280.32-	111,389.63-	158,099.61-
D. Other Financing Sources and Uses				
Sources		80,837.71	68,891.19	11,946.52
LESS Uses				
E. Net Change in Fund Balance	43,905.55	186,442.61-	42,498.44-	146,153.09-
F. Fund Balance:				
Beginning Balance (9791)			342,662.27	
Audit Adjustments (9793)				
Other Restatements (9795)				
Adjusted Beginning Balance	.00	.00	342,662.27	
G. Calculated Ending Balance	43,905.55	186,442.61-	300,163.83	

*Components of Ending Fund Balance

 Legally Restricted (9740)

Other Designations (9780)			
Undesig/Unapprop (9790)	43,905.55	186,442.61-	
Other			2,208.92-

MERF**2019-20 Detail Report****Fund 62 - Operating Fund****Fiscal Year 2019/20**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance
Revenue Detail					
Other Local Revenue					
8699	Other Revenue		9,355.00	12,366.98	3,011.98-
8701	CMO Fee - MSA-1	895,131.86	895,131.86	860,526.40	34,605.46
8702	CMO Fee - MSA-2	811,212.82	811,212.82	779,851.12	31,361.70
8703	CMO Fee - MSA-3	895,131.82	895,131.82	860,526.06	34,605.76
8704	CMO Fee - MSA-4	67,134.82	67,134.82	37,647.49	29,487.33
8705	CMO Fee - MSA-5	167,836.82	167,836.82	430,263.47	262,426.65-
8706	CMO Fee - MSA-6	67,134.82	67,134.82	37,647.49	29,487.33
8707	CMO Fee - MSA-7	447,565.82	447,565.82	430,263.03	17,302.79
8708	CMO Fee - MSA-8	895,131.82	895,131.82	860,525.40	34,606.42
8709	CMO Fee - MSA-SA	895,131.82	295,131.82	585,525.82	290,394.00-
8712	CMO Fee - MSA-SD	415,569.82	359,569.82	195,000.81	164,569.01
Total Other Local Revenue		5,556,982.24	4,910,337.24	5,090,144.07	179,806.83-
Other Financing Sources					
8802	Donations - Private			21,471.39	21,471.39-
Total Other Financing Sources		.00	.00	21,471.39	21,471.39-
Contributions					
8999	Misc Revenue (Suspense)			21,625.11	21,625.11-
Total Contributions		.00	.00	21,625.11	21,625.11-
Total Year To Date Other Financing Sources		.00	.00	43,096.50	43,096.50-
Total Year To Date Revenues		5,556,982.24	4,910,337.24	5,133,240.57	222,903.33-
Expenditure Detail					
Certificated Salaries					
1300	Cert Administrators	751,794.23	751,794.23	621,464.08	130,330.15
Total Certificated Salaries		751,794.23	751,794.23	621,464.08	130,330.15
Classified Salaries					
2200	Classified Support			40,970.82	40,970.82-
2400	Clerical & Technical Staff	1,248,040.48	1,254,040.48	1,335,650.12	81,609.64-
2900	Other Classified Staff	576,750.04	560,750.04	573,428.21	12,678.17-

	Total Classified Salaries	1,824,790.52	1,814,790.52	1,950,049.15	135,258.63-
Employee Benefits					
3101	STRS - Certificated	101,079.56	101,079.56	105,142.23	4,062.67-
3102	STRS - Classified	47,953.99	47,953.99	235,881.13	187,927.14-
3202	PERS - Classified	136,042.37	136,042.37	52,049.34	83,993.03
3301	OASDI/Medicare - Certificated	196,698.86	191,977.87	9,011.21	182,966.66
3302	OASDI/Medicare - Classified	2,372.80-	2,348.19	113,045.10	110,696.91-
3401	Health & Welfare Benefits-Cert	370,505.34	371,105.34	243,937.06	127,168.28
3402	Health & Welfare Benefits-Class	19,580.17-	19,580.17-		19,580.17-
3501	Unemployment Ins -Certificated	774.00	774.00	1,568.00	794.00-
3502	Unemployment Ins - Classified	496.12	496.12	8,312.41	7,816.29-
3601	Workers Comp - Certificated		38,305.00	19,653.32	18,651.68
3701	Other Retirement - Cert		6,566.21		6,566.21
3901	Other Benefits - Certificated	24,516.40	19,292.30	28.00	19,264.30
3902	Other Benefits - Classified	8,701.71	13,930.35	50,656.88	36,726.53-
3990	PY Benefit Adjustments			117,640.06-	117,640.06
	Total Employee Benefits	864,815.38	910,291.13	721,644.62	188,646.51
Books and Supplies					
4100	Textbooks & Core Curriculum	1,000.00	1,000.00	115.96	884.04
4310	Instruct Materials & Supplies	1,000.00	26,873.00		26,873.00
4320	Office Supplies	14,080.00	16,380.00	7,904.52	8,508.47
4325	Prof Dev Materials & Supplies		1,000.00		1,000.00
4340	Educational Software	15,000.00	15,690.00	1,130.01	14,559.99
4345	Non Instruct Student Supplies		1,500.00	3,478.00	1,978.00-
4400	Non-Cap Equipment - General	5,500.00	5,693.00	2,221.40	3,471.60
4430	Office Furniture & Equip <\$5k	2,000.00	2,000.00		2,000.00
4440	Computers (<\$5k)	9,200.00	11,196.88	9,623.63	1,573.25
4720	Food : Other Food	49,650.00	45,345.46	29,176.35	16,201.11
4990	PY Materials Adjustments			4,810.00	4,810.00-
4999	Misc Expense (Suspense)			16,471.35	16,471.35-
	Total Books and Supplies	97,430.00	126,678.34	74,931.22	51,812.11
Services and Other Operating Expenditures					
5205	Conference Fees	25,668.00	23,158.00	2,364.31	20,793.69
5210	Travel-Mileage, Parking&Tolls	74,000.00	61,168.00	38,625.48	22,542.52
5220	Travel & Lodging	66,000.00	44,638.79	5,726.54	38,912.25
5300	Dues & Memberships	33,650.00	47,076.12	44,510.86	2,565.26
5450	Other Insurance	35,000.00	35,000.00	30,308.01	4,691.99
5500	Operations & Housekeeping	5,000.00	11,980.00	6,198.00	5,782.00
5610	Rent & Leases	177,745.00	187,524.00	190,256.05	2,732.05-
5620	Equipment Leases	5,000.00	7,950.00	7,331.45	618.55
5630	Repairs & Maintenance-Building	1,000.00	1,000.00	100.00	900.00
5800	Professional Services	377,718.00	458,123.00	276,055.87	182,067.13
5810	Legal	170,000.00	126,656.00	108,051.68	18,604.32

5820	Audit & CPA	90,000.00	90,000.00	66,431.00	23,569.00
5825	DMS Business Services	520,000.00	520,000.00	415,705.41	104,294.59
5840	Marketing & Student Recruiting	53,000.00	49,100.00	12,928.97	36,171.03
5857	Payroll Fees	20,000.00	20,000.00	14,479.47	5,520.53
5860	Service Fees	30,000.00	30,000.00	3,723.50	26,276.50
5863	Professional Development	90,900.00	75,300.00	22,290.61	53,009.39
5864	Prof Dev-Other (tuition reimb)	15,500.00	17,582.00	13,082.00	4,500.00
5870	Livescan Fingerprinting		200.00	185.50	14.50
5875	Staff Recruiting	15,000.00	13,845.00	5,999.00	7,846.00
5890	Other Services - Non-Instr		12,000.00	5,921.00	6,079.00
5900	Communications	5,000.00	7,150.00	2,829.38	4,320.62
5910	Telephone			1,293.05	1,293.05-
5920	Telecom & Internet	4,000.00	10,500.00	9,547.90	952.10
5930	Postage and Delivery	5,500.00	5,500.00	6,280.52	780.52-
5940	Technology	138,200.00	122,920.00	82,739.53	40,180.47
5990	PY Services Adjustments			32,256.74	32,256.74-
	Total Services and Other Operating Expenditures	1,957,881.00	1,978,370.91	1,405,221.83	573,149.08
6600 - 6999					
6900	Depreciation			859.20	859.20-
	Total 6600 - 6999	.00	.00	859.20	859.20-
	Total Year To Date Expenditures	5,496,711.13	5,581,925.13	4,774,170.10	807,820.02
Other Financing Sources					
8802	Donations - Private			21,471.39	21,471.39-
	Total Other Financing Sources	.00	.00	21,471.39	21,471.39-
Contributions					
8999	Misc Revenue (Suspense)			21,625.11	21,625.11-
	Total Contributions	.00	.00	21,625.11	21,625.11-
	Total Year To Date Other Financing Sources	.00	.00	43,096.50	43,096.50-
Fund Reconciliation					
Assets					
9120	Cash in Banks		2,665,572.32	512,043.25	3,177,615.57
9135	Cash with Fiscal Agents		16,000.00		16,000.00
9200	Accounts Receivable		10,202.00	338,119.16	348,321.16
9295	Due To-From Bond Project Fund		220,184.10-	220,184.10	
9299	CMO Fee Receivable		53,273.25		53,273.25
9301	Due To-From MSA 1		169,154.73-	127,079.96	42,074.77-
9302	Due To-From MSA 2		54,537.59-	54,537.59	
9303	Due To-From MSA 3		175.70	175.70-	

9304	Due To-From MSA 4	37.95-	37.95	
9305	Due To-From MSA 5	2,934.67	1,002,934.67-	1,000,000.00-
9306	Due To-From MSA 6	58.10	999,941.90	1,000,000.00
9307	Due To-From MSA 7	10,278.65	10,278.65-	
9308	Due To-From MSA 8	1,722,164.48-	1,722,164.48	
9309	Due To-From MSA SA	1,696,088.79	1,696,059.73-	29.06
9310	Due from Other Funds	2,079,029.01	950,262.87-	1,128,766.14
9311	Due To-From MSA SD	75,145.25	74,498.66-	646.59
9330	Prepaid Expenses	14,665.00	14,665.00-	
9399	CMO Fee Due To MERF	284,945.69-	284,945.69	
9440	Equipment	134,512.67		134,512.67
9445	Accum Depreciation - Equipment	117,894.56-	859.20-	118,753.76-
	Total Assets	4,189,016.31	509,319.60	4,698,335.91
Liabilities				
9500	Accounts Payable	230,840.50-		230,840.50-
9505	Medical Benefits	3,322.65	3,322.65-	
9510	Dental	5,840.67	5,655.49-	185.18
9517	Voluntary 403b	98,814.85	90,812.14-	8,002.71
9521	Salary & Wages	7,202.47	139,225.73	146,428.20
9522	Credit Card Payable		7,577.56	7,577.56
9524	EWO	150.00-		150.00-
9525	STRS	140,301.44	1,551.24	141,852.68
9526	PERS	32,709.68		32,709.68
9540	Accrued Vacation	121,768.00		121,768.00
9550	Prior Year AP	205,404.26	174,014.50	379,418.76
9552	Use Tax Payable	1,518.78-	13,016.63-	14,535.41-
9560	State-Dated Employee Payables	20,322.99		20,322.99
9570	State-Dated Vendor Payables	4,267.76		4,267.76
9598	Paycom Suspense	9,831.67	3,641.25-	6,190.42
Fund Reconciliation (continued)				
Liabilities (continued)				
9610	Due to Other Funds	2,148,074.87	590,243.74-	1,557,831.13
9649	Paycheck Protection Program		534,572.00	534,572.00
	Total Liabilities	2,565,352.03	150,249.13	2,715,601.16
	Calculated Fund Balance	1,623,664.28	359,070.47	1,982,734.75
Beginning Fund Balance				
9791	Fund Balance	1,623,664.28		1,623,664.28
	Beginning Fund Balance Proof	.00	359,070.47	359,070.47

Change in Fund Balance - Excess Revenues (Expenditures)**359,070.47****Memo Only - Ending Fund Balance Accounts**

		Adopted			
Reserves					
9720	Reserve for Encumbrance			64.99-	64.99-
Other Designations					
9790	Undesignated Fund Balance	60,271.11			
Revenues, Expenditures, and Changes in Fund Balance					
A. Revenues		5,556,982.24	4,910,337.24	5,090,144.07	179,806.83-
B. Expenditures		5,496,711.13	5,581,925.13	4,774,170.10	807,820.02
C. Subtotal (Revenue LESS Expense)		60,271.11	671,587.89-	315,973.97	987,626.85-
D. Other Financing Sources and Uses					
	Sources			43,096.50	43,096.50-
	LESS Uses				
E. Net Change in Fund Balance		60,271.11	671,587.89-	359,070.47	1,030,723.35-
F. Fund Balance:					
	Beginning Balance (9791)			1,623,664.28	
	Audit Adjustments (9793)				
	Other Restatements (9795)				
	Adjusted Beginning Balance	.00	.00	1,623,664.28	
G. Calculated Ending Balance		60,271.11	671,587.89-	1,982,734.75	
*Components of Ending Fund Balance					
	Legally Restricted (9740)				
	Other Designations (9780)				
	Undesig/Unapprop (9790)	60,271.11	671,587.89-		
	Other			64.99-	



Board Agenda Item #	III D - Action Item
Date:	9-10-2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Serdar Orazov, Chief Finance Officer
RE:	FY19/20 Unaudited Actuals Report

Proposed Board Recommendation

Staff recommends approval of the FY19/20 Unaudited Actuals Report for Magnolia Public Schools

Background

All charter schools in California must submit their board approved “Unaudited Actuals” for the prior fiscal year by September 15th. The Unaudited Actuals represent the complete prior fiscal year’s financial activities following all year-end closing activities.

Budget Implications

None

Attachments:

- Unaudited Actuals Reports for all school site and MERF (Summary)
- Full report with unaudited financials for FY19/20

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Magnolia Public Schools

2019-20 Unaudited Actuals




2019-20 Unaudited Actuals

- All charter schools in California must submit their “Unaudited Actuals” for the prior fiscal year by September 15th. The Unaudited Actuals represent the complete prior fiscal year’s financial activities following all year-end closing activities.
- This set of unaudited financial statements is then reviewed by the School’s independent CPAs, and together with any adjustments recommended by the auditors, becomes the School’s audited financial statements for that fiscal year. The audited financial statements are then submitted to the authorizer by December 15th.
- For the 2019-20 fiscal year just ending, MPS had an operating surplus of \$1,373,327 cumulatively increasing the ending fund balance to \$28,491,112 or 55% of yearly expenditures (recommended minimum reserves are 5% of expenditures).
- While caution should be maintained regarding overspending given the revenue deferrals and variances in year-to-year state funding, in general the School is in stable fiscal condition with a positive outlook for both budget and cash flow over the current and two subsequent fiscal years.
- The next 2020-21 budget update for the Board will be the First Interim Budget in late November or early December, containing any current year updates.



2019-20 Unaudited Actuals


- All Magnolia Sites improves from Second Interim Projections to Year End.
- The four schools with an ending net loss were MSA-03, MSA-04, MSA-06, and MSA-San Diego. San Diego was not profitable, but it did achieve all bond covenants.
- The largest cut in expense was seen in Services and Operation due to a change in teaching conditions created by the COVID-19 pandemic.
- There was a large write-off from prior year activity, prior year payables, with the largest occurring in MSA-02. This \$229,209 reduction of expense resulted in a negative overall expense to our Books and Supplies in MSA-02 of (\$6,190) but does not tell the whole fiscal story.


2019-20 Unaudited Actuals				
CONSOLIDATED	Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY				
Revenue				
LCFF Entitlement	42,792,722	40,566,661	40,373,454	(193,207)
Federal Revenue	2,377,423	2,739,046	2,488,522	(250,524)
Other State Revenues	5,000,977	5,095,032	4,920,893	(174,139)
Other Local Revenues	6,648,094	5,225,616	5,255,248	29,632
Total Revenue	56,819,216	53,626,354	53,038,117	(588,237)
Expenditures				
Certificated Salaries	18,854,481	18,469,190	18,164,615	(304,574)
Classified Salaries	6,423,908	6,485,236	6,785,733	300,497
Benefits	9,041,719	8,919,459	7,955,121	(964,338)
Books and Supplies	1,842,101	2,205,787	1,314,043	(891,744)
Services and Operating Exp.	18,107,489	18,716,084	16,017,838	(2,698,246)
Depreciation & Cap Outlay	1,194,779	1,018,934	844,653	(174,281)
Other Outflows	581,644	589,659	582,787	(6,872)
Total Expenditures	56,046,121	56,404,349	51,664,790	(4,739,558)
Net Revenues	773,095	(2,777,994)	1,373,327	4,151,321
Fund Balance				
Beginning Balance (Unaudited)	27,117,785			
Audit Adjustment	0			
Beginning Balance (Audited)	27,117,785			
Net Revenues	1,373,327			
Ending Fund Balance	28,491,112			





2019-20 UNAUDITED ACTUALS - BY SITE


	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Revenue												
LCFF Entitlement	7,240,547	4,795,130	5,140,719	1,419,604	3,043,774	1,281,148	2,953,281	4,878,259	6,056,968	3,564,024	-	40,373,454
Federal Revenue	421,556	252,373	264,608	103,688	148,113	99,402	171,912	337,934	571,325	117,611	-	2,488,522
Other State Revenues	1,298,205	375,939	579,889	123,187	296,294	167,659	456,383	586,184	643,703	393,450	-	4,920,893
Other Local Revenues	(102,897)	72,499	(6,411)	(99,636)	(8,308)	33,792	119,713	(40,134)	24,418	128,972	5,133,241	5,255,248
Total Revenue	8,857,412	5,495,941	5,978,805	1,546,842	3,479,873	1,582,001	3,701,290	5,762,243	7,296,414	4,204,056	5,133,241	53,038,117
Expenses												
Certificated Salaries	2,994,057	2,209,254	2,105,900	891,262	1,264,367	698,765	1,177,789	1,903,168	2,689,332	1,609,258	621,464	18,164,615
Classified Salaries	731,776	488,614	794,867	155,660	284,476	150,107	417,435	616,273	794,350	402,126	1,950,049	6,785,733
Benefits	1,314,561	830,314	930,039	350,324	515,830	271,551	488,297	732,614	1,191,326	608,621	721,645	7,955,121
Books and Supplies	158,744	(6,190)	177,721	51,474	174,350	77,316	110,532	241,274	150,322	103,569	74,931	1,314,043
Services and Operations	3,313,976	1,330,883	2,216,642	690,542	930,559	381,050	1,257,113	1,692,287	1,291,284	1,508,281	1,405,222	16,017,838
Depreciation / Cap Outlay	68,205	59,061	6,440	16,838	24,734	3,343	3,917	63,360	583,197	14,699	859	844,653
Other Outflows	-	-	-	-	-	-	-	-	582,787	-	-	582,787
Total Expenses	8,581,318	4,911,936	6,231,609	2,156,099	3,194,317	1,582,131	3,455,083	5,248,975	7,282,598	4,246,555	4,774,170	51,664,790
Net Revenue	276,093	584,005	(252,803)	(609,257)	285,556	(130)	246,207	513,268	13,817	(42,498)	359,070	1,373,327
Fund Balance												
Beginning Balance	4,862,158	1,016,552	1,047,008	1,322,728	1,782,007	1,814,290	1,542,640	4,083,717	7,528,516	342,662	1,623,664	26,965,943
Net Revenue	276,093	584,005	(252,803)	(609,257)	285,556	(130)	246,207	513,268	13,817	(42,498)	359,070	1,373,327
Projected Ending Balance	5,138,251	1,600,557	794,205	713,471	2,067,563	1,814,160	1,788,847	4,596,985	7,542,333	300,164	1,982,735	28,339,270
Ending Bal. as % of Exp.:	59.9%	32.6%	12.7%	33.1%	64.7%	114.7%	51.8%	87.6%	103.6%	7.1%	41.5%	54.9%


2019-20 Unaudited Actuals					
MSA - 1		Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY					
Revenue					
LCFF Entitlement	7,307,540	7,294,736	7,240,547	(54,189)	
Federal Revenue	433,659	404,430	421,556	17,126	
Other State Revenues	1,345,875	1,322,167	1,298,205	(23,962)	
Other Local Revenues	246,161	74,900	(102,897)	(177,797)	
Total Revenue	9,333,235	9,096,233	8,857,412	(238,821)	
Expenditures					
Certificated Salaries	3,123,243	2,965,544	2,994,057	28,513	
Classified Salaries	615,744	632,787	731,776	98,989	
Benefits	1,297,240	1,314,748	1,314,561	(187)	
Books and Supplies	311,378	306,500	158,744	(147,756)	
Services and Operating Exp.	3,826,100	3,912,182	3,313,976	(598,206)	
Depreciation & Cap Outlay	134,000	141,079	68,205	(72,875)	
Other Outflows		1,259		(1,259)	
Total Expenditures	9,307,706	9,274,100	8,581,318	(692,782)	
Net Revenues	25,529	(177,867)	276,093	453,961	
Fund Balance					
Beginning Balance (Unaudited)	4,862,158				
Audit Adjustment					
Beginning Balance (Audited)	4,862,158				
Net Revenues	276,093				
Ending Fund Balance	5,092,059				


2019-20 Unaudited Actuals					
MSA - 2		Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY					
Revenue					
	LCFF Entitlement	4,981,790	4,832,958	4,795,130	(37,828)
	Federal Revenue	296,037	280,036	252,373	(27,663)
	Other State Revenues	385,771	367,076	375,939	8,863
	Other Local Revenues	206,648	40,456	72,499	32,043
	Total Revenue	5,870,246	5,520,526	5,495,941	(24,585)
Expenditures					
	Certificated Salaries	2,279,329	2,293,581	2,209,254	(84,327)
	Classified Salaries	551,004	579,084	488,614	(90,470)
	Benefits	1,029,296	1,022,810	830,314	(192,497)
	Books and Supplies	189,782	205,916	(6,190)	(212,106)
	Services and Operating Exp.	1,611,777	1,559,243	1,330,883	(228,360)
	Depreciation & Cap Outlay	140,000	69,266	59,061	(10,206)
	Other Outflows				-
	Total Expenditures	5,801,188	5,729,901	4,911,936	(817,965)
Net Revenues		69,059	(209,375)	584,005	793,380
Fund Balance					
	Beginning Balance (Unaudited)	1,016,552			
	Audit Adjustment				
	Beginning Balance (Audited)	1,016,552			
	Net Revenues	584,005			
Ending Fund Balance		1,600,557			


2019-20 Unaudited Actuals					
MSA - 3		Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY					
Revenue					
LCFF Entitlement	5,299,249	5,199,261	5,140,719	(58,542)	
Federal Revenue	251,373	258,111	264,608	6,497	
Other State Revenues	479,371	558,486	579,889	21,403	
Other Local Revenues	36,129	1,025	(6,411)	(7,436)	
Total Revenue	6,066,121	6,016,883	5,978,805	(38,078)	
Expenditures					
Certificated Salaries	2,209,823	2,105,633	2,105,900	267	
Classified Salaries	616,864	725,174	794,867	69,693	
Benefits	1,039,594	999,228	930,039	(69,189)	
Books and Supplies	155,103	247,087	177,721	(69,365)	
Services and Operating Exp.	1,910,596	2,459,005	2,216,642	(242,363)	
Depreciation & Cap Outlay	67,677	6,249	6,440	191	
Other Outflows		-		-	
Total Expenditures	5,999,656	6,542,375	6,231,609	(310,767)	
Net Revenues	66,465	(525,492)	(252,803)	272,689	
Fund Balance					
Beginning Balance (Unaudited)	1,047,008				
Audit Adjustment					
Beginning Balance (Audited)	1,047,008				
Net Revenues	(252,803)				
Ending Fund Balance	794,205				


2019-20 Unaudited Actuals					
MSA - 4		Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY					
Revenue					
LCFF Entitlement		1,836,399	1,436,450	1,419,604	(16,846)
Federal Revenue		108,918	106,113	103,688	(2,425)
Other State Revenues		147,538	117,780	123,187	5,407
Other Local Revenues		113,837	-	(99,636)	(99,636)
Total Revenue		2,206,692	1,660,343	1,546,842	(113,501)
Expenditures					
Certificated Salaries		903,472	919,875	891,262	(28,613)
Classified Salaries		129,093	134,740	155,660	20,919
Benefits		403,907	374,786	350,324	(24,462)
Books and Supplies		70,662	78,671	51,474	(27,198)
Services and Operating Exp.		656,258	834,255	690,542	(143,713)
Depreciation & Cap Outlay		19,312	2,335	16,838	14,503
Other Outflows		-	-	-	-
Total Expenditures		2,182,703	2,344,663	2,156,099	(188,563)
Net Revenues		23,989	(684,320)	(609,257)	75,062
Fund Balance					
Beginning Balance (Unaudited)	1,322,728				
Audit Adjustment					
Beginning Balance (Audited)	1,322,728				
Net Revenues	(609,257)				
Ending Fund Balance	713,471				


2019-20 Unaudited Actuals					
MSA - 5		Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY					
Revenue					
LCFF Entitlement	2,698,012	3,074,449	3,043,774	(30,675)	
Federal Revenue	152,432	147,163	148,113	950	
Other State Revenues	213,252	281,294	296,294	15,000	
Other Local Revenues	71,867	3,244	(8,308)	(11,552)	
Total Revenue	3,135,562	3,506,150	3,479,873	(26,277)	
Expenditures					
Certificated Salaries	1,245,798	1,308,274	1,264,367	(43,907)	
Classified Salaries	294,956	265,457	284,476	19,019	
Benefits	606,632	572,118	515,830	(56,288)	
Books and Supplies	165,607	249,699	174,350	(75,349)	
Services and Operating Exp.	698,418	1,086,493	930,559	(155,934)	
Depreciation & Cap Outlay	17,579	17,579	24,734	7,155	
Other Outflows				-	
Total Expenditures	3,028,990	3,499,621	3,194,317	(305,304)	
Net Revenues	106,573	6,528	285,556	279,028	
Fund Balance					
Beginning Balance (Unaudited)	1,782,007				
Audit Adjustment					
Beginning Balance (Audited)	1,782,007				
Net Revenues	285,556				
Ending Fund Balance	2,067,563				


2019-20 Unaudited Actuals					
MSA - 6		Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY					
Revenue					
LCFF Entitlement	1,602,764	1,353,622	1,281,148	(72,474)	
Federal Revenue	104,655	110,004	99,402	(10,603)	
Other State Revenues	204,032	202,955	167,659	(35,296)	
Other Local Revenues	86,677	13,296	33,792	20,496	
Total Revenue	1,998,128	1,679,878	1,582,001	(97,876)	
Expenditures					
Certificated Salaries	764,896	699,119	698,765	(355)	
Classified Salaries	155,622	182,893	150,107	(32,786)	
Benefits	372,372	313,215	271,551	(41,664)	
Books and Supplies	87,500	136,388	77,316	(59,072)	
Services and Operating Exp.	551,568	525,288	381,050	(144,239)	
Depreciation & Cap Outlay	18,224	14,208	3,343	(10,865)	
Other Outflows		-		-	
Total Expenditures	1,950,181	1,871,111	1,582,131	(288,980)	
Net Revenues	47,947	(191,234)	(130)	191,104	
Fund Balance					
Beginning Balance (Unaudited)	1,814,290				
Audit Adjustment					
Beginning Balance (Audited)	1,814,290				
Net Revenues	(130)				
Ending Fund Balance	1,814,160				

2019-20 Unaudited Actuals					
MSA - 7		Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY					
Revenue					
LCFF Entitlement	2,950,896	2,963,387	2,953,281	(10,106)	
Federal Revenue	163,297	332,593	171,912	(160,681)	
Other State Revenues	585,683	623,207	456,383	(166,824)	
Other Local Revenues	40,768	15,756	119,713	103,957	
Total Revenue	3,740,644	3,934,943	3,701,290	(233,653)	
Expenditures					
Certificated Salaries	1,194,731	1,210,149	1,177,789	(32,360)	
Classified Salaries	463,111	468,250	417,435	(50,814)	
Benefits	556,312	534,985	488,297	(46,688)	
Books and Supplies	98,900	133,934	110,532	(23,402)	
Services and Operating Exp.	1,331,263	1,392,260	1,257,113	(135,147)	
Depreciation & Cap Outlay	15,987	26,256	3,917	(22,339)	
Other Outflows	-	-	-	-	
Total Expenditures	3,660,305	3,765,834	3,455,083	(310,751)	
Net Revenues	80,339	169,109	246,207	77,098	
Fund Balance					
Beginning Balance (Unaudited)	1,542,640				
Audit Adjustment					
Beginning Balance (Audited)	1,542,640				
Net Revenues	246,207				
Ending Fund Balance	1,788,847				

2019-20 Unaudited Actuals					
MSA - 8		Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY					
Revenue					
LCFF Entitlement	5,012,273	4,893,201	4,878,259	(14,942)	
Federal Revenue	333,831	333,127	337,934	4,807	
Other State Revenues	499,379	545,398	586,184	40,786	
Other Local Revenues	5,000	4,729	(40,134)	(44,863)	
Total Revenue	5,850,484	5,776,455	5,762,243	(14,212)	
Expenditures					
Certificated Salaries	2,107,980	2,064,667	1,903,168	(161,500)	
Classified Salaries	545,984	599,724	616,273	16,550	
Benefits	888,921	904,149	732,614	(171,535)	
Books and Supplies	283,659	402,467	241,274	(161,193)	
Services and Operating Exp.	1,880,235	1,841,493	1,692,287	(149,207)	
Depreciation & Cap Outlay	85,000	92,500	63,360	(29,140)	
Other Outflows				-	
Total Expenditures	5,791,779	5,905,000	5,248,975	(656,025)	
Net Revenues	58,704	(128,545)	513,268	641,813	
Fund Balance					
Beginning Balance (Unaudited)	4,235,559				
Audit Adjustment					
Beginning Balance (Audited)	4,235,559				
Net Revenues	513,268				
Ending Fund Balance	4,748,827				

2019-20 Unaudited Actuals					
MSA - SA		Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY					
Revenue					
LCFF Entitlement	7,343,836	5,938,190	6,056,968	118,778	
Federal Revenue	423,524	660,088	571,325	(88,763)	
Other State Revenues	727,946	614,425	643,703	29,278	
Other Local Revenues	186,644	75,654	24,418	(51,236)	
Total Revenue	8,681,950	7,288,357	7,296,414	8,057	
Expenditures					
Certificated Salaries	2,758,436	2,621,973	2,689,332	67,359	
Classified Salaries	865,101	721,676	794,350	72,673	
Benefits	1,286,438	1,298,133	1,191,326	(106,807)	
Books and Supplies	300,504	210,298	150,322	(59,975)	
Services and Operating Exp.	2,069,514	1,403,940	1,291,284	(112,657)	
Depreciation & Cap Outlay	630,000	629,461	583,197	(46,263)	
Other Outflows	581,644	581,644	582,787	1,143	
Total Expenditures	8,491,638	7,467,125	7,282,598	(184,527)	
Net Revenues	190,312	(178,768)	13,817	192,585	
Fund Balance					
Beginning Balance (Unaudited)	7,528,516				
Audit Adjustment					
Beginning Balance (Audited)	7,528,516				
Net Revenues	13,817				
Ending Fund Balance	7,542,333				

2019-20 Unaudited Actuals					
MSA - SD		Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY					
Revenue					
LCFF Entitlement		3,759,963	3,580,407	3,564,024	(16,383)
Federal Revenue		109,696	107,381	117,611	10,230
Other State Revenues		412,129	462,243	393,450	(68,794)
Other Local Revenues		97,381	86,219	128,972	42,752
Total Revenue		4,379,170	4,236,251	4,204,056	(32,194)
Expenditures					
Certificated Salaries		1,514,978	1,528,579	1,609,258	80,679
Classified Salaries		361,638	360,660	402,126	41,465
Benefits		696,191	674,996	608,621	(66,375)
Books and Supplies		81,577	108,149	103,569	(4,580)
Services and Operating Exp.		1,613,880	1,723,552	1,508,281	(215,271)
Depreciation & Cap Outlay		67,000	20,000	14,699	(5,301)
Other Outflows			6,756		(6,756)
Total Expenditures		4,335,264	4,422,693	4,246,555	(176,139)
Net Revenues		43,906	(186,443)	(42,498)	143,944
Fund Balance					
Beginning Balance (Unaudited)		342,662			
Audit Adjustment					
Beginning Balance (Audited)		342,662			
Net Revenues		(42,498)			
Ending Fund Balance		300,164			

2019-20 Unaudited Actuals					
MERF		Adopted July 1 Budget	2nd Interim Budget	Unaudited Actuals	Variance From 2nd Interim
SUMMARY					
Revenue					
	LCFF Entitlement				
	Federal Revenue				
	Other State Revenues				
	Other Local Revenues	5,556,982	4,910,337	5,133,241	222,903
	Total Revenue	5,556,982	4,910,337	5,133,241	222,903
Expenditures					
	Certificated Salaries	751,794	751,794	621,464	(130,330)
	Classified Salaries	1,824,791	1,814,791	1,950,049	135,259
	Benefits	864,815	910,291	721,645	(188,647)
	Books and Supplies	97,430	126,678	74,931	(51,747)
	Services and Operating Exp.	1,957,881	1,978,371	1,405,222	(573,149)
	Depreciation & Cap Outlay			859	859
	Other Outflows				
	Total Expenditures	5,496,711	5,581,925	4,774,170	(807,755)
Net Revenues		60,271	(671,588)	359,070	1,030,658
Fund Balance					
	Beginning Balance (Unaudited)	1,623,664			
	Audit Adjustment				
	Beginning Balance (Audited)	1,623,664			
	Net Revenues	359,070			
Ending Fund Balance		1,982,735			

Bond Covenants

Magnolia Public Schools I 1002
2017 Bonds - MSA-1 Covenant Calculation
June 30, 2020

2017 Bond Covenants

Debt Service Coverage (Individual By School)

	MSA-1	MSA-SA	MSA-SD
Net Income	\$276,093	\$13,817	(\$42,498)
Add Back: Depreciation	68,205	583,197	14,699
Add Back: Base Rent	1,499,286	582,787	476,172
Add Back: 50% of CMO Fee	430,263	292,763	97,500
"Net Income Available For Debt Service"	2,273,847	1,472,564	545,873
Debt Service / Base Rent	1,499,286	582,787	476,172
Debt Service Coverage	1.52	2.53	1.15
Limit	1.10	1.10	1.10
Compliance	Yes	Yes	Yes

Days Cash on Hand (Test is All 3 combined - showing individual as additional data)

	MSA-1	MSA-SA	MSA-SD	COLLECTIVELY
Total Expenses	\$8,581,319	\$6,957,598	\$4,246,555	19,785,471
Deduct: Depreciation	(68,205)	(583,197)	(14,699)	(666,102)
"Operating Expenses"	8,513,114	6,374,400	4,231,855	19,119,369
Expense/Day	23,324	17,464	11,594	52,381.83
Cash & Cash Equivalents from Audit	2,525,704	2,460,407	787,463	5,773,574
Repair & Replacement Fund	\$75,254.07	-	283,270	358,524
Cash on Hand (incl R&R Fund)	2,600,958	2,460,407	1,070,733	6,132,097
Days Cash on Hand	112	141	92	117
Minimum				45
Compliance	Yes	Yes	Yes	Yes

Cover Sheet

Approval of Updated MPS Plan of Action for LAUSD Fiscal Oversight Report 2019-20

Section:	III. Action Items
Item: Report 2019-20	E. Approval of Updated MPS Plan of Action for LAUSD Fiscal Oversight
Purpose:	FYI
Submitted by:	
Related Material:	III E LAUSD Oversight Action Plan.pdf



Board Agenda Item #	III E - Action Item
Date:	9-10-2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Serdar Orazov, Chief Finance Officer
RE:	LAUSD Fiscal Oversight Report 2019-20 and Plan of Action

Proposed Board Recommendation

Staff recommends approval of the proposed actions and next steps to be taken by MPS as recommended by LAUSD Oversight staff.

Background

LAUSD'S annual oversight report includes recommendations for areas of growth and improvements. These are listed in the attached document, with a brief background and the plan of action implemented by MPS staff to align with the LAUSD's recommendation.

To comply with the oversight requirement, the attached report is presented to board to describe the improvements and changes to fiscal processes and continued implementation of recommendations.

At the 7/23 meeting, staff communicated that the IntraOrganization loan agreements will be presented to the board for approval on the 9/10 meeting as part of the Unaudited Actuals reports. However, due to the transition in staffing, the agreements will be presented at the 9/24 meeting. The timeline was communicated with LAUSD and agreed on.

Budget Implications

None

Attachments:
MPS' Action Plan

Cover Sheet

Approval of MSA-Santa Ana Reopening Plan and Submission of the Elementary Waiver to the Orange County Health Care Agency

Section: III. Action Items
Item: F. Approval of MSA-Santa Ana Reopening Plan and Submission of the Elementary Waiver to the Orange County Health Care Agency
Purpose: Vote
Submitted by:
Related Material: III F MSA SA Elementary Waiver.pdf
PP.pdf



Board Agenda Item #	III F - Action Item
Date:	September 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Steven Keskinturk, MSA SA Principal & Maria Rowell, MSA SA Assistant Principal
RE:	MSA SA Elementary Waiver

Proposed Board Motion

I move that the board approve the Magnolia Science Academy Santa Ana Elementary Waiver Application for reopening of the campus in person format for grades TK-6.

Introduction

- This waiver is intended for Magnolia Science Academy Santa Ana Elementary (grades TK-6th) to start face-to face learning once the waiver has been approved by Orange County Public Health Agency. The waiver will allow for on site instruction for grades TK-6 only. We have surveyed our stakeholders and will open in the Hybrid model that was voted on.

Background

- For counties on the monitoring list, CDPH guidance allows a district superintendent of the charter school to apply for a waiver from the local health officer to open an elementary school for in-person instruction.
- This waiver is applicable only for grades TK-6, even if the grade configuration at the school includes additional grades.
- When applying for the waiver, the superintendent must submit to the Orange County Health Officer (OC HO) evidence of (1) consultation with labor and parent organizations and (2) publication of the elementary school reopening plans on their website.
- OC HO will then review the application and reopening plan along with local community epidemiological data, and consults with CDPH when making the determination on whether to grant or deny the waiver.

Analysis (If applicable)

- These Policies were provided by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA).

Budget Implications

- MSA-SA's budget reflects the expenditures foreseen for safe re-opening of the campus in-person format.

Exhibits (attachments):

- MPS Health and Safety Policy for COVID-19
- MPS Injury Illness Prevention Plan (IIPP) Addendum for COVID-19
- Waiver Application

I. Consultation

Please confirm consultation with the following groups:

Labor Organization

Name of Organization(s) and Date(s) Consulted:

Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

II. Elementary School Reopening Plans

Please confirm that elementary school reopening plan(s) addressing the following, consistent with guidance from the California Department of Public Health and the local health department, have been published on the website of the local educational agency (or equivalent):

Cleaning and Disinfection: 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 with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.

Entrance, Egress, and Movement Within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

- Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced.
- Health Screenings for Students and 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 and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.
- Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.
- Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.
- Testing of Students and Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.
- Triggers for Switching to Distance Learning:** The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction.
- Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

School Website URL where reopening plan and waiver are posted.

Additional Resources:

CDPH and Cal/OSHA Guidance for Schools and School-Based Programs

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

<https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>

CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>

For Internal Use Only:

Date Received

Health Officer Review

Determination Date



Elementary School Reopening Plans

Magnolia Science Academy Santa Ana, a non-profit public charter school, exists to collaborate with our stakeholders in the education of their students, so that families and students can thrive in every area of their lives. In-person education is a key component to this partnership and it is clear that our families and staff agree. The results of our school survey (approximately 31% of school families responded to the survey) revealed that 82% of our families had a high or very high desire to return to campus. Clearly the majority of our families desire a return to on-campus learning for their students. In conversations with the Pirate Stakeholders, and through survey data, it's also clear that our staff is ready, willing, and excited to return to on-campus learning.

The staff and families of Magnolia Science Academy Santa Ana School desire a return to campus and it is clear that for the majority of our students their social and emotional health is better served through on campus learning. Therefore, in accordance with the guidance set out by CDC and the State of California, we have developed this plan to safely return to campus amidst the health crisis caused by COVID-19.

1) Healthy Environments Cleaning, Disinfection & Ventilation

First and foremost, shared surfaces and items have been minimized to the extent possible. Students will have individual school supplies; individual Chromebooks have been purchased and issued to each student for in-class use and will not be shared. Drinking fountains have been disabled, and students are encouraged to utilize reusable water bottles instead. Where shared surfaces are unavoidable, they will be cleaned by staff members using products approved for use against COVID-19 on the Environmental Protection Agency (EPA) approved list. "N" and product instructions will be followed. We are currently utilizing Strike Bac, Germicidal Cleaner. We have secured a large supply of this product and contract with various sources to maintain our supply.

Cleaning & Disinfection Schedule

- Our janitors thoroughly clean the campus after every school day and at least twice daily: This includes student desks, chairs, and tables.
- The high touch surfaces in the bathrooms are disinfected by school janitorial staff after each student recess time.
- Classroom door handles, light switches, sinks and faucets are disinfected by the teacher while students are at recess and lunch.
- After each lunch period, the student tables are cleaned and disinfected by lunch supervision staff before the next cohort of students begin lunch.
- All staff members are trained in properly utilizing cleaning and disinfection products according to the label directions and are provided with proper protective equipment as indicated by the Safety Data Sheet.



Ventilation

Classroom doors will be left open whenever possible. Air conditioning filters have been upgraded and the ductwork has been set to draw more outside air into the system increasing the flow of fresh air through the classroom.

(Health and Safety Policy for COVID-19, 6. Routine cleaning and disinfecting, Page 10-12)

2) Split Cohorting

Keeping small stable groups of students together helps limit the potential spread of a virus. Students have been placed in stable classroom cohorts with the same set of students (no more than 15), teacher, and teaching assistant. This group will remain stable with a fixed membership for activities. The traditional rotation schedule of students has been altered. Contact with other groups will be limited by altered schedules that keep groups apart and are intended to prevent possible close contact with other cohorts.

Recess and lunch zones have been established to limit cohort interaction. Lunch will be held outdoors with classroom cohorts. Recess has been divided into zones to further limit the interaction between cohorts. The time of each recess and lunch period is also 15 minutes or less to limit potential exposure time and close contacts.

(Health and Safety Policy for COVID-19, 9. Physical distancing (students), Page 13)

3) Healthy Movement Drop Off, Pickup, & Campus Movement

Magnolia Science Academy Santa Ana does not utilize a student bus system; dropoff and pickup from school is primarily through parent-provided car transportation or walking. In order to align with guidance and promote healthy operations, only students and staff will be allowed on the MSASA campus. With this in mind, we are highly encouraging and will prioritize the direct dropoff/pickup of students from parent cars. This will limit the interaction of adults on campus and the potential for group congregation outside of the school. The school has utilized car dropoff/pickup systems for many years and these systems will continue with modifications to enhance and prioritize health safety.

Dropoff (See our attached Map of traffic flow and drop off areas)

No parents will be allowed on campus. All families will be encouraged to utilize the car dropoff procedure. This procedure keeps parents in their cars; students also remain in cars until directed to exit, staying staggered from other students. Walk-in entrances will have social distancing markers. There will be three entrances to the school campus that are monitored by school staff members. Students will be screened and have their temperature taken as they exit their vehicle or upon arrival at a walk-in entrance.



Students will then proceed directly to their classroom cohort. Staff will be strategically placed around the campus to remind students to proceed directly to their classroom cohort. This procedure will result in students staying socially distanced and remaining in common spaces with other cohort groups for far less than 15 minutes.

Pickup (See our Map of traffic flow and pickup areas)

No parents will be allowed on campus. All families should utilize the car pickup procedure, which has been in place at the school for many years. This procedure keeps parents in their cars and delivers students (by classroom cohort) safely to each car, following social distancing measures. At the end of each school day, classroom cohorts will proceed outside to the designated pickup location, where each cohort has a specific space socially distanced from other household groups while they wait for pickup. Parents are directed to wait in their car in designated pickup lanes. Staff members then radio for students to come to their car when it arrives. Cars are not moved in the parking lanes while students are proceeding to vehicles in order to maintain safety from moving vehicles. Cars are then dismissed in an orderly fashion. Students that may be walking/biking home are then released off campus.

Campus movement

Magnolia Science Academy Santa Ana campus has mostly interior access points for school rooms. These interior areas are large walkways with 15 feet or more of space, allowing for people to pass and maintain social distance. Scheduling for class cohort groups has also been established to avoid the passing of different cohort groups.

Healthy Students and Staff

Healthy students and staff start with keeping people home if they are feeling ill or showing signs of sickness. In order to help mitigate the risk of spreading disease, all students and staff that are experiencing symptoms of illness or have had recent close contact with someone diagnosed with COVID-19, will be asked to stay home. This message is communicated regularly with all stakeholders: staff, students, and parents. (Health and Safety Policy for COVID-19, 8. Physical distancing (staff) and 9. Physical distancing (students), Page 12-15.

4) Face Coverings

Magnolia Science Academy Santa Ana will follow the CDPH's face covering guidance. Students in: *Transitional Kindergarten - 2nd Grade*, are strongly encouraged to wear cloth face coverings. If this is not feasible, they are strongly encouraged to wear a face shield. *Students in 3rd grade-6th*, will be required to wear a cloth face covering. Upon initial arrival to school, if a student does not have a cloth face covering, the school has disposable face coverings that will be provided to the student. Unless exempt from



wearing a face covering, all students will be required to wear the face covering as outlined in the recommendations.

Students who refuse to follow the guidance will not be allowed to participate in on campus learning and will be provided with our distance learning option. Student education is an important part of face covering success. Teachers will spend time at the start of the school year teaching proper technique for putting on/taking off a face covering. Teachers will also remind students throughout the day of the importance of not touching their face. All staff will be required to wear face coverings as per the CDPH guidelines. Staff will be provided with a cloth face covering and they will be provided with a disposable face covering if they forget to bring a cloth face covering. Magnolia Science Academy has secured a large supply of disposable face coverings via OCDE. (Health and Safety Policy for COVID-19, 11. Use of face coverings and 12. Use of gloves and PPE, Page 15-17)

5) Health Screenings

Staff and students will be visually screened for symptoms, have their temperature taken with a no contact thermometer, and verbally asked if they have recently had any symptoms listed by the CDC as possible signs of COVID-19 (a list of symptoms will be posted at all screening points) upon arrival to the campus each day. Students' screening will be done at campus entrances during arrival by designated Covid Team members. Staff screening will be done by the staff member's designated by Covid Team supervisors upon arrival to campus. In the event that a staff member or student develops symptoms while at school, he/she will be immediately separated from others in the designated isolation area, given a face covering if they do not have one or theirs has become contaminated, and sent home immediately.

CDC Symptom List

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

(Health and Safety Policy for COVID-19, 2. Wellness Checks and Temperature Screenings, Page 4-7)



6) Hygiene

The daily routine at MSASA has always included a focus on clean hands, with teachers doing hand cleaning breaks between the changing of activities and before/after recess and lunch. This routine and student training has always been, and will remain, a part of the MSASA curriculum. In addition, a large supply of soap and hand sanitizer has been secured. We contract with various supply chain sources to maintain safe healthy operations. Sinks with soap, water, and automatic dryers are readily available throughout campus. Each classroom and common areas have hand sanitizer approved for use against COVID-19. Posters at each sink remind people of proper handwashing technique. Throughout the day, teachers will be reminding students to keep hands clean with handwashing and/or hand sanitizer. They will also be teaching and reinforcing proper technique, such as washing for 20 seconds. In addition to hand washing, MSASA maintains a large supply of disposable gloves and face shields provided by OCDE and what we have already purchased.

(Health and Safety Policy for COVID-19, 5. Sanitizing/hygiene materials and practices, Page 10)

7) Identification and Contact Tracing for Confirmed Cases

The School Principal will be the lead liaison for reporting confirmed cases of COVID-19. The Principal will work in conjunction with the Covid -19 Compliance Team and Home Office COVID team, Administration, and Office Manager to support contact tracing. The first step will be creating a list of exposed students and staff, which will be reported to the Orange County Health Care Agency. Following notification and consultation with the Health Care Agency, the school staff will properly notify persons that have had an exposure. Steven Keskinturk, (TK-12 Grades School Principal) is the main contact person for the local health department.

(Health and Safety Policy for COVID-19, 14. Maintaining Healthy Operations, Page 18)

8) Distancing

All classrooms have removed unnecessary furniture allowing each classroom in grades K-6 to achieve six feet of physical distance between student desks. The main teaching area at the front of the room is also physically distanced by at least six feet from students. In addition to the physical distance, clear protective desk barriers are installed on student desks to further enhance protection in grades TK-2. Each teacher desk is also equipped with clear protective barriers for further protection. The gym will serve as our designated lunch area and assigned individual desks will be present to each classroom cohort and six feet of social distancing will be enforced and monitored by designated staff members, creating a safe space for each student to enjoy lunch outside. The One Way Rule/Travel routes have also been designated throughout



campus to allow appropriate social distancing when staff and classroom cohorts move through the daily routine.

(Health and Safety Policy for COVID-19, 11. Use of face coverings and 12. Use of gloves and PPE, Page 15-17)

9) Maintaining Health

Staff Training and Family Education, which includes testing for COVID-19, Identification and Contact Tracing for Confirmed Cases, Communication Plans & Triggers to Switch to Distance Learning Staff Training and Family Education will be provided. Staff training at MSASA is an ongoing process. We have set designated time during our weekly meetings throughout the year to review practices and procedures as well as provided by Charter Safe. There is also a designated week of training before the start of school with days devoted to reopening the campus following this plan. Staff are also preparing detailed back to school videos to be shared with families in preparation for the start of on-campus learning.

(Health and Safety Policy for COVID-19)

10) Testing for COVID-19

MSASA is fortunate to have COVID-19 testing sites within ten miles of the school location, in addition to the testing available by primary care physicians. Any student or staff that develops COVID-19 symptoms or is exposed to someone with COVID-19, will be directed to contact their primary care physician for testing. If this is not immediately possible, they will be directed to the state website:

<https://covid19.ca.gov/testing-and-treatment/> to locate one of the many testing centers within our local area in order to receive prompt testing.

While waiting for test results, students or staff with COVID-19 symptoms will be asked to remain home and in self-isolation until results are received or the appropriate time frame passes as per the CDC guidance which state:

Persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 10* days have passed since symptom onset and
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and other symptoms have improved.

*A limited number of persons with severe illness may produce replication-competent viruses beyond 10 days, that may warrant extending the duration of isolation for up to 20 days after symptom onset. Consider consultation with infection control experts.

(<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>)



In accordance with the recommendations of the CDPH, staff will be tested periodically on a rotating basis on an every other month schedule to test for asymptomatic infections. Staff will be instructed to seek testing from their primary care physician or a community testing site (Health and Safety Policy for COVID-19, 3. COVID-19 testing and reporting, Page 7)

11) Switch to Distance Learning

Upon returning to campus, our goal is to maintain a healthy environment and operation. However, the safety and health of staff and students remain of paramount importance. Therefore, in consultation with the Orange County Health Care Agency, the school will determine if a physical campus closure is necessary based on school site metrics. A consultation with the OCHCA will take place to determine if a campus closure is necessary if 5% or more of the school population (students, staff, teachers) have positive test results within a 14 day period, or if there are multiple cases across multiple cohorts within the school.

(Health and Safety Policy for COVID-19, 4. Response to suspected or confirmed cases and close contacts, Page 7-10)

12) Communication Plans

Magnolia Science Academy Santa Ana understands that communication is highly important at all times. We continue to communicate our operational and educational plans with our families consistently via our Parent Square App/School Website. MSASA will follow guidance from the CDC and CDPH when it comes to the communication of cases and possible exposure at school, while maintaining privacy as required by HIPPA and FERPA as applicable. Communication will be done electronically, via mail, or over the phone as appropriate.

(Health and Safety Policy for COVID-19, 16. Communications to the Charter School community, Page 19-20)



HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19, to be used when the Charter School is allowed to resume in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control, the California Department of Education, the California Department of Public Health, and several county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health order.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from the California Department of Public Health (“CDPH”) and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

CELEBRATING 15 YEARS OF EXCELLENCE IN EDUCATION

School Name	Staff Members	Phone Number
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634
	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

The Charter School offers distance learning as an alternative to in-person instruction. Distance learning will also remain available for students who would be put at risk by an in-person instructional model once in-person instruction resumes. For example, students with a health condition, students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or individuals, or are otherwise identified as “at-risk” by the parents or guardians are students whose circumstances otherwise merit distance learning.

1. Limited campus access:

- The Charter School will allow only necessary visitors and volunteers on the Charter School campus and limit the number of students and staff with whom they come into contact.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms shall be provided with distance learning opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify their teacher or the principal, respectively, and the Charter School will work with them to ensure that CDC-recommended precautions are followed.
- If allowed on campus, any community groups and other third-party users of campus facilities shall be subject to applicable health and safety plans and restrictions.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- The Charter School will minimize close contact between students, staff, families, and the broader community at arrival and departure through one or more of the following methods:
 - Designate routes for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
 - Instruct drivers to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
 - Require adults entering campus for in-person pick-up or drop-off to wear a face covering.
 - Provide supervision to disperse student gatherings during school arrival and departure.
 - Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. The Charter School will ensure each bus is equipped with extra unused face coverings on school buses for students who may have inadvertently failed to bring one.
 - Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. The Charter School will prioritize minimizing contact between adults at all times.

- Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible.
- Implement health screenings of students and staff upon arrival at school (see Section 2).

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- In-person wellness checks administered under this Policy shall:
 - Confirm that the subject has not experienced COVID-19 symptoms in the prior 24 hours or potentially been exposed to COVID-19, by soliciting the following information:
 - Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose

- Nausea or vomiting
 - Diarrhea
 - Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means being within six feet of someone, unmasked, for more than 15 minutes at one time.
 - Have you traveled outside of the country in the past 14 days?
 - Be conducted safely and respectfully, and in a manner that maintains physical distancing within lines, by providing multiple screening entries into the campus if possible.
- In-person wellness checks do not need to be performed by a nurse or other health professional.
- *Home Screening (Students)*. Parents shall be instructed to screen their student before leaving the house for school. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit and does not exhibit any other COVID-19 symptoms.
 - Any student who has a fever or other COVID-19 symptoms must stay home from school for at least 10 days after the onset of symptoms, or such period as required by local health order or directive.
- *Home Screening (Staff)*. All employees who report to work (in-person) are required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work. Active symptom screening shall be conducted at the worksite if required by local order.
 - Any employee who has a fever of 100.4 degrees Fahrenheit or higher and/or any of the COVID symptoms is directed to remain home, notify his or her supervisor and await instructions.
 - If symptoms are secondary to an underlying condition (i.e., allergies or asthma) and have not worsened, then the employee can report to work and follow hygiene practices.
- *Campus Screening (Students)*. Staff shall actively monitor students for COVID-19 symptoms when the student enters the school site, which shall include a visual wellness check and a temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
 - Complete an in-person wellness check for signs and symptoms of COVID-19.
 - If student answers “no” to all questions and appears well, student will be

allowed to proceed onto campus

- If the student answers “yes” to any question or upon visual check, and the screener feels the student may be exhibiting signs and symptoms of illness, the student’s temperature should be taken, preferably using a touchless infrared thermometer.
 - If the student’s temperature is 100.4 or above or they have verbally confirmed symptoms, have them don a surgical facemask and go to the isolation area; have office staff contact the parent to pick up the student.
- *Campus Screening (Staff and Visitors)*. Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
 - Per San Diego Public Health Order: Ask employees about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. Complete temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
 - The staff member who greets the visitor at the entrance shall administer an in-person wellness check prior to escorting the visitor to his or her destination:
 - If the visitor answers “no” to all questions, he or she may enter the school.
 - If the visitor answers “yes” to any of the questions, he or she may not enter the school.
- *Bus Screening (Students)*. The bus operator, a staff member or a volunteer shall conduct a wellness check of each student prior to entering the bus, which should include a temperature check using a no-touch thermometer, if possible. In the event that a temperature or wellness check confirms that a student is exhibiting symptoms of COVID-19, the student shall not be permitted to ride.
- To prevent stigma and discrimination in the school setting, student and employee health screenings should be kept as private as possible to maintain the confidentiality of student and employee medical and student records. Race, nationality, country of origin and other protected characteristics should never be used as a basis for particularized health screening.
- Consult the local county health order to determine whether temperature checks are required.
- To the extent feasible and when required, a no-touch thermometer should be used for temperature checks if possible.
 - If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners such as gloves, eye protection, and mask.

- Thermometers must be properly cleaned and disinfected after each use.
- The Charter School will not penalize students and families for missing in-person instruction due to COVID-19.

3. COVID-19 testing and reporting:

- Consistent with CDPH Guidance, the Charter School will implement surveillance testing based on local disease trends periodically, as testing capacity permits and as practicable, and if directed by the local public health order. Examples of recommended frequency include testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.
- Provided that doing so is supported by a local public health order, the Charter School expects students and staff to get tested as soon as possible after developing one or more COVID-19 symptoms or if one or more household members or close contacts tested positive for COVID-19.
- In the event of a positive test result:
 - The Charter School requires that parents/guardians and staff notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
 - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 4 below.
- Follow the process set forth in Section 4 upon receipt of test results.

4. Response to suspected or confirmed cases and close contacts:

- If the event of a suspected COVID-19 case(s):
 - The Charter School will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
 - Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.

- In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH Framework for Reopening K-12 Schools, including implementation of the following practices:
 - Notify the county public health department immediately by emailing covid19@magnoliapublicschools.org and calling 213-628-3634.
 - Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
 - Close off areas used by any sick person and do not use before cleaning and disinfection. Follow cleaning and ventilation procedures in Section 6 and 7.
 - Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
 - Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
 - Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.
 - Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
 - Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
 - Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
 - Maintain regular communications with the local public health department.
 - Where stable classroom cohorts have been maintained: All students and staff should be instructed to get COVID-19 testing and remain quarantined at home for 14 days.
 - Where stable classroom cohorts have not been maintained: Utilize class seating rosters and consultation with teachers/staff to identify close contacts to the confirmed COVID-19 case in all classrooms and on-campus activities.
 - A “close contact”¹ is someone who has been within six feet of the person who tested positive for a prolonged period of time (at least 15 minutes)

¹A close contact also includes a situation in which a person provided care at home to someone who is sick with COVID-19.

regardless of face covering use, or someone who had direct physical contact or shared eating or drinking utensils with that person, or if that person sneezed, coughed, or somehow got respiratory droplets on you.

- Close contacts should be instructed to get COVID-19 testing and should remain quarantined at home for 14 days.
 - For all settings: Provide information regarding close contacts to the county public health department via secure fax or email.
 - In consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
- Close contacts to confirmed COVID-19 case(s):
 - Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing immediately and ten (10) days after their last day of exposure to the case. Even if they test negative, they should remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.
 - No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
 - Those who test positive should not return until they have met county health department criteria to discontinue home isolation.
- Returning to school after home isolation:
 - Symptomatic individuals who test negative for COVID-19 can return 3 days after resolution of fever (if any) and improvement in symptoms.
 - Documentation of a negative test result should be provided to school administrators.
 - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
 - Symptomatic individuals who test positive for COVID-19 can return 10 days after symptom onset or test date.

- Close contacts to confirmed COVID-19 cases at school can return 14 days from the last date that the case was present at school while infectious.
- Close contacts to confirmed COVID-19 cases at home or outside school can return a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.

5. Sanitizing/hygiene materials and practices:

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Sanitation routines will enable students and staff to regularly wash their hands at staggered intervals to avoid congregating in bathrooms.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers.)
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

6. Routine cleaning and disinfecting: The Charter School will incorporate the CDPH and CDC Guidance for Cleaning, Disinfection and Ventilation as appropriate to maintain a high level of cleanliness throughout the year and reduce the risk of exposure to and spread of COVID-19 at the school site.

- Custodial staff will perform thorough cleaning when students are not present. When cleaning, the space will be aired out before children arrive.
- Staff should wait twenty-four (24) hours before cleaning and disinfecting any area that was used by a person who was experiencing COVID-19 symptoms. If it is not possible to wait twenty-four (24) hours, then staff should wait as long as possible.
- The Charter School will ensure proper ventilation during cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, bathroom surfaces and door handles, will be routinely disinfected.
- Students and employees are discouraged from sharing desks, computers, books, phones, pens, art supplies, or other work tools and equipment, including playground equipment, when possible. When shared use is allowed, the items and equipment will be cleaned and disinfected between uses.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions.
 - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - The Charter School will avoid products that contain peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Staff shall follow label directions for appropriate dilution rates and contact times.
 - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards,

remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

- Drinking fountains will not be used and replacement items (e.g., reusable water bottles) will be used instead.
- Each student's belongings will be kept in an individually labeled storage container, cubby, or locker. Students are encouraged to take belongings home each day to be cleaned.

7. Facility measures: The Charter School will incorporate CDE guidance for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
 - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- If possible, suspend or modify use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

8. Physical distancing (staff): The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between employees, to include some or all of the following:

- The Charter School will consider arranging work schedules and providing telework options to limit the total number of staff on campus each day.
- The Charter School will arrange desks and workspaces to create a minimum of six (6) feet between individuals.

- Break rooms, staff rooms and conference rooms will have posted occupancy limits. Staff should minimize use of staff rooms, break rooms and other indoor settings. Staff are encouraged to eat meals outdoors or in large, well ventilated spaces.
- Where possible, trainings and other meetings will be conducted virtually or in a manner that accommodates physical distancing.

9. Physical distancing (students): The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between students on campus, to include some or all of the following:

- The Charter School will consider different options for instructional scheduling models, including using a blended learning model to limit the total number of students on campus each day.
- The Charter School will establish a maximum occupancy of each classroom. Desks will be arranged to minimize face-to-face contact and maintain a minimum of six (6) feet between students and teacher.
- The Charter School will implement measures to maintain physical distancing of six (6) feet between students in the following settings, as practicable. If the Charter School determines that six (6) feet cannot practicably be maintained, the Charter School will document the reasons physical distancing is not practicable for each setting and describe the measures that will be used to maximize the space between students:
 - School bus stops
 - School buses
 - During daily symptom and temperature screening of students
 - While students are entering campus and waiting for their first class to begin
 - During meal periods
 - During recess
 - During passing periods
 - Classrooms and other instructional spaces
 - Restrooms
 - Locker rooms
 - While students are exiting the campus
 - School buses
 - Before- and after-school programs
 - Extracurricular and co-curricular programs

- To reduce possibilities for infection, students must remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch.
 - Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day. Students should not mix with other stable classroom cohorts.
 - Prioritize the use and maximization of outdoor space for activities where practicable.
 - Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
 - In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.
 - Maximize space between seating and desks. Distance teacher desks at least six feet away from students. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
 - Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- The Charter School will implement measures to maintain physical distancing while students move between classrooms that are easy for students to understand and are developmentally appropriate, including potentially one or more of the following recommendations.
 - Hallways: Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, stagger passing times when necessary or when students cannot stay in one room, and establish designated one-way walking/passage areas.
 - Lockers: Minimize use of lockers to avoid unnecessary mixing and congregation of students in hallways.
 - Restrooms: Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms.
 - Libraries: Stagger group use of libraries.
 - Outdoors: Consider holding recess activities in separated areas designated by class.
- Outdoor and large format spaces (e.g., auditoriums) may be used for instructional activities where physical distancing cannot be maintained in classrooms.

- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted indoors.
 - Activities that involve singing must only take place outdoors.
- The Charter School will implement procedures for turning in assignments to minimize contact.
- The Charter School will implement a plan to maintain physical distancing during meals (serving meals in the classroom or outdoors, staggering cafeteria use, etc.). Food will be distributed in single-service meals instead of buffet, salad bar or family-style formats.
- The Charter School will implement appropriate physical distancing measures during physical activities.
 - Playgrounds and Recess: The Charter School will consider holding recess activities in separated areas designated by class and/or staggered throughout the day, and limiting use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
 - Physical Education: The Charter School will consider conducting physical education classes outdoors whenever possible, maintaining separation of classes and with appropriate physical distancing within groups to the extent practicable.

10. Physical distancing (buses): The Charter School will incorporate CDE guidance with respect to physical distancing between students on buses (if bus transportation is provided).

- The Charter School will limit the total number of students on each bus. Younger students and students with disabilities will be given highest priority.
- Seats on buses will be marked to require students to provide physical distancing on buses. Seating will be staggered in accordance with CDE guidance.

11. Use of face coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidelines and this Policy unless a person is exempt as explained in this Policy, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

- Until such time as the statewide order is lifted, all adults must wear a cloth face covering at all times while on campus, except while eating or drinking.

- Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Employees should wear a clean face mask to work every day.
- Employees should avoid touching the mask and should wash their hands frequently, including after removing the mask.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- Teachers may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- The Charter School will post signs regarding the proper use, removal, and washing of face coverings.
- The Charter School will post signs to remind employees that CDC recommends maintaining social distancing of at least six (6) feet, and that the State of California currently requires face masks to be worn in public settings with certain limited exceptions.
- All students who are not prevented from doing so by a breathing problem or disability shall wear a clean cloth face covering:
 - While waiting to enter the school campus.
 - In any area outside of the classroom (except when eating or drinking).
 - While leaving school.
 - While waiting for or riding on a school bus.
- Elementary school students in grades TK-2 are strongly encouraged, but are not required, to wear a cloth face covering within their stable classroom cohort. A face shield is an acceptable alternative for children in this cohort who cannot wear a face mask properly.
- Students in grades 3 and above are required use cloth face coverings when in the classroom even if they are in a stable classroom cohort.
- Proper use of cloth face coverings by students will be strictly enforced. The Charter School will exclude from campus who refuses to wear a face mask. Students excluded from face covering requirements include anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance.
- The Charter School shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.

- A cloth face covering or face shield may be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.

12. Use of gloves and PPE: The Charter School requires employees to wear gloves and other Personal Protective Equipment ("PPE") in accordance with the following standards.

- The Charter School will provide surgical masks, face shields, and disposable gloves for employees engaging in Wellness and Temperature Screenings.
- Workers or other persons handling or serving food must use gloves in addition to cloth face coverings.
- The Charter School will provide a clear plastic barrier or face covering and disposable gloves for front office and food service employees.
- The Charter School will provide equipment and PPE to custodial staff for cleaning and disinfecting, including:
 - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
 - For classified staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.
 - All cleaning and disinfecting products must be kept out of children's reach and stored in a space with restricted access.
- As required by Cal/OSHA, the Charter School will provide training on the proper use of PPE to protect employees from the hazards of the cleaning products used.
- Employees must wash hands after removing gloves.

13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom

environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:

- Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
- Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
- Individuals who may not be able to communicate symptoms of illness.

14. Maintaining Healthy Operations: The Charter School will follow San Diego Health and Human Services Agency, Public Health Services (PHS) and CDPH Guidance for maintaining healthy operations, including the following practices.

- Monitor on a weekly basis, COVID-19 guidance from CDPH, PHS and the San Diego County Office of Education (SDCOE).
- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Workers should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.
- Consult with local health departments if routine testing is being considered by a local educational agency. The role of providing routine systematic testing of staff or students for COVID-19 (e.g., PCR swab testing for acute infection, or presence of antibodies in serum after infection) is currently unclear.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as virtual learning or independent study.

15. Protection of higher risk employees:

- The Charter School recognizes that older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.²
- Consistent with operational needs, the Charter School shall support options to telework, if available and reasonable.
- The Charter School shall attempt to limit vulnerable employees' duties to minimize their contact with visitors and other employees.

16. Communications to the Charter School community:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
 - Enhanced sanitation practices
 - Physical distancing requirements and recommendations
 - Proper use, removal and washing of face coverings.
 - Screening practices.
 - How COVID-19 is spread.
 - COVID-19 specific symptom identification.
 - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19.
 - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention
 - Guidelines for families about when to keep students home from school.
 - Systems for self-reporting symptoms.
 - Criteria and plan to close schools again for physical attendance of students.

² This includes employees with any one or more of the following high risk factors: age 65 years and older, chronic lung disease, moderate to severe asthma, serious heart conditions, immune deficiency, severe obesity (body mass index of 40 or higher), diabetes, chronic kidney disease undergoing dialysis, or liver disease.

- The Charter School will train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- Communications will be targeted to the most vulnerable members of the Charter School community.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions pursuant to this section.

Waiver Application Form
(Use District/School Letterhead & Logo)
(for use by a Local Education Agency or equivalent)

Please submit one application for each local educational agency or equivalent. If applying on behalf of a school district please submit one application for elementary schools in the district that are seeking to reopen for in-person instruction. If applying for an independent, private, faith-based, or charter school, please submit an application for each school.

Background Information

Name of Applicant (Local Educational Agency or Equivalent): Magnolia Science Academy

Name of District/School: Magnolia Public Schools

If this is a School District Consolidated Application Yes: No:
(Please list each school on a separate sheet)

School Type: Traditional Public School
 Charter School
 Private, Independent, or Faith-Based School

Number of schools: 1

Enrollment: 292

Superintendent (or equivalent) Name: Alfredo Rubalcava

Address:

2840 W. 1st St.
Santa Ana, CA 92703

Number of students and number of classes per grade proposed to be reopened:

TK	K	1 st	2 nd	3 rd	4 th	5 th	6 th
5	31	40	43	35	41	40	57

Date of Proposed Reopening: 9/16/2020

Name of Person Completing Application: Steven Keskindurk

Phone Number: (714)479-0115

Email: skeskindurk@magnoliapublicschools.org

Signature:

Date:

I. Consultation

Please confirm consultation with the following groups:

Labor Organization

Name of Organization(s) and Date(s) Consulted:

We have No Labor Organizations affiliated

Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

We have held Town Hall Meeting for all Stakeholders including Staff, Parents, Student, and Community members.

Our Town Hall Dates are provided below: TownHall #1: June 9, 2020, TownHall #2 July 31, 2020,

TownHall #3 August 7, 2020, TownHall #4 August 28, 2020

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

We have held Staff Meeting that specific to Reopening Plans. Staff Meeting Dates are provided below:

May 13, 2020, May 18, 2020, May 26, 2020, Aug 26, 2020

II. Elementary School Reopening Plans

Please confirm that elementary school reopening plan(s) addressing the following, consistent with guidance from the California Department of Public Health and the local health department, have been published on the website of the local educational agency (or equivalent):

Cleaning and Disinfection: 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 with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.

Entrance, Egress, and Movement Within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

- Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced.
- Health Screenings for Students and 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 and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.
- Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.
- Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.
- Testing of Students and Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.
- Triggers for Switching to Distance Learning:** The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction.
- Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.
- School Website URL** where reopening plan and waiver are posted.

Additional Resources:

CDPH and Cal/OSHA Guidance for Schools and School-Based Programs

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

<https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>

CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>

For Internal Use Only:

Date Received

Health Officer Review

Determination Date



Elementary School Reopening Plans

Magnolia Science Academy Santa Ana, a non-profit public charter school, exists to collaborate with our stakeholders in the education of their students, so that families and students can thrive in every area of their lives. In-person education is a key component to this partnership and it is clear that our families and staff agree. The results of our school survey (approximately 31% of school families responded to the survey) revealed that 82% of our families had a high or very high desire to return to campus. Clearly the majority of our families desire a return to on-campus learning for their students. In conversations with the Pirate Stakeholders, and through survey data, it's also clear that our staff is ready, willing, and excited to return to on-campus learning.

The staff and families of Magnolia Science Academy Santa Ana School desire a return to campus and it is clear that for the majority of our students their social and emotional health is better served through on campus learning. Therefore, in accordance with the guidance set out by CDC and the State of California, we have developed this plan to safely return to campus amidst the health crisis caused by COVID-19.

1) Healthy Environments Cleaning, Disinfection & Ventilation

First and foremost, shared surfaces and items have been minimized to the extent possible. Students will have individual school supplies; individual Chromebooks have been purchased and issued to each student for in-class use and will not be shared. Drinking fountains have been disabled, and students are encouraged to utilize reusable water bottles instead. Where shared surfaces are unavoidable, they will be cleaned by staff members using products approved for use against COVID-19 on the Environmental Protection Agency (EPA) approved list. "N" and product instructions will be followed. We are currently utilizing Strike Bac, Germicidal Cleaner. We have secured a large supply of this product and contract with various sources to maintain our supply.

Cleaning & Disinfection Schedule

- Our janitors thoroughly clean the campus after every school day and at least twice daily: This includes student desks, chairs, and tables.
- The high touch surfaces in the bathrooms are disinfected by school janitorial staff after each student recess time.
- Classroom door handles, light switches, sinks and faucets are disinfected by the teacher while students are at recess and lunch.
- After each lunch period, the student tables are cleaned and disinfected by lunch supervision staff before the next cohort of students begin lunch.
- All staff members are trained in properly utilizing cleaning and disinfection products according to the label directions and are provided with proper protective equipment as indicated by the Safety Data Sheet.



Ventilation

Classroom doors will be left open whenever possible. Air conditioning filters have been upgraded and the ductwork has been set to draw more outside air into the system increasing the flow of fresh air through the classroom.

(Health and Safety Policy for COVID-19, 6. Routine cleaning and disinfecting, Page 10-12)

2) Split Cohorting

Keeping small stable groups of students together helps limit the potential spread of a virus. Students have been placed in stable classroom cohorts with the same set of students (no more than 15), teacher, and teaching assistant. This group will remain stable with a fixed membership for activities. The traditional rotation schedule of students has been altered. Contact with other groups will be limited by altered schedules that keep groups apart and are intended to prevent possible close contact with other cohorts.

Recess and lunch zones have been established to limit cohort interaction. Lunch will be held outdoors with classroom cohorts. Recess has been divided into zones to further limit the interaction between cohorts. The time of each recess and lunch period is also 15 minutes or less to limit potential exposure time and close contacts.

(Health and Safety Policy for COVID-19, 9. Physical distancing (students), Page 13)

3) Healthy Movement Drop Off, Pickup, & Campus Movement

Magnolia Science Academy Santa Ana does not utilize a student bus system; dropoff and pickup from school is primarily through parent-provided car transportation or walking. In order to align with guidance and promote healthy operations, only students and staff will be allowed on the MSASA campus. With this in mind, we are highly encouraging and will prioritize the direct dropoff/pickup of students from parent cars. This will limit the interaction of adults on campus and the potential for group congregation outside of the school. The school has utilized car dropoff/pickup systems for many years and these systems will continue with modifications to enhance and prioritize health safety.

Dropoff (See our attached Map of traffic flow and drop off areas)

No parents will be allowed on campus. All families will be encouraged to utilize the car dropoff procedure. This procedure keeps parents in their cars; students also remain in cars until directed to exit, staying staggered from other students. Walk-in entrances will have social distancing markers. There will be three entrances to the school campus that are monitored by school staff members. Students will be screened and have their temperature taken as they exit their vehicle or upon arrival at a walk-in entrance.



Students will then proceed directly to their classroom cohort. Staff will be strategically placed around the campus to remind students to proceed directly to their classroom cohort. This procedure will result in students staying socially distanced and remaining in common spaces with other cohort groups for far less than 15 minutes.

Pickup (See our Map of traffic flow and pickup areas)

No parents will be allowed on campus. All families should utilize the car pickup procedure, which has been in place at the school for many years. This procedure keeps parents in their cars and delivers students (by classroom cohort) safely to each car, following social distancing measures. At the end of each school day, classroom cohorts will proceed outside to the designated pickup location, where each cohort has a specific space socially distanced from other household groups while they wait for pickup. Parents are directed to wait in their car in designated pickup lanes. Staff members then radio for students to come to their car when it arrives. Cars are not moved in the parking lanes while students are proceeding to vehicles in order to maintain safety from moving vehicles. Cars are then dismissed in an orderly fashion. Students that may be walking/biking home are then released off campus.

Campus movement

Magnolia Science Academy Santa Ana campus has mostly interior access points for school rooms. These interior areas are large walkways with 15 feet or more of space, allowing for people to pass and maintain social distance. Scheduling for class cohort groups has also been established to avoid the passing of different cohort groups.

Healthy Students and Staff

Healthy students and staff start with keeping people home if they are feeling ill or showing signs of sickness. In order to help mitigate the risk of spreading disease, all students and staff that are experiencing symptoms of illness or have had recent close contact with someone diagnosed with COVID-19, will be asked to stay home. This message is communicated regularly with all stakeholders: staff, students, and parents. (Health and Safety Policy for COVID-19, 8. Physical distancing (staff) and 9. Physical distancing (students), Page 12-15.

4) Face Coverings

Magnolia Science Academy Santa Ana will follow the CDPH's face covering guidance. Students in: *Transitional Kindergarten - 2nd Grade*, are strongly encouraged to wear cloth face coverings. If this is not feasible, they are strongly encouraged to wear a face shield. *Students in 3rd grade-6th*, will be required to wear a cloth face covering. Upon initial arrival to school, if a student does not have a cloth face covering, the school has disposable face coverings that will be provided to the student. Unless exempt from



wearing a face covering, all students will be required to wear the face covering as outlined in the recommendations.

Students who refuse to follow the guidance will not be allowed to participate in on campus learning and will be provided with our distance learning option. Student education is an important part of face covering success. Teachers will spend time at the start of the school year teaching proper technique for putting on/taking off a face covering. Teachers will also remind students throughout the day of the importance of not touching their face. All staff will be required to wear face coverings as per the CDPH guidelines. Staff will be provided with a cloth face covering and they will be provided with a disposable face covering if they forget to bring a cloth face covering. Magnolia Science Academy has secured a large supply of disposable face coverings via OCDE. (Health and Safety Policy for COVID-19, 11. Use of face coverings and 12. Use of gloves and PPE, Page 15-17)

5) Health Screenings

Staff and students will be visually screened for symptoms, have their temperature taken with a no contact thermometer, and verbally asked if they have recently had any symptoms listed by the CDC as possible signs of COVID-19 (a list of symptoms will be posted at all screening points) upon arrival to the campus each day. Students' screening will be done at campus entrances during arrival by designated Covid Team members. Staff screening will be done by the staff member's designated by Covid Team supervisors upon arrival to campus. In the event that a staff member or student develops symptoms while at school, he/she will be immediately separated from others in the designated isolation area, given a face covering if they do not have one or theirs has become contaminated, and sent home immediately.

CDC Symptom List

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

(Health and Safety Policy for COVID-19, 2. Wellness Checks and Temperature Screenings, Page 4-7)



6) Hygiene

The daily routine at MSASA has always included a focus on clean hands, with teachers doing hand cleaning breaks between the changing of activities and before/after recess and lunch. This routine and student training has always been, and will remain, a part of the MSASA curriculum. In addition, a large supply of soap and hand sanitizer has been secured. We contract with various supply chain sources to maintain safe healthy operations. Sinks with soap, water, and automatic dryers are readily available throughout campus. Each classroom and common areas have hand sanitizer approved for use against COVID-19. Posters at each sink remind people of proper handwashing technique. Throughout the day, teachers will be reminding students to keep hands clean with handwashing and/or hand sanitizer. They will also be teaching and reinforcing proper technique, such as washing for 20 seconds. In addition to hand washing, MSASA maintains a large supply of disposable gloves and face shields provided by OCDE and what we have already purchased.

(Health and Safety Policy for COVID-19, 5. Sanitizing/hygiene materials and practices, Page 10)

7) Identification and Contact Tracing for Confirmed Cases

The School Principal will be the lead liaison for reporting confirmed cases of COVID-19. The Principal will work in conjunction with the Covid -19 Compliance Team and Home Office COVID team, Administration, and Office Manager to support contact tracing. The first step will be creating a list of exposed students and staff, which will be reported to the Orange County Health Care Agency. Following notification and consultation with the Health Care Agency, the school staff will properly notify persons that have had an exposure. Steven Keskindurk, (TK-12 Grades School Principal) is the main contact person for the local health department.

(Health and Safety Policy for COVID-19, 14. Maintaining Healthy Operations, Page 18)

8) Distancing

All classrooms have removed unnecessary furniture allowing each classroom in grades K-6 to achieve six feet of physical distance between student desks. The main teaching area at the front of the room is also physically distanced by at least six feet from students. In addition to the physical distance, clear protective desk barriers are installed on student desks to further enhance protection in grades TK-2. Each teacher desk is also equipped with clear protective barriers for further protection. The gym will serve as our designated lunch area and assigned individual desks will be present to each classroom cohort and six feet of social distancing will be enforced and monitored by designated staff members, creating a safe space for each student to enjoy lunch outside. The One Way Rule/Travel routes have also been designated throughout



campus to allow appropriate social distancing when staff and classroom cohorts move through the daily routine.

(Health and Safety Policy for COVID-19, 11. Use of face coverings and 12. Use of gloves and PPE, Page 15-17)

9) Maintaining Health

Staff Training and Family Education, which includes testing for COVID-19, Identification and Contact Tracing for Confirmed Cases, Communication Plans & Triggers to Switch to Distance Learning Staff Training and Family Education will be provided. Staff training at MSASA is an ongoing process. We have set designated time during our weekly meetings throughout the year to review practices and procedures as well as provided by Charter Safe. There is also a designated week of training before the start of school with days devoted to reopening the campus following this plan. Staff are also preparing detailed back to school videos to be shared with families in preparation for the start of on-campus learning.

(Health and Safety Policy for COVID-19)

10) Testing for COVID-19

MSASA is fortunate to have COVID-19 testing sites within ten miles of the school location, in addition to the testing available by primary care physicians. Any student or staff that develops COVID-19 symptoms or is exposed to someone with COVID-19, will be directed to contact their primary care physician for testing. If this is not immediately possible, they will be directed to the state website:

<https://covid19.ca.gov/testing-and-treatment/> to locate one of the many testing centers within our local area in order to receive prompt testing.

While waiting for test results, students or staff with COVID-19 symptoms will be asked to remain home and in self-isolation until results are received or the appropriate time frame passes as per the CDC guidance which state:

Persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 10* days have passed since symptom onset and
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and other symptoms have improved.

*A limited number of persons with severe illness may produce replication-competent viruses beyond 10 days, that may warrant extending the duration of isolation for up to 20 days after symptom onset. Consider consultation with infection control experts.

(<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>)



In accordance with the recommendations of the CDPH, staff will be tested periodically on a rotating basis on an every other month schedule to test for asymptomatic infections. Staff will be instructed to seek testing from their primary care physician or a community testing site (Health and Safety Policy for COVID-19, 3. COVID-19 testing and reporting, Page 7)

11) Switch to Distance Learning

Upon returning to campus, our goal is to maintain a healthy environment and operation. However, the safety and health of staff and students remain of paramount importance. Therefore, in consultation with the Orange County Health Care Agency, the school will determine if a physical campus closure is necessary based on school site metrics. A consultation with the OCHCA will take place to determine if a campus closure is necessary if 5% or more of the school population (students, staff, teachers) have positive test results within a 14 day period, or if there are multiple cases across multiple cohorts within the school.

(Health and Safety Policy for COVID-19, 4. Response to suspected or confirmed cases and close contacts, Page 7-10)

12) Communication Plans

Magnolia Science Academy Santa Ana understands that communication is highly important at all times. We continue to communicate our operational and educational plans with our families consistently via our Parent Square App/School Website. MSASA will follow guidance from the CDC and CDPH when it comes to the communication of cases and possible exposure at school, while maintaining privacy as required by HIPPA and FERPA as applicable. Communication will be done electronically, via mail, or over the phone as appropriate.

(Health and Safety Policy for COVID-19, 16. Communications to the Charter School community, Page 19-20)



HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19, to be used when the Charter School is allowed to resume in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control, the California Department of Education, the California Department of Public Health, and several county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health order.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from the California Department of Public Health (“CDPH”) and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

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School Name	Staff Members	Phone Number
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634
	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

The Charter School offers distance learning as an alternative to in-person instruction. Distance learning will also remain available for students who would be put at risk by an in-person instructional model once in-person instruction resumes. For example, students with a health condition, students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or individuals, or are otherwise identified as “at-risk” by the parents or guardians are students whose circumstances otherwise merit distance learning.

1. Limited campus access:

- The Charter School will allow only necessary visitors and volunteers on the Charter School campus and limit the number of students and staff with whom they come into contact.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms shall be provided with distance learning opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify their teacher or the principal, respectively, and the Charter School will work with them to ensure that CDC-recommended precautions are followed.
- If allowed on campus, any community groups and other third-party users of campus facilities shall be subject to applicable health and safety plans and restrictions.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- The Charter School will minimize close contact between students, staff, families, and the broader community at arrival and departure through one or more of the following methods:
 - Designate routes for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
 - Instruct drivers to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
 - Require adults entering campus for in-person pick-up or drop-off to wear a face covering.
 - Provide supervision to disperse student gatherings during school arrival and departure.
 - Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. The Charter School will ensure each bus is equipped with extra unused face coverings on school buses for students who may have inadvertently failed to bring one.
 - Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. The Charter School will prioritize minimizing contact between adults at all times.

- Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible.
- Implement health screenings of students and staff upon arrival at school (see Section 2).

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- In-person wellness checks administered under this Policy shall:
 - Confirm that the subject has not experienced COVID-19 symptoms in the prior 24 hours or potentially been exposed to COVID-19, by soliciting the following information:
 - Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose

- Nausea or vomiting
 - Diarrhea
 - Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means being within six feet of someone, unmasked, for more than 15 minutes at one time.
 - Have you traveled outside of the country in the past 14 days?
 - Be conducted safely and respectfully, and in a manner that maintains physical distancing within lines, by providing multiple screening entries into the campus if possible.
- In-person wellness checks do not need to be performed by a nurse or other health professional.
- *Home Screening (Students)*. Parents shall be instructed to screen their student before leaving the house for school. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit and does not exhibit any other COVID-19 symptoms.
 - Any student who has a fever or other COVID-19 symptoms must stay home from school for at least 10 days after the onset of symptoms, or such period as required by local health order or directive.
- *Home Screening (Staff)*. All employees who report to work (in-person) are required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work. Active symptom screening shall be conducted at the worksite if required by local order.
 - Any employee who has a fever of 100.4 degrees Fahrenheit or higher and/or any of the COVID symptoms is directed to remain home, notify his or her supervisor and await instructions.
 - If symptoms are secondary to an underlying condition (i.e., allergies or asthma) and have not worsened, then the employee can report to work and follow hygiene practices.
- *Campus Screening (Students)*. Staff shall actively monitor students for COVID-19 symptoms when the student enters the school site, which shall include a visual wellness check and a temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
 - Complete an in-person wellness check for signs and symptoms of COVID-19.
 - If student answers “no” to all questions and appears well, student will be

allowed to proceed onto campus

- If the student answers “yes” to any question or upon visual check, and the screener feels the student may be exhibiting signs and symptoms of illness, the student’s temperature should be taken, preferably using a touchless infrared thermometer.
 - If the student’s temperature is 100.4 or above or they have verbally confirmed symptoms, have them don a surgical facemask and go to the isolation area; have office staff contact the parent to pick up the student.
- *Campus Screening (Staff and Visitors)*. Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
 - Per San Diego Public Health Order: Ask employees about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. Complete temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
 - The staff member who greets the visitor at the entrance shall administer an in-person wellness check prior to escorting the visitor to his or her destination:
 - If the visitor answers “no” to all questions, he or she may enter the school.
 - If the visitor answers “yes” to any of the questions, he or she may not enter the school.
- *Bus Screening (Students)*. The bus operator, a staff member or a volunteer shall conduct a wellness check of each student prior to entering the bus, which should include a temperature check using a no-touch thermometer, if possible. In the event that a temperature or wellness check confirms that a student is exhibiting symptoms of COVID-19, the student shall not be permitted to ride.
- To prevent stigma and discrimination in the school setting, student and employee health screenings should be kept as private as possible to maintain the confidentiality of student and employee medical and student records. Race, nationality, country of origin and other protected characteristics should never be used as a basis for particularized health screening.
- Consult the local county health order to determine whether temperature checks are required.
- To the extent feasible and when required, a no-touch thermometer should be used for temperature checks if possible.
 - If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners such as gloves, eye protection, and mask.

- Thermometers must be properly cleaned and disinfected after each use.
- The Charter School will not penalize students and families for missing in-person instruction due to COVID-19.

3. COVID-19 testing and reporting:

- Consistent with CDPH Guidance, the Charter School will implement surveillance testing based on local disease trends periodically, as testing capacity permits and as practicable, and if directed by the local public health order. Examples of recommended frequency include testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.
- Provided that doing so is supported by a local public health order, the Charter School expects students and staff to get tested as soon as possible after developing one or more COVID-19 symptoms or if one or more household members or close contacts tested positive for COVID-19.
- In the event of a positive test result:
 - The Charter School requires that parents/guardians and staff notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
 - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 4 below.
- Follow the process set forth in Section 4 upon receipt of test results.

4. Response to suspected or confirmed cases and close contacts:

- If the event of a suspected COVID-19 case(s):
 - The Charter School will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
 - Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.

- In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH Framework for Reopening K-12 Schools, including implementation of the following practices:
 - Notify the county public health department immediately by emailing covid19@magnoliapublicschools.org and calling 213-628-3634.
 - Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
 - Close off areas used by any sick person and do not use before cleaning and disinfection. Follow cleaning and ventilation procedures in Section 6 and 7.
 - Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
 - Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
 - Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.
 - Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
 - Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
 - Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
 - Maintain regular communications with the local public health department.
 - Where stable classroom cohorts have been maintained: All students and staff should be instructed to get COVID-19 testing and remain quarantined at home for 14 days.
 - Where stable classroom cohorts have not been maintained: Utilize class seating rosters and consultation with teachers/staff to identify close contacts to the confirmed COVID-19 case in all classrooms and on-campus activities.
 - A “close contact”¹ is someone who has been within six feet of the person who tested positive for a prolonged period of time (at least 15 minutes)

¹A close contact also includes a situation in which a person provided care at home to someone who is sick with COVID-19.

regardless of face covering use, or someone who had direct physical contact or shared eating or drinking utensils with that person, or if that person sneezed, coughed, or somehow got respiratory droplets on you.

- Close contacts should be instructed to get COVID-19 testing and should remain quarantined at home for 14 days.
 - For all settings: Provide information regarding close contacts to the county public health department via secure fax or email.
 - In consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
- Close contacts to confirmed COVID-19 case(s):
 - Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing immediately and ten (10) days after their last day of exposure to the case. Even if they test negative, they should remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.
 - No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
 - Those who test positive should not return until they have met county health department criteria to discontinue home isolation.
- Returning to school after home isolation:
 - Symptomatic individuals who test negative for COVID-19 can return 3 days after resolution of fever (if any) and improvement in symptoms.
 - Documentation of a negative test result should be provided to school administrators.
 - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
 - Symptomatic individuals who test positive for COVID-19 can return 10 days after symptom onset or test date.

- Close contacts to confirmed COVID-19 cases at school can return 14 days from the last date that the case was present at school while infectious.
- Close contacts to confirmed COVID-19 cases at home or outside school can return a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.

5. Sanitizing/hygiene materials and practices:

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Sanitation routines will enable students and staff to regularly wash their hands at staggered intervals to avoid congregating in bathrooms.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers.)
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

6. Routine cleaning and disinfecting: The Charter School will incorporate the CDPH and CDC Guidance for Cleaning, Disinfection and Ventilation as appropriate to maintain a high level of cleanliness throughout the year and reduce the risk of exposure to and spread of COVID-19 at the school site.

- Custodial staff will perform thorough cleaning when students are not present. When cleaning, the space will be aired out before children arrive.
- Staff should wait twenty-four (24) hours before cleaning and disinfecting any area that was used by a person who was experiencing COVID-19 symptoms. If it is not possible to wait twenty-four (24) hours, then staff should wait as long as possible.
- The Charter School will ensure proper ventilation during cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, bathroom surfaces and door handles, will be routinely disinfected.
- Students and employees are discouraged from sharing desks, computers, books, phones, pens, art supplies, or other work tools and equipment, including playground equipment, when possible. When shared use is allowed, the items and equipment will be cleaned and disinfected between uses.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions.
 - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Staff shall follow label directions for appropriate dilution rates and contact times.
 - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards,

remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

- Drinking fountains will not be used and replacement items (e.g., reusable water bottles) will be used instead.
- Each student's belongings will be kept in an individually labeled storage container, cubby, or locker. Students are encouraged to take belongings home each day to be cleaned.

7. Facility measures: The Charter School will incorporate CDE guidance for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
 - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- If possible, suspend or modify use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

8. Physical distancing (staff): The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between employees, to include some or all of the following:

- The Charter School will consider arranging work schedules and providing telework options to limit the total number of staff on campus each day.
- The Charter School will arrange desks and workspaces to create a minimum of six (6) feet between individuals.

- Break rooms, staff rooms and conference rooms will have posted occupancy limits. Staff should minimize use of staff rooms, break rooms and other indoor settings. Staff are encouraged to eat meals outdoors or in large, well ventilated spaces.
- Where possible, trainings and other meetings will be conducted virtually or in a manner that accommodates physical distancing.

9. Physical distancing (students): The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between students on campus, to include some or all of the following:

- The Charter School will consider different options for instructional scheduling models, including using a blended learning model to limit the total number of students on campus each day.
- The Charter School will establish a maximum occupancy of each classroom. Desks will be arranged to minimize face-to-face contact and maintain a minimum of six (6) feet between students and teacher.
- The Charter School will implement measures to maintain physical distancing of six (6) feet between students in the following settings, as practicable. If the Charter School determines that six (6) feet cannot practicably be maintained, the Charter School will document the reasons physical distancing is not practicable for each setting and describe the measures that will be used to maximize the space between students:
 - School bus stops
 - School buses
 - During daily symptom and temperature screening of students
 - While students are entering campus and waiting for their first class to begin
 - During meal periods
 - During recess
 - During passing periods
 - Classrooms and other instructional spaces
 - Restrooms
 - Locker rooms
 - While students are exiting the campus
 - School buses
 - Before- and after-school programs
 - Extracurricular and co-curricular programs

- To reduce possibilities for infection, students must remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch.
 - Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day. Students should not mix with other stable classroom cohorts.
 - Prioritize the use and maximization of outdoor space for activities where practicable.
 - Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
 - In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.
 - Maximize space between seating and desks. Distance teacher desks at least six feet away from students. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
 - Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- The Charter School will implement measures to maintain physical distancing while students move between classrooms that are easy for students to understand and are developmentally appropriate, including potentially one or more of the following recommendations.
 - Hallways: Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, stagger passing times when necessary or when students cannot stay in one room, and establish designated one-way walking/passage areas.
 - Lockers: Minimize use of lockers to avoid unnecessary mixing and congregation of students in hallways.
 - Restrooms: Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms.
 - Libraries: Stagger group use of libraries.
 - Outdoors: Consider holding recess activities in separated areas designated by class.
- Outdoor and large format spaces (e.g., auditoriums) may be used for instructional activities where physical distancing cannot be maintained in classrooms.

- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted indoors.
 - Activities that involve singing must only take place outdoors.
- The Charter School will implement procedures for turning in assignments to minimize contact.
- The Charter School will implement a plan to maintain physical distancing during meals (serving meals in the classroom or outdoors, staggering cafeteria use, etc.). Food will be distributed in single-service meals instead of buffet, salad bar or family-style formats.
- The Charter School will implement appropriate physical distancing measures during physical activities.
 - Playgrounds and Recess: The Charter School will consider holding recess activities in separated areas designated by class and/or staggered throughout the day, and limiting use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
 - Physical Education: The Charter School will consider conducting physical education classes outdoors whenever possible, maintaining separation of classes and with appropriate physical distancing within groups to the extent practicable.

10. Physical distancing (buses): The Charter School will incorporate CDE guidance with respect to physical distancing between students on buses (if bus transportation is provided).

- The Charter School will limit the total number of students on each bus. Younger students and students with disabilities will be given highest priority.
- Seats on buses will be marked to require students to provide physical distancing on buses. Seating will be staggered in accordance with CDE guidance.

11. Use of face coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidelines and this Policy unless a person is exempt as explained in this Policy, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

- Until such time as the statewide order is lifted, all adults must wear a cloth face covering at all times while on campus, except while eating or drinking.

- Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Employees should wear a clean face mask to work every day.
- Employees should avoid touching the mask and should wash their hands frequently, including after removing the mask.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- Teachers may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- The Charter School will post signs regarding the proper use, removal, and washing of face coverings.
- The Charter School will post signs to remind employees that CDC recommends maintaining social distancing of at least six (6) feet, and that the State of California currently requires face masks to be worn in public settings with certain limited exceptions.
- All students who are not prevented from doing so by a breathing problem or disability shall wear a clean cloth face covering:
 - While waiting to enter the school campus.
 - In any area outside of the classroom (except when eating or drinking).
 - While leaving school.
 - While waiting for or riding on a school bus.
- Elementary school students in grades TK-2 are strongly encouraged, but are not required, to wear a cloth face covering within their stable classroom cohort. A face shield is an acceptable alternative for children in this cohort who cannot wear a face mask properly.
- Students in grades 3 and above are required use cloth face coverings when in the classroom even if they are in a stable classroom cohort.
- Proper use of cloth face coverings by students will be strictly enforced. The Charter School will exclude from campus who refuses to wear a face mask. Students excluded from face covering requirements include anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance.
- The Charter School shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.

- A cloth face covering or face shield may be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.

12. Use of gloves and PPE: The Charter School requires employees to wear gloves and other Personal Protective Equipment ("PPE") in accordance with the following standards.

- The Charter School will provide surgical masks, face shields, and disposable gloves for employees engaging in Wellness and Temperature Screenings.
- Workers or other persons handling or serving food must use gloves in addition to cloth face coverings.
- The Charter School will provide a clear plastic barrier or face covering and disposable gloves for front office and food service employees.
- The Charter School will provide equipment and PPE to custodial staff for cleaning and disinfecting, including:
 - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
 - For classified staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.
 - All cleaning and disinfecting products must be kept out of children's reach and stored in a space with restricted access.
- As required by Cal/OSHA, the Charter School will provide training on the proper use of PPE to protect employees from the hazards of the cleaning products used.
- Employees must wash hands after removing gloves.

13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom

environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:

- Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
- Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
- Individuals who may not be able to communicate symptoms of illness.

14. Maintaining Healthy Operations: The Charter School will follow San Diego Health and Human Services Agency, Public Health Services (PHS) and CDPH Guidance for maintaining healthy operations, including the following practices.

- Monitor on a weekly basis, COVID-19 guidance from CDPH, PHS and the San Diego County Office of Education (SDCOE).
- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Workers should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.
- Consult with local health departments if routine testing is being considered by a local educational agency. The role of providing routine systematic testing of staff or students for COVID-19 (e.g., PCR swab testing for acute infection, or presence of antibodies in serum after infection) is currently unclear.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as virtual learning or independent study.

15. Protection of higher risk employees:

- The Charter School recognizes that older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.²
- Consistent with operational needs, the Charter School shall support options to telework, if available and reasonable.
- The Charter School shall attempt to limit vulnerable employees' duties to minimize their contact with visitors and other employees.

16. Communications to the Charter School community:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
 - Enhanced sanitation practices
 - Physical distancing requirements and recommendations
 - Proper use, removal and washing of face coverings.
 - Screening practices.
 - How COVID-19 is spread.
 - COVID-19 specific symptom identification.
 - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19.
 - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention
 - Guidelines for families about when to keep students home from school.
 - Systems for self-reporting symptoms.
 - Criteria and plan to close schools again for physical attendance of students.

² This includes employees with any one or more of the following high risk factors: age 65 years and older, chronic lung disease, moderate to severe asthma, serious heart conditions, immune deficiency, severe obesity (body mass index of 40 or higher), diabetes, chronic kidney disease undergoing dialysis, or liver disease.

- The Charter School will train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- Communications will be targeted to the most vulnerable members of the Charter School community.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions pursuant to this section.

2020-2021 Distance Learning Master Schedules

TK & Kinder (Minimum 180 instructional mins.)	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Student's Schedule: 8:15am-11:30am (15 min. break)</p> <p>Blocks Include Synchronous and Asynchronous Learning:</p> <ul style="list-style-type: none"> -Live whole group instruction -Guided Math/ELA Groups -Small groups -Independent activities -Review -Weekly Assessments <p>P.E./Computer/ Art 10:30-11:00 (M & Tu)</p> <p>SPED/ELD Services & Supports:</p> <ul style="list-style-type: none"> -Push-in during small group breakout times (Asynchronous) -Pull-out sessions on Wednesdays <p>Support Staff: April</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 (Live)Morning Meeting & Warm-Up</p> <p>8:30-9:30 ELA Block</p> <p>9:30-9:45 Break</p> <p>9:45-10:30 Math Block</p> <p>10:30-11:00 PE/Computer/Art</p> <p>11:00-11:30 Science, Social Studies/SEL Block</p> <p>11:30-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 (Live)Morning Meeting & Warm-Up</p> <p>8:30-9:30 ELA Block</p> <p>9:30-9:45 Break</p> <p>9:45-10:30 Math Block</p> <p>10:30-11:00 PE/Computer/Art</p> <p>11:00-11:30 Science, Social Studies/SEL Block</p> <p>11:30-3:45 Lunch/Office Hours/Clubs/Teacher Prep</p>	<p>Teachers: 8:00-10:00 Staff Professional & Development Meetings</p> <p>Students: 9:00-10:00 Student Independent Work Time</p> <p>10:00-12:00 Instruction Time</p> <p>-Review/Preview Content</p> <p>-SEL Lessons</p> <p>-Art/Music</p> <p>-Games & Socializing</p> <p>12:00-3:45 Lunch/Office Hours/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 (Live)Morning Meeting & Warm-Up</p> <p>8:30-9:30 ELA Block</p> <p>9:30-9:45 Break</p> <p>9:45-10:45 Math Block</p> <p>10:45-11:30 Science, Social Studies/SEL Block</p> <p>11:30-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 (Live)Morning Meeting & Warm-Up</p> <p>8:30-9:30 ELA Block</p> <p>9:30-9:45 Break</p> <p>9:45-10:45 Math Block</p> <p>10:45-11:30 Science, Social Studies/SEL Block</p> <p>11:30-3:45 Lunch/Office Hours/Teacher Prep</p>

1st Grade (Minimum 230 instructional mins.)	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Student's Schedule: 8:15am-12:20pm (15 min. break)</p> <p>Blocks Include Synchronous and Asynchronous Learning: -Live whole group instruction -Guided Math/ELA Groups -Small groups -Independent activities -Review -Weekly Assessments</p> <p>P.E./Computer/Art 11:15-11:45 (M & Tu)</p> <p>SPED/ELD Services & Supports: -Push-in during small group breakout times (Asynchronous) -Pull-out sessions on Wednesdays</p> <p>Support Staff: Daniela, Courtney</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-11:45 PE/Computer/Art</p> <p>11:45-12:20 Science, Social Studies/SEL Block</p> <p>12:20-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-11:45 PE/Computer/Art</p> <p>11:45-12:20 Science, Social Studies/SEL Block</p> <p>12:20-3:45 Lunch/Office Hours/Clubs/Teacher Prep</p>	<p>Teachers: 8:00-10:00 Staff Professional Development & Meetings</p> <p>Students: 8:10-10:00 Student Independent Work Time</p> <p>10:00-12:00 Instruction Time</p> <p>-Review/Preview Content -SEL Lessons -Art/Music -Games & Socializing</p> <p>12:00-3:45 Lunch/Office Hours/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:20 Science, Social Studies/SEL Block</p> <p>12:20-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:20 Science, Social Studies/SEL Block</p> <p>12:20-3:45 Lunch/Office Hours/Teacher Prep</p>

2nd Grade (Minimum 230 instructional mins.)	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Student's Schedule: 8:15am-12:20pm (15 min. break)</p> <p>Blocks Include Synchronous and Asynchronous Learning:</p> <ul style="list-style-type: none"> -Live whole group instruction -Guided Math/ELA Groups -Small groups -Independent activities -Review -Weekly Assessments <p>P.E./Computer/Art/MYON 11:50-12:20 (M, Tu)</p> <p>SPED/ELD Services & Supports:</p> <ul style="list-style-type: none"> -Push-in during small group breakout times (Asynchronous) -Pull-out sessions on Wednesdays <p>Support Staff: Daniella, Courtney</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-11:50 Science, Social Studies/SEL Block</p> <p>11:50-12:20 PE/Computer/Art/M YON</p> <p>11:50-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-11:50 Science, Social Studies/SEL Block</p> <p>11:50-12:20 PE/Computer/Art/MyOn</p> <p>11:50-3:45 Lunch/Office Hours/Clubs Teacher Prep</p>	<p>Teachers: 8:00-10:00 Staff Professional Development & Meetings</p> <p>Students: 8:10-10:00 Student Independent Work Time</p> <p>10:00-12:00 Instruction Time</p> <p>-Review/Preview Content</p> <p>-SEL Lessons</p> <p>-Art/Music</p> <p>-Games & Socializing</p> <p>12:00-3:45 Lunch/Office Hours/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:20 Science, Social Studies/SEL Block</p> <p>12:20-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:20 Science, Social Studies/SEL Block</p> <p>12:20-3:45 Lunch/Office Hours/Teacher Prep</p>

3rd Grade (Minimum 230 instructional mins.)	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Student's Schedule: 8:15am-12:20pm (15 min. break)</p> <p>Blocks Include Synchronous and Asynchronous Learning: -Live whole group instruction -Guided Math/ELA Groups -Small groups -Independent activities -Review -Weekly Assessments</p> <p>P.E./Computer/Art/MyOn 11:15-11:45 (Th & F)</p> <p>SPED/ELD Services & Supports: -Push-in during small group breakout times (Asynchronous) -Pull-out sessions on Wednesdays</p> <p>Support Staff: Daniela, Courtney</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:20 Science, Social Studies/SEL Block</p> <p>12:20-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:20 Science, Social Studies/SEL Block</p> <p>12:20-3:45 Lunch/Office Hours/Clubs/Teacher Prep</p>	<p>Teachers: 8:00-10:00 Staff Professional Development & Meetings</p> <p>Students: 8:10-10:00 Student Independent Work Time</p> <p>10:00-12:00 Instruction Time -Review/Preview Content -SEL Lessons -Art/Music -Games & Socializing</p> <p>12:00-3:45 Lunch/Office Hours/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-11:45 PE/Computer/Art/MyOn</p> <p>11:45-12:20 Science, Social Studies/SEL Block</p> <p>12:20-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-11:45 PE/Computer/Art/MyOn</p> <p>11:45-12:20 Science, Social Studies/SEL Block</p> <p>12:20-3:45 Lunch/Office Hours/Teacher Prep</p>

4th Grade (Minimum 240 instructional mins.)	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Student's Schedule: 8:15am-12:30pm (15 min. break)</p> <p>Blocks Include Synchronous and Asynchronous Learning: -Live whole group instruction -Guided Math/ELA Groups -Small groups -Independent activities -Review -Weekly Assessments</p> <p>PE/Computer/Art/Myon 11:50-12:20 (Th & F)</p> <p>SPED/ELD Services & Supports: -Push-in during small group breakout times (Asynchronous) -Pull-out sessions on Wednesdays</p> <p>Support Staff Daniella, Courtney</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:30 Science, Social Studies/SEL Block</p> <p>12:30-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:30 Science, Social Studies/SEL Block</p> <p>12:30-3:45 Lunch/Office Hours/Clubs/Teacher Prep</p>	<p>Teachers: 8:00-10:00 Staff Professional Development & Meetings</p> <p>Students: 8:00-10:00 Student Independent Work Time</p> <p>10:00-12:00 Instruction Time -Review/Preview Content -SEL Lessons -Art/Music -Games & Socializing</p> <p>12:00-3:45 Lunch/Office Hours/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:00 Science, Social Studies/SEL Block</p> <p>12:00-12:30 PE/Computer/Art/MyOn</p> <p>12:00-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:00 Science, Social Studies/SEL Block</p> <p>12:00-12:30 PE/Computer/Art/MyOn</p> <p>12:00-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>

5th (Minimum 240 instructional mins.)	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Student's Schedule: 8:15am-12:15pm (15 min. break)</p> <p>Blocks Include Asynchronous and Learning: -Live whole group instruction -Guided Math/ELA Groups -Small groups -Independent activities -Review -Weekly Assessments</p> <p>PE 8:30-9:00 (Th) Computer/Art/MyOn 10:45-11:15 (Fri)</p> <p>SPED/ELD Services & Supports: -Push-in during small group breakout times (Asynchronous) -Pull-out sessions on Wednesdays</p> <p>Support Staff: Daniella, Courtney</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:30 Science, Social Studies/SEL Block</p> <p>12:30-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:30 Science, Social Studies/SEL Block</p> <p>12:30-3:45 Lunch/Office Hours/Clubs/Teacher Prep</p>	<p>Teachers: 8:00-10:00 Staff Professional Development & Meetings</p> <p>Students: 8:00-10:00 Student Independent Work Time</p> <p>10:00-12:00 Instruction Time</p> <p>-Review/Preview Content -SEL Lessons -Art/Music -Games & Socializing</p> <p>12:00-3:45 Lunch/Office Hours/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:00 PE</p> <p>9:00-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:30 Science, Social Studies/SEL Block</p> <p>12:30-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-10:45 Math Block</p> <p>10:45-11:15 Computer/Art/MyOn</p> <p>11:15-12:30 Science, Social Studies/SEL Block</p> <p>12:30-3:45 Lunch/Office Hours/Teacher Prep</p>

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<p>Student's Schedule: 8:15am-12:15pm (15 min. break)</p> <p>Blocks Include Synchronous and Asynchronous Learning: -Live whole group instruction -Guided Math/ELA Groups -Small groups -Independent activities -Review -Weekly Assessments</p> <p>PE 8:30-9:00 (Th) Computer/MyOn 10:45-11:15 (Fri)</p> <p>SPED/ELD Services & Supports: -Push-in during small group breakout times (Asynchronous) -Pull-out sessions on Wednesdays</p> <p>Support Staff: Danielle, Courtney</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:30 Science, Social Studies/SEL Block</p> <p>12:30-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:30 Science, Social Studies/SEL Block</p> <p>12:30-3:45 Lunch/Office Hours/Clubs/Teacher Prep</p>	<p>Teachers: 8:00-10:00 Staff Professional & Developmental Meetings</p> <p>Students: 8:00-10:00 Student Independent Work Time</p> <p>10:00-12:00 Instruction Time -Review/Preview Content -SEL Lessons -Art/Music -Games & Socializing</p> <p>12:00-3:45 Lunch/Office Hours/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:00 PE</p> <p>9:00-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-11:15 Math Block</p> <p>11:15-12:30 Science, Social Studies/SEL Block</p> <p>12:30-3:45 Lunch/Office Hours/Tutoring/Teacher Prep</p>	<p>7:45-8:15 Teacher Prep</p> <p>8:15-8:30 Morning Meeting & Warm-Up</p> <p>8:30-9:45 ELA Block</p> <p>9:45-10:00 Break</p> <p>10:00-10:45 Math Block</p> <p>10:45-11:15 Computer /Art/MyOn</p> <p>11:15-12:30 Science, Social Studies/SEL Block</p> <p>12:30-3:45 Lunch/Office Hours/Teacher Prep</p>



MPS Board Meeting

Thursday, September 10, 2020



Magnolia Science Academy SANTA ANA Elementary Waiver Application



Elementary Waiver Option

- In case we are not off the watch list sooner we have an Elementary Waiver that TK-6th can apply for.
- A waiver of these criteria may be granted by the local health officer for elementary schools to open for in-person instruction.
- A waiver may only be granted if one is requested by the superintendent (or equivalent for charter or private schools), in consultation with staff, parent and community organizations.
- Local health officers must review local community epidemiological data, consider other public health interventions, and consult with CDPH when considering a waiver request.

ELEMENTARY WAIVER PROCESS

- State Says Elementary Schools Can Request To Open Even If County Is On Monitoring List
- Will Have To Follow Coronavirus Restrictions

Elementary School Waiver Process

School districts to work with local public departments to offer in-person instruction in counties on the County Monitoring List

School and district leaders must initiate the request for the waiver in consultation with labor, parents and community-based organizations.

California provided for the waiver because:

- Younger students are lower risk to be vectors of COVID-19
- Earlier return allows them to benefit from in-person instruction

Timeline

- Day 1: 9/10** **Board Meeting for Approval**
- Day 2: 9/14** **ELementary Waiver submission to OCPHA**
- Day 3: 9/28** **Response from OCPHA (Approval/Denial)**
- Day 4: 10/19** **Possible Start Date**

***(9/29-10/15) All Staff members will be invited to come onto campus to set up rooms, get acclimated, and prepare for HYBRID LEARNING. There will be three mandatory MOCK RUN THROUGH days (10/6, 10/13, &10/14)**

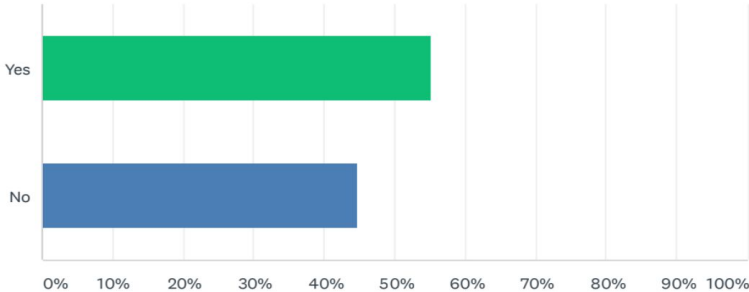
Staff Survey Results

Hybrid Re-opening Survey - MSA-Santa Ana Staff - STAFF

SurveyMonkey

Q8 Would you support MSA-SA to move forward with applying for an elementary school waiver?

Answered: 47 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	55.32%	26
No	44.68%	21
TOTAL		47

Survey results for Families

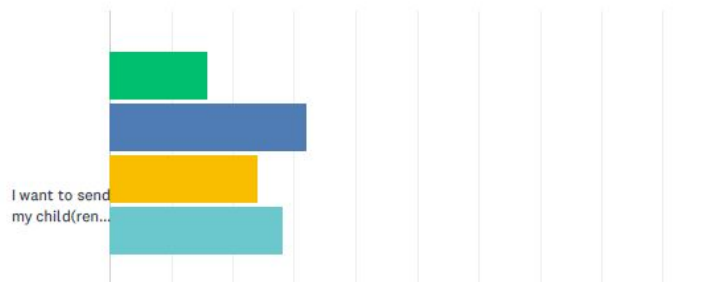
Combining Strongly Agree, Agree, and Neutral we had 72% of families ready to return in Hybrid format.

Hybrid Reopening Survey-Parent MSA-Santa Ana ENG

SurveyMonkey

Q3 When thinking about returning to a hybrid re-opening format, please indicate your agreement with the following statements

Answered: 25 Skipped: 44



■ Strongly Agree
 ■ Agree
 ■ Neither Agree nor Disagree
 ■ Disagree
■ Strongly Agree
 ■ N/A

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY AGREE	N/A	TOTAL
I want to send my child(ren) back to school in-person format	16.00% 4	32.00% 8	24.00% 6	28.00% 7	0.00% 0	0.00% 0	25

**Healthy Environments Cleaning, Disinfection, &
Ventilation Procedures in Place**
Covid MSASA Health





TESTING COVID 19

- Any student or staff that develops COVID-19 symptoms or is exposed to someone with COVID-19, will be directed to contact their primary care physician for testing.
- While waiting for test results, students or staff with COVID-19 symptoms will be asked to remain home and in self-isolation until results are received or the appropriate time frame passes as per the CDC guidance which state:
- At least 10* days have passed since symptom onset
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and other symptoms have improved.
- A limited number of persons with severe illness may produce replication-competent viruses beyond 10 days, that may warrant extending the duration of isolation for up to 20 days after symptom onset. Consider consultation with infection control experts.
- (<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>)
- In accordance with the recommendations of the CDPH, staff will be tested periodically on a rotating basis on an every other month schedule to test for asymptomatic infections. Staff will be instructed to seek testing from their primary care physician or a community testing site

Testing Location

Anaheim Testing Super Site

Location: Anaheim Convention Center

Address: 800 W Katella Ave, Anaheim

(West Street entrance)

Days: Tuesdays – Saturdays

Times: 8 a.m. – 3 p.m.

Costa Mesa Testing Super Site

Location: OC Fair & Event Center

Address: 88 Fair Dr, Costa Mesa

(Gate 4 Entrance)

Days: Monday – Fridays

Times: 7 a.m. – 3 p.m.

Latino Health Access Partnership

Locations: Santa Ana & Anaheim Residents

- Visit Latino Health Access Facebook for more information and testing locations.
- You can also call their support line at 714-805-7838 (every day from 7 a.m. – 8 p.m.)

these locations are open for Santa Ana and Anaheim residents only and services are targeted to non-English speakers

The City of Santa Ana

- Free Drive Thru Covid-Testing at Santa Ana College.
- Every Saturday from Aug 22 - Oct 10th.
- from 9am to 4pm.
- Results are given in couple days.



Split Cohorting

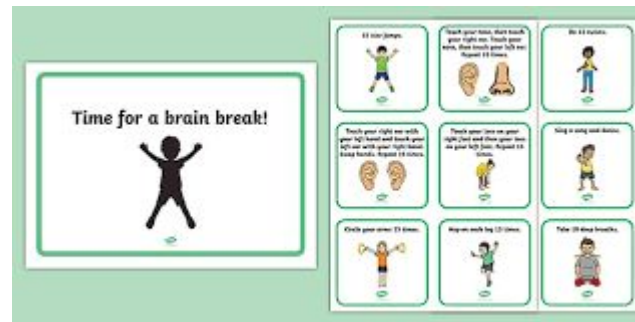
- Small stable groups of students together helps limit the potential spread of a virus.
- Students have been placed in stable classroom cohorts with the same set of students (no more than 14) and teacher.
- This group will remain stable with a fixed membership for activities.
- Contact with other groups will be limited by altered schedules that keep groups apart and are intended to prevent possible close contact with other cohorts.
- “Brain Breaks”/recess and lunch zones have been established to limit cohort interaction.
- Lunch will be held in the classroom with classroom cohorts. “Brain Breaks” has been divided into zones to further limit the interaction between cohorts. The time of each Brain Break and lunch period is also 15 minutes or less to limit potential exposure time and close contacts.

2020-2021 Distance Learning Master Schedules

Daily Bell Schedule					
Grades: TK/Kinder		Grades: 1-3		Grades 4-6	
8:15-9:30am	Instruction Starts (Sync)	8:20am-9:45am (Sync)	Instruction Starts (Sync)	8:20am-10:00am	Instruction Starts (Sync)
9:30am-9:45am	Breaks/Recess	9:45am-10:00am	Breaks/Recess	10:00-10:15am	Breaks/Recess
9:45-12:10pm	Instruction Continues (Sync)	10:00am-12:20pm (Sync)	Instruction Continues(Sync)	10:15am-12:20pm	Instruction Continues (Sync)
12:10pm	Dismissal/Lunch	12:20pm	Dismissal/Lunch	12:20pm	Dismissal/Lunch
12:10-2:10pm	Teacher office hours, tutoring/clubs (Async)	1:00pm-3:00pm	Teacher office hours, tutoring/clubs (Async)	1:00pm-3:00pm	Teacher office hours, tutoring/clubs (Async)

Brain Breaks

- A **BRAIN BREAK** is an outdoor break no more than 15 minutes in length. Students can have a snack and or participate in a teacher lead “approved activity”. **NO equipment** or **access to the play structure** will be permitted.
- Brain Breaks will occur during the designated times in one of two zones. Only that class will be assigned to that zone and rotate according to schedule. No equipment or play ground will be used. Teachers will choose from approved brain activities.



Brain Break Schedule for Elementary

Schedule with Recess Zones/Rotations						
Times	Monday & Thursday			Tuesday	& Friday	
9:15-9:30AM	Bell (Play ground)	Castro (Kinder Zone)	Zakka (Elementary side)	Bell (Elementary side)	Castro (Kinder Zone)	Zakka (Play ground)
9:30-9:45AM	Lopez (Play ground)	Davidson (Kinder Zone)	Keefe (Elementary side)	Lopez (Elementary side)	Davidson (Kinder Zone)	Keefe (Play ground)
9:45-10:00AM	Han (Play ground)		Muniz (Elementary side)	Han (Elementary side)		Muniz (Play ground)
10:00-10:15AM	Lamadrid (Play ground)		Lozano (Elementary side)	Lamadrid (Elementary side)		Lozano (Play ground)
10:15-10:30AM	Westenhofer (Play ground)		Henson (Elementary side)	Westenhofer (Elementary side)		Henson (Playground)
10:30-10:45AM	Salazar (playground)		Recinos (Elementary side)	Salazar (Elementary side)		Recinos (Playground)

Lunch/ Dismissal

Students who will leave at Dismissal:

- Lunch will be grab and go.

Students that will stay for After School:

- Lunch will only be allowed in classrooms for students staying for their After School (club/ tutoring/ or intervention).
- Lunches will be brought directly to those students staying in classrooms.

AFTER SCHOOL

- Students that are on campus during their assigned cohorts can only participate in our afterschool for that day.
- If the student was absent during their class time they can not participate in After School.
- Clubs/ Tutoring/Inventions can only happen with their teacher. Students can not go another teacher's activity.

Restrooms

- Two students permitted at a time to use the restrooms. Girls/Boys
- A staff member will have a designated station and be assigned to monitor and enforce our restroom policy.

Drop Off

- No parents will be allowed on campus.
- All families will be encouraged to utilize the car drop off procedure.
- This procedure keeps parents in their cars; students also remain in cars until directed to exit, staying staggered from other students. Walk-in entrances will have social distancing markers.
- There will be three entrances to the school campus that are monitored by school staff members. Students will be screened and have their temperature taken as they exit their vehicle or upon arrival at a walk-in entrance.
- Students will then proceed directly to their classroom cohort. Staff will be strategically placed around the campus to remind students to proceed directly to their classroom cohort.
- This procedure will result in students staying socially distanced and remaining in common spaces with other cohort groups for far less than 15 minutes.



Pickup



- No parents will be allowed on campus.
- All families should utilize the car pickup procedure.
- This procedure keeps parents in their cars and delivers students (by classroom cohort) safely to each car, following social distancing measures.
- At the end of each school day, classroom cohorts will proceed outside to the designated pickup location, Elementary zone, where each cohort has a specific space socially distanced from other household groups while they wait for pickup.
- Parents are directed to wait in their car in designated pickup lanes.
- Staff members then radio for students to come to their car when it arrives.
- Cars are not moved in the parking lanes while students are proceeding to vehicles in order to maintain safety from moving vehicles.
- Cars are then dismissed in an orderly fashion. Students that may be walking/biking home are then released off campus.

How other Schools sites are doing?

Los Alamitos USD



MCGAUGH ELEMENTARY SCHOOL

1698 Bolsa Ave.
Los Alamitos, CA 90720

(562) 799-4560

webmaster@losal.org

POSSIBLE START DATE

Starting:

ELEMENTARY: TK-6 October 19th, 2020

[Link to more details](#)



Cover Sheet

Extension of Independent Contractor Agreement for Facilities Projects- Noflin Enterprises

Section: III. Action Items
Item: G. Extension of Independent Contractor Agreement for Facilities Projects-
Noflin Enterprises
Purpose: Vote
Submitted by:
Related Material: III G Noflin Contract Extension.pdf



Board Agenda Item #:	III G- Action Item
Date:	September 10, 2020
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ MPS ”) Board of Directors (the “ Board ”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
Re:	Extension of Independent Contractor Agreement for Facilities Projects

I. Proposed Recommendation

Staff recommends and moves that the Board approve an amendment to the Independent Contractor Agreement by and between MPS and Noflin Enterprises for three (3) months, commencing September 11, 2020 and expiring on or about December 10, 2020 according to the terms and conditions set forth in this report and any attached exhibits.

II. Background

At the March 21, 2019 regular meeting of the Board, the Board approved the MPS Facilities Department to hire a full time employee on a six (6) month probationary basis to assist with facilities related matters. Such additional employee was needed in order to provide assistance to the Director of Facilities, the sole Facilities Department employee, to help close out bond financed capital projects, help complete Proposition 39 energy upgrade projects at various MPS campuses, and such other projects as may be needed. MPS Staff subsequently advertised the position and reviewed multiple applicants. None of the proposed applicants possessed sufficient experience to immediately make a contribution upon joining MPS.

Seeing the need for someone with experience to assist with facilities projects and understanding the time sensitive nature of such projects, then Board member Charlotte Brimmer offered to resign from the Board to work on such projects as an independent contractor under the supervision of the Director of Facilities.

Noflin Enterprises, an affiliated company to Ms. Brimmer, and MPS signed an independent contractor agreement as of July 27, 2019. The term of the Agreement was for three months and expired on October 23, 2019. During that term Noflin undertook supervision of all Prop 39 energy upgrade projects, certain

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capital improvement projects at MSA-7, and dispute resolution with a neighbor to MSA-1. Noflin was paid a total of TWELVE THOUSAND AND NO /100 DOLLARS (\$12,000.00) for the three months.

Mutually satisfied with the results from the independent contractor arrangement and with MPS seeing a need for continued assistance, Noflin and MPS agreed to extend the term for another two months. MPS paid Noflin TWELVE THOUSAND TWO HUNDRED SIXTY SIX AND NO/100 DOLLARS (\$12,266.00) for the second two (2) months of the extended term. The extended term expired on December 24, 2019. During the extended term Noflin continued to supervise the Prop 39 projects and undertook to close out the MSA-San Diego project. The MSA-San Diego project was financed with the proceeds of the 2017 bond issuance and must be closed out with the Division of State Architect (“DSA”).

At its December 15, 2019 meeting, the Board further extended the Noflin contract at TWELVE THOUSAND TWO HUNDRED SIXTY SIX AND NO/100 DOLLARS (\$12,266.00) for another two (2) months in order to complete the aforementioned projects. Noflin was unable to complete the projects due to the COVID-19 pandemic shutdown. The projects remain open and MPS Staff requires the services of Noflin to complete the projects. Noflin is willing to contract for three (3) more months commencing September 11, 2020 and terminating on December 10, 2020 at a rate of TWENTY-ONE THOUSAND AND NO/100 DOLLARS (\$21,000) paid in arrears in three (3) equal monthly installments of SEVEN THOUSAND AND NO/100 DOLLARS (\$7,000).

The executed original agreement, first amendment, second amendment and third amendment are attached as Exhibit A. The proposed fourth amendment is attached as Exhibit B.

III. Budget Impacts

The proposed extension of the Noflin contract will be paid from the Facilities Department’s operating budget.

Attachments
Exhibits A and B



Exhibit A

Independent Contractor Agreement, First Amendment, Second Amendment and Third Amendments

INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement (this "Agreement") is entered into as of July 24, 2019 (the "Effective Date") by and between Magnolia Educational & Research Foundation dba Magnolia Public Schools ("Client"), and Noflin Enterprises ("Independent Contractor"), for professional services in connection with the projects described on Exhibit A (each a "Project" and collectively the "Projects").

RECITALS

A. Client's is in the business of education and is the operator of ten (10) public charter schools in Los Angeles, Orange and San Diego Counties.

B. Client is in need of the services of someone to assist its Facilities Department with discreet facilities related projects.

C. Independent Contractor has a background in construction and related disciplines and is willing to provide the services described in this Agreement and has a separate business providing consulting services similar to the services to be provided under this Agreement.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, stipulated and agreed, the parties agree as follows:

AGREEMENT

1. ENGAGEMENT AND SERVICES.

1.1. **Services.** Client hereby agrees to retain Independent Contractor to provide, and Independent Contractor agrees to provide the services described in attached Exhibit B (the "Services"). Independent Contractor shall provide sufficient organization and management to perform such services in an expeditious and economical manner consistent with the interests of Client.

1.2. **Term.** The term of Independent Contractor's engagement shall commence as of July 25, 2019 and shall continue, subject to earlier termination or extension as provided below, until October 23, 2019

1.3. **Changes to Services.** Client may not make any changes to the Services, including additions, deletions, or revisions to its scope nor extend its duration without Independent Contractor's prior written consent, which consent may be withheld in Independent Contractor's absolute and sole discretion. If Client and Independent Contractor agree to make any changes to the Agreement that result in a material increase in the scope or duration of the Services, there shall be an equitable adjustment to Independent Contractor's compensation and the term of the Agreement to be reasonably agreed to by the parties.

1.4. **Termination.** Either party may terminate this Agreement upon five (5) days written notice to the other party. In the event of termination either according to Section 1.2 or by written notice according to the preceding sentence, Independent Contractor shall deliver to Client all materials relating to the Project received by Independent Contractor from Client or received from third parties at the direction of Client. Independent Contractor shall also deliver to Client any materials generated by Independent Contractor in the delivery of the Services under this Agreement and any supplies that may have been loaned to Independent Contractor by Client in order to perform the Services.

1.5. **Certification.** Independent Contractor represents and warrants that it has a background in construction and in particular has a background in prevailing wage requirements under State of California and Federal

law. Independent Contractor covenants that it shall obtain such clearances as Client may reasonably request including but not limited to (i) evidence from a licensed physician and or entity that any person acting for on behalf of Independent Contractor is free from active tuberculosis, (ii) fingerprint clearance through the California Department of Justice (aka Live Scan); and (iii) a business license from the appropriate municipal entity. The foregoing items (i) and (ii) are required to be submitted before Independent Contractor may commence work under this Agreement.

2. INDEPENDENT CONTRACTOR AND CLIENT RESPONSIBILITIES.

2.1 Independent Contractor Responsibility. Independent Contractor shall perform the Services in a professional, and timely manner.

2.2 Client Responsibility.

(a) Client shall be responsible for (i) providing Independent Contractor access to the Properties at a mutually agreed upon date and time, and (ii) providing Independent Contractor with such plans or documents as may be in its possession to aid Independent Contractor in completing the Services.

(b) Client shall be responsible for paying all invoices for the Project in a timely manner and before such invoices become past due.

(c) Client shall provide to Independent Contractor full information regarding the Property and designate a representative who shall be fully acquainted with the Project and have authority to approve matters requiring Client's approval and to render decisions promptly. Client's representative for the Project is Patrick Ontiveros.

3. FEE.

3.1 Calculation of Fee. As compensation for services rendered under this Agreement by Independent Contractor, Client shall pay Independent Contractor an amount not to exceed TWELVE THOUSAND FIVE HUNDRED DOLLARS (\$12,500.00) (the "Fee") for three months.

3.2 Payment Schedule. The Fee shall be paid in arrears in three (3) equal installments of FOUR THOUSAND ONE HUNDRED SIXTY SIX AND 67/100 DOLLARS (\$4,166.67) commencing on the thirtieth (30) day following the commencement date and thirty (30) days thereafter. Independent Contractor shall submit an invoice for such payment at least ten (10) days before the due date. Payment shall be deemed late if paid after the tenth (10th) day following the due date and shall accrue interest at the rate of ten percent (10%) per annum for so long as such amount remains unpaid. On each payment date, Independent Contractor shall deliver to Client a description of the work performed and the amount of any requested reimbursable expenses with sufficient description and back up for such reimbursable costs. Such costs will be reimbursed on the next succeeding payment date. Because of Independent Contractor's status as an independent contractor, Client shall make no withholdings from payments to Independent Contractor and Independent Contractor is solely responsible for paying all applicable fees and taxes to appropriate State and Federal authorities.

4. REIMBURSABLE COSTS. Client shall reimburse Independent Contractor for all its reasonable pre-approved out-of-pocket expenses incurred in connection with the Project. Independent Contractor shall provide written support and commercially reasonable proof of such expenditures provided that Independent Contractor has sought approval for such expenses in advance. Such payment shall be in addition to Independent Contractor's Fee.

5. INDEPENDENT CONTRACTOR.

5.1 Status. Independent Contractor is an independent contractor of Client and shall not perform the Services under this Agreement as an employee of Client. Client shall have no right to control or direct the method,

details or means by which Independent Contractor performs the Services required under this Agreement. Independent Contractor shall have no authority to enter into any contract or incur any liability or obligation on behalf of Client without the prior written approval of Client.

5.2 Compliance. Independent Contractor assumes full responsibility for the payment of all taxes pertaining to services rendered and compensation paid under this Agreement. Independent Contractor further assumes full responsibility for compliance with any and all applicable worker's compensation insurance or similar laws pertaining to services rendered and compensation paid under this Agreement.

6. INSURANCE AND INDEMNITY.

6.1 Client's Liability Insurance. Client shall maintain insurance policies for commercial general liability insurance, professional liability (errors and omissions), and such other insurance for the Project as will protect Client and Independent Contractor against claims which may arise from the Project and/or this Agreement. Independent Contractor may, at its option, maintain such insurance policies as it deems necessary to protect itself from liability.

6.2 Indemnification.

(a) Mutual Indemnification. Independent Contractor will indemnify, defend, and hold harmless Client (its directors, agents, officers, and employees) from and against any and all claims, demands, liabilities, causes of action, costs and expenses (including reasonable attorney's fees and costs), asserted against Client (or its agents, officers, and employees) to the extent any such claim arises from or out of the negligence or intentional misconduct of Independent Contractor or Independent Contractor's default under this Agreement. Client will indemnify, defend, and hold Independent Contractor (and its directors, agents, officers, and employees) harmless from and against any and all claims, demands, liabilities, causes of action, costs and expenses (including reasonable attorney's fees and costs), asserted against Independent Contractor (or its agents, officers, and employees) and relating in any manner to the Project, except to the extent any such claim arises from or out of the negligence or intentional misconduct of Development Manager or its, employees, officers, or agents, or Independent Contractor's default under this Agreement.

(b) Concurrent Negligence. If any losses, liabilities, claims, or damages covered by either party's indemnity are caused by the concurrent negligence of both Independent Contractor and Client, or their respective agents, officers or employees, then the indemnifying party shall indemnify the other only to the extent of the indemnifying party's own negligence or that of its agents, beneficiaries, representatives or employees.

7. DISPUTE RESOLUTION.

7.1 Available Remedies. Except as expressly provided below, any controversy, claim or dispute between or among the parties hereto relating to this Agreement or any related agreements or instruments (including any claim based on or arising from an alleged personal injury or business tort) shall be resolved in accordance with the procedures in this Section 11. Any party to this Agreement may bring an action, including a summary or expedited proceeding, to compel arbitration of any controversy, claim or dispute in any court having jurisdiction over such action. Nothing in this Section 11 shall prevent a party from seeking injunctive relief in a court of competent jurisdiction.

7.2 Dispute Resolution Procedure. The party raising the dispute shall provide Notice to the other party of the dispute. The parties shall first meet and confer in good faith to fairly and equitably resolve the dispute. Such meeting shall occur within five (5) business days of the date of the Notice given pursuant to this Section 7.2) implementing this dispute resolution process. If the parties cannot resolve the issue within five (5) business days of the foregoing meeting, then the dispute shall be mediated using a mediator from the Los Angeles office of the American Arbitration Association ("AAA") or if AAA fails or declines to serve, such other similar arbitration or mediation service or organization as agreed to by the parties (collectively the "Arbitration Service"). The mediation shall take place in Los

Angeles, California unless otherwise agreed to in writing by the parties. If following such mediation, the parties have still not resolved the matter, then the matter shall be submitted to arbitration pursuant to Section 11(c) below.

7.3 Arbitration. The arbitration shall be conducted by a single arbitrator who shall be someone other than the mediator who served under Section 7.2 above. The arbitrator shall be selected by the parties from the Arbitration Service's panel of arbitrators, or if the parties have not agreed on the arbitrator within ten (10) business days after a party notifies the other party of its election to submit a matter to Arbitration, the arbitrator shall be selected at the request of either party by the then chief officer of the Arbitration Service office in Los Angeles, California. The Arbitration shall occur no later than twenty (20) days after the arbitrator has been selected and must be concluded within thirty (30) days thereafter with any hearing to last no more than two (2) full hearing days with one (1) day allotted to each party. Only written discovery shall be permitted and written submissions shall be limited to ten (10) pages. The arbitrator shall be bound to follow the applicable federal and state laws and regulations in deciding all issues and in rendering any award. The Arbitration proceedings shall be binding, conclusive and not appealable and any party to any award rendered in any such arbitration proceeding shall be entitled to have judgment entered thereon. The arbitrator shall determine the "prevailing party" and such party shall be entitled to its reasonable attorneys' fees and costs which shall be part of the award. The arbitration shall take place in Los Angeles, California unless otherwise agreed in writing by the parties. In no event, however, shall mediation or arbitration be available pursuant to Section 7.2 and this Section 7.3 after the date when institution of legal or equitable proceedings based on such claim, dispute, or other matter in question would be barred by any applicable statute of limitations.

7.4 Continuation of Services During Dispute Resolution. Unless otherwise agreed in writing, Independent Contractor shall continue to provide the Services stated in this Agreement so long as Client continues to make payments in accordance with this Agreement during mediation or arbitration pursuant to this Section 7.

7.5 Related Claims. All claims that arise out of this Agreement, which are related to or dependent upon each other, shall be heard by the same arbitrator or arbitrators even though the parties are not the same unless a specific contract prohibits such consolidation.

8. GENERAL PROVISIONS.

8.1 Attorneys' Fees. If any party commences or is made a party to a lawsuit, arbitration or other proceeding to enforce or interpret this Agreement, the prevailing party in such proceeding shall be entitled to recover from the other party all reasonable attorneys' fees and other costs incurred in connection with such proceeding, including without limitation any appeal or enforcement of any judgment or decision rendered in such proceeding.

8.2 Notices. All notices, requests, demands and other communications under this Agreement shall be in writing and shall be deemed duly given (i) on the date of delivery if personally delivered, (ii) one business day after delivery by overnight courier, telegram or electronic mail (provided that the sender retains a printed confirmation of delivery to the email address provided below), or (iii) three business days after mailing if mailed by first class mail certified or registered, postage prepaid, return receipt requested, to the parties at their addresses set forth below, or such other address designated from time to time in writing by such party to all other parties.

Noflin Enterprises
451 East Carson Plaza Drive
Suite 101
Carson, CA 90746

Magnolia Public Schools
250 West 1st Street, Suite 1500
Los Angeles, CA 90012
Phone: 323.490.0701
Email: pontiveros@magnoliapublicschools.org
Attention: Patrick Ontiveros

8.3 Amendment and Waiver. This Agreement may be amended only by a written document signed by all parties to this Agreement. Waiver of any provision of this Agreement shall not be deemed or constitute a waiver of any other provision, nor shall such waiver constitute a continuing waiver.

8.4 Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, beneficiaries, legal representatives, successors and assigns. This Agreement may only be assigned with the prior written approval of the other party.

8.5 Governing Law and Severability. This Agreement shall be governed by and construed under the laws of the State of California, without regard to its conflicts of laws provisions. If any provision of this Agreement is invalid or unenforceable, and if the deletion of such provision would not adversely affect the receipt of any material benefit of the bargain by either party hereto, such provision shall (i) be modified to the minimum extent necessary to render it valid and enforceable, or (ii) if it cannot be so modified, be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of the remaining provisions.

8.6 Counterparts. This Agreement may be executed in any number of counterparts, and each set of duly delivered identical counterparts, which includes all signatories, shall be deemed to be an original instrument.

8.7 Construction. This Agreement has been negotiated at arm's length and each party has been represented by legal counsel. Accordingly, any rule of law (including without limitation California Civil Code Section 1654) or legal decision that would require interpretation of any ambiguities in this Agreement against the party drafting it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to effectuate the intent of the parties and the purpose of this Agreement.

8.8 Further Assurances. The parties covenant and agree that they will execute such other and further instruments and documents as are or may become necessary or convenient to effectuate and carry out this Agreement.

8.9 Entire Agreement. This Agreement represents the entire agreement between the parties with respect to the subject matter set forth above, and supersedes all previous oral and written agreements, communications, representations, and commitments between Independent Contractor, Client, and their respective predecessors.

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IN WITNESS WHEREOF, the Parties have executed this Agreement effective as of the date set forth above.

Magnolia Educational & Research Foundation dba
Magnolia Public Schools

Noflin Enterprises

By: Alfredo Rubalcava

By: David Noflin

Name: Alfredo Rubalcava

Name: David Noflin

Title: CEO and Superintendent

Title: Authorized Signatory

[Signature Page to Independent Contractor Agreement

EXHIBIT A

Description of Projects

The Projects are defined as construction or capital improvement projects at certain of Client's ten (10) school locations that Independent Contractor agrees to undertake under this Agreement. Initially, the Projects shall include the following:

- Client's Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects
- Client's State of California Charter School Facility Incentive Grant ("CSFIG") capital improvement projects, specifically Client's CSFIG Projects at MSA-7
- Client's MSA-1 school new construction project, specifically, resolving a dispute with one adjacent neighbor and obtaining said neighbor's signature on a mutually acceptable settlement agreement.

EXHIBIT B

Scope of Services

The Scope of Services to be provided under this Agreement initially are as follows and shall include all related services necessary for the successful completion of said projects:

Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects

- Supervise First Note Finance inc. in the implementation of all outstanding Prop 39 projects
- Assure collection of appropriate paperwork to meet State of California requirements (including prevailing wage requirements) as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.
- Where a particular Prop 39 project is on a co-located on a Los Angeles Unified School District site, assist FNF with securing LAUSD approvals to allow the Prop 39 project to be completed

Client's State of California Charter School Facility Incentive Grant ("CSFIG") capital improvement projects at MSA-7

- Supervise the completion of the CSFIG projects at MSA-7.
- Assure collection of appropriate paperwork to meet applicable State of California and Federal requirements (for example, the Davis-Bacon Act, as amended), as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.

MSA-1 New Construction Project

- Negotiate a settlement with the Nghiem neighbor to the south of the MSA-1 properties regarding the alleged damage to their backyard consistent with the directives of the MPS Board of Directors and or Ad Hoc Committee

FIRST AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT

THIS FIRST AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT (this “**First Amendment**”) is entered into as of October 24, 2019 (the “**Effective Date**”), by and between Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**Client**”) and Noflin Enterprises (“**Independent Contractor**”). Client and Independent Contractor shall be referred to individually as a “**Party**” and together as the “**Parties.**”

RECITALS

A. The Parties entered into that certain Independent Contractor Agreement as of July 24, 2019 (the “**Original Agreement**”) for the Project (as defined in the Original Agreement”) pursuant to which Independent Contractor agreed to provide professional services to Client.

B. The Term of the Original Agreement expires as of October 23, 2019 and the Parties desire to amend the Original Agreement to extend the Term as of the Effective Date as set forth in this First Amendment.

AGREEMENT

NOW, THEREFORE, in reliance on the preceding recitals, and in consideration of the promises, covenants and agreements set forth in the Original Agreement and this First Amendment and such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto hereby agree as follows:

1. Defined Terms. Initially capitalized terms used but not otherwise defined in this First Amendment shall have the meanings assigned to such terms in the Original Agreement.

2. Recitals. The Parties acknowledge that the above recitals are true and correct and that the Original Agreement remains in full force and effect.

3. Amendments. The following Sections and/or subsections of the Original Agreement are amended as hereinafter set forth as of the date of this First Amendment.

a. Section 1.2 (“Term”) is amended as follows to extend the duration of the Term:

The initial term of Independent Contractor’s engagement commenced as of July 25, 2019 and terminated as of October 23, 2019. The Independent Contractor’s engagement shall continue, subject to earlier termination or extension as provided below, until December 23, 2019.

b. Section 3.1 (“Calculation of Fee”) is amended as follows to increase the Fee for the extended duration of the Term:

As compensation for services rendered under this Agreement by Independent Contractor, Client shall pay Independent Contractor an amount not to exceed TWELVE THOUSAND FIVE HUNDRED DOLLARS (\$12,500.00) for the first three (3) months and TWELVE THOUSAND TWO HUNDRED SIXTY SIX (\$12,266.00) for the second two (2) months of the Term.

c. The first sentence of Section 3.2 ("Payment Schedule") is amended as follows:

The Fee shall be paid in arrears as follows: in three (3) equal installments of FOUR THOUSAND ONE HUNDRED SIXTY SIX AND 67/100 DOLLARS (\$4,166.67) for the first three (3) months and in two (2) equal installments of SIX THOUSAND ONE HUNDRED THIRTY THREE AND NO/100 DOLLARS (\$6,133.00) for the second two (2) months, commencing on the thirtieth (30) day following the commencement date and every thirty (30) days thereafter.

d. Exhibits A and B are amended and restated as Exhibits A and B attached hereto.

4 Execution. This First Amendment may be executed in multiple counterparts each of which shall be an original, but all of such counterparts shall constitute one such First Amendment. Each Party shall be entitled to rely upon an electronically delivered counterpart of this First Amendment executed by the other Party with the same force and effect as if such electronic copy were an ink-signed original signed by the party sending such electronic copy and delivered to the other party. For purposes of this Section, all references to the term "electronic copy" shall be deemed to include a document forwarded by telecopy transmission or a document forwarded by electronic mail as a Portable Document Format (Adobe Acrobat) (also known as a PDF) attachment to such electronic mail.

5. Conflict; Reaffirmation. Except as modified herein, all terms and provisions of the Original Agreement remain in full force and effect. If there is a conflict between the terms of the Original Agreement and the terms of this First Amendment, the terms of this First Amendment shall control. The Original Agreement, as amended hereby, is hereby affirmed, and the provisions thereof, as so amended, shall remain in full force and effect. The Original Agreement, as modified herein, constitutes the entire agreement between the Parties hereto with respect to the subject matter thereof, and no further modification of the Original Agreement will be binding unless evidenced by an agreement in writing signed by both Client and Independent Contractor.

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IN WITNESS WHEREOF, the Parties hereto have executed this First Amendment as of the date first set forth above.

CLIENT:

MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDAITON DBA MAGNOLIA PUBLIC
SCHOOLS

By: _____

Name: Alfredo Rubalcava

Title: CEO & Superintendent

INDEPENDENT CONTRACTOR:

NOFLIN ENTERPRISES

By: _____

Name: David Noflin

Title: Authorized Signatory

EXHIBIT A

Description of Projects

The Projects are defined as construction or capital improvement projects at certain of Client's ten (10) school locations that Independent Contractor agrees to undertake under this Agreement. The Projects for the extended term shall include the following:

- Client's Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects
- The Close-Out of Client's project at MSA-San Diego
- Such other projects as Client and Independent Contractor shall mutually agree upon

EXHIBIT B Scope of Services

The Scope of Services to be provided under this Agreement initially are as follows and shall include all related services necessary for the successful completion of said projects:

Prop 39 Clean Energy Jobs Act grant (“Prop 39”) energy upgrade projects

- Supervise First Note Finance inc. in the implementation of all outstanding Prop 39 projects
- Assure collection of appropriate paperwork to meet State of California requirements (including prevailing wage requirements) as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.
- Where a particular Prop 39 project is on a co-located on a Los Angeles Unified School District site, assist FNF with securing LAUSD approvals to allow the Prop 39 project to be completed

Close Out of New Construction Project at Magnolia Science Academy – San Diego

- Coordinate with the Architect of Record (“AOR”) and Inspector of Record (“IOR”) to determine what scope of work is still outstanding in order to close the project with the Division of State Architect (“DSA”)
- Identify appropriate vendors to complete any outstanding scopes of work
- Coordinate with the AOR and IOR to submit any and all documentation required to close the project out with the DSA
- Identify any utility funded or low cost shade structure options with solar panels. Present the same to Client and the MSA-San Diego principal and staff.

SECOND AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT

THIS SECOND AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT (this "**First Amendment**") is entered into as of December 24, 2019 (the "**Effective Date**"), by and between Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**Client**") and Noflin Enterprises ("**Independent Contractor**"). Client and Independent Contractor shall be referred to individually as a "**Party**" and together as the "**Parties**."

RECITALS

A. The Parties entered into that certain Independent Contractor Agreement as of July 24, 2019 (the "**Original Agreement**") for the Project (as defined in the Original Agreement") pursuant to which Independent Contractor agreed to provide professional services to Client.

B. The Parties entered into that certain First Amendment to Independent Contractor Agreement as of October 24, 2019 (the "**First Amendment**") to extend the Term of the Original Agreement and amend the scope of work.

C. The Term of the Original Agreement, as amended by the First Amendment ,expires as of December 23, 2019. The Original Agreement and the First Amendment are sometimes herein referred to together as the "**Agreement**."

D. The Parties desire to amend the Agreement to extend the Term as of the Effective Date as set forth in this Second Amendment and amend the scope of work under the Agreement.

AGREEMENT

NOW, THEREFORE, in reliance on the preceding recitals, and in consideration of the promises, covenants and agreements set forth in the Agreement and this Second Amendment and such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto hereby agree as follows:

1. Defined Terms. Initially capitalized terms used but not otherwise defined in this Second Amendment shall have the meanings assigned to such terms in the Agreement.

2. Recitals. The Parties acknowledge that the above recitals are true and correct and that the Agreement remains in full force and effect.

3. Amendments. The following Sections and/or subsections of the Agreement are amended as hereinafter set forth as of the date of this Second Amendment.

a. Section 1.2 ("Term") is amended as follows to extend the duration of the Term:

The initial term of Independent Contractor's engagement commenced as of July 25, 2019 and terminated as of October 23, 2019. The Independent Contractor's engagement shall continue, subject to earlier termination or extension as provided below, until February 23, 2019.

b. Section 3.1 ("Calculation of Fee") is amended as follows to increase the Fee for the extended duration of the Term:

As compensation for services rendered under this Agreement by Independent Contractor, Client shall pay Independent Contractor an amount not to exceed TWELVE THOUSAND FIVE HUNDRED AND NO/100 DOLLARS (\$12,500.00) for the first three (3) months and TWENTY FOUR THOUSAND FIVE HUNDRED THIRTY TWO AND NO/100 DOLLARS (\$24,532.00) for the second four (4) months of the Term.

c. The first sentence of Section 3.2 ("Payment Schedule") is amended as follows:

The Fee shall be paid in arrears as follows: in two (3) equal installments of FOUR THOUSAND ONE HUNDRED SIXTY SIX AND 67/100 DOLLARS (\$4,166.67) for the first three (3) months and in four (4) equal installments of SIX THOUSAND ONE HUNDRED THIRTY THREE AND NO/100 DOLLARS (\$6,133.00) for the second four (4) months, commencing on the thirtieth (30) day following the commencement date and every thirty (30) days thereafter.

d. Exhibits A and B are amended and restated as Exhibits A and B attached hereto.

4 Execution. This Second Amendment may be executed in multiple counterparts each of which shall be an original, but all of such counterparts shall constitute one such Second Amendment. Each Party shall be entitled to rely upon an electronically delivered counterpart of this Second Amendment executed by the other Party with the same force and effect as if such electronic copy were an ink-signed original signed by the party sending such electronic copy and delivered to the other party. For purposes of this Section, all references to the term "electronic copy" shall be deemed to include a document forwarded by telecopy transmission or a document forwarded by electronic mail as a Portable Document Format (Adobe Acrobat) (also known as a PDF) attachment to such electronic mail.

5. Conflict; Reaffirmation. Except as modified herein, all terms and provisions of the Agreement remain in full force and effect. If there is a conflict between the terms of the Agreement and the terms of this Second Amendment, the terms of this Second Amendment shall control. The Agreement, as amended hereby, is hereby affirmed, and the provisions thereof, as so amended, shall remain in full force and effect. The Agreement, as modified herein, constitutes the entire agreement between the Parties hereto with respect to the subject matter thereof, and no further modification of the Agreement will be binding unless evidenced by an agreement in writing signed by both Client and Independent Contractor.

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IN WITNESS WHEREOF, the Parties hereto have executed this Second Amendment as of the date first set forth above.

CLIENT:

MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDAITON DBA MAGNOLIA PUBLIC
SCHOOLS

By: Alfredo Rubalcava

Name: Alfredo Rubalcava

Title: CEO & Superintendent

INDEPENDENT CONTRACTOR:

NOFLIN ENTERPRISES

By: for Charlette Brimmer

Name: David Noflin

Title: Authorized Signatory

EXHIBIT A

Description of Projects

The Projects are defined as construction or capital improvement projects at certain of Client's ten (10) school locations that Independent Contractor agrees to undertake under this Agreement. The Projects for the extended term shall include the following:

- Client's Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects
- The Close-Out of Client's project at MSA-San Diego
- Certain discreet tasks associated with Client's MSA-Santa Ana school
- Such other projects as Client and Independent Contractor shall mutually agree upon

EXHIBIT B Scope of Services

The Scope of Services to be provided under this Agreement initially are as follows and shall include all related services necessary for the successful completion of said projects:

Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects

- Supervise First Note Finance inc. in the implementation of all outstanding Prop 39 projects
- Assure collection of appropriate paperwork to meet State of California requirements (including prevailing wage requirements) as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.
- Where a particular Prop 39 project is on a co-located on a Los Angeles Unified School District site, assist FNF with securing LAUSD approvals to allow the Prop 39 project to be completed

Close Out of New Construction Project at Magnolia Science Academy – San Diego

- Coordinate with the Architect of Record ("AOR") and Inspector of Record ("IOR") to determine what scope of work is still outstanding in order to close the project with the Division of State Architect ("DSA")
- Identify appropriate vendors to complete any outstanding scopes of work
- Coordinate with the AOR and IOR to submit any and all documentation required to close the project out with the DSA
- Identify any utility funded or low cost shade structure options with solar panels. Present the same to Client and the MSA-San Diego principal and staff.

Magnolia Science Academy – Santa Ana Facility Improvements

- Coordinate with the City of Santa Ana or such other municipal agencies, as necessary, the installation of school zone and other appropriate signage or improvements as required for the school's operation
- Such other facilities related matters as Client and Independent Contractor may agree upon

THIRD AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT

THIS THIRD AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT (this "**Third Amendment**") is entered into as of February 24, 2020 (the "**Effective Date**"), by and between Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**Client**") and Noflin Enterprises ("**Independent Contractor**"). Client and Independent Contractor shall be referred to individually as a "**Party**" and together as the "**Parties**."

RECITALS

A. The Parties entered into that certain Independent Contractor Agreement as of July 24, 2019 (the "**Original Agreement**") for the Project (as defined in the Original Agreement") pursuant to which Independent Contractor agreed to provide professional services to Client.

B. The Parties entered into that certain First Amendment to Independent Contractor Agreement as of October 24, 2019 (the "**First Amendment**") to extend the Term of the Original Agreement and amend the scope of work.

C. The Parties entered into that certain Second Amendment to Independent Contractor Agreement as of December 24, 2019 (the "**Second Amendment**") to extend the Term of the Original Agreement and amend the scope of work.

The Term of the Original Agreement, as amended by the First Amendment and Second Amendment, expires as of December 23, 2019. The Original Agreement, the First Amendment and the Second Amendment are sometimes herein referred to together as the "**Agreement**."

D. The Parties desire to amend the Agreement to extend the Term as of the Effective Date as set forth in this Third Amendment and amend the scope of work under the Agreement.

AGREEMENT

NOW, THEREFORE, in reliance on the preceding recitals, and in consideration of the promises, covenants and agreements set forth in the Agreement and this Third Amendment and such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto hereby agree as follows:

1. Defined Terms. Initially capitalized terms used but not otherwise defined in this Third Amendment shall have the meanings assigned to such terms in the Agreement.

2. Recitals. The Parties acknowledge that the above recitals are true and correct and that the Agreement remains in full force and effect.

3. Amendments. The following Sections and/or subsections of the Agreement are amended as hereinafter set forth as of the date of this Third Amendment.

a. Section 1.2 ("Term") is amended as follows to extend the duration of the Term:

The initial term of Independent Contractor's engagement commenced as of July 25, 2019 and terminated as of October 23, 2019. The Independent Contractor's engagement shall continue, subject to earlier termination or extension as provided below, until March 23, 2020.

b. Section 3.1 ("Calculation of Fee") is amended as follows to increase the Fee for the extended duration of the Term:

As compensation for services rendered under this Agreement by Independent Contractor, Client shall pay Independent Contractor an amount not to exceed TWELVE THOUSAND FIVE HUNDRED AND NO/100 DOLLARS (\$12,500.00) for the first three (3) months and TWENTY FOUR THOUSAND FIVE HUNDRED THIRTY TWO AND NO/100 DOLLARS (\$24,532.00) for the second four (4) months and SIX THOUSAND ONE HUNDRED THIRTY THREE AND NO/100 DOLLARS (\$6,133.00) for the final one month of the Term.

c. The first sentence of Section 3.2 ("Payment Schedule") is amended as follows:

The Fee shall be paid in arrears as follows: in two (3) equal installments of FOUR THOUSAND ONE HUNDRED SIXTY SIX AND 67/100 DOLLARS (\$4,166.67) for the first three (3) months, in four (5) equal installments of SIX THOUSAND ONE HUNDRED THIRTY THREE AND NO/100 DOLLARS (\$6,133.00) for the second five (5) months, commencing on the thirtieth (30) day following the commencement date and every thirty (30) days thereafter.

d. Exhibits A and B are amended and restated as Exhibits A and B attached hereto.

4 Execution. This Third Amendment may be executed in multiple counterparts each of which shall be an original, but all of such counterparts shall constitute one such Third Amendment. Each Party shall be entitled to rely upon an electronically delivered counterpart of this Third Amendment executed by the other Party with the same force and effect as if such electronic copy were an ink-signed original signed by the party sending such electronic copy and delivered to the other party. For purposes of this Section, all references to the term "electronic copy" shall be deemed to include a document forwarded by telecopy transmission or a document forwarded by electronic mail as a Portable Document Format (Adobe Acrobat) (also known as a PDF) attachment to such electronic mail.

5. Conflict; Reaffirmation. Except as modified herein, all terms and provisions of the Agreement remain in full force and effect. If there is a conflict between the terms of the Agreement and the terms of this Third Amendment, the terms of this Third Amendment shall control. The Agreement, as amended hereby, is hereby affirmed, and the provisions thereof, as so amended, shall remain in full force and effect. The Agreement, as modified herein, constitutes the entire agreement between the Parties hereto with respect to the subject matter thereof, and no further modification of the Agreement will be binding unless evidenced by an agreement in writing signed by both Client and Independent Contractor.

[Balance of Page Intentionally Left Blank; Signature Page Follows]

IN WITNESS WHEREOF, the Parties hereto have executed this Third Amendment as of the date first set forth above.

CLIENT:

INDEPENDENT CONTRACTOR:

MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDAITON DBA MAGNOLIA PUBLIC
SCHOOLS

NOFLIN ENTERPRISES

By:



Name: Alfredo Rubalcava

Title: CEO & Superintendent

By:



Name: David Noflin

Title: Authorized Signatory

EXHIBIT A

Description of Projects

The Projects are defined as construction or capital improvement projects at certain of Client's ten (10) school locations that Independent Contractor agrees to undertake under this Agreement. The Projects for the extended term shall include the following:

- Client's Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects
- The Close-Out of Client's project at MSA-San Diego
- Certain discreet tasks associated with Client's MSA-Santa Ana school
- Such other projects as Client and Independent Contractor shall mutually agree upon

EXHIBIT B

Scope of Services

The Scope of Services to be provided under this Agreement initially are as follows and shall include all related services necessary for the successful completion of said projects:

Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects

- Supervise First Note Finance inc. in the implementation of all outstanding Prop 39 projects
- Assure collection of appropriate paperwork to meet State of California requirements (including prevailing wage requirements) as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.
- Where a particular Prop 39 project is on a co-located on a Los Angeles Unified School District site, assist FNF with securing LAUSD approvals to allow the Prop 39 project to be completed

Close Out of New Construction Project at Magnolia Science Academy – San Diego

- Coordinate with the Architect of Record ("AOR") and Inspector of Record ("IOR") to determine what scope of work is still outstanding in order to close the project with the Division of State Architect ("DSA")
- Identify appropriate vendors to complete any outstanding scopes of work
- Coordinate with the AOR and IOR to submit any and all documentation required to close the project out with the DSA
- Identify any utility funded or low cost shade structure options with solar panels. Present the same to Client and the MSA-San Diego principal and staff.

Magnolia Science Academy – Santa Ana Facility Improvements

- Coordinate with the City of Santa Ana or such other municipal agencies, as necessary, the installation of school zone and other appropriate signage or improvements as required for the school's operation
- Such other facilities related matters as Client and Independent Contractor may agree upon



Exhibit B

Fourth Amendment to Independent Contractor Agreement

FOURTH AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT

THIS FOURTH AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT (this “**Fourth Amendment**”) is entered into as of September 11, 2020 (the “**Effective Date**”), by and between Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**Client**”) and Noflin Enterprises (“**Independent Contractor**”). Client and Independent Contractor shall be referred to individually as a “**Party**” and together as the “**Parties.**”

RECITALS

A. The Parties entered into that certain Independent Contractor Agreement as of July 24, 2019 (the “**Original Agreement**”) for the Project (as defined in the Original Agreement”) pursuant to which Independent Contractor agreed to provide professional services to Client.

B. The Parties entered into that certain First Amendment to Independent Contractor Agreement as of October 24, 2019 (the “**First Amendment**”) to extend the Term of the Original Agreement and amend the scope of work.

C. The Parties entered into that certain Second Amendment to Independent Contractor Agreement as of December 24, 2019 (the “**Second Amendment**”) to extend the Term of the Original Agreement and amend the scope of work.

D. The Parties entered into that certain Third Amendment to Independent Contractor Agreement as of December 24, 2019 (the “**Third Amendment**”) to extend the Term of the Original Agreement and amend the scope of work.

E. The Term of the Original Agreement, as amended by the First Amendment, Second Amendment, and Third Amendment expired as of March 23, 2020. The Original Agreement, the First Amendment, Second Amendment, and the Third Amendments are sometimes herein referred to together as the “**Agreement.**”

F. The Parties desire to amend the Agreement, among other things, to extend the Term as of the Effective Date as set forth in this Fourth Amendment and amend the scope of work under the Agreement.

AGREEMENT

NOW, THEREFORE, in reliance on the preceding recitals, and in consideration of the promises, covenants and agreements set forth in the Agreement and this Fourth Amendment and such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto hereby agree as follows:

1. Defined Terms. Initially capitalized terms used but not otherwise defined in this Fourth Amendment shall have the meanings assigned to such terms in the Agreement.

2. Recitals. The Parties acknowledge that the above recitals are true and correct and that the Agreement.

3. Amendments. The Agreement shall be amended as follows:

a. The extended Term of the Agreement, as amended by this Fourth Amendment, shall commence on the date hereof and shall continue, subject to earlier termination or extension as provided below, until December 10, 2020.

b. The compensation for services by Independent Contractor rendered under this Agreement for the extended Term shall be TWENTY-ONE THOUSAND AND NO/100 DOLLARS (\$21,000.00).

c. The fee for the compensation due under this Fourth Amendment shall be paid in arrears in three (3) equal installments of SEVEN THOUSAND AND NO/100 DOLLARS (\$7,000.00) due on the thirtieth (30th) day anniversary of this Fourth Amendment.

d. Exhibits A and B are amended as Exhibits A and B attached hereto.

4. Reporting. During the term of this Fourth Amendment, Independent Contractor shall provide to Client weekly reports on Friday of each week in writing detailing Independent Contractor's work for the previous seven (7) days and progress made on the Projects described in Exhibit A. Such reports shall be delivered to Client's representative Patrick Ontiveros, Director of Real Estate and Facilities, at pontiveros@magnoliapublicschools.org and such other representatives of Client as Client shall designate.

5. Execution. This Fourth Amendment may be executed in multiple counterparts each of which shall be an original, but all of such counterparts shall constitute one such Third Amendment. Each Party shall be entitled to rely upon an electronically delivered counterpart of this Fourth Amendment executed by the other Party with the same force and effect as if such electronic copy were an ink-signed original signed by the party sending such electronic copy and delivered to the other party. For purposes of this Section, all references to the term "electronic copy" shall be deemed to include a document forwarded by telecopy transmission or a document forwarded by electronic mail as a Portable Document Format (Adobe Acrobat) (also known as a PDF) attachment to such electronic mail.

6. Conflict; Reaffirmation. Except as modified herein, all terms and provisions of the Agreement remain in full force and effect. If there is a conflict between the terms of the Agreement and the terms of this Fourth Amendment, the terms of this Fourth Amendment shall control. The Agreement, as amended hereby, is hereby affirmed, and the provisions thereof, as so amended, shall remain in full force and effect. The Agreement, as modified herein, constitutes the entire agreement between the Parties hereto with respect to the subject matter thereof, and no further modification of the Agreement will be binding unless evidenced by an agreement in writing signed by both Client and Independent Contractor.

[Balance of Page Intentionally Left Blank; Signature Page Follows]

IN WITNESS WHEREOF, the Parties hereto have executed this Fourth Amendment as of the date first set forth above.

CLIENT:

MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDATION DBA MAGNOLIA PUBLIC
SCHOOLS

INDEPENDENT CONTRACTOR:

NOFLIN ENTERPRISES

By: _____

Name: Alfredo Rubalcava

Title: CEO & Superintendent

By: _____

Name: David Noflin

Title: Authorized Signatory

EXHIBIT A

Description of Projects

The Projects are defined as construction or capital improvement projects at certain of Client's ten (10) school locations that Independent Contractor agrees to undertake under this Agreement. The Projects for the extended term shall include the following:

- The Close-Out of Client's project at MSA-San Diego
- Client's Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects
- Street signage procurement for Client's MSA-Santa Ana school
- Such other projects as Client and Independent Contractor shall mutually agree upon

EXHIBIT B

Scope of Services

The Scope of Services to be provided under this Agreement initially are as follows and shall include all related services necessary for the successful completion of said projects:

Magnolia Science Academy – San Diego

HIGH PRIORITY

- Project Close-out.
 - Coordinate with the Architect of Record (“AOR”) and Inspector of Record (“IOR”) to determine what scope of work is still outstanding in order to close out the project with the Division of State Architect (“DSA”) and Office of Public School Construction (“OPSC”).
 - Identify appropriate vendors to complete any outstanding scopes of work
 - Coordinate with the AOR and IOR to submit any and all documentation required to close the project out with the DSA.

AVERAGE PRIORITY

- Identify any utility funded or low cost shade structure options with solar panels. Present the same to Client and the MSA-San Diego principal and staff.
- Assist Client with implementing with restroom renovations – including but not limited to identifying vendors such as design professionals and contractors
- Assist Client with implementing science lab renovations – including but not limited to identifying vendors such as design professionals and contractors

Prop 39 Clean Energy Jobs Act grant (“Prop 39”) energy upgrade projects

- Supervise First Note Finance inc. in the implementation of all outstanding Prop 39 projects
- Assure collection of appropriate paperwork to meet State of California requirements (including prevailing wage requirements) as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.
- Audit all completed projects to insure completeness of records, especially payroll records to insure compliance with Davis Bacon
- Where a particular Prop 39 project is on a co-located on a Los Angeles Unified School District site, assist FNF with securing LAUSD approvals to allow the Prop 39 project to be completed

Magnolia Science Academy – Santa Ana

HIGH PRIORITY

- Coordinate with the City of Santa Ana or such other municipal agencies, as necessary, the installation of school zone and other appropriate signage or improvements as required for the school’s operation

AVERAGE PRIORITY

- Monument Sign Procurement – Assist Client with procuring a monument sign for the front of the campus
- Resolution of Billboard – Assist Client with resolving the use of the billboard located on Client' campus
- Repair of Sloping /Grading at Gymnasium – Assist Client with repairing the grading at its gymnasium

Such other facilities related matters as Client and Independent Contractor may agree upon

Cover Sheet

Public Hearing for the Learning Continuity and Attendance Plans for All MPS

Section: IV. Information/Discussion Items
Item: A. Public Hearing for the Learning Continuity and Attendance Plans for All
MPS
Purpose: Discuss
Submitted by:
Related Material: IV A LCP.pdf



Board Agenda Item #	IV A – Discussion Item
Date:	September 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Public Hearing for the Learning Continuity and Attendance Plans for All MPS

Proposed Board Recommendation

N/A

Background

Background

Senate Bill (SB) 98 established that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP are not required for the 2020–21 school year and that the California Department of Education (CDE) shall not publish the California School Dashboard in December 2020 based on performance data on the state and local indicators. SB 98 supersedes the requirement to develop and adopt an LCAP by December 15, 2020, which was established by Executive Order N-56-20, which was published in April 2020.

SB 98 also separates the development and adoption of the Budget Overview for Parents from the development and adoption of the LCAP for the 2020–21 school year. The legislation also requires that the Budget Overview for Parents be developed and adopted by December 15, 2020. The requirements to hold a separate public hearing and adoption at a public local governing board meeting consistent with California Education Code (EC) Section 52064.1 of the Budget Overview for Parents remains.

SB 98 establishes California EC Section 43509 and the Learning Continuity and Attendance Plan (Learning Continuity Plan) requirements for the 2020–21 school year.

Purpose

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school

year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in EC Section 43509.

The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year.

The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–21 school year. Additionally, the timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students.

Learning Continuity Plan Submission

Not later than five days after the local governing board adopts the Learning Continuity Plan, a charter school shall submit its Learning Continuity Plan to its chartering authority and the County Office of Education (COE). If the COE is the chartering authority, the charter school shall submit the Plan only to the COE.

Conclusion

MPS school leadership teams worked with the Academic and Accountability departments at the Home Office in developing their Learning Continuity Plan. MPS school teams are regularly evaluating the effectiveness of their distance learning program for all student groups as well as working on safe school reopening plans. School teams engage their stakeholders in development of their plans as described in the “Stakeholder Engagement” section of their plans. The Learning Continuity Plans will be brought back to the board for approval on September 24.

Budget Implications

Expenditures are reflected in each school's budget.

How Does This Action Relate/Affect/Benefit All MSAs?

This is a public hearing item. Board approval will be asked at the next meeting.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Learning Continuity and Attendance Plan (*one for each school*)

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
Magnolia Science Academy-2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

General Information

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

In December 2019, an outbreak of respiratory illness due to a coronavirus now known as COVID-19 was first identified in Wuhan City, China, and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control (“CDC”) activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020, the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On March 13, 2020, MPS Board of Directors passed Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the COVID-19 virus. Also, on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS Home Office together with school teams developed and rolled out an emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, the California Department of Education released New COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all stakeholders developing and updating the instructional plans and activities accordingly.

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, and board members. The Taskforce has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

On July 17 Governor Gavin Newsom laid out a pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Stakeholder Engagement

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

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections, and excellence.

MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, board members, and community members. The Task Force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE, and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

The school has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students. Following are the dates of such meetings: 6/17/20 (5pm - English, 6pm - Spanish); 7/30/20 (4pm - English, 5pm - Spanish)

The meetings were held virtually on the Zoom platform in English with Spanish translation. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health, and other relevant topics.

The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program. We shared our plans with our Parent Advisory Committee (PAC), SSC and ELAC for additional feedback.

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

On 6/17/20, MSA2 hosted two virtual Town Hall meetings via Zoom which included 38 attendees for the English meeting which took place at 5pm, and 36 attendees during the Spanish meeting which took place at 6pm. These meetings were promoted to families via ParentSquare and during Friday Coffee with the Principal, as well as to staff stakeholders via email. The agenda for the meetings was: 1) Discussing the school reopening considerations and expectations, 2) Review possible reopening options and analyze the pros and cons, 3) Share other questions and concerns, 4) Next steps. During the meetings, two virtual polls were sent out to stakeholders related to potential plans for the upcoming school year. Further, stakeholders were able to share feedback via Zoom.

On 7/30/20, MSA2 hosted two additional Town Hall meetings via Zoom which included 24 attendees for the English meeting which took place at 4pm, and 35 attendees during the Spanish meeting which took place at 5pm. These meetings were promoted to families via ParentSquare and during Friday Coffee with the Principal, as well as to staff stakeholders via email. During the meetings, stakeholders were also able to share feedback via Zoom.

From March through June 2020, all MSA2 families had been provided a Chromebook as well as internet hotspots if they did not already have access to these technological resources. As such, holding these meetings via Zoom was sufficient to provide access to all families who were interested in attending. Further, families were also invited to share feedback with school administration on multiple additional occasions from the same timeline during Friday Coffee with the Principal virtual meetings.

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

On 6/17/20, polls via Google Forms were conducted of the stakeholders during the English and Spanish language Town Hall meetings. One of these questions asked for the stakeholders to rank their top choice for the manner in which they preferred to return to school in the Fall 2020 semester. Of the respondents, the top choice was distance learning, while the second choice was hybrid learning which combined distance learning and face-to-face instruction, and the last choice was face-to-face instruction. The primary concern shared in the Zoom meetings via stakeholders was how could returning to the physical school setting be done in a safe manner.

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

MSA2 held virtual Town Hall meetings on 6/17/20 and on 7/30/20 in both English and Spanish on each day in which stakeholders were invited from families, staff, community members to hear feedback from the Magnolia Public Schools presentation. Stakeholders were able to share their feedback via Zoom as well as Google Forms surveys, and this feedback was shared with the home office prior to the Magnolia Public Schools deciding upon the official plans for the 2020-21 academic year. Much of the ideas and feedback which was shared was integrated into the final plan, including creating a new template for Week At a Glance (WAG) teacher lesson plan template, which was proposed by MSA2 administration and was adopted across the MPS. Further, feedback about the schedule for Wednesdays was shared with the central office from MSA2 stakeholders feedback and was integrated in the new bell schedule via distance learning.

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.]

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, MSA2 will reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD and planning time. Additionally, Wednesdays will be utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We will follow the hybrid model (as discussed above) for the reopening. Teachers and students will follow the same master schedule as they have been using since the beginning of this academic year 2020-21. Bell schedules will remain the same to minimize the confusion for the students and parents. There will be slight changes in the bell schedule when we implement staggered admission and dismissals. This will be clarified and communicated to all of the stakeholders prior to the re-opening.

Grading Policy: We will continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Since MSA2 has not been able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We will continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. MSA2 will utilize MAP testing at least twice per year (Fall and Spring), in addition to Winter assessment so that we will have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we will continue to administer the Math and ELA Smarter Balanced Interim Assessment Blocks (IAB) according to the testing schedule organized by the Home Office Academic Team. Per the needs in various grade levels, MSA2 may also administer Interim Comprehensive Assessment (ICA) during the year.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, our students will remain stationary in their classrooms so that teachers will rotate between classrooms to provide instruction. Students will be assigned seats in their classrooms and will stay seated as much as possible in order to maintain appropriate social distancing. 3- Next Steps Magnolia Science Academy 2 (MSA2) will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MSA2 will offer in-person instruction to the greatest extent when it is

safe and recommended. As of August 18, 2020, MSA2 has started with the Distance Learning only model based on the CDPH and Governor's order and MPS Board of Governance actions.

As always, all of the faculty members at MSA2 are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning Under newly enacted state law, MSA2 has been providing: Devices and connectivity so that every child can participate in distance learning. Daily live interaction for every child with teachers and other students. Class assignments that are challenging and equivalent to in-person instruction. Targeted supports and interventions for English learners and special education students. In-Person Re-Opening Criteria (CDPH) MSA2 may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Distance Learning Version 2.0 MSA2 Admin Team has worked with the Home Office in strengthening and improving the Distance Learning plans and programs as this mode of learning continued being part of our offerings for the 2020-21 School Year. Specifically:

Adding new instructional programs and effective approaches, Addressing and mitigating the learning loss due the Covid-19 closures
 Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
 Establishing set class schedules and meeting times
 Improving engagement, attendance and communication means
 Training parents and students
 Improving grading and attendance systems
 Improving assessments and monitoring

Per Ed. Code, § 43503(b), MSA2 Distance learning includes the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

MSA2 Distance Learning Portal Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools Email contact Phone contact Student work submitted in other communicative ways Student Square communication tool Parent Square communication tool In-person as permitted by the public health orders Mitigation of Learning Loss - MTSS/Tiered Interventions/Support MSA2 has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MSA2 will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. MPS Wide Digital Programs Clever, MPS's Single Sign on for online programs, has been used as a backbone for access to all digital programs. All MSA2 teachers have been using Google Classroom to facilitate teaching and learning activities. MPS's Distance Learning Portal will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Hold "Office Hours"
- Keep up with pacing and maps
- Do effective time management

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

Description	Total Funds	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	\$44,000	No
Deep Cleaning and Disinfecting of Campus	\$15,000	No
PPE, dividers, portable hand washing station, storage shed, floor printed signs for Covid, etc	\$42,000	No
Hiring of additional SPED paraprofessional to support learning loss for our highest need student population	\$38,000	Yes
Substitute coverage by core teachers	\$3,000	Yes
Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc.	\$93,395	Yes
PD to support reaching needs of SPED students during distance learning and hybrid learning.	\$5,655	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.]

MPS has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher has created a Google Classroom to post assignments, resources and provide feedback to students. For students that do not currently have access to online resources, physical resources and assignments are provided. Instruction is conducted in a variety of manners. Students have the option to attend virtual live sessions with their teachers. These sessions are also recorded for students who are not able to attend the live sessions. Teachers conduct virtual office hours weekly to further support students and provide opportunities for them to get additional support. Teachers also post videos and resources, post discussion questions, and use various online programs to provide learning opportunities. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our parent messaging system. To support technology needs, our school has distributed Chromebooks and hot spots to students.

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.]

MSA-2 provides Chromebook Devices and Internet Hotspots for all students and families in need of. Several surveys and communications took place leading up to distribution of Chromebook Devices and Internet Hotspots before instruction started. Currently 100% of our students have devices and 100% have access to the 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.]

Pupil participation will be assessed through daily assignments, synchronous "live" instruction, and daily check-in through SSR/Advisory classes. The participation will be measured by the teachers daily assignment (time value). Once received, the assignments will be corrected and feedback will be provided to the student directly to address any areas of need. Students and parents are encouraged to keep clear lines of communication open with teachers. School sites are assigning mentors to check in with students on a weekly basis and time will be allotted for 1 to 1 support and tutoring sessions. We also use the Multi-Tiered Systems of Support Framework to adapt lessons and

assignments to meet the needs of our students and encourage family and community engagement and feedback throughout the learning process, i.e. surveys, town hall meetings, teacher check-in with students and families.

We encourage all Magnolia families to stay informed by subscribing to our ParentSquare application to receive the latest updates and to visit the COVID-19 Information and Resource Center on the Magnolia Public Schools website. Additionally, we utilize StudentSquare, a student communication companion to ParentSquare and functions almost exactly in the same format as ParentSquare. Each middle and high school (6th-12th grade) student will automatically have an account in StudentSquare based on their school email addresses and will receive StudentSquare messages via email.

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.]

As part of the Distance Learning V.2 implementation, MPS home office and school will provide staff with new professional developments on Distance Learning promising practices. We will continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools. Schedules allow for organization-wide professional development on Wednesday mornings from 8am-10am.

With the school year beginning via distance learning and students facing numerous challenges due to the pandemic, it is more important than ever before to incorporate Social Emotional Learning (SEL) across ALL subject areas on a regular basis. This year, we will be using The Zones of Regulation curriculum across the organization to support students' mental and social-emotional wellbeing. Professional development and resources will be provided to all staff, introduction to the lessons will be provided to parents and stakeholders as well so they can follow along at home.

MPS held several virtual Professional Development activities and provided training on DL for all. Initial training included Google Classroom 101, Google Hangouts 101, DL Math Q & A, DL ELA Q & A, Managing the Virtual Classroom, Special Populations Q & A, and Zoom 101. MPS has been conducting surveys with all stakeholders to learn about what worked and what changes were needed to strengthen the distance learning program. This feedback, in addition to, research and further guidance from local, state and federal agencies has guided the development of the MPS Distance Learning 2.0 plans. 2020 Summer in-Service offered another opportunity for us to learn about promising practices in DL in the following areas and topics:

Engaging Students in Remote Learning for Google Classroom in MTSS environment With Alice Keeler Distance Learning for Virtual Success – MGH

Visual Performance Arts in a Virtual World

Engaging Students with StudySync for Distance Learning

Next Steps in Special Education for Distance Learning

Testing During Distance Learning

EL Programs and Coordinators Meeting

Effective Integration of Learning Resources Platforms to use in the Online Classroom
 Planning Consideration for Math Instruction for the 2020-2021 School Year
 DOS Welcome Back, Preparing to Launch
 DL Computer Science programs
 Distance Learning Strategies for Physical Education
 Distance Learning Collaboration for Elementary Teachers
 The new normal "Test Optional" – remote testing

Staff Roles and Responsibilities

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

Staff roles and responsibilities of affected staff as a result of COVID-19 were that some staff will be assigned as mentors to students that were not engaging in distance learning. They are to reach out to students and their families if they miss their classes. Specifically, our office staff have been reassigned to serve as Grade Level Coordinators who are responsible for reaching out to gather information from families about the causes for absences and to share this information with the teachers as well as administrative team members.

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.]

All English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. These courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Our schools have a Homeless/ Foster Youth Liaison who stay in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families

experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs, we surveyed our families regarding what they may need and how we can help, based on the responses provided our school leaders addressed requests. Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Students with disabilities:

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students

requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Special education and related services shall be provided as required by IDEA following a student's individualized education program ("IEP") either in-person hybrid or by appointment; or through a live synchronous virtual connection. Accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Designated instructional services and any compensatory minutes will be provided via certified DIS providers using a FERPA/HIPPA compliant secure portals. Pursuant to SB 1117 initial timelines will be tolled until school resumes, and all other timelines will be adhered to, to the fullest extent possible during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact the school principal or designee for assistance.

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

Description	Total Funds	Contributing
Purchase of sufficient WiFi Hotspots to ensure connectivity for all students at home	\$12,037	Yes
Online learning platforms and educational software to enhance learning as well as assist with mitigating learning loss through remote/distance learning and which include: Zoom, NWEA MAP, ALEKS, MyOn, etc.)	\$66,460	Yes
Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning	\$40,000	Yes
Staff PD related to distance learning and technology integrated instruction	\$10,000	Yes

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.]

MPS will use an accelerated learning model with just-in-time interventions to ensure students are learning grade level content while building pre-requisite skills from the prior grade level. Students will immediately move into grade level appropriate content rather than repeating material from the prior grade level. ELA and Math Teachers will be provided with vertical alignment opportunities to learn about material they may have not previously taught so they can adjust lessons appropriately. Master scheduling includes activities to help students recover learning loss, dedicated time for SEL lessons, and support for students. In addition, professional development and additional planning time has been scheduled for teachers to ensure time is available to design and implement high-quality instruction. When the students must participate in distance learning due to safety, synchronous and asynchronous instruction focused on grade level standards will be provided to students on a daily basis. Assignments will be high-quality, relevant and aligned to the rigor of what is offered during in-person instruction. Set schedules and expectations will be established for students that allow for daily interaction with certificated staff and peers.

In order to measure learning status, the MPS assessment cycle consists of ongoing formative assessment throughout the year to monitor learning and inform instruction. NWEA's Measure of Academic Progress (MAP) is administered for reading and math for students in grades 2-11, at least twice a year. In addition, clearly outlined Interim Assessment Blocks (IABs) are given to students as unit assessments in ELA and Math for students in 3rd-11th grade.

MPS has adopted high-quality, standards-based instructional materials for all subject areas, including ELD. The curriculum has both print and digital versions to provide access to all students. Teachers create standards-based lessons using instructional materials and embed support and tiered questions within their lesson plans. Lessons are planned using multiple modalities to engage all learners and offer multiple entry points to ensure all students can be successful. For ELA and Math, the instructional content has been prioritized in order to ensure students are able to engage in the essential work of the grade level and do not fall further behind. Pacing guides aligned to Interim Assessment Blocks (IABs) have been created by the MPS Academic Team to guide instruction and ensure teachers are providing high-quality instruction and assessed using a non-biased formative assessment. ELD instruction will focus on high-quality reading, writing, listening, and speaking skills practice, so that EL students will continue to make progress towards meeting their language acquisition goals and move towards reclassification. Ongoing professional development is conducted with ELA and Math teachers to deep-dive into grade level content standards and assist teachers in creating units and activities that best support the teaching of those standards. All teachers will receive professional development on providing both Designated and Integrated ELD in their core classes, and teachers will be trained on providing scaffolded supports through SDAIE strategies and the CHATS Framework.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. Data from the formative assessments will be used to inform tiered interventions for all students. Tier I interventions will be conducted in the classroom by the general education teachers. Teachers have been

provided with professional development to help with the planning and implementation of Tier I interventions through both UDL and MTSS training. Additional professional development will be conducted throughout the school year to further support teachers in creating just-in-time, tier I interventions. Tier II and Tier III interventions are in place for students who need further support and are scheduled into students' schedules for interventions conducted during the school day. Tier II and Tier III interventions consist of specialized classes, Power ELA and Math, additional Designated ELD courses, and small group support. In addition, extended school day offerings, such as after-school tutoring and Saturday school, are provided for students to receive further support outside the school day. Summer school, focusing on enrichment and mitigation of learning loss, was also offered to students during the summer of 2020 and will continue to be offered in future years.

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.]

All students in tier I receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier I supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier I supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier II interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support. For English Learners, Designated ELD is provided to further support students in the acquisition of the English language. Students with an IEP or 504 plan, receive services as outlined in their individualized plans.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier III interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Priority for tiered interventions will be provided to students with unique needs. To further support students with unique needs, staff will identify further opportunities to recover instructional time by utilizing MAP (NWEA) assessment results which are administered three times during the academic year, recommendations and feedback from teachers and staff to identify students who have unique needs as well as who would benefit from additional support services. Moreover, data from asynchronous and synchronous attendance which is compiled in Illuminate will

be incorporated by Grade Level Coordinators to identify students who have missed out on significant instructional time, and subsequently, learning loss, and then will be recommended for additional academic support resources to mitigate learning loss. Time and resources will be identified for additional high-impact supports, such as additional tutoring or extra time working one-on-one with teachers or paraprofessionals.

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 use of NWEA's MAP Growth Reports and data from IABs will be utilized to determine the effectiveness of the supports and services used to address learning loss. Using the nationally normed data from NWEA, growth will be monitored for each student. It is expected that students will grow at a rate higher than the national average based on their grade level in ELA and Math. IAB data covering the essential standards of the grade level will be collected, analyzed and compared to statewide data. It is expected that the data will show similar results to statewide data.

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

Description	Total Funds	Contributing
After school program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	\$9,000	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss, provide enrichment activities which support Social Emotional Learning, and prepare students for their transition to middle school.	\$37,353	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be	\$31,000	Yes

Description	Total Funds	Contributing
made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.		
Salary and benefits for additional computer technology teacher to support distance and hybrid learning	\$150,000	Yes

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.]

During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check-ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic. A mental health and well being survey was administered to students and caregivers in May and helped inform the next step for continuous support of students and families. Constant communication regarding mental health and wellbeing resources have been shared via our school communication system Parent Square. Resources that have been shared prioritize self-care strategies for the whole family, help lines offered by LA County, Orange County and San Diego county. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with LACOEs Suicide Prevention and ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during

what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self-awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning to the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed the student might be referred to a mental health provider at school while looping in parent/guardian.

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.]

The key to intervention is to start early, in order to support our students we have communicated to staff the critical importance of accurate attendance. Synchronous and asynchronous attendance tracking presents challenges so to support our teachers with correct implementation of attendance practices we have identified an Attendance Supervisor and Attendance Lead at every school site. Teachers are instructed to take attendance using the student information system, Illuminate, and should a student not be able to complete the same day assignment they can complete a google form checking in with the teacher explaining why they could not complete the form but demonstrating evidence of engagement with the assignment.

At the early stage of intervention with absences will be the expectations communicated with all stakeholders, teachers taking accurate attendance and reaching out to the student/family for a reason and support to decrease any barriers to accessing the instructional time and resources. After the teacher has made a minimum of three points of contact with family and still no improvement the Attendance Lead and Attendance Supervisor will be notified and the Attendance Supervisor will work on using more targeted re-engagement strategies.

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance

learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

Verification of current contact information for each enrolled student.

Daily notification to parents or guardians of absences;

Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

For synchronous instruction, the School will require students to log in to the interactive session either through Google Classroom or other virtual platforms to demonstrate Student participation. For asynchronous instruction, the School will require students to complete assignments to demonstrate Student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found at the school website and in the MPS Student/Parent Handbook.

Additional re-engagement strategy resources will be pulled from Attendance Works and the LACOE Student Engagement and Attendance LiveBinder modules 2, 4, 5 and 6 to inform systems and practices.

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.]

From March 13 through August 14 2020, Magnolia Science Academy, in partnership with Better4You Meals, continued to provide nutritious meals to all students who needed them during the temporary closure of schools. Meals were distributed in the parking lot to ensure social

distancing guidelines are observed by Magnolia Science Academy-1 located at, 18238 Sherman Way, Reseda, CA 91332. Students enrolled at four of our school sites, Magnolia Science Academy-1, 2 , 5, and 7 as well as local community members participated in the over 1,000 meals distributed daily from 9 a.m. to 2 p.m.

For the first three weeks of the school year, MSA2 provided meals to families from 1-3pm on Tuesdays and Thursdays on our campus. All students were able to receive meals for the school site, and students who submit and qualify for free and reduced-price breakfasts and lunches were able to pick up three breakfasts and three lunches on Tuesdays, as well as two breakfasts and two lunches on Thursdays for each student at free and reduced prices. In addition, MSA2 in partnership with Better4You Meals, received a freezer which was now able to store meals for students whose families are not able to pick up the meals during the current two day window and times. As such, families were then able to pick up meals at any time during the 9am - 3pm Monday through Friday by coming by the main office and picking up the food. This meal distribution system was promoted to families via ParentSquare, as well as during Friday Coffee with the Principal meetings via Zoom. Further, our Dean of Students has been dropping meals to families who do not have transportation and who have made such a request for their children over the past several months.

Starting in the middle September 2020, MSA2 will return to the same program which permitted 5 days per week of meal service for our families at MSA1 once again which does not require students to complete a meal application to receive food, as well as for other family members to pick up free food without any eligibility requirement.

We implement a state-approved Covid-19 Emergency Feeding Plan that details the steps taken to ensure that meals are served under state guidelines. This includes ensuring that all meal servers are trained and aware of meal service guidelines. Meals are distributed to parents or guardians to take home to their children minimizing exposure to the Covid-19. We have safety signs and reminders posted at the school site and around the meal grab location. Servers have access to handwashing stations. Families are also able to grab multiple meals at a time to cut down on the number of times they need to visit a week. Social distancing guidelines are observed during meal pickup.

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	Additional mental health resources and services to overcome trauma.	\$5,449	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Participation in PD's to support SEL and development, including LACOE's PBIS Program 2020-21	\$4,500	Yes
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	\$700	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	\$4,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reassignment of duties along with salary and benefits of four current staff to serve as Grade Level Coordinators for Outreach and Student Engagement for grades 6 - 12 during distance and hybrid learning	\$128,103	Yes

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
25%	\$1,191,714

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.]

Due to the impact of Covid-19 emergency school closures, and the resulting learning loss, MPS created detailed plans and guides for instruction, focusing on students most in need, such as ELs. Within Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. All MPS teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MPS teachers will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Schools will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. In August of 2020, the MPS EL Coordinator provided professional development to all teachers on ELD instructional strategies and CHATS framework, and the MPS EL Master Plan. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Finally, MPS schools will provide ongoing Parent Trainings for all of our parents. All trainings and parent meetings, as well as invitations to such meetings, will be available in both English and Spanish, and schools will make every effort to provide primary language support to parents who may speak another language. We will strive to provide parent training for all online platforms, including, but not limited to Zoom, Google Classrooms, Clever, and Illuminate. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents, as well as stakeholder feedback meetings such as Coffee with the Principal. MPS will provide targeted assistance to low income students and their families in college and career readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all students, including our unduplicated students.

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

In order to improve services provided to foster youth, EL, and low-income students, MPS has strengthened our Instructional Programs and put additional supports in place during Distance Learning. In addition to our comprehensive ELD program, as discussed above, EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. This additional course option for EL Level 3 and 4 students was added for the 2020-2021 school year in an effort to mitigate learning loss for ELs and assist these students in their continued progress toward the goal of reclassification. These Designated ELD courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have a priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach.

Furthermore, our schools have a Homeless/ Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs. We surveyed our families regarding what they may need and how we can help, and based on the responses provided, our school leaders addressed requests. For example, our current number of families experiencing homelessness started to increase post Covid Safer at Home orders. Qualitative data was collected by school sites regarding economic hardships became apparent as contact information began to shift for families. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are still organizing the best way to order additional supplies for care packages to each student/ family. The logistics of how to package the materials and distribute to every school site and then distribute to every family is an area of need.

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
Magnolia Science Academy-2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

General Information

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

In December 2019, an outbreak of respiratory illness due to a coronavirus now known as COVID-19 was first identified in Wuhan City, China, and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control (“CDC”) activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020, the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On March 13, 2020, MPS Board of Directors passed Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the COVID-19 virus. Also, on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS Home Office together with school teams developed and rolled out an emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, the California Department of Education released New COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all stakeholders developing and updating the instructional plans and activities accordingly.

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, and board members. The Taskforce has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

On July 17 Governor Gavin Newsom laid out a pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Stakeholder Engagement

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

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The school has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students. Following are the dates of such meetings: 6/17/20 (5pm - English, 6pm - Spanish); 7/30/20 (4pm - English, 5pm - Spanish)

The meetings were held virtually on the Zoom platform in English with Spanish translation. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health, and other relevant topics.

The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program. We shared our plans with our Parent Advisory Committee (PAC), SSC and ELAC for additional feedback.

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

On 6/17/20, MSA2 hosted two virtual Town Hall meetings via Zoom which included 38 attendees for the English meeting which took place at 5pm, and 36 attendees during the Spanish meeting which took place at 6pm. These meetings were promoted to families via ParentSquare and during Friday Coffee with the Principal, as well as to staff stakeholders via email. The agenda for the meetings was: 1) Discussing the school reopening considerations and expectations, 2) Review possible reopening options and analyze the pros and cons, 3) Share other questions and concerns, 4) Next steps. During the meetings, two virtual polls were sent out to stakeholders related to potential plans for the upcoming school year. Further, stakeholders were able to share feedback via Zoom.

On 7/30/20, MSA2 hosted two additional Town Hall meetings via Zoom which included 24 attendees for the English meeting which took place at 4pm, and 35 attendees during the Spanish meeting which took place at 5pm. These meetings were promoted to families via ParentSquare and during Friday Coffee with the Principal, as well as to staff stakeholders via email. During the meetings, stakeholders were also able to share feedback via Zoom.

From March through June 2020, all MSA2 families had been provided a Chromebook as well as internet hotspots if they did not already have access to these technological resources. As such, holding these meetings via Zoom was sufficient to provide access to all families who were interested in attending. Further, families were also invited to share feedback with school administration on multiple additional occasions from the same timeline during Friday Coffee with the Principal virtual meetings.

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

On 6/17/20, polls via Google Forms were conducted of the stakeholders during the English and Spanish language Town Hall meetings. One of these questions asked for the stakeholders to rank their top choice for the manner in which they preferred to return to school in the Fall 2020 semester. Of the respondents, the top choice was distance learning, while the second choice was hybrid learning which combined distance learning and face-to-face instruction, and the last choice was face-to-face instruction. The primary concern shared in the Zoom meetings via stakeholders was how could returning to the physical school setting be done in a safe manner.

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

MSA2 held virtual Town Hall meetings on 6/17/20 and on 7/30/20 in both English and Spanish on each day in which stakeholders were invited from families, staff, community members to hear feedback from the Magnolia Public Schools presentation. Stakeholders were able to share their feedback via Zoom as well as Google Forms surveys, and this feedback was shared with the home office prior to the Magnolia Public Schools deciding upon the official plans for the 2020-21 academic year. Much of the ideas and feedback which was shared was integrated into the final plan, including creating a new template for Week At a Glance (WAG) teacher lesson plan template, which was proposed by MSA2 administration and was adopted across the MPS. Further, feedback about the schedule for Wednesdays was shared with the central office from MSA2 stakeholders feedback and was integrated in the new bell schedule via distance learning.

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.]

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, MSA2 will reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD and planning time. Additionally, Wednesdays will be utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We will follow the hybrid model (as discussed above) for the reopening. Teachers and students will follow the same master schedule as they have been using since the beginning of this academic year 2020-21. Bell schedules will remain the same to minimize the confusion for the students and parents. There will be slight changes in the bell schedule when we implement staggered admission and dismissals. This will be clarified and communicated to all of the stakeholders prior to the re-opening.

Grading Policy: We will continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Since MSA2 has not been able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We will continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. MSA2 will utilize MAP testing at least twice per year (Fall and Spring), in addition to Winter assessment so that we will have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we will continue to administer the Math and ELA Smarter Balanced Interim Assessment Blocks (IAB) according to the testing schedule organized by the Home Office Academic Team. Per the needs in various grade levels, MSA2 may also administer Interim Comprehensive Assessment (ICA) during the year.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, our students will remain stationary in their classrooms so that teachers will rotate between classrooms to provide instruction. Students will be assigned seats in their classrooms and will stay seated as much as possible in order to maintain appropriate social distancing. 3- Next Steps Magnolia Science Academy 2 (MSA2) will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MSA2 will offer in-person instruction to the greatest extent when it is

safe and recommended. As of August 18, 2020, MSA2 has started with the Distance Learning only model based on the CDPH and Governor's order and MPS Board of Governance actions.

As always, all of the faculty members at MSA2 are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning Under newly enacted state law, MSA2 has been providing: Devices and connectivity so that every child can participate in distance learning. Daily live interaction for every child with teachers and other students. Class assignments that are challenging and equivalent to in-person instruction. Targeted supports and interventions for English learners and special education students. In-Person Re-Opening Criteria (CDPH) MSA2 may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Distance Learning Version 2.0 MSA2 Admin Team has worked with the Home Office in strengthening and improving the Distance Learning plans and programs as this mode of learning continued being part of our offerings for the 2020-21 School Year. Specifically:

Adding new instructional programs and effective approaches, Addressing and mitigating the learning loss due the Covid-19 closures
 Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
 Establishing set class schedules and meeting times
 Improving engagement, attendance and communication means
 Training parents and students
 Improving grading and attendance systems
 Improving assessments and monitoring

Per Ed. Code, § 43503(b), MSA2 Distance learning includes the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

MSA2 Distance Learning Portal Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools Email contact Phone contact Student work submitted in other communicative ways Student Square communication tool Parent Square communication tool In-person as permitted by the public health orders Mitigation of Learning Loss - MTSS/Tiered Interventions/Support MSA2 has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MSA2 will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. MPS Wide Digital Programs Clever, MPS's Single Sign on for online programs, has been used as a backbone for access to all digital programs. All MSA2 teachers have been using Google Classroom to facilitate teaching and learning activities. MPS's Distance Learning Portal will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Hold "Office Hours"
- Keep up with pacing and maps
- Do effective time management

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

Description	Total Funds	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	\$44,000	No
Deep Cleaning and Disinfecting of Campus	\$15,000	No
PPE, dividers, portable hand washing station, storage shed, floor printed signs for Covid, etc	\$42,000	No
Hiring of additional SPED paraprofessional to support learning loss for our highest need student population	\$38,000	Yes
Substitute coverage by core teachers	\$3,000	Yes
Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc.	\$93,395	Yes
PD to support reaching needs of SPED students during distance learning and hybrid learning.	\$5,655	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.]

MPS has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher has created a Google Classroom to post assignments, resources and provide feedback to students. For students that do not currently have access to online resources, physical resources and assignments are provided. Instruction is conducted in a variety of manners. Students have the option to attend virtual live sessions with their teachers. These sessions are also recorded for students who are not able to attend the live sessions. Teachers conduct virtual office hours weekly to further support students and provide opportunities for them to get additional support. Teachers also post videos and resources, post discussion questions, and use various online programs to provide learning opportunities. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our parent messaging system. To support technology needs, our school has distributed Chromebooks and hot spots to students.

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.]

MSA-2 provides Chromebook Devices and Internet Hotspots for all students and families in need of. Several surveys and communications took place leading up to distribution of Chromebook Devices and Internet Hotspots before instruction started. Currently 100% of our students have devices and 100% have access to the 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.]

Pupil participation will be assessed through daily assignments, synchronous "live" instruction, and daily check-in through SSR/Advisory classes. The participation will be measured by the teachers daily assignment (time value). Once received, the assignments will be corrected and feedback will be provided to the student directly to address any areas of need. Students and parents are encouraged to keep clear lines of communication open with teachers. School sites are assigning mentors to check in with students on a weekly basis and time will be allotted for 1 to 1 support and tutoring sessions. We also use the Multi-Tiered Systems of Support Framework to adapt lessons and

assignments to meet the needs of our students and encourage family and community engagement and feedback throughout the learning process, i.e. surveys, town hall meetings, teacher check-in with students and families.

We encourage all Magnolia families to stay informed by subscribing to our ParentSquare application to receive the latest updates and to visit the COVID-19 Information and Resource Center on the Magnolia Public Schools website. Additionally, we utilize StudentSquare, a student communication companion to ParentSquare and functions almost exactly in the same format as ParentSquare. Each middle and high school (6th-12th grade) student will automatically have an account in StudentSquare based on their school email addresses and will receive StudentSquare messages via email.

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.]

As part of the Distance Learning V.2 implementation, MPS home office and school will provide staff with new professional developments on Distance Learning promising practices. We will continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools. Schedules allow for organization-wide professional development on Wednesday mornings from 8am-10am.

With the school year beginning via distance learning and students facing numerous challenges due to the pandemic, it is more important than ever before to incorporate Social Emotional Learning (SEL) across ALL subject areas on a regular basis. This year, we will be using The Zones of Regulation curriculum across the organization to support students' mental and social-emotional wellbeing. Professional development and resources will be provided to all staff, introduction to the lessons will be provided to parents and stakeholders as well so they can follow along at home.

MPS held several virtual Professional Development activities and provided training on DL for all. Initial training included Google Classroom 101, Google Hangouts 101, DL Math Q & A, DL ELA Q & A, Managing the Virtual Classroom, Special Populations Q & A, and Zoom 101. MPS has been conducting surveys with all stakeholders to learn about what worked and what changes were needed to strengthen the distance learning program. This feedback, in addition to, research and further guidance from local, state and federal agencies has guided the development of the MPS Distance Learning 2.0 plans. 2020 Summer in-Service offered another opportunity for us to learn about promising practices in DL in the following areas and topics:

Engaging Students in Remote Learning for Google Classroom in MTSS environment With Alice Keeler Distance Learning for Virtual Success – MGH

Visual Performance Arts in a Virtual World

Engaging Students with StudySync for Distance Learning

Next Steps in Special Education for Distance Learning

Testing During Distance Learning

EL Programs and Coordinators Meeting

Effective Integration of Learning Resources Platforms to use in the Online Classroom
 Planning Consideration for Math Instruction for the 2020-2021 School Year
 DOS Welcome Back, Preparing to Launch
 DL Computer Science programs
 Distance Learning Strategies for Physical Education
 Distance Learning Collaboration for Elementary Teachers
 The new normal "Test Optional" – remote testing

Staff Roles and Responsibilities

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

Staff roles and responsibilities of affected staff as a result of COVID-19 were that some staff will be assigned as mentors to students that were not engaging in distance learning. They are to reach out to students and their families if they miss their classes. Specifically, our office staff have been reassigned to serve as Grade Level Coordinators who are responsible for reaching out to gather information from families about the causes for absences and to share this information with the teachers as well as administrative team members.

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.]

All English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. These courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Our schools have a Homeless/ Foster Youth Liaison who stay in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families

experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs, we surveyed our families regarding what they may need and how we can help, based on the responses provided our school leaders addressed requests. Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Students with disabilities:

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students

requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Special education and related services shall be provided as required by IDEA following a student's individualized education program ("IEP") either in-person hybrid or by appointment; or through a live synchronous virtual connection. Accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Designated instructional services and any compensatory minutes will be provided via certified DIS providers using a FERPA/HIPPA compliant secure portals. Pursuant to SB 1117 initial timelines will be tolled until school resumes, and all other timelines will be adhered to, to the fullest extent possible during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact the school principal or designee for assistance.

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

Description	Total Funds	Contributing
Purchase of sufficient WiFi Hotspots to ensure connectivity for all students at home	\$12,037	Yes
Online learning platforms and educational software to enhance learning as well as assist with mitigating learning loss through remote/distance learning and which include: Zoom, NWEA MAP, ALEKS, MyOn, etc.)	\$66,460	Yes
Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning	\$40,000	Yes
Staff PD related to distance learning and technology integrated instruction	\$10,000	Yes

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.]

MPS will use an accelerated learning model with just-in-time interventions to ensure students are learning grade level content while building pre-requisite skills from the prior grade level. Students will immediately move into grade level appropriate content rather than repeating material from the prior grade level. ELA and Math Teachers will be provided with vertical alignment opportunities to learn about material they may have not previously taught so they can adjust lessons appropriately. Master scheduling includes activities to help students recover learning loss, dedicated time for SEL lessons, and support for students. In addition, professional development and additional planning time has been scheduled for teachers to ensure time is available to design and implement high-quality instruction. When the students must participate in distance learning due to safety, synchronous and asynchronous instruction focused on grade level standards will be provided to students on a daily basis. Assignments will be high-quality, relevant and aligned to the rigor of what is offered during in-person instruction. Set schedules and expectations will be established for students that allow for daily interaction with certificated staff and peers.

In order to measure learning status, the MPS assessment cycle consists of ongoing formative assessment throughout the year to monitor learning and inform instruction. NWEA's Measure of Academic Progress (MAP) is administered for reading and math for students in grades 2-11, at least twice a year. In addition, clearly outlined Interim Assessment Blocks (IABs) are given to students as unit assessments in ELA and Math for students in 3rd-11th grade.

MPS has adopted high-quality, standards-based instructional materials for all subject areas, including ELD. The curriculum has both print and digital versions to provide access to all students. Teachers create standards-based lessons using instructional materials and embed support and tiered questions within their lesson plans. Lessons are planned using multiple modalities to engage all learners and offer multiple entry points to ensure all students can be successful. For ELA and Math, the instructional content has been prioritized in order to ensure students are able to engage in the essential work of the grade level and do not fall further behind. Pacing guides aligned to Interim Assessment Blocks (IABs) have been created by the MPS Academic Team to guide instruction and ensure teachers are providing high-quality instruction and assessed using a non-biased formative assessment. ELD instruction will focus on high-quality reading, writing, listening, and speaking skills practice, so that EL students will continue to make progress towards meeting their language acquisition goals and move towards reclassification. Ongoing professional development is conducted with ELA and Math teachers to deep-dive into grade level content standards and assist teachers in creating units and activities that best support the teaching of those standards. All teachers will receive professional development on providing both Designated and Integrated ELD in their core classes, and teachers will be trained on providing scaffolded supports through SDAIE strategies and the CHATS Framework.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. Data from the formative assessments will be used to inform tiered interventions for all students. Tier I interventions will be conducted in the classroom by the general education teachers. Teachers have been

provided with professional development to help with the planning and implementation of Tier I interventions through both UDL and MTSS training. Additional professional development will be conducted throughout the school year to further support teachers in creating just-in-time, tier I interventions. Tier II and Tier III interventions are in place for students who need further support and are scheduled into students' schedules for interventions conducted during the school day. Tier II and Tier III interventions consist of specialized classes, Power ELA and Math, additional Designated ELD courses, and small group support. In addition, extended school day offerings, such as after-school tutoring and Saturday school, are provided for students to receive further support outside the school day. Summer school, focusing on enrichment and mitigation of learning loss, was also offered to students during the summer of 2020 and will continue to be offered in future years.

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.]

All students in tier I receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier I supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier I supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier II interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support. For English Learners, Designated ELD is provided to further support students in the acquisition of the English language. Students with an IEP or 504 plan, receive services as outlined in their individualized plans.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier III interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Priority for tiered interventions will be provided to students with unique needs. To further support students with unique needs, staff will identify further opportunities to recover instructional time by utilizing MAP (NWEA) assessment results which are administered three times during the academic year, recommendations and feedback from teachers and staff to identify students who have unique needs as well as who would benefit from additional support services. Moreover, data from asynchronous and synchronous attendance which is compiled in Illuminate will

be incorporated by Grade Level Coordinators to identify students who have missed out on significant instructional time, and subsequently, learning loss, and then will be recommended for additional academic support resources to mitigate learning loss. Time and resources will be identified for additional high-impact supports, such as additional tutoring or extra time working one-on-one with teachers or paraprofessionals.

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 use of NWEA's MAP Growth Reports and data from IABs will be utilized to determine the effectiveness of the supports and services used to address learning loss. Using the nationally normed data from NWEA, growth will be monitored for each student. It is expected that students will grow at a rate higher than the national average based on their grade level in ELA and Math. IAB data covering the essential standards of the grade level will be collected, analyzed and compared to statewide data. It is expected that the data will show similar results to statewide data.

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

Description	Total Funds	Contributing
After school program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	\$9,000	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss, provide enrichment activities which support Social Emotional Learning, and prepare students for their transition to middle school.	\$37,353	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be	\$31,000	Yes

Description	Total Funds	Contributing
made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.		
Salary and benefits for additional computer technology teacher to support distance and hybrid learning	\$150,000	Yes

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.]

During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check-ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic. A mental health and well being survey was administered to students and caregivers in May and helped inform the next step for continuous support of students and families. Constant communication regarding mental health and wellbeing resources have been shared via our school communication system Parent Square. Resources that have been shared prioritize self-care strategies for the whole family, help lines offered by LA County, Orange County and San Diego county. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with LACOE's Suicide Prevention and ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during

what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self-awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning to the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed the student might be referred to a mental health provider at school while looping in parent/guardian.

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.]

The key to intervention is to start early, in order to support our students we have communicated to staff the critical importance of accurate attendance. Synchronous and asynchronous attendance tracking presents challenges so to support our teachers with correct implementation of attendance practices we have identified an Attendance Supervisor and Attendance Lead at every school site. Teachers are instructed to take attendance using the student information system, Illuminate, and should a student not be able to complete the same day assignment they can complete a google form checking in with the teacher explaining why they could not complete the form but demonstrating evidence of engagement with the assignment.

At the early stage of intervention with absences will be the expectations communicated with all stakeholders, teachers taking accurate attendance and reaching out to the student/family for a reason and support to decrease any barriers to accessing the instructional time and resources. After the teacher has made a minimum of three points of contact with family and still no improvement the Attendance Lead and Attendance Supervisor will be notified and the Attendance Supervisor will work on using more targeted re-engagement strategies.

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance

learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

Verification of current contact information for each enrolled student.

Daily notification to parents or guardians of absences;

Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

For synchronous instruction, the School will require students to log in to the interactive session either through Google Classroom or other virtual platforms to demonstrate Student participation. For asynchronous instruction, the School will require students to complete assignments to demonstrate Student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found at the school website and in the MPS Student/Parent Handbook.

Additional re-engagement strategy resources will be pulled from Attendance Works and the LACOE Student Engagement and Attendance LiveBinder modules 2, 4, 5 and 6 to inform systems and practices.

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.]

From March 13 through August 14 2020, Magnolia Science Academy, in partnership with Better4You Meals, continued to provide nutritious meals to all students who needed them during the temporary closure of schools. Meals were distributed in the parking lot to ensure social

distancing guidelines are observed by Magnolia Science Academy-1 located at, 18238 Sherman Way, Reseda, CA 91332. Students enrolled at four of our school sites, Magnolia Science Academy-1, 2 , 5, and 7 as well as local community members participated in the over 1,000 meals distributed daily from 9 a.m. to 2 p.m.

For the first three weeks of the school year, MSA2 provided meals to families from 1-3pm on Tuesdays and Thursdays on our campus. All students were able to receive meals for the school site, and students who submit and qualify for free and reduced-price breakfasts and lunches were able to pick up three breakfasts and three lunches on Tuesdays, as well as two breakfasts and two lunches on Thursdays for each student at free and reduced prices. In addition, MSA2 in partnership with Better4You Meals, received a freezer which was now able to store meals for students whose families are not able to pick up the meals during the current two day window and times. As such, families were then able to pick up meals at any time during the 9am - 3pm Monday through Friday by coming by the main office and picking up the food. This meal distribution system was promoted to families via ParentSquare, as well as during Friday Coffee with the Principal meetings via Zoom. Further, our Dean of Students has been dropping meals to families who do not have transportation and who have made such a request for their children over the past several months.

Starting in the middle September 2020, MSA2 will return to the same program which permitted 5 days per week of meal service for our families at MSA1 once again which does not require students to complete a meal application to receive food, as well as for other family members to pick up free food without any eligibility requirement.

We implement a state-approved Covid-19 Emergency Feeding Plan that details the steps taken to ensure that meals are served under state guidelines. This includes ensuring that all meal servers are trained and aware of meal service guidelines. Meals are distributed to parents or guardians to take home to their children minimizing exposure to the Covid-19. We have safety signs and reminders posted at the school site and around the meal grab location. Servers have access to handwashing stations. Families are also able to grab multiple meals at a time to cut down on the number of times they need to visit a week. Social distancing guidelines are observed during meal pickup.

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	Additional mental health resources and services to overcome trauma.	\$5,449	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Participation in PD's to support SEL and development, including LACOE's PBIS Program 2020-21	\$4,500	Yes
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	\$700	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	\$4,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reassignment of duties along with salary and benefits of four current staff to serve as Grade Level Coordinators for Outreach and Student Engagement for grades 6 - 12 during distance and hybrid learning	\$128,103	Yes

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
25%	\$1,191,714

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.]

Due to the impact of Covid-19 emergency school closures, and the resulting learning loss, MPS created detailed plans and guides for instruction, focusing on students most in need, such as ELs. Within Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. All MPS teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MPS teachers will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Schools will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. In August of 2020, the MPS EL Coordinator provided professional development to all teachers on ELD instructional strategies and CHATS framework, and the MPS EL Master Plan. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Finally, MPS schools will provide ongoing Parent Trainings for all of our parents. All trainings and parent meetings, as well as invitations to such meetings, will be available in both English and Spanish, and schools will make every effort to provide primary language support to parents who may speak another language. We will strive to provide parent training for all online platforms, including, but not limited to Zoom, Google Classrooms, Clever, and Illuminate. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents, as well as stakeholder feedback meetings such as Coffee with the Principal. MPS will provide targeted assistance to low income students and their families in college and career readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all students, including our unduplicated students.

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

In order to improve services provided to foster youth, EL, and low-income students, MPS has strengthened our Instructional Programs and put additional supports in place during Distance Learning. In addition to our comprehensive ELD program, as discussed above, EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. This additional course option for EL Level 3 and 4 students was added for the 2020-2021 school year in an effort to mitigate learning loss for ELs and assist these students in their continued progress toward the goal of reclassification. These Designated ELD courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have a priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach.

Furthermore, our schools have a Homeless/ Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs. We surveyed our families regarding what they may need and how we can help, and based on the responses provided, our school leaders addressed requests. For example, our current number of families experiencing homelessness started to increase post Covid Safer at Home orders. Qualitative data was collected by school sites regarding economic hardships became apparent as contact information began to shift for families. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are still organizing the best way to order additional supplies for care packages to each student/ family. The logistics of how to package the materials and distribute to every school site and then distribute to every family is an area of need.

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
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

General Information

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

In December 2019, an outbreak of respiratory illness due to a coronavirus now known as COVID-19 was first identified in Wuhan City, China, and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control (“CDC”) activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020, the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On March 13, 2020, MPS Board of Directors passed Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the COVID-19 virus. Also, on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS Home Office together with school teams developed and rolled out an emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, the California Department of Education released New COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all stakeholders developing and updating the instructional plans and activities accordingly.

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, and board members. The Taskforce has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

On July 17 Governor Gavin Newsom laid out a pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Stakeholder Engagement

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

MPS has a school Reopening Task Force that has been meeting since May 5th with the goal of reopening our school campuses for the continuity of high quality education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections, and excellence. MPS Reopening Task Force members are comprised of Home Office staff, school site admins, teachers, board members, and community members. The Task Force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE, and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

The school has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students. Following are the dates of such meetings: 6/15/20 (4 pm - English, 5 pm - Spanish); 7/28/20 6 pm - English, 7/29 4 pm - Spanish)

The meetings were held virtually on the Zoom platform in English with Spanish translation. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health, and other relevant topics.

The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program.

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

On 6/15/20, MSA3 hosted two virtual Town Hall meetings via Zoom which included 34 attendees for the English meeting which took place at 4pm, and 16 attendees during the Spanish meeting which took place at 5pm. These meetings were promoted to families via ParentSquare. The agenda for the meetings was: 1) Discussing the school reopening considerations and expectations, 2) Review possible reopening options and analyze the pros and cons, 3) Share other questions and concerns, 4) Next steps. During the meetings, two virtual polls were sent out to stakeholders related to potential plans for the upcoming school year. Further, stakeholders were able to share feedback via Zoom. On 7/28/20, MSA3 hosted two additional Town Hall meetings via Zoom which included 42 attendees for the English meeting which took place at 6pm, and 25 attendees during the Spanish meeting which took place at 4pm. These meetings were promoted to families via ParentSquare. During the meetings, stakeholders were also able to share feedback via Zoom.

From March through June 2020, all MSA3 families were provided a Chromebook as well as internet hotspots if they did not already have access to these technological resources. As such, holding these meetings via Zoom was sufficient to provide access to all families who were interested in attending. Further, families were also invited to share feedback with school administration via email.

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

On 6/15/20, polls via Google Forms were conducted of the stakeholders during the English and Spanish language Town Hall meetings. One of the questions that was asked to the stakeholders was to rank their top choice for the manner in which they preferred to return to school in the Fall 2020 semester. Of the respondents, the top choice was distance learning, while the second choice was hybrid learning which combined distance learning and face-to-face instruction, and the last choice was face-to-face instruction. The primary concern shared in the Zoom meetings via stakeholders was how could returning to the physical school setting be done in a safe manner.

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

MSA3 held virtual Town Hall meetings on 6/15/20 and on 7/28-29/20 in both English and Spanish on each day in which stakeholders were invited from families, staff, community members to hear feedback from the Magnolia Public Schools presentation. Stakeholders were able to share their feedback via Zoom as well as Google Forms surveys, and this feedback was shared with the home office prior to the Magnolia Public Schools deciding upon the official plans for the 2020-21 academic year. Much of the ideas and feedback which was shared was integrated into the final plan, including creating a new template for Week At a Glance (WAG) teacher lesson plan template, which was adopted across the MPS. Further, feedback about the schedule for Wednesdays was shared with the central office from MSA3 stakeholders feedback and was integrated in the new bell schedule via distance learning.

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.]

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, MSA3 will reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD and planning time. Additionally, Wednesdays will be utilized to provide additional in-person instructional

support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We will follow the hybrid model (as discussed above) for the reopening. Teachers and students will follow the same master schedule as they have been using since the beginning of this academic year 2020-21. Bell schedules will remain the same to minimize the confusion for the students and parents. There will be slight changes in the bell schedule when we implement staggered admission and dismissals. This will be clarified and communicated to all of the stakeholders prior to the re-opening.

Grading Policy: We will continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Since MSA3 has not been able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We will continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. MSA3 will utilize MAP testing at least twice per year (Fall and Spring), in addition to Winter assessment so that we will have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we will continue to administer the Math and ELA Smarter Balanced Interim Assessment Blocks (IAB) according to the testing schedule organized by the Home Office Academic Team. Per the needs in various grade levels, MSA3 may also administer Interim Comprehensive Assessment (ICA) during the year.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, our students will remain stationary in their classrooms so that teachers will rotate between classrooms to provide instruction. Students will be assigned seats in their classrooms and will stay seated as much as possible in order to maintain appropriate social distancing. 3- Next Steps Magnolia Science Academy 2 (MSA3) will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MSA3 will offer in-person instruction to the greatest extent when it is safe and recommended. As of July 23, 2020, MSA3 has started with the Distance Learning only model based on the CDPH and Governor's order and MPS Board of Governance actions.

As always, all of the faculty members at MSA3 are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning Under newly enacted state law, MSA3 has been providing: Devices and connectivity so that every child can participate in distance learning. Daily live interaction for every child with teachers and other students. Class assignments that are challenging and equivalent to in-person instruction. Targeted supports and interventions for English learners and special education students. In-Person Re-Opening Criteria (CDPH) MSA3 may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Distance Learning Version 2.0

MSA3 Admin Team has worked with the Home Office in strengthening and improving the Distance Learning plans and programs as this mode of learning continued being part of our offerings for the 2020-21 School Year. Specifically:

Adding new instructional programs and effective approaches, Addressing and mitigating the learning loss due the Covid-19 closures
 Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
 Establishing set class schedules and meeting times
 Improving engagement, attendance and communication means
 Training parents and students
 Improving grading and attendance systems
 Improving assessments and monitoring

Per Ed. Code, § 43503(b), MSA3 Distance learning includes the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

MSA3 Distance Learning Portal
 Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools
 Email contact
 Phone contact
 Student work submitted in other communicative ways
 Student Square communication tool
 Parent Square communication tool
 In-person as permitted by the public health orders
 Mitigation of Learning Loss - MTSS/Tiered Interventions/Support
 MSA3 has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MSA3 will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. MPS Wide Digital Programs Clever, MPS's Single Sign on for online programs, has been used as a

backbone for access to all digital programs. All MSA3 teachers have been using Google Classroom to facilitate teaching and learning activities. MPS's Distance Learning Portal will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Hold "Office Hours"
- Keep up with pacing and maps
- Do effective time management

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

Description	Total Funds	Contributing
Addition of a Certified Nurse Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitors	TBD	No
PPE, dividers, portable hand washing station, storage shed, floor printed signs for Covid, etc	TBD	No
Hiring of additional EL Coordinator to support learning loss for EL student population	TBD	Yes
Substitute coverage by core teachers	TBD	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.]

MPS has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher has created a Google Classroom to post assignments, resources and provide feedback to students. For students that do not currently have access to online resources, physical resources and assignments are provided. Instruction is conducted in a variety of manners. Students have the option to attend virtual live sessions with their teachers. These sessions are also recorded for students who are not able to attend the live sessions. Teachers conduct virtual office hours weekly to further support students and provide opportunities for them to get additional support. Teachers also post videos and resources, post discussion questions, and use various online programs to provide learning opportunities. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our parent messaging system. To support technology needs, our school has distributed Chromebooks and hot spots to students.

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.]

MSA-3 provides Chromebook Devices and Internet Hotspots for all students and families in need of. Several surveys and communications took place leading up to distribution of Chromebook Devices and Internet Hotspots before instruction started. Currently 100% of our students have devices and 100% have access to the 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.]

Pupil participation will be assessed through daily assignments, synchronous "live" instruction, and daily check-in through SSR/Advisory classes. The participation will be measured by the teachers daily assignment (time value). Once received, the assignments will be corrected and feedback will be provided to the student directly to address any areas of need. Students and parents are encouraged to keep clear lines of communication open with teachers. School sites are assigning mentors to check in with students on a weekly basis and time will be allotted for 1 to 1 support and tutoring sessions. We also use the Multi-Tiered Systems of Support Framework to adapt lessons and assignments to meet the needs of our students and encourage family and community engagement and feedback throughout the learning process, i.e. surveys, town hall meetings, teacher check-in with students and families.

We encourage all Magnolia families to stay informed by subscribing to our ParentSquare application to receive the latest updates and to visit the COVID-19 Information and Resource Center on the Magnolia Public Schools website. Additionally, we utilize StudentSquare, a student communication companion to ParentSquare and functions almost exactly in the same format as ParentSquare. Each middle and high school (6th-12th grade) student will automatically have an account in StudentSquare based on their school email addresses and will receive StudentSquare messages via email.

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.]

As part of the Distance Learning V.2 implementation, MPS home office and school will provide staff with new professional developments on Distance Learning promising practices. We will continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools. Schedules allow for organization-wide professional development on Wednesday mornings from 8am-10am. With the school year beginning via distance learning and students facing numerous challenges due to the pandemic, it is more important than ever before to incorporate Social Emotional Learning (SEL) across ALL subject areas on a regular basis. This year, we will be using The Zones of Regulation curriculum across the organization to support students' mental and social-emotional wellbeing. Professional development and resources will be provided to all staff, introduction to the lessons will be provided to parents and stakeholders as well so they can follow along at home.

MPS held several virtual Professional Development activities and provided training on DL for all. Initial training included Google Classroom 101, Google Hangouts 101, DL Math Q & A, DL ELA Q & A, Managing the Virtual Classroom, Special Populations Q & A, and Zoom 101. MPS has been conducting surveys with all stakeholders to learn about what worked and what changes were needed to strengthen the distance learning program. This feedback, in addition to, research and further guidance from local, state and federal agencies has guided the development of the MPS Distance Learning 2.0 plans. 2020 Summer in-Service offered another opportunity for us to learn about promising practices in DL in the following areas and topics:

Engaging Students in Remote Learning for Google Classroom in MTSS environment With Alice Keeler Distance Learning for Virtual Success – MGH

Visual Performance Arts in a Virtual World

Engaging Students with StudySync for Distance Learning

Next Steps in Special Education for Distance Learning

Testing During Distance Learning

EL Programs and Coordinators Meeting

Effective Integration of Learning Resources Platforms to use in the Online Classroom

Planning Consideration for Math Instruction for the 2020-2021 School Year

DOS Welcome Back, Preparing to Launch

DL Computer Science programs

Distance Learning Strategies for Physical Education

Distance Learning Collaboration for Elementary Teachers

The new normal "Test Optional" – remote testing

Staff Roles and Responsibilities

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

Staff roles and responsibilities of affected staff as a result of COVID-19 were that some staff will be assigned as mentors to students that were not engaging in distance learning. They are to reach out to students and their families if they miss their classes. Specifically, our office staff have been reassigned to serve as Grade Level Coordinators who are responsible for reaching out to gather information from families about the causes for absences and to share this information with the teachers as well as administrative team members.

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.]

All English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. These courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have a priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed. Our schools have a Homeless/Foster Youth Liaison who stay in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs, we surveyed our families regarding what they may need and how we can help, based on the responses provided our school leaders addressed requests. Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform

Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Students with disabilities:

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Special education and related services shall be provided as required by IDEA following a student's individualized education program ("IEP") either in-person hybrid or by appointment; or through a live synchronous virtual connection. Accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Designated instructional services and any compensatory minutes will be provided via certified DIS providers using a FERPA/HIPPA compliant secure portals. Pursuant to SB 1117 initial timelines will be tolled until school resumes, and all other timelines will be adhered to, to the fullest extent possible during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact the school principal or designee for assistance.

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

Description	Total Funds	Contributing
Purchase of sufficient WiFi Hotspots to ensure connectivity for all students at home	TBD	Yes
Online learning platforms and educational software to enhance learning as well as assist with mitigating learning loss through remote/distance learning and which include: Zoom, NWEA MAP, ALEKS, MyOn, etc.)	TBD	Yes
Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning	TBD	Yes
Staff PD related to distance learning and technology integrated instruction	TBD	Yes

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.]

MPS will use an accelerated learning model with just-in-time interventions to ensure students are learning grade level content while building pre-requisite skills from the prior grade level. Students will immediately move into grade level appropriate content rather than repeating material from the prior grade level. ELA and Math Teachers will be provided with vertical alignment opportunities to learn about material they may have not previously taught so they can adjust lessons appropriately. Master scheduling includes activities to help students recover learning loss, dedicated time for SEL lessons, and support for students. In addition, professional development and additional planning time has been scheduled for teachers to ensure time is available to design and implement high-quality instruction. When the students must participate in distance learning due to safety, synchronous and asynchronous instruction focused on grade level standards will be provided to students on a daily basis. Assignments will be high-quality, relevant and aligned to the rigor of what is offered during in-person instruction. Set schedules and expectations will be established for students that allow for daily interaction with certificated staff and peers. In order to measure learning status, the MPS assessment cycle consists of ongoing formative assessment throughout the year to monitor learning and inform instruction. NWEA's Measure of Academic Progress (MAP) is administered for reading and math for students in grades

2-11, at least twice a year. In addition, clearly outlined Interim Assessment Blocks (IABs) are given to students as unit assessments in ELA and Math for students in 3rd-11th grade.

MPS has adopted high-quality, standards-based instructional materials for all subject areas, including ELD. The curriculum has both print and digital versions to provide access to all students. Teachers create standards-based lessons using instructional materials and embed support and tiered questions within their lesson plans. Lessons are planned using multiple modalities to engage all learners and offer multiple entry points to ensure all students can be successful. For ELA and Math, the instructional content has been prioritized in order to ensure students are able to engage in the essential work of the grade level and do not fall further behind. Pacing guides aligned to Interim Assessment Blocks (IABs) have been created by the MPS Academic Team to guide instruction and ensure teachers are providing high-quality instruction and assessed using a non-biased formative assessment. ELD instruction will focus on high-quality reading, writing, listening, and speaking skills practice, so that EL students will continue to make progress towards meeting their language acquisition goals and move towards reclassification. Ongoing professional development is conducted with ELA and Math teachers to deep-dive into grade level content standards and assist teachers in creating units and activities that best support the teaching of those standards. All teachers will receive professional development on providing both Designated and Integrated ELD in their core classes, and teachers will be trained on providing scaffolded supports through SDAIE strategies and the CHATS Framework.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. Data from the formative assessments will be used to inform tiered interventions for all students. Tier I interventions will be conducted in the classroom by the general education teachers. Teachers have been provided with professional development to help with the planning and implementation of Tier I interventions through both UDL and MTSS training. Additional professional development will be conducted throughout the school year to further support teachers in creating just-in-time, tier I interventions. Tier II and Tier III interventions are in place for students who need further support and are scheduled into students' schedules for interventions conducted during the school day. Tier II and Tier III interventions consist of specialized classes, Power ELA and Math, additional Designated ELD courses, and small group support. In addition, extended school day offerings, such as after-school tutoring and Saturday school, are provided for students to receive further support outside the school day. Summer school, focusing on enrichment and mitigation of learning loss, was also offered to students during the summer of 2020 and will continue to be offered in future years.

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.]

All students in tier I receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier I supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier I supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier II interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support. For English Learners, Designated ELD is provided to further support students in the acquisition of the English language. Students with an IEP or 504 plan, receive services as outlined in their individualized plans. Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier III interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Priority for tiered interventions will be provided to students with unique needs. To further support students with unique needs, staff will identify further opportunities to recover instructional time by utilizing MAP (NWEA) assessment results which are administered three times during the academic year, recommendations and feedback from teachers and staff to identify students who have unique needs as well as who would benefit from additional support services. Moreover, data from asynchronous and synchronous attendance which is compiled in Illuminate will be incorporated by Grade Level Coordinators to identify students who have missed out on significant instructional time, and subsequently, learning loss, and then will be recommended for additional academic support resources to mitigate learning loss. Time and resources will be identified for additional high-impact supports, such as additional tutoring or extra time working one-on-one with teachers or paraprofessionals.

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 use of NWEA's MAP Growth Reports and data from IABs will be utilized to determine the effectiveness of the supports and services used to address learning loss. Using the nationally normed data from NWEA, growth will be monitored for each student. It is expected that students will grow at a rate higher than the national average based on their grade level in ELA and Math. IAB data covering the essential standards of the grade level will be collected, analyzed and compared to statewide data. It is expected that the data will show similar results to statewide data.

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

Description	Total Funds	Contributing
After school program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	TBD	Yes

Description	Total Funds	Contributing
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss.	TBD	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.	TBD	Yes

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.]

During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check-ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic. A mental health and well being survey was administered to students and caregivers in May and helped inform the next step for continuous support of students and families. Constant communication regarding mental health and wellbeing resources have been shared via our school communication system Parent Square. Resources that have been shared prioritize self-care strategies for the whole family, help lines offered by LA County, Orange County and San Diego county. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with LACOE's Suicide Prevention and ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during

what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self-awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning to the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed the student might be referred to a mental health provider at school while looping in parent/guardian.

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.]

The key to intervention is to start early, in order to support our students we have communicated to staff the critical importance of accurate attendance. Synchronous and asynchronous attendance tracking presents challenges so to support our teachers with correct implementation of attendance practices we have identified an Attendance Supervisor and Attendance Lead at every school site. Teachers are instructed to take attendance using the student information system, Illuminate, and should a student not be able to complete the same day assignment they can complete a google form checking in with the teacher explaining why they could not complete the form but demonstrating evidence of engagement with the assignment.

At the early stage of intervention with absences will be the expectations communicated with all stakeholders, teachers taking accurate attendance and reaching out to the student/family for a reason and support to decrease any barriers to accessing the instructional time and resources. After the teacher has made a minimum of three points of contact with family and still no improvement the Attendance Lead and Attendance Supervisor will be notified and the Attendance Supervisor will work on using more targeted re-engagement strategies.

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

Verification of current contact information for each enrolled student.

Daily notification to parents or guardians of absences;

Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

For synchronous instruction, the School will require students to log in to the interactive session either through google classroom or other virtual platforms to demonstrate Student participation. For asynchronous instruction, the School will require students to complete assignments to demonstrate Student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found at the school website and in the MPS Student/Parent Handbook.

Additional re-engagement strategy resources will be pulled from Attendance Works and the LACOE Student Engagement and Attendance LiveBinder modules 2, 4, 5 and 6 to inform systems and practices.

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.]

For the first three weeks of the school year, MSA3 provided meals to families from 2-4pm on Wednesdays and Fridays on our campus. All students were able to receive meals for the school site, and students who submit and qualify for free and reduced-price breakfasts and lunches were able to pick up three breakfasts and three lunches on Tuesdays, as well as two breakfasts and two lunches on Thursdays for each student at free and reduced prices. This meal distribution system was promoted to families via ParentSquare.

Starting in the middle September 2020, MSA3 will return to the same program which permitted 5 days per week of meal service for our families at Curtiss Middle School once again which does not require students to complete a meal application to receive food, as well as for other family members to pick up free food without any eligibility requirement.

We implement a state-approved Covid-19 Emergency Feeding Plan that details the steps taken to ensure that meals are served under state guidelines. This includes ensuring that all meal servers are trained and aware of meal service guidelines. Meals are distributed to parents or

guardians to take home to their children minimizing exposure to the Covid-19. We have safety signs and reminders posted at the school site and around the meal grab location. Servers have access to handwashing stations. Families are also able to grab multiple meals at a time to cut down on the number of times they need to visit a week. Social distancing guidelines are observed during meal pickup.

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	Participation in PD to support SEL and development, including LACOE's PBIS Program 2020-21	TBD	Yes
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	TBD	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	TBD	Yes

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
19%	\$975,472

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.]

Due to the impact of Covid-19 emergency school closures, and the resulting learning loss, MPS created detailed plans and guides for instruction, focusing on students most in need, such as ELs. Within Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. All MPS teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MPS teachers will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Schools will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. In August of 2020, the MPS EL Coordinator provided professional development to all teachers on ELD instructional strategies and CHATS framework, and the MPS EL Master Plan. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Finally, MPS schools will provide ongoing Parent Trainings for all of our parents. All trainings and parent meetings, as well as invitations to such meetings, will be available in both English and Spanish, and schools will make every effort to provide primary language support to parents who may speak another language. We will strive to provide parent training for all online platforms, including, but not limited to Zoom, Google Classrooms, Clever, and Illuminate. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents, as well as stakeholder feedback meetings such as Coffee with the Principal. MPS will provide targeted assistance to low income students and their families in college and career readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all students, including our unduplicated students.

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

In order to improve services provided to foster youth, EL, and low-income students, MPS has strengthened our Instructional Programs and put additional supports in place during Distance Learning. In addition to our comprehensive ELD program, as discussed above, EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. This additional course option for EL Level 3 and 4 students was added for the 2020-2021 school year in an effort to mitigate learning loss for ELs and assist these students in their continued progress toward the goal of reclassification. These Designated ELD courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have a priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach.

Furthermore, our schools have a Homeless/ Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs. We surveyed our families regarding what they may need and how we can help, and based on the responses provided, our school leaders addressed requests. For example, our current number of families experiencing homelessness started to increase post Covid Safer at Home orders. Qualitative data was collected by school sites regarding economic hardships became apparent as contact information began to shift for families. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are still organizing the best way to order additional supplies for care packages to each student/ family. The logistics of how to package the materials and distribute them to every school site and then distribute them to every family is an area of need.

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
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org 310-473-2464

General Information

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

In December 2019, an outbreak of respiratory illness due to a coronavirus now known as COVID-19 was first identified in Wuhan City, China, and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control (“CDC”) activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020, the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On March 13, 2020, MPS Board of Directors passed Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the covid-19 virus. Also, on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS home office together with school teams developed and rolled out an emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, the California Department of Education released New COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all stakeholders developing and updating the instructional plans and activities accordingly.

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

MPS Reopening Task Force members are comprised of Home Office staff, school site admins, teachers, and board members. The Taskforce has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

On July 17 Governor Gavin Newsom laid out a pandemic plan for learning and safe schools, and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Stakeholder Engagement

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

MPS has a school Reopening Task Force that has been meeting since May 5th with the goal of reopening our school campuses for the continuity of high quality education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections, and excellence.

MPS Reopening Task Force members are comprised of Home Office staff, school site admins, teachers, board members, and community members. The Task Force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE, and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

MSA4 has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students. Following are the dates of such meetings: April 6th, June 10th, July 28th, August 14th, August 19th, August 20th, and August 21st.

The meetings were held virtually on the Zoom platform in English with Spanish translation. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health, and other relevant topics.

The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program. We shared our plans with our Parent Advisory Committee (PAC), SSC and ELAC for additional feedback.

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

We held our virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions in Zoom. We notified the parents via parent square about the meetings. We have shared the presentations with the parents via parent square for parents to review the information shared during town hall meetings.

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

Almost all members of each stakeholder group felt the safety of staff and students should drive the method of instruction for the year. All groups prioritized returning to campuses under the safest conditions possible. This included preparing buildings with equipment and supplies to clean more thoroughly. Consistent feedback was also received on the need to train staff, students, and families on the most effective ways to prevent the transmission of COVID-19.

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

MPS conducted parent and staff surveys in June. We analyzed the survey response data to determine needs for inclusion into Learning Continuity and Attendance Plan to support students. Stakeholders have influenced multiple components of the MSA4's Learning Continuity and Attendance Plan.

Families and students recommended more consistency in the tools and organization of the distance learning instructional program in general. This led to Google Classroom being adopted as the single learning management system. Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. MSA4 will continue implementing evidence based instructional/intervention materials such as MAP testing and IAB Mathematics and English Language Arts diagnostic and curriculum and provide professional development on effective instructional strategies.

We implemented a distance learning website where teachers post weekly learning objectives and activities to inform students and parents. This is intended to support both parents/guardians and students.

We provided summer school for students during the summer in order to support prevent learning loss.

MSA4 has adopted and will implement a new Social Emotional Learning (SEL) curriculum this year. SEL lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction.

MSA4 will continue to focus on the most vulnerable students in our planning and implementation. Teachers will be available to help students after school hours and conduct small group instruction to enhance learning. We will also implement Saturday school for additional support.

Staff recommended specific tools adopted for support of distance learning and improving the continuity of instruction. We purchased additional laptops for teachers to provide distance learning for students.

MSA4 will continue with our annual comprehensive professional development plan. The comprehensive professional development plan for 2020-21 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students with an emphasis on high need groups such as English Learners, Special Education, and low socioeconomic students.

MSA4's reopening plans contains a comprehensive plan for providing personal protective equipment, personal hygiene tools and supplies, barriers and spacing requirements, and various other methods for ensuring a safe environment when students return for in-person instruction.

MSA4 hired one registered nurse and one certified nursing assistant to address the increased health needs of students.

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.]

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, it is our recommendation that schools reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Thursday for in-person instruction. Cohort B will attend school on Tuesday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD, and planning time. We also recommend that Wednesdays are utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We recommend that all MPS schools follow the hybrid model (as discussed above) for reopening schools. However, we understand that local contexts, including staffing, student and family needs, and requirements from various authorizers, and well as co-located campuses, will impact schedules differently at each site. Therefore, we recommend that each MPS school be given flexibility in terms of daily schedules and course offerings.

Grading Policy: We recommend that all MPS schools continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Although schools will not be able to reopen in the traditional manner, we are no longer in an emergency situation which requires a

do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We recommend that all MPS schools continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. While all MPS schools utilize MAP testing at least twice per year (Fall and Spring), we recommend an additional Winter assessment so that schools have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we recommend that all MPS schools continue to administer the Math and ELA Smarter Balanced Interim Assessments according to the testing schedule organized by the Home Office Academic Team.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, we recommend that students remain stationary in their classrooms, and (at the secondary level) that teachers rotate between classrooms to provide instruction. Students should be assigned seats in their classrooms and should stay seated as much as possible in order to maintain appropriate social distancing.

Next Steps

Magnolia Public Schools will continue providing students and families with high quality and standards-based education programs with new reopening orders, guides, and requirements. In compliance with the legislation and regulations, MPS will offer in-person instruction to the greatest extent when it is safe and recommended. As of August 18, 2020, MSA-4 has started with the Distance Learning model based on the CDPH and Governor's order and MPS Board of Governance actions.

All teachers are expected to provide high-quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning

- Under newly enacted state law, MPS will provide:
- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

In-Person Re-Opening Criteria (CDPH)

MPS may reopen for in-person instruction at any time if located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.

Distance learning includes both virtual and non-virtual means of providing education. The school site is mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable, or successful with digital learning. As educators, we will continue differentiating the curriculum, instruction, and assessment for all of our learners addressing their needs, interests, and backgrounds.

Distance Learning Version 2.0

Home office and school teams work in strengthening and improving the Distance Learning plans and programs as this mode of learning will continue being part of our offerings for the 2020-21 School Year. Specifically;

- Adding new instructional programs and effective approaches,
- Addressing and mitigating the learning loss due the COVID-19 closures-Providing staff with new professional developments on Distance Learning.
- Continue capacity building for flipped learning/classroom and hybrid and blended learning promising practices and tools
- Establishing set class schedules and meeting times
- Improving engagement, attendance and communication means
- Training parents and students
- Improving grading and attendance systems
- Improving assessments and monitoring

Per Ed. Code, § 43503(b), MPS Distance learning will include the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade-level standards that are provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

- MPS Distance Learning Portal
- Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools
- Email contact
- Phone contact

- Student work submitted in other communicative ways
- Student Square communication tool
- Parent Square communication tool
- In-person as permitted by the public health orders

Mitigation of Learning Loss - MTSS/Tiered Interventions/Support

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student.

MPS Wide Digital Programs

Clever, MPS's Single Sign on for online programs, will be used as a backbone for access to all digital programs. All MPS teachers are expected to use Google Classroom to facilitate teaching and learning activities. MPS's Distance Learning Portal will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues

- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Hold “Office Hours”
- Keep up with pacing and maps
- Do effective time management

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

Description	Total Funds	Contributing
Registered Nurse and Certified Nursing Assistant (CrossCountry) to address the increased health needs of students and COVID-19 screening.	\$49,245.00	No
Personal Protective Equipment: <ul style="list-style-type: none"> • Face Covering • Plexiglass barriers • Thermometers • Cleaning Equipment and supplies • Hydration Stations • Handwashing Stations • Disinfecting Materials • Visual Cues and Materials to Maximize Social Distancing 	\$37,500.00	No

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.]

MPS has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher uses a learning management platform, such as Google Classroom, has created a Google Classroom to post assignments, resources and provide feedback to students. For students that do not currently have access to online resources, physical resources and assignments are provided. Instruction is conducted in a variety of manners. Students have the option to attend virtual live sessions with their teachers. These sessions are also recorded for students who are not able to attend the live sessions. Teachers conduct virtual office hours weekly to further support students and provide opportunities for them to get additional support. Teachers also post videos and resources, post discussion questions, and use various online programs to provide learning opportunities. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our parent messaging system. To support technology needs, our school has distributed Chromebooks and hot spots to students.

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.]

MSA-4 provides Chromebook Devices and Internet Hotspots for all students and families in need of. Several surveys and communications took place leading up to the distribution of Chromebook Devices and Internet Hotspots before instruction started. Currently 100% of our students have devices and 100% have access to the 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.]

Pupil participation will be assessed through daily assignments, synchronous "live" instruction, and daily check-in through SSR/Advisory classes. The participation will be measured by the teachers daily assignment (time value). Once received, the assignments will be corrected and feedback will be provided to the student directly to address any areas of need. Students and parents are encouraged to keep clear lines of communication open with teachers. School sites are assigning mentors to check in with students on a weekly basis and time will be allotted for 1 to 1 support and tutoring sessions. We also use the Multi-Tiered Systems of Support Framework to adapt lessons and assignments to meet the needs of our students and encourage family and community engagement and feedback throughout the learning

process, i.e. surveys, town hall meetings, teacher check-in with students and families. We encourage all Magnolia families to stay informed by subscribing to our ParentSquare application to receive the latest updates and to visit the COVID-19 Information and Resource Center on the Magnolia Public Schools website. Additionally, we utilize StudentSquare, a student communication companion to ParentSquare and functions almost exactly in the same format as ParentSquare. Each middle and high school (6th-12th grade) student will automatically have an account in StudentSquare based on their school email addresses and will receive StudentSquare messages via email.

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.]

As part of the Distance Learning V.2 implementation, MPS Home Office and school will provide staff with new professional developments on Distance Learning promising practices. We will continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools. Schedules allow for organization-wide professional development on Wednesday mornings from 8am-10am.

With the school year beginning via distance learning and students facing numerous challenges due to the pandemic, it is more important than ever before to incorporate Social Emotional Learning (SEL) across ALL subject areas on a regular basis. This year, we will be using The Zones of Regulation curriculum across the organization to support students' mental and social-emotional wellbeing. Professional development and resources will be provided to all staff, introduction to the lessons will be provided to parents and stakeholders as well so they can follow along at home.

MPS held several virtual Professional Development activities and provided training on DL for all. Initial training included Google Classroom 101, Google Hangouts 101, DL Math Q & A, DL ELA Q & A, Managing the Virtual Classroom, Special Populations Q & A, and Zoom 101. MPS has been conducting surveys with all stakeholders to learn about what worked and what changes were needed to strengthen the distance learning program. This feedback, in addition to, research and further guidance from local, state and federal agencies has guided the development of the MPS Distance Learning 2.0 plans. 2020 Summer in-Service offered another opportunity for us to learn about promising practices in DL in the following areas and topics:

- Engaging Students in Remote Learning for Google Classroom in MTSS environment With Alice Keeler Distance Learning for Virtual Success – MGH
- Visual Performance Arts in a Virtual World
- Engaging Students with StudySync for Distance Learning
- Next Steps in Special Education for Distance Learning
- Testing During Distance Learning
- EL Programs and Coordinators Meeting
- Effective Integration of Learning Resources Platforms to use in the Online Classroom
- Planning Consideration for Math Instruction for the 2020-2021 School Year
- DOS Welcome Back, Preparing to Launch
- DL Computer Science programs
- Distance Learning Strategies for Physical Education
- Distance Learning Collaboration for Elementary Teachers

- The new normal "Test Optional" – remote testing

Staff Roles and Responsibilities

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

With the implementation of distance learning, all staff roles and responsibilities have shifted drastically to better meet the needs of our students and community.

During distance learning, teachers need to prepare lessons for and conduct live interactions with students each day by utilizing zoom virtual communication platform, and prepare and post asynchronous learning activities in Google Classroom for students to complete independently. Teachers are also responsible for the evaluation of the instructional time value of student work to determine attendance. In addition, teachers will have to communicate much more with families to support students and families to eliminate the challenges of distance learning and improve meaningful student engagement. Teachers will also be implementing SEL content into their lessons to assist with social emotional issues. Two teachers will be working with additional stipends on Saturdays to continue supporting students in a small group setting.

Classified staff members have flexibility in worktimes, and worksites as needed to contribute to the needs of the MSA 4 school community. For example, our office team will work remotely for two days and report to the school for three days.

Office manager will continue all the core functions with minor adaptations to the distance learning context. She will follow-up with teachers who are not documenting attendance/engagement. She will be also responsible to reach out to students and families to make sure students are engaging in distance learning. The office manager will also schedule intervention Zoom meetings with the families as needed. Our office manager will work closely with the school nurse to follow the screening protocols to lower the risk of spreading of COVID-19.

Resource Specialist and SPED Aide will support instruction within the virtual classroom and collaborate with teachers to provide necessary accommodations for students in the general education classes. They will also support students during asynchronous learning in small group setting for reteaching and intervention. Resource specialists will set up and complete virtual IEP meetings. She will also work on developing strategies on how to engage parents to be meaningful participants and to facilitate the paperwork of conducting an IEP in virtual zoom meeting.

Administrators' responsibilities have shifted to monitoring and managing the distance learning system. The Admin team works collaboratively to create reopening plan to keep students and staff safe while they are on campus. The principal is responsible for responding to COVID-19 concerns. Assistant principal will be responsible to ensure teachers are providing students with appropriate distance learning opportunities and accurately tracking the curriculum and engagement.

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.]

All English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. These courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Our schools have a Homeless/ Foster Youth Liaison who stay in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs, we surveyed our families regarding what they may need and how we can help, based on the responses provided our school leaders addressed requests. Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Special education and related services shall be provided as required by IDEA following a student's individualized education program ("IEP") either in-person hybrid or by appointment; or through a live synchronous virtual connection. Accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Designated instructional services and any compensatory minutes will be provided via certified DIS providers using a FERPA/HIPPA compliant secure portals. Pursuant to SB 1117 initial timelines will be tolled until school resumes, and all other timelines will be adhered to, to the fullest extent possible during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact the school principal or designee for assistance.

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

Description	Total Funds	Contributing
Digital Textbook and Curriculum	\$9,402.00	Yes
Educational Software	\$35,625.00	Yes

Description	Total Funds	Contributing
Professional Development For Teachers	\$23,901.00	Yes
Technology (Chromebook, Hotspot, teacher computers, etc.)	\$23,350.00	Yes
Parent Academy to provide support to the parents during distance learning	\$1250.00	Yes

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.]

MPS will use an accelerated learning model with just-in-time interventions to ensure students are learning grade level content while building pre-requisite skills from the prior grade level. Students will immediately move into grade level appropriate content rather than repeating material from the prior grade level. ELA and Math Teachers will be provided with vertical alignment opportunities to learn about material they may have not previously taught so they can adjust lessons appropriately. Master scheduling includes activities to help students recover learning loss, dedicated time for SEL lessons, and support for students. In addition, professional development and additional planning time has been scheduled for teachers to ensure time is available to design and implement high-quality instruction. When the students must participate in distance learning due to safety, synchronous and asynchronous instruction focused on grade level standards will be provided to students on a daily basis. Assignments will be high-quality, relevant and aligned to the rigor of what is offered during in-person instruction. Set schedules and expectations will be established for students that allow for daily interaction with certificated staff and peers.

In order to measure learning status, the MPS assessment cycle consists of ongoing formative assessment throughout the year to monitor learning and inform instruction. NWEA's Measure of Academic Progress (MAP) is administered for reading and math for students in grades 2-11, at least twice a year. In addition, clearly outlined Interim Assessment Blocks (IABs) are given to students as unit assessments in ELA and Math for students in 3rd-11th grade.

MPS has adopted high-quality, standards-based instructional materials for all subject areas, including ELD. The curriculum has both print and digital versions to provide access to all students. Teachers create standards-based lessons using instructional materials and embed support

and tiered questions within their lesson plans. Lessons are planned using multiple modalities to engage all learners and offer multiple entry points to ensure all students can be successful. For ELA and Math, the instructional content has been prioritized in order to ensure students are able to engage in the essential work of the grade level and do not fall further behind. Pacing guides aligned to Interim Assessment Blocks (IABs) have been created by the MPS Academic Team to guide instruction and ensure teachers are providing high-quality instruction and assessed using a non-biased formative assessment. ELD instruction will focus on high-quality reading, writing, listening, and speaking skills practice, so that EL students will continue to make progress towards meeting their language acquisition goals and move towards reclassification. Ongoing professional development is conducted with ELA and Math teachers to deep-dive into grade level content standards and assist teachers in creating units and activities that best support the teaching of those standards. All teachers will receive professional development on providing both Designated and Integrated ELD in their core classes, and teachers will be trained on providing scaffolded supports through SDAIE strategies and the CHATS Framework.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. Data from the formative assessments will be used to inform tiered interventions for all students. Tier I interventions will be conducted in the classroom by the general education teachers. Teachers have been provided with professional development to help with the planning and implementation of Tier I interventions through both UDL and MTSS training. Additional professional development will be conducted throughout the school year to further support teachers in creating just-in-time, tier I interventions. Tier II and Tier III interventions are in place for students who need further support and are scheduled into students' schedules for interventions conducted during the school day. Tier II and Tier III interventions consist of specialized classes, Power ELA and Math, additional Designated ELD courses, and small group support. In addition, extended school day offerings, such as after-school tutoring and Saturday school, are provided for students to receive further support outside the school day. Summer school, focusing on enrichment and mitigation of learning loss, was also offered to students during the summer of 2020 and will continue to be offered in future years.

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.]

All students in tier I receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier I supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier I supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier II interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help

students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support. For English Learners, Designated ELD is provided to further support students in the acquisition of the English language. Students with an IEP or 504 plan, receive services as outlined in their individualized plans.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier III interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Priority for tiered interventions will be provided to students with unique needs. To further support students with unique needs, staff will identify further opportunities to recover instructional time by assigning small group instruction to the students who need additional support. Time and resources will be identified for additional high-impact supports, such as additional tutoring or extra time working one-on-one with teachers or paraprofessionals.

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 use of NWEA's MAP Growth Reports and data from IABs will be utilized to determine the effectiveness of the supports and services used to address learning loss. Using the nationally normed data from NWEA, growth will be monitored for each student. It is expected that students will grow at a rate higher than the national average based on their grade level in ELA and Math. IAB data covering the essential standards of the grade level will be collected, analyzed and compared to statewide data. It is expected that the data will show similar results to statewide data.

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

Description	Total Funds	Contributing
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.	\$8,500.00	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	\$10,881.00	Yes

Description	Total Funds	Contributing
Instructional (SPED) Aide to support to students in small group setting during Asynchronous Learning and After School.	\$30,000.00	Yes
EL Coordinator Additional Duties Pay	\$5000.00	Yes

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.]

During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check-ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic. A mental health and well-being survey was administered to students and caregivers in May and helped inform the next step for continuous support of students and families. Constant communication regarding mental health and wellbeing resources have been shared via our school communication system Parent Square. Resources that have been shared prioritize self-care strategies for the whole family, and help lines offered by the LA County. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with LACOE's Suicide Prevention and ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self-

awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning of the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed, the student may be referred to a mental health provider at school while looping in parent/guardian.

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.]

The key to intervention is to start early, in order to support our students we have communicated to staff the critical importance of accurate attendance. Synchronous and asynchronous attendance tracking presents challenges so to support our teachers with correct implementation of attendance practices we have identified an Attendance Supervisor and Attendance Lead at every school site. Teachers are instructed to take attendance using the student information system, Illuminate, and should a student not be able to complete the same day assignment they can complete a google form checking in with the teacher explaining why they could not complete the form but demonstrating evidence of engagement with the assignment.

At the early stage of intervention with absences will be the expectations communicated with all stakeholders, teachers taking accurate attendance and reaching out to the student/family for a reason and support to decrease any barriers to accessing the instructional time and resources. After the teacher has made a minimum of three points of contact with family and still no improvement the Attendance Lead and Attendance Supervisor will be notified and the Attendance Supervisor will work on using more targeted re-engagement strategies.

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and are not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

- Verification of current contact information for each enrolled student.
- Daily notification to parents or guardians of absences;
- Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

For synchronous instruction, the School will require students to log in to the interactive session either through Google Classroom or other virtual platforms to demonstrate student participation. For asynchronous instruction, the School will require students to complete assignments to demonstrate student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found on the school website and in the MPS Student/Parent Handbook.

Additional re-engagement strategy resources will be pulled from Attendance Works and the LACOE Student Engagement and Attendance LiveBinder modules 2, 4, 5 and 6 to inform systems and practices.

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.]

MSA 4 is committed to doing all we can do to support our students and families in greatest need. To ensure students and families have access to daily meals, our school has started providing school meals to students through our provider. Meals are distributed in front of the school entrance to ensure social distancing guidelines are observed by Magnolia Science Academy-4 located at, 11330 Graham Place, Los Angeles, 90064. We implement a state-approved Covid-19 Emergency Feeding Plan that details the steps taken to ensure that meals are served under state guidelines. This includes ensuring that all meal servers are trained and aware of meal service guidelines. Meals are distributed to parents or guardians to take home to their children minimizing exposure to the Covid-19. We have safety signs and reminders posted at the school site and around the meal grab location. Servers have access to hand washing stations. Families are also able to grab

multiple meals at a time to cut down on the number of times they need to visit a week. Social distancing guidelines are observed during meal pickup.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
22%	\$316,912

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.]

Due to the impact of Covid-19 emergency school closures, and the resulting learning loss, MPS created detailed plans and guides for instruction, focusing on students most in need, such as ELs. Within Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. All MPS teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MPS teachers will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Schools will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. In August of 2020, the MPS EL Coordinator provided professional development to all teachers on ELD instructional strategies and CHATS framework, and the MPS EL Master Plan. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed. Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Finally, MPS schools will provide ongoing Parent Trainings for all of our parents. All trainings and parent meetings, as well as invitations to such meetings, will be available in both English and Spanish, and schools will make every effort to provide primary language support to parents who may speak another language. We will strive to provide parent training for all online platforms, including, but not limited to Zoom, Google Classrooms, Clever, and Illuminate. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents, as well as stakeholder feedback meetings such as Coffee with the Principal. MPS will provide targeted assistance to low income students and their families in college and career readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all students, including our unduplicated students.

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

In order to improve services provided to foster youth, EL, and low-income students, MPS has strengthened our Instructional Programs and put additional supports in place during Distance Learning. In addition to our comprehensive ELD program, as discussed above, EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. This additional course option for EL Level 3 and 4 students was added for the 2020-2021 school year in an effort to mitigate learning loss for ELs and assist these students in their continued progress toward the goal of reclassification. These Designated ELD courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach.

Furthermore, our schools have a Homeless/ Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs. We surveyed our families regarding what they may need and how we can help, and based on the responses provided, our school leaders addressed requests. For example, our current number of families experiencing homelessness started to increase post Covid Safer at Home orders. Qualitative data was collected by school sites regarding economic hardships became apparent as contact information began to shift for families. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are still organizing the best way to order additional supplies for care packages to each student/ family. The logistics of how to package the materials and distribute to every school site and then distribute to every family is an area of need.

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
Magnolia Science Academy-5	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 705-5676

General Information

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

In December 2019, an outbreak of respiratory illness due to a coronavirus now known as COVID-19 was first identified in Wuhan City, China and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control (“CDC”) activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020 the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On March 13, 2020, MPS Board of Directors passed the Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the COVID-19 virus. Also, on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS home office together with school teams developed and rolled out an emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, California Department of Education released NewCOVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all stakeholders developing and updating the instructional plans and activities accordingly.

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

On July 17 Governor Gavin Newsom laid out a pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Stakeholder Engagement

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

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections, and excellence.

MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, board members, and community members. The Task Force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE, and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

The school has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students. Following are the dates of such meetings: June 9th and June 29th.

The meetings were held virtually on the Zoom platform in English with Spanish translation. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health, and other relevant topics.

The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program. We shared our plans with our Parent Advisory Committee (PAC), SSC and ELAC for additional feedback.

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

We held our virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions in Zoom.

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

The feedback that we received from our specific stakeholders was very positive. Our stakeholders were content with the steps that we were taking to prepare for the safety of our students and staff when coming back on campus as well as the way the academic program would look virtually and in person for a hybrid model.

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

We held our virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions in Zoom.

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.]

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, it is our recommendation that schools reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Thursday for in-person instruction. Cohort B will attend school on Tuesday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD, and planning time. We also recommend that Wednesdays are utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We recommend that all MPS schools follow the hybrid model (as discussed above) for reopening schools. However, we understand that local contexts, including staffing, student and family needs, and requirements from various authorizers, and

well as co-located campuses, will impact schedules differently at each site. Therefore, we recommend that each MPS school be given flexibility in terms of daily schedules and course offerings.

Grading Policy: We recommend that all MPS schools continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Although schools will not be able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We recommend that all MPS schools continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. While all MPS schools utilize MAP testing at least twice per year (Fall and Spring), we recommend an additional Winter assessment so that schools have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we recommend that all MPS schools continue to administer the Math and ELA Smarter Balanced Interim Assessments according to the testing schedule organized by the Home Office Academic Team.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, we recommend that students remain stationary in their classrooms, and (at the secondary level) that teachers rotate between classrooms to provide instruction. Students should be assigned seats in their classrooms and should stay seated as much as possible in order to maintain appropriate social distancing.

3- Next Steps

Magnolia Public Schools will continue providing students and families with high quality and standards-based education programs with new reopening orders, guides, and requirements. In compliance with the legislation and regulations, MPS will offer in-person instruction to the greatest extent when it is safe and recommended. As of August 18, 2020, MSA-5 opened with the Distance Learning model based on the CDPH and Governor's order and MPS Board of Governance actions.

All teachers are expected to provide high-quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning

Under newly enacted state law, MPS will provide:

- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

In-Person Re-Opening Criteria (CDPH)

MPS may reopen for in-person instruction at any time if located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.

Distance learning includes both virtual and non-virtual means of providing education. The school site is mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable, or successful with digital learning. As educators, we will continue differentiating the curriculum, instruction, and assessment for all of our learners addressing their needs, interests, and backgrounds.

Distance Learning Version 2.0

Home office and school teams work in strengthening and improving the Distance Learning plans and programs as this mode of learning will continue being part of our offerings for the 2020-21 School Year. Specifically;

- Adding new instructional programs and effective approaches,
- Addressing and mitigating the learning loss due the COVID-19 closures
- Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning promising practices and tools
- Establishing set class schedules and meeting times
- Improving engagement, attendance and communication means
- Training parents and students
- Improving grading and attendance systems
- Improving assessments and monitoring

Per Ed. Code, § 43503(b), MPS Distance learning will include the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade-level standards that are provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

- MPS Distance Learning Portal
- Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools
- Email contact
- Phone contact
- Student work submitted in other communicative ways
- Student Square communication tool
- Parent Square communication tool
- In-person as permitted by the public health orders

Mitigation of Learning Loss - MTSS/Tiered Interventions/Support

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student.

MPS Wide Digital Programs

Clever, MPS's Single Sign on for online programs, will be used as a backbone for access to all digital programs. All MPS teachers are expected to use Google Classroom to facilitate teaching and learning activities. MPS's Distance Learning Portal will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Hold “Office Hours”
- Keep up with pacing and maps
- Do effective time management

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

Description	Total Funds	Contributing
Protective Personal Equipment such as counter shield guards, face coverings, signage, etc.	\$2,000	No

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.]

MPS has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher uses a learning management platform, such as Google Classroom, has created a Google Classroom to post assignments, resources and provide feedback to students. For students that do not currently have access to online resources, physical resources and assignments are provided. Instruction is conducted in a variety of manners. Students have the option to attend virtual live sessions with their teachers. These sessions are also recorded for students who are not able to attend the live sessions. Teachers conduct virtual office hours weekly to further support students and provide opportunities for them to get additional support. Teachers also post videos and resources, post discussion questions, and use various online programs to provide learning opportunities. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our parent messaging system. To support technology needs, our school has distributed Chromebooks and hot spots to students.

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.]

MSA-5 provides Chromebook Devices and Internet Hotspots for all students and families in need of. Several surveys and communications took place leading up to distribution of Chromebook Devices and Internet Hotspots before instruction started. Currently about 78% of our students have devices and about 25% have hotspots to provide access to the 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.]

Pupil participation will be assessed through daily assignments, synchronous "live" instruction, and daily check-in through SSR/Advisory classes. The participation will be measured by the teachers daily assignment (time value). Once received, the assignments will be corrected and feedback will be provided to the student directly to address any areas of need. Students and parents are encouraged to keep clear lines of communication open with teachers. School sites are assigning mentors to check in with students on a weekly basis and time will be

allotted for 1 to 1 support and tutoring sessions. We also use the Multi-Tiered Systems of Support Framework to adapt lessons and assignments to meet the needs of our students and encourage family and community engagement and feedback throughout the learning process, i.e. surveys, town hall meetings, teacher check-in with students and families.

We encourage all Magnolia families to stay informed by subscribing to our ParentSquare application to receive the latest updates and to visit the COVID-19 Information and Resource Center on the Magnolia Public Schools website. Additionally, we utilize StudentSquare, a student communication companion to ParentSquare and functions almost exactly in the same format as ParentSquare. Each middle and high school (6th-12th grade) student will automatically have an account in StudentSquare based on their school email addresses and will receive StudentSquare messages via email.

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.]

As part of the Distance Learning V.2 implementation, MPS home office and school will provide staff with new professional developments on Distance Learning promising practices. We will continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools. Schedules allow for organization-wide professional development on Wednesday mornings from 8am-10am.

With the school year beginning via distance learning and students facing numerous challenges due to the pandemic, it is more important than ever before to incorporate Social Emotional Learning (SEL) across ALL subject areas on a regular basis. This year, we will be using The Zones of Regulation curriculum across the organization to support students' mental and social-emotional wellbeing. Professional development and resources will be provided to all staff, introduction to the lessons will be provided to parents and stakeholders as well so they can follow along at home.

MPS held several virtual Professional Development activities and provided training on DL for all. Initial training included Google Classroom 101, Google Hangouts 101, DL Math Q & A, DL ELA Q & A, Managing the Virtual Classroom, Special Populations Q & A, and Zoom 101. MPS has been conducting surveys with all stakeholders to learn about what worked and what changes were needed to strengthen the distance learning program. This feedback, in addition to, research and further guidance from local, state and federal agencies has guided the development of the MPS Distance Learning 2.0 plans. 2020 Summer in-Service offered another opportunity for us to learn about promising practices in DL in the following areas and topics:

- Engaging Students in Remote Learning for Google Classroom in MTSS environment With Alice Keeler Distance Learning for Virtual Success – MGH
- Visual Performance Arts in a Virtual World
- Engaging Students with StudySync for Distance Learning

- Next Steps in Special Education for Distance Learning
- Testing During Distance Learning
- EL Programs and Coordinators Meeting
- Effective Integration of Learning Resources Platforms to use in the Online Classroom
- Planning Consideration for Math Instruction for the 2020-2021 School Year
- DOS Welcome Back, Preparing to Launch
- DL Computer Science programs
- Distance Learning Strategies for Physical Education
- Distance Learning Collaboration for Elementary Teachers
- The new normal "Test Optional" – remote testing

Staff Roles and Responsibilities

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

Staff roles and responsibilities of affected staff as a result of COVID-19 were that some staff have been assigned as mentors to students that were not engaging in distance learning. They are to reach out to students and their families if they miss their classes.

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.]

All English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. These courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Our schools have a Homeless/ Foster Youth Liaison who stay in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families

experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs, we surveyed our families regarding what they may need and how we can help, based on the responses provided our school leaders addressed requests. Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Special education and related services shall be provided as required by IDEA following a student's individualized education program ("IEP") either in-person hybrid or by appointment; or through a live synchronous virtual connection. Accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Designated instructional services and any compensatory minutes

will be provided via certified DIS providers using a FERPA/HIPPA compliant secure portals. Pursuant to SB 1117 initial timelines will be tolled until school resumes, and all other timelines will be adhered to the fullest extent possible during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact the school principal or designee for assistance.

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

Description	Total Funds	Contributing
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and Hot Spots and other associated materials	\$81,700	Yes
Online learning platforms to enhance learning and assist with mitigating learning loss through remote/distance learning that includes: Zoom, Papers, easyCBM, GoalBooks, BrainPop, MyOn)	\$1,700	Yes
Student Group Therapy and SPED Services	\$6,500	Yes

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.]

MPS will use an accelerated learning model with just-in-time interventions to ensure students are learning grade level content while building pre-requisite skills from the prior grade level. Students will immediately move into grade level appropriate content rather than repeating material from the prior grade level. ELA and Math Teachers will be provided with vertical alignment opportunities to learn about material they may have not previously taught so they can adjust lessons appropriately. Master scheduling includes activities to help students recover learning loss, dedicated time for SEL lessons, and support for students. In addition, professional development and additional planning time has been scheduled for teachers to ensure time is available to design and implement high-quality instruction. When the students must participate in distance learning due to safety, synchronous and asynchronous instruction focused on grade level standards will be provided to

students on a daily basis. Assignments will be high-quality, relevant and aligned to the rigor of what is offered during in-person instruction. Set schedules and expectations will be established for students that allow for daily interaction with certificated staff and peers. In order to measure learning status, the MPS assessment cycle consists of ongoing formative assessment throughout the year to monitor learning and inform instruction. NWEA's Measure of Academic Progress (MAP) is administered for reading and math for students in grades 2 - 11, at least twice a year. In addition, clearly outlined Interim Assessment Blocks (IABs) are given to students as unit assessments in ELA and Math for students in 3rd -11th grade.

MPS has adopted high-quality, standards-based instructional materials for all subject areas, including ELD. The curriculum has both print and digital versions to provide access to all students. Teachers create standards-based lessons using instructional materials and embed support and tiered questions within their lesson plans. Lessons are planned using multiple modalities to engage all learners and offer multiple entry points to ensure all students can be successful. For ELA and Math, the instructional content has been prioritized in order to ensure students are able to engage in the essential work of the grade level and do not fall further behind. Pacing guides aligned to Interim Assessment Blocks (IABs) have been created by the

MPS Academic Team to guide instruction and ensure teachers are providing high-quality instruction and assessed using a non-biased formative assessment. ELD instruction will focus on high-quality reading, writing, listening, and speaking skills practice, so that EL students will continue to make progress towards meeting their language acquisition goals and move towards reclassification. Ongoing professional development is conducted with ELA and Math teachers to deep-dive into grade level content standards and assist teachers in creating units and activities that best support the teaching of those standards. All teachers will receive professional development on providing both Designated and Integrated ELD in their core classes, and teachers will be trained on providing scaffolded supports through SDAIE strategies and the CHATS Framework.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. Data from the formative assessments will be used to inform tiered interventions for all students. Tier I interventions will be conducted in the classroom by the general education teachers. Teachers have been provided with professional development to help with the planning and implementation of Tier I interventions through both UDL and MTSS training. Additional professional development will be conducted throughout the school year to further support teachers in creating just-in-time, tier I interventions. Tier II and Tier III interventions are in place for students who need further support and are scheduled into students' schedules for interventions conducted during the school day. Tier II and Tier III interventions consist of specialized classes, Power ELA and Math, additional Designated ELD courses, and small group support. In addition, extended school day offerings, such as after-school tutoring and Saturday school, are provided for students to receive further support outside the school day. Summer school, focusing on enrichment and mitigation of learning loss, was also offered to students during the summer of 2020 and will continue to be offered in future years.

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.]

All students in tier I receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier I supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier I supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier II interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support. For English Learners, Designated ELD is provided to further support students in the acquisition of the English language. Students with an IEP or 504 plan, receive services as outlined in their individualized plans.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier III interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Priority for tiered interventions will be provided to students with unique needs. To further support students with unique needs, staff will identify further opportunities to recover instructional time by utilizing staff office hours and tutoring for individual tutoring and small group support. Time and resources will be identified for additional high-impact supports, such as additional tutoring or extra time working one-on-one with teachers or paraprofessionals.

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 use of NWEA's MAP Growth Reports and data from IABs will be utilized to determine the effectiveness of the supports and services used to address learning loss. Using the nationally normed data from NWEA, growth will be monitored for each student. It is expected that students will grow at a rate higher than the national average based on their grade level in ELA and Math. IAB data covering the essential standards of the grade level will be collected, analyzed and compared to statewide data. It is expected that the data will show similar results to statewide data.

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

Description	Total Funds	Contributing
ASES program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	\$32,000	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	\$35,000	Yes

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.]

During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check-ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic. A mental health and well being survey was administered to students and caregivers in May and helped inform the next step for continuous support of students and families. Constant communication regarding mental health and wellbeing resources have been shared via our school communication system Parent Square. Resources that have been shared prioritize self-care strategies for the whole family, help lines offered by LA County, Orange County and San Diego county. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with LACOE's Suicide Prevention and ongoing Resiliency 2 program

allowed us to share suicide prevention training videos to all families. Prior to school closures we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self-awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning to the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed the student might be referred to a mental health provider at school while looping in parent/guardian.

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.]

The key to intervention is to start early, in order to support our students we have communicated to staff the critical importance of accurate attendance. Synchronous and asynchronous attendance tracking presents challenges so to support our teachers with correct implementation of attendance practices we have identified an Attendance Supervisor and Attendance Lead at every school site. Teachers are instructed to take attendance using the student information system, Illuminate, and should a student not be able to complete the same day assignment they can complete a google form checking in with the teacher explaining why they could not complete the form but demonstrating evidence of engagement with the assignment.

At the early stage of intervention with absences will be the expectations communicated with all stakeholders, teachers taking accurate attendance and reaching out to the student/family for a reason and support to decrease any barriers to accessing the instructional time and

resources. After the teacher has made a minimum of three points of contact with family and still no improvement the Attendance Lead and Attendance Supervisor will be notified and the Attendance Supervisor will work on using more targeted re-engagement strategies.

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

Verification of current contact information for each enrolled student.

Daily notification to parents or guardians of absences;

Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

For synchronous instruction, the School will require students to log in to the interactive session either through google classroom or other virtual platforms to demonstrate Student participation. For asynchronous instruction, the School will require students to complete assignments to demonstrate Student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found at the school website and in the MPS Student/Parent Handbook.

Additional re-engagement strategy resources will be pulled from Attendance Works and the LACOE Student Engagement and Attendance LiveBinder modules 2, 4, 5 and 6 to inform systems and practices.

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.]

Magnolia Science Academy, in partnership with Better4You Meals, continues to provide nutritious meals to all students who need them during the temporary closure of schools. Meals are distributed in the parking lot to ensure social distancing guidelines are observed by Magnolia Science Academy-1 located at, 18238 Sherman Way, Reseda, CA 91332. Students enrolled at Magnolia Science Academy-5, as well as local community members participate in the over 1,000 meals distributed daily from 9 a.m. to 2 p.m. Magnolia Science Academy-5 families also had access to LAUSD Grab N Go distribution centers as well.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
25%	\$765,146

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.]

Due to the impact of Covid-19 emergency school closures, and the resulting learning loss, MPS created detailed plans and guides for instruction, focusing on students most in need, such as ELs. Within Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. All MPS teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MPS teachers will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Schools will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. In August of 2020, the MPS EL Coordinator provided professional development to all teachers on ELD instructional strategies and CHATS framework, and the MPS EL Master Plan. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Finally, MPS schools will provide ongoing Parent Trainings for all of our parents. All trainings and parent meetings, as well as invitations to such meetings, will be available in both English and Spanish, and schools will make every effort to provide primary language support to parents who may speak another language. We will strive to provide parent training for all online platforms, including, but not limited to Zoom, Google Classrooms, Clever, and Illuminate. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents, as well as stakeholder feedback meetings such as Coffee with the Principal. MPS will provide targeted

assistance to low income students and their families in college and career readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all students, including our unduplicated students.

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

In order to improve services provided to foster youth, EL, and low-income students, MPS has strengthened our Instructional Programs and put additional supports in place during Distance Learning. In addition to our comprehensive ELD program, as discussed above, EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. This additional course option for EL Level 3 and 4 students was added for the 2020-2021 school year in an effort to mitigate learning loss for ELs and assist these students in their continued progress toward the goal of reclassification. These Designated ELD courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have a priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach.

Furthermore, our schools have a Homeless/ Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs. We surveyed our families regarding what they may need and how we can help, and based on the responses provided, our school leaders addressed requests. For example, our current number of families experiencing homelessness started to increase post Covid Safer at Home orders. Qualitative data was collected by school sites regarding economic hardships became apparent as contact information began to shift for families. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are still organizing the best way to order additional supplies for care packages to each student/ family. The logistics of how to package the materials and distribute to every school site and then distribute to every family is an area of need.

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
Magnolia Science Academy-6	John Terzi Principal	jterzi@magnoliapublicschools.org (310) 842-8555

General Information

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

In December 2019, an outbreak of respiratory illness due to a Corona-virus now known as COVID-19 was first identified in Wuhan City, China and has since as of the date hereof spread to more than 75 countries, including the United States. The National Centers for Disease Control (“CDC”) activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020 the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On March 13, 2020, MPS Board of Directors passed the Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the COVID-19 virus. Also, on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS Home Office together with school teams developed and rolled out an emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, California Department of Education released New COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all stakeholders developing and updating the instructional plans and activities accordingly.

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

MPS Reopening Task Force members are comprised of Home Office staff, school site admins, teachers, and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

On July 17 Governor Gavin Newsom laid out a pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Stakeholder Engagement

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

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence. MPS Reopening Task Force members are comprised of Home Office staff, school site admins, teachers, and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

The school has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students. Following are the dates of such meetings: 6/10/20 and 7/28/20.

The meetings were held virtually on the Zoom platform in English with Spanish translation. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health and other topics.

The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program. We shared our plans with our Parent Advisory Committee (PAC), SSC and ELAC for additional feedback.

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

We held our virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions in Zoom. We also provided the phone number for those who were unable to join through the Zoom platform. After the meetings, meeting power point presentations were shared with all stakeholders via our communication tool ParentSquare.

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

Feedback from our stakeholders included; questions that pertained to the reopening of the school, how students are to learn via our Zoom/Google meets program, questions about graduation/culmination, comments made about their child not understanding how to log in, technical issues.

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

We held our virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions in Zoom. We had a couple of meetings regarding updates about Distance Learning, updates about our culmination ceremony, and grade level meetings that were designed to help parents understand the platform we are using to continue their child's education at home.

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.]

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, it is our recommendation that schools reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD and planning time. We also recommend that Wednesdays are utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We recommend that all MPS schools follow the hybrid model (as discussed above) for reopening schools. However, we understand that local contexts, including staffing, student and family needs, and requirements from various authorizers, and well as co-located campuses, will impact schedules differently at each site. Therefore, we recommend that each MPS school be given flexibility in terms of daily schedules and course offerings.

Grading Policy: We recommend that all MPS schools continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Although schools will not be able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We recommend that all MPS schools continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. While all MPS schools utilize MAP testing at least twice per year (Fall and Spring), we recommend an additional Winter assessment so that schools have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we recommend that all MPS schools continue to administer the Math and ELA Smarter Balanced Interim Assessments according to the testing schedule organized by the Home Office Academic Team.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, we recommend that students remain stationary in their classrooms, and (at the secondary level) that teachers rotate between classrooms to provide instruction. Students should be assigned seats in their classrooms and should stay seated as much as possible in order to maintain appropriate social distancing.

3- Next Steps

Magnolia Public Schools will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MPS will offer in-person instruction to the greatest extent when it is safe and recommended. As of August 18, 2020, MSA-6 has started with the Distance Learning only model based on the CDPH and Governor's order and MPS Board of Governance actions.

All teachers are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning

Under newly enacted state law, MPS will provide:

Devices and connectivity so that every child can participate in distance learning.

Daily live interaction for every child with teachers and other students.

Class assignments that are challenging and equivalent to in-person instruction.

Targeted supports and interventions for English learners and special education students.

In-Person Re-Opening Criteria (CDPH)

MPS may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.

Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Distance Learning Version 2.0

Home office and school teams work in strengthening and improving the Distance Learning plans and programs as this mode of learning will continue being part of our offerings for the 2020-21 School Year. Specifically;

Adding new instructional programs and effective approaches,
Addressing and mitigating the learning loss due the Covid-19 closures
Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
Establishing set class schedules and meeting times
Improving engagement, attendance and communication means
Training parents and students
Improving grading and attendance systems
Improving assessments and monitoring

Per Ed. Code, § 43503(b), MPS Distance learning will include the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

MPS Distance Learning Portal
Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools
Email contact
Phone contact
Student work submitted in other communicative ways
Student Square communication tool
Parent Square communication tool
In-person as permitted by the public health orders
Mitigation of Learning Loss - MTSS/Tiered Interventions/Support

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student.

MPS Wide Digital Programs

Clever, MPS's Single Sign on for online programs, will be used as a backbone for access to all digital programs. All MPS teachers are expected to use Google Classroom to facilitate teaching and learning activities. MPS's Distance Learning Portal will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Hold "Office Hours"
- Keep up with pacing and maps
- Do effective time management

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

Description	Total Funds	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitors	\$44,000	No
Deep Cleaning and Disinfecting of Campus	\$5,000	No
Purchase of necessary Personal Protective Equipment for students and staff	\$12,000	No
Hiring of additional SPED teacher and SPED Aide to support learning loss for our students with learning disabilities	\$95,000	Yes
Hiring of a Teacher Aide to support English Learners in their ELD class	\$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.]

MPS has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students

and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher has created a Google Classroom to post assignments, resources and provide feedback to students. For students that do not currently have access to online resources, physical resources and assignments are provided. Instruction is conducted in a variety of manners. Students have the option to attend virtual live sessions with their teachers. These sessions are also recorded for students who are not able to attend the live sessions. Teachers conduct virtual office hours weekly to further support students and provide opportunities for them to get additional support. Teachers also post videos and resources, post discussion questions, and use various online programs to provide learning opportunities. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, home visits, emails, and through the use of our parent messaging system (parent square). To support technology needs, our school has distributed Chromebooks and hot spots to students.

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.]

MSA-6 provides Chromebook Devices and Internet Hotspots for all students and families in need of. Several surveys and communications took place leading up to distribution of Chromebook Devices and Internet Hotspots before instruction started. Currently 100% of our students have devices and 100% have access to the 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.]

Pupil participation will be assessed through daily assignments, synchronous “live” instruction, and daily check-in through SSR/Advisory (Homeroom) classes. The participation will be measured by the teachers daily assignment (time value). Once received, the assignments will be corrected and feedback will be provided to the student directly to address any areas of need. Students and parents are encouraged to keep clear lines of communication open with teachers. School sites are assigning mentors to check in with students on a weekly basis and time will be allotted for 1 to 1 support and tutoring sessions. We also use the Multi-Tiered Systems of Support Framework to adapt lessons and assignments to meet the needs of our students and encourage family and community engagement and feedback throughout the learning process, i.e. surveys, town hall meetings, teacher check-in with students and families.

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.]

As part of the Distance Learning V.2 implementation, MPS home office and school will provide staff with new professional developments on Distance Learning promising practices. We will continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools. Schedules allow for organization-wide professional development on Wednesday mornings from 8:00 am to 10:00 am.

With the school year beginning via distance learning and students facing numerous challenges due to the pandemic, it is more important than ever before to incorporate Social Emotional Learning (SEL) across ALL subject areas on a regular basis. This year, we will be using The Zones of Regulation curriculum across the organization to support students' mental and social-emotional well-being. Professional development and resources will be provided to all staff, introduction to the lessons will be provided to parents and stakeholders as well so they can follow along at home.

MPS held several virtual Professional Development activities and provided training on DL for all. Initial training included Google Classroom 101, Google Hangouts 101, DL Math Q & A, DL ELA Q & A, Managing the Virtual Classroom, Special Populations Q & A, and Zoom 101. MPS has been conducting surveys with all stakeholders to learn about what worked and what changes were needed to strengthen the distance learning program. This feedback, in addition to, research and further guidance from local, state and federal agencies has guided the development of the MPS Distance Learning 2.0 plans. 2020 Summer in-Service offered another opportunity for us to learn about promising practices in DL in the following areas and topics:

Engaging Students in Remote Learning for Google Classroom in MTSS environment With Alice Keeler Distance Learning for Virtual Success – MGH

Visual Performance Arts in a Virtual World

Higher student engagement methods by Kagan strategies

Engaging Students with StudySync for Distance Learning

Next Steps in Special Education for Distance Learning

Testing During Distance Learning

EL Programs and Coordinators Meeting

Effective Integration of Learning Resources Platforms to use in the Online Classroom

Planning Consideration for Math Instruction for the 2020-2021 School Year

DOS Welcome Back, Preparing to Launch

DL Computer Science programs

Distance Learning Strategies for Physical Education

Distance Learning Collaboration for Elementary Teachers

The new normal "Test Optional" – remote testing

Staff Roles and Responsibilities

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

The new roles and responsibilities that our staff members had was to help students continue their learning while the students were learning from home. This included helping the students with technical difficulties, providing social emotional support by calling students, doing home visits, contacting parents, and it also included teachers to go on Zoom or Google meets to teach/conduct their classes. The staff also had to

create documents that were digitally friendly so that students could access the material, they needed to teach students how to navigate a computer and their virtual classrooms (Google Classrooms).

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.]

All English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. These courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Our schools have a Homeless/ Foster Youth Liaison who stay in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs, we surveyed our families regarding what they may need and how we can help, based on the responses provided our school leaders addressed requests. Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Students with disabilities:

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Special education and related services shall be provided as required by IDEA following a student's individualized education program ("IEP") either in-person hybrid or by appointment; or through a live synchronous virtual connection. Accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Designated instructional services and any compensatory minutes will be provided via certified DIS providers using a FERPA/HIPPA compliant secure portals. Pursuant to SB 1117 initial timelines will be tolled until school resumes, and all other timelines will be adhered to, to the fullest extent possible during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact the school principal or designee for assistance.

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

Description	Total Funds	Contributing
Purchase of 120 additional Chromebooks and 30 WiFi Hotspots to ensure connectivity for all students	\$52,000	Yes
Online learning programs for effective remote Math and ELA instruction: BrainPop, myON reading program, NextGen Math and IXL.com	\$20,000	Yes
Staff PD related to distance learning and technology integrated instruction	\$5,000	Yes

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.]

MPS will use an accelerated learning model with just-in-time interventions to ensure students are learning grade level content while building pre-requisite skills from the prior grade level. Students will immediately move into grade level appropriate content rather than repeating material from the prior grade level. ELA and Math Teachers will be provided with vertical alignment opportunities to learn about material they may have not previously taught so they can adjust lessons appropriately. Master scheduling includes activities to help students recover learning loss, dedicated time for SEL lessons, and support for students. In addition, professional development and additional planning time has been scheduled for teachers to ensure time is available to design and implement high-quality instruction. When the students must participate in distance learning due to safety, synchronous and asynchronous instruction focused on grade level standards will be provided to students on a daily basis. Assignments will be high-quality, relevant and aligned to the rigor of what is offered during in-person instruction. Set schedules and expectations will be established for students that allow for daily interaction with certificated staff and peers.

In order to measure learning status, the MPS assessment cycle consists of ongoing formative assessment throughout the year to monitor learning and inform instruction. NWEA's Measure of Academic Progress (MAP) is administered for reading and math for students in grades 2-11, at least twice a year. In addition, clearly outlined Interim Assessment Blocks (IABs) are given to students as unit assessments in ELA and Math for students in 3rd-11th grade.

MPS has adopted high-quality, standards-based instructional materials for all subject areas, including ELD. The curriculum has both print and digital versions to provide access to all students. Teachers create standards-based lessons using instructional materials and embed support and tiered questions within their lesson plans. Lessons are planned using multiple modalities to engage all learners and offer multiple entry points to ensure all students can be successful. For ELA and Math, the instructional content has been prioritized in order to ensure students are able to engage in the essential work of the grade level and do not fall further behind. Pacing guides aligned to Interim Assessment Blocks (IABs) have been created by the MPS Academic Team to guide instruction and ensure teachers are providing high-quality instruction and assessed using a non-biased formative assessment. ELD instruction will focus on high-quality reading, writing, listening, and speaking skills practice, so that EL students will continue to make progress towards meeting their language acquisition goals and move towards reclassification. Ongoing professional development is conducted with ELA and Math teachers to deep-dive into grade level content standards and assist teachers in creating units and activities that best support the teaching of those standards. All teachers will receive professional development on providing both Designated and Integrated ELD in their core classes, and teachers will be trained on providing scaffolded supports through SDAIE strategies and the CHATS Framework.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. Data from the formative assessments will be used to inform tiered interventions for all students. Tier I interventions will be conducted in the classroom by the general education teachers. Teachers have been provided with professional development to help with the planning and implementation of Tier I interventions through both UDL and MTSS training. Additional professional development will be conducted throughout the school year to further support teachers in creating just-in-time, tier I interventions. Tier II and Tier III interventions are in place for students who need further support and are scheduled into students' schedules for interventions conducted during the school day. Tier II and Tier III interventions consist of specialized classes, Power ELA and Math, additional Designated ELD courses, and small group support. In addition, extended school day offerings, such as after-school tutoring and Saturday school, are provided for students to receive further support outside the school day. Summer school, focusing on enrichment and mitigation of learning loss, was also offered to students during the summer of 2020 and will continue to be offered in future years.

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.]

All students in tier I receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier I supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier I supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier II interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support. For English Learners, Designated ELD is provided to further support students in the acquisition of the English language. Students with an IEP or 504 plan, receive services as outlined in their individualized plans.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier III interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Priority for tiered interventions will be provided to students with unique needs. To further support students with unique needs, staff will identify further opportunities to recover instructional time by calling students' parents, doing home visits, by giving them more instructional support with our resource specialist, having additional support office hours, and by calling and making sure that students understand the work. Time and resources will be identified for additional high-impact supports, such as additional tutoring or extra time working one-on-one with teachers or paraprofessionals.

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 use of NWEA's MAP Growth Reports and data from IABs will be utilized to determine the effectiveness of the supports and services used to address learning loss. Using the nationally normed data from NWEA, growth will be monitored for each student. It is expected that students will grow at a rate higher than the national average based on their grade level in ELA and Math. IAB data covering the essential standards of the grade level will be collected, analyzed and compared to statewide data. It is expected that the data will show similar results to statewide data.

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

Description	Total Funds	Contributing
Saturday School program to support students with learning loss and intervention	\$20,000	Yes
NWEA MAP Online Assessment Program to monitor student's progress in ELA and Math	\$2,000	Yes

Description	Total Funds	Contributing
Summer School Program was provided virtually in July 2020 to provide additional academic support to close students' curriculum gaps	\$12,000	Yes

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.]

During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check-ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic. A mental health and well being survey was administered to students and caregivers in May and helped inform the next step for continuous support of students and families. Constant communication regarding mental health and well-being resources have been shared via our school communication system Parent Square. Resources that have been shared prioritize self-care strategies for the whole family, help lines offered by LA County, Orange County and San Diego county. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with LACOE's Suicide Prevention and ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year, we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self-awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders

and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning to the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed the student might be referred to a mental health provider at school while looping in parent/guardian. In addition to The Zones of Regulation (ZoR) curriculum, we will continue to work with CSUN Mitchell Family Clinic who provides counseling and mental health services at no charge to our students and families upon referral.

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.]

The key to intervention is to start early, in order to support our students we have communicated to staff the critical importance of accurate attendance. Synchronous and asynchronous attendance tracking presents challenges so to support our teachers with correct implementation of attendance practices we have identified an Attendance Supervisor and Attendance Lead at every school site. Teachers are instructed to take attendance using the student information system, Illuminate, and should a student not be able to complete the same day assignment they can complete a google form checking in with the teacher explaining why they could not complete the form but demonstrating evidence of engagement with the assignment.

At the early stage of intervention with absences will be the expectations communicated with all stakeholders, teachers taking accurate attendance and reaching out to the student/family for a reason and support to decrease any barriers to accessing the instructional time and resources. After the teacher has made a minimum of three points of contact with family and still no improvement the Attendance Lead and Attendance Supervisor will be notified and the Attendance Supervisor will work on using more targeted re-engagement strategies.

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following tiered re-engagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

Verification of current contact information for each enrolled student.

Daily notification to parents or guardians of absences;
 Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

For synchronous instruction, the School will require students to log in to the interactive session either through google classroom or other virtual platforms to demonstrate Student participation. For asynchronous instruction, the School will require students to complete assignments to demonstrate Student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found at the school website and in the MPS Student/Parent Handbook.

Additional re-engagement strategy resources will be pulled from Attendance Works and the LACOE Student Engagement and Attendance LiveBinder modules 2, 4, 5 and 6 to inform systems and practices.

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.]

Magnolia Public Schools are committed to doing all we can do to support our students and families in greatest need. To ensure students and families have access to daily meals, our school has immediately started providing school meals to students through our provider in March 2020. We distributed meals from 8:00 am to 12:00 pm daily in a "Grab & Go" distribution to ensure social distancing from March 17th to August 14th. Families were able to come daily to pick up breakfast and lunch at no cost through the meal waiver program. With the new school year as of Aug. 18th, meals are distributed in the parking lot to ensure social distancing guidelines are observed by Magnolia Science Academy-6 located at 3754 Dunn Drive Los Angeles, CA. Students enrolled at our school, are able to come twice weekly to pick up meals for breakfast and lunch. Our meal distribution program operates on Tuesdays and Thursdays from 12:30 pm to 2:30 pm. On Tuesdays, students pick up a total of 6 meals and on Thursday, 4 meals.

We implement a state-approved COVID-19 Emergency Feeding Plan that details the steps taken to ensure that meals are served under state guidelines. This includes ensuring that all meal servers are trained and aware of meal service guidelines. Meals are distributed to parents or guardians to take home to their children minimizing exposure to the COVID-19. We have safety signs and reminders posted at the school site and around the meal grab location. Servers have access to hand-washing stations. Families are also able to grab multiple meals at a time to cut down on the number of times they need to visit a week. Social distancing guidelines are observed during meal pickup.

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	Purchase and training for Zones of Regulation SEL curriculum	\$700	Yes
Mental Health and Social and Emotional Well-Being	Participation in PD's to support SEL and development, including LACOE's PBIS Program 2020-21	\$2,500	Yes
Mental Health and Social and Emotional Well-Being	Counseling for students & families through CSUN Mitchell Family Clinic	\$7,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	\$2,200	Yes

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
24%	\$329,703

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.]

Due to the impact of COVID-19 emergency school closures, and the resulting learning loss, MPS created detailed plans and guides for instruction, focusing on students most in need, such as ELs. Within Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. All MPS teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MPS teachers will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Schools will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. In August of 2020, the MPS EL Coordinator provided professional development to all teachers on ELD instructional strategies and CHATS framework, and the MPS EL Master Plan. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We are

sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Finally, MPS schools will provide ongoing Parent Trainings for all of our parents. All trainings and parent meetings, as well as invitations to such meetings, will be available in both English and Spanish, and schools will make every effort to provide primary language support to parents who may speak another language. We will strive to provide parent training for all online platforms, including, but not limited to Zoom, Google Classrooms, Clever, and Illuminate. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents, as well as stakeholder feedback meetings such as Coffee with the Principal. MPS will provide targeted assistance to low income students and their families in college and career readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all students, including our unduplicated students.

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

In order to improve services provided to foster youth, EL, and low-income students, MPS has strengthened our Instructional Programs and put additional supports in place during Distance Learning. In addition to our comprehensive ELD program, as discussed above, EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. This additional course option for EL Level 3 and 4 students was added for the 2020-2021 school year in an effort to mitigate learning loss for ELs and assist these students in their continued progress toward the goal of reclassification. These Designated ELD courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach.

Furthermore, our schools have a Homeless/ Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs. We surveyed our families regarding what they may need and how we can help, and based on the responses provided, our school leaders addressed requests. For example, our current number of families experiencing homelessness started to increase post Covid Safer at Home orders. Qualitative data was collected by school sites regarding economic hardships became apparent as contact information

began to shift for families. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are still organizing the best way to order additional supplies for care packages to each student/ family. The logistics of how to package the materials and distribute to every school site and then distribute to every family is an area of need.

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
Magnolia Science Academy-7	Meagan Wittek Principal	mwwittek@magnoliapublicschools.org (818) 886-0585

General Information

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

In December 2019, an outbreak of respiratory illness due to a coronavirus now known as COVID-19 was first identified in Wuhan City, China and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control (“CDC”) activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020 the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On March 13, 2020, Magnolia Public Schools (MPS) Board of Directors passed the Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the COVID-19 virus. Also, on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS home office together with school teams developed and rolled out emergency distance learning plans to be implemented in all schools starting March 16, 2020. On March 17, 2020, California Department of Education released new COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all stakeholders, has been developing and updating the instructional plans and activities accordingly.

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

MPS Reopening Task Force members are comprised of home office staff, school site administrators, teachers, and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and

international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

On July 17 Governor Gavin Newsom laid out a pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Stakeholder Engagement

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

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Magnolia Science Academy-7 has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students. Following are the dates of such meetings: May, 11, 2020, June 8, 2020, July 28, 2020, August 26, 2020. The meetings were held virtually on the Zoom platform in English with Spanish translation. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health and other topics.

The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program. We shared our plans with our Parent Advisory Committee (PAC), SSC and ELAC for additional feedback.

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

We held our virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions in Zoom. Meetings included an English session and a Spanish session to ensure access to the important information by all families. Questions from stakeholders were addressed during the meetings or if further guidance was needed to give an efficient answer, the parent was contacted at a later time by administration. A copy of the slide presentations were sent to parents via our parent communication platform, Parent Square, following the meetings.

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

An important part of our stakeholder engagement during the important conversations about Distance Learning and possible reopening models, was to provide them opportunities to share their feedback and provide us with data that would help inform our decisions. We did this in three different ways; one, through dialogue during meetings and Town Halls, two, through on the spot polling questions during Town Hall meetings, and three, through stakeholder surveys that were sent out either from MPS or our school. Stakeholders were given 5 possible restart options for Fall 2020 and asked to provide feedback and preference levels. The options were:

- Option 1: AM/PM Cohort combo of in-person & Distance Learning
- Option 2: Split Day Cohorts (2 days per cohort on-site, 3 days Distance Learning)
- Option 3: Split 5 Cohorts (1 day per cohort on-site, 4 days Distance Learning)
- Option 4: Hybrid Model
- Option 5: Distance Learning

Both staff and families overwhelmingly selected option 5, the full distance learning model for the return to school in the Fall. They stated concerns such as health, safety, childcare, and funding for proper PPE as reasons why they felt this was the best option. When it came to looking at possible options for reopening schools on-site, staff and parents both selected option 4, the Hybrid Model as the best choice since it limited the amount of time students and staff would be on campus and allowed for a day off for cleaning.

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

Upon receiving stakeholder feedback, our team used the information and data to help drive many of the decisions we made in creating our systems and programs and drafting our Learning Continuity and Attendance Plan. One piece of information we gathered was a high need for technology devices and internet access for our families either due to existing financial hardships or the onset of them due to the effects of COVID-19. We had to prioritize the purchase of Chromebooks and WiFi Hotspots for our families to ensure their child's access to their online learning. Since March 2020, we have purchased over 250 additional Chromebooks and 70 Hotspots, which has assured us of 100% connectivity rate for our students. Another aspect of our planning that was influenced by stakeholder feedback was the need for much more parent training regarding the technology and programs we were using during our initial remote learning in Spring 2020. We knew that our Distance Learning 2.0 for the Fall semester needed to include much more support for our families. We scheduled and held multiple meetings and training classes for parents in topics such as Google Classroom, Zoom, using a Chromebook, etc. During our ongoing stakeholder feedback meetings, parents continue to express how overwhelmed and anxious they feel and how much their children are missing school

and their friends. Our next area of focus for parent training, is providing them the resources they need to support their child's as well as their own social emotional well-being. We are developing classes that focus on anxiety management, self-care strategies, mindfulness, and more. We also partnered with the Latino Literacy Project to help promote and support literacy within our school community.

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.]

The MPS leadership and school-site teams have worked together over the past several months to plan two instructional programs simultaneously, not knowing what the school reopening plan would be come Fall 2020. We knew we had to be prepared for either option, full Distance Learning or a Hybrid model of part Distance Learning and part In-Person Instruction. Below is a detailed description of the plans that have been put in place for an In-Person Instructional Model.

Delivery of Instruction:

Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, it is our recommendation that schools reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitizing between cohorts, as well as staff meetings, teacher PD and planning time. We also recommend that Wednesdays are utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility:

We recommend that all MPS schools follow the hybrid model (as discussed above) for reopening schools. However, we understand that local contexts, including staffing, student and family needs, and requirements from various authorizers, and well as co-located campuses, will impact schedules differently at each site. Therefore, we recommend that each MPS school be given flexibility in terms of daily schedules and course offerings.

Grading Policy: We recommend that all MPS schools continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Although schools will not be able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We recommend that all MPS schools continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. While all MPS schools utilize MAP testing at least twice per year (Fall and Spring), we recommend an additional Winter assessment so that schools have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we recommend that all MPS schools continue to administer the Math and ELA Smarter Balanced Interim Assessments according to the testing schedule organized by the Home Office Academic Team.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, we recommend that students remain stationary in their classrooms, and (at the secondary level) that teachers rotate between classrooms to provide instruction. Students should be assigned seats in their classrooms and should stay seated as much as possible in order to maintain appropriate social distancing.

Magnolia Public Schools will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MPS will offer in-person instruction to the greatest extent when it is safe and recommended. As of August 18, 2020, MSA-7 has started with the Distance Learning only model based on the CDPH and Governor's order and MPS Board of Governance actions.

All teachers are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning

Under newly enacted state law, MSA-7 will provide:

- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

In-Person Re-Opening Criteria (CDPH)

MSA-7 may reopen for in-person instruction at any time if located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.

Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Distance Learning Version 2.0

Home office and school teams work in strengthening and improving the Distance Learning plans and programs as this mode of learning will continue being part of our offerings for the 2020-21 School Year. Specifically;

- Adding new instructional programs and effective approaches,
- Addressing and mitigating the learning loss due the COVID-19 closures
- Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
- Establishing set class schedules and meeting times
- Improving engagement, attendance and communication means
- Training parents and students
- Improving grading and attendance systems
- Improving assessments and monitoring

Per Ed. Code, § 43503(b), MPS Distance learning will include the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

- MPS Distance Learning Portal
- Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools
- Email contact
- Phone contact
- Student work submitted in other communicative ways

- Parent Square communication tool
- In-person as permitted by the public health orders

Mitigation of Learning Loss - MTSS/Tiered Interventions/Support:

MSA-7 has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student.

MSA-7 Wide Digital Programs:

Clever, MSA-7's Single Sign on for online programs, will be used as a backbone for access to all digital programs. All MSA-7 teachers are expected to use Google Classroom to facilitate teaching and learning activities. MSA-7's Distance Learning Portal has been enhanced to allow teachers and students for ease of access and effective communications. All digital programs that we use for instruction are accessible through Clever. These include McGraw Hill online curriculum, NextGen Math, Accelerated Reader, Xtra Math, Seesaw, Prodigy, Mystery Science, Brain Pop Jr and ESL, and more.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments

- Whole group and small group instruction
- Hold "Office Hours"
- Keep up with pacing and maps
- Do effective time management

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

Description	Total Funds	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitors	\$34,000	No
Deep Cleaning and Disinfecting of Campus	\$6,000	No
Purchase of necessary Personal Protective Equipment for students and staff	\$15,000	No
Hiring of additional SPED teacher and ELD paraprofessional to support learning loss for our highest need student populations	\$60,000	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 MPS leadership and school-site teams have worked together over the past several months to plan two instructional programs simultaneously, not knowing what the school reopening plan would be come Fall 2020. We knew we had to be prepared for either option, full Distance Learning or a Hybrid model of part Distance Learning and part In-Person Instruction. Below is a detailed description of the plans that have been put in place for an In-Person Instructional Model.

MPS has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher has created a Google Classroom to post assignments, resources and provide feedback to students. For students that do not currently have access to online resources, physical resources and assignments are provided. Instruction is conducted in a variety of manners. Students have the option to attend virtual live sessions with their teachers. These sessions are also recorded for students who are not able to attend the live sessions. Teachers conduct virtual office hours weekly to further support students and provide opportunities for them to get additional support. Teachers also post videos and resources, post discussion questions, and use various online programs to provide learning opportunities. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our parent messaging system. To support technology needs, our school has distributed Chromebooks and hot spots to students.

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.]

MSA-7 provides Chromebook Devices and Internet Hotspots for all students and families in need of. Several surveys and communications took place leading up to distribution of Chromebook Devices and Internet Hotspots before instruction started. Currently 100% of our students have devices and access to the 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.]

Pupil participation will be assessed through daily assignments, synchronous “live” instruction, and daily check-in through SSR classes. The participation will be measured by the teachers daily assignment (time value). Once received, the assignments will be corrected and feedback will be provided to the student directly to address any areas of need. Students and parents are encouraged to keep clear lines of communication open with teachers. School sites are assigning mentors to check in with students on a weekly basis and time will be allotted for 1 to 1 support and tutoring sessions. We also use the Multi-Tiered Systems of Support Framework to adapt lessons and assignments to meet the needs of our students and encourage family and community engagement and feedback throughout the learning process, i.e. surveys, town hall meetings, teacher check-in with students and families.

We encourage all Magnolia families to stay informed by subscribing to our ParentSquare application to receive the latest updates and to visit the COVID-19 Information and Resource Center on the Magnolia Public Schools website. Additionally, we utilize our school's Facebook page and MPS Distance Learning portal found on our website, to communicate updates and important information to families.

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.]

As part of the Distance Learning V.2 implementation, MPS home office and MSA-7 will provide staff with new professional development on Distance Learning promising practices. We will continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools. With the school year beginning via distance learning and students facing numerous challenges due to the pandemic, it is more important than ever before to incorporate Social Emotional Learning (SEL) across ALL subject areas on a regular basis. This year, we will be using The Zones of Regulation curriculum across the organization to support students' mental and social-emotional well being. Professional development and resources will be provided to all staff, introduction to the lessons will be provided to parents and stakeholders as well so they can follow along at home.

MPS held several virtual Professional Development activities and provided training on Distance Learning for all. Initial training included:

- Google Classroom 101
- Google Hangouts 101
- Distance Learning Math Q & A
- Distance Learning ELA Q & A
- Managing the Virtual Classroom
- Special Populations Q & A, and Zoom 101.

MPS and MSA-7 has been conducting surveys with all stakeholders to learn about what worked and what changes were needed to strengthen the distance learning program. This feedback, in addition to, research and further guidance from local, state and federal agencies has guided the development of the MPS Distance Learning 2.0 plans. 2020 Summer in-Service offered another opportunity for us to learn about promising practices in Distance Learning in the following areas and topics:

- Engaging Students in Remote Learning for Google Classroom in MTSS environment With Alice Keeler Distance Learning for Virtual Success – MGH
- Visual Performance Arts in a Virtual World
- Engaging Students with StudySync for Distance Learning
- Next Steps in Special Education for Distance Learning
- Testing During Distance Learning
- EL Programs and Coordinators Meeting
- Effective Integration of Learning Resources Platforms to use in the Online Classroom
- Planning Consideration for Math Instruction for the 2020-2021 School Year
- DOS Welcome Back, Preparing to Launch

- Distance Learning Computer Science programs
- Distance Learning Strategies for Physical Education
- Distance Learning Collaboration for Elementary Teachers
- The new normal "Test Optional" – remote testing
- Zones of Regulation SEL Curriculum
- PBIS in Distance Learning - LACOE
- ELD/CHATS Framework Training
- School Staff Health Training & Responding to Student Health Concerns Training

Staff Roles and Responsibilities

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

With the new requirements and challenges that have come as a result of COVID-19 and school closures, some staff members have had to take on new responsibilities in order to address these needs. One example is our school psychologist has taken on the task of training and supporting all staff members with the implementation of our newly adopted SEL curriculum, The Zones of Regulation. Another example of this for our school is our custodian who normally works to support our on-site after school program has adjusted his hours to support our meal distribution program for families. Our PE teacher who in a normal school setting, spends half of her day on student supervision for recess and lunch is now using that time to support students with small group practice in their Distance Learning classrooms. We have also added the role of a health care professional by hiring a CNA to be on-site daily to assist with health screenings and other health related tasks.

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.]

All English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD sessions, as needed. These sessions will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, our school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Our school has a Homeless/ Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs, we surveyed our families regarding what they may need and how we can help, based on the responses provided our school staff addressed the requests. Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with weekly check ins. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized responses for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We are fortunate that our school site is one of the meal distribution locations which makes it convenient for our families. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as ELA and Math intervention, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Special education and related services shall be provided as required by IDEA following a student's individualized education program ("IEP") either in-person hybrid or by appointment; or through a live synchronous virtual connection. Accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Designated instructional services and any compensatory minutes will be provided via certified DIS providers using a FERPA/HIPPA compliant secure portals. Pursuant to SB 1117 initial timelines will be tolled until school resumes, and all other timelines will be adhered to, to the fullest extent possible during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact the school principal or designee for assistance.

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

Description	Total Funds	Contributing
Purchase of 260 additional Chromebooks and 70 WiFi Hotspots to ensure connectivity for all students	\$70,000	Yes
Online learning programs for effective remote Math and ELA instruction: Accelerated Reader, Spelling City and NextGen Math	\$10,000	Yes

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.]

MSA-7 will use an accelerated learning model with just-in-time interventions to ensure students are learning grade level content while building pre-requisite skills from the prior grade level. Students will immediately move into grade level appropriate content rather than repeating material from the prior grade level. Teachers will be provided with ELA and Math vertical alignment opportunities to learn about material they may have not previously taught so they can adjust lessons appropriately. Master scheduling includes activities to help students

recover learning loss, dedicated time for SEL lessons, and support for students. In addition, professional development and additional planning time has been scheduled for teachers to ensure time is available to design and implement high-quality instruction. When the students must participate in distance learning due to safety, synchronous and asynchronous instruction focused on grade level standards will be provided to students on a daily basis. Assignments will be high-quality, relevant and aligned to the rigor of what is offered during in-person instruction. Set schedules and expectations will be established for students that allow for daily interaction with certificated staff and peers.

In order to measure learning status, the MPS assessment cycle consists of ongoing formative assessment throughout the year to monitor learning and inform instruction. NWEA's Measure of Academic Progress (MAP) is administered for reading and math for students in grades 2-11, at least twice a year. In addition, clearly outlined Interim Assessment Blocks (IABs) are given to students as unit assessments in ELA and Math for students in 3rd-11th grade.

MSA-7 has adopted high-quality, standards-based instructional materials for all subject areas, including ELD. The curriculum has both print and digital versions to provide access to all students. Teachers create standards-based lessons using instructional materials and embed support and tiered questions within their lesson plans. Lessons are planned using multiple modalities to engage all learners and offer multiple entry points to ensure all students can be successful. For ELA and Math, the instructional content has been prioritized in order to ensure students are able to engage in the essential work of the grade level and do not fall further behind. Pacing guides aligned to Interim Assessment Blocks (IABs) have been created by the MPS Academic Team to guide instruction and ensure teachers are providing high-quality instruction and assessment using a non-biased formative assessment. ELD instruction will focus on high-quality reading, writing, listening, and speaking skills practice, so that EL students will continue to make progress towards meeting their language acquisition goals and move towards reclassification. Ongoing professional development is conducted with ELA and Math teachers to deep-dive into grade level content standards and assist teachers in creating units and activities that best support the teaching of those standards. All teachers will receive professional development on providing both Designated and Integrated ELD in their classes, and teachers will be trained on providing scaffolded supports through SDAIE strategies and the CHATS Framework.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MSA-7 will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. Data from the formative assessments will be used to inform tiered interventions for all students. Tier I interventions will be conducted in the classroom by the general education teachers. Teachers have been provided with professional development to help with the planning and implementation of Tier I interventions through both UDL and MTSS training. Additional professional development will be conducted throughout the school year to further support teachers in creating just-in-time, tier I interventions. Tier II and Tier III interventions are in place for students who need further support and are scheduled into students' schedules for interventions conducted during the school day. Tier II and Tier III interventions consist of specialized classes, Power ELA and Math, additional Designated ELD courses, and small group support. In addition, extended school day offerings, such as after-school tutoring and Saturday school, are provided for students to receive further support outside the school day. Summer school, focusing on enrichment and mitigation of learning loss, was also offered to students during the summer of 2020 and will continue to be offered in future years.

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.]

All students in tier I receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier I supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier I supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier II interventions which provide increasingly intensive instruction to further meet students' needs. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support. For English Learners, Designated ELD is provided to further support students in the acquisition of the English language. Students with an IEP or 504 plan, receive services as outlined in their individualized plans.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier III interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Priority for tiered interventions will be provided to students with unique needs. To further support students with unique needs, staff will identify additional opportunities to recover instructional time by providing daily check-ins of targeted students by staff members ensuring that students are receiving SEL and academic support. We have also planned more support and training for our parents and families as they are now an essential part of our students' learning. Parents and families will have an opportunity to participate in workshops and hands-on trainings on how to better understand the curriculum and standards their child is learning at school and how they can teach and support their child at home better using the same strategies and tools the teacher is using in classroom. Students and parents will have an opportunity to review and learn subject matter concepts together with their teacher led workshops. A vital part of closing the learning loss is ensuring we also address our students mental and emotional health and well being. We all know that our students and families are going through some difficult times. When students are not doing well mentally and emotionally, they are not motivated, withdrawn, and disengaged. This is directly impacting their learning and furthermore creating a greater learning loss. Time and resources will be identified for additional high-impact supports, such as additional tutoring or extra time working one-on-one with teachers or paraprofessionals.

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 use of NWEA's MAP Growth Reports and data from IABs will be utilized to determine the effectiveness of the supports and services used to address learning loss. Using the nationally normed data from NWEA, growth will be monitored for each student. It is expected that students will grow at a rate higher than the national average based on their grade level in ELA and Math. IAB data covering the essential standards of the grade level will be collected, analyzed and compared to statewide data. It is expected that the data will show similar results to statewide data. For grades TK-1st, standards-based curricular benchmark assessments will be used to assess effectiveness in ELA and Math.

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

Description	Total Funds	Contributing
Saturday School program to support students with learning loss and intervention	\$24,000	Yes
NWEA MAP Online Assessment Program to monitor student's performance in ELA and Math	\$2,500	Yes

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.]

During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check-ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic.

A mental health and well being survey was administered to students and caregivers in May and helped inform the next step for continuous support of students and families. Constant communication regarding mental health and well being resources have been shared via our school communication system Parent Square. Resources that have been shared prioritize self-care strategies for the whole family, help lines offered by LA County, Orange County and San Diego county. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of

youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with LACOE's Suicide Prevention and ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. We designed a school-wide implementation plan including who will be in charge of facilitating lessons/activities with students, during what time of day and frequency of lessons. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self-awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning to the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed the student might be referred to mental health provider at school while looping in parent/guardian. We will also continue our long time partnership with the Cal State Northridge Mitchell Family Clinic who provides and counseling and mental health services at no charge to our students and families upon referral.

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.]

The key to intervention is to start early, in order to support our students we have communicated to staff the critical importance of accurate attendance. Synchronous and asynchronous attendance tracking presents challenges so to support our teachers with correct implementation of attendance practices we have identified an Attendance Supervisor and Attendance Lead at every school site. Teachers are instructed to take attendance using the student information system, Illuminate, and should a student not be able to attend their live classes or complete the same day assignment they can discuss it with their teacher during an afternoon check-in.

At the early stage of intervention with absences will be the expectations communicated with all stakeholders, teachers taking accurate attendance and reaching out to the student/family for a reason and support to decrease any barriers to accessing the instructional time and

resources. After the teacher has made a minimum of three points of contact with family and still no improvement the Attendance Lead and Attendance Supervisor will be notified and the Attendance Supervisor will work on using more targeted re-engagement strategies.

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between school employees and students or parents or guardians.

Our school has developed the following tiered re-engagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

- Verification of current contact information for each enrolled student.
- Daily notification to parents or guardians of absences;
- Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

The school staff shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The staff shall track student daily participation in distance learning as follows:

For synchronous instruction, the school will require students to log in to the interactive session either through google classroom or other virtual platforms to demonstrate student participation. For asynchronous instruction, the school will require students to complete assignments to demonstrate student participation.

MSA-7 shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found at the school website and in the MPS Student/Parent Handbook.

Additional re-engagement strategy resources will be pulled from Attendance Works and the LACOE Student Engagement and Attendance LiveBinder modules 2, 4, 5 and 6 to inform systems and practices.

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.]

Magnolia Public Schools are committed to doing all we can do to support our students and families in greatest need. To ensure students and families have access to daily meals, our organization immediately started providing school meals to students and families through our provider in March 2020. At this time, there was one central location set up at the Grab and Go for our four Valley schools. It was centralized at MSA-1 which is about two miles from our school site. Families were able to show up daily to pick up breakfast and lunch at no cost through the meal waiver program.

Beginning on August 18th, the first day of the new school year, we started distributing meals at our own campus. Meals are distributed in the parking lot to ensure social distancing guidelines are observed by Magnolia Science Academy-7 located at, 18355 Roscoe Blvd., Northridge, CA 91325. Students enrolled at our school, are able to come twice weekly to pick up meals for breakfast and lunch. Our meal distribution program operates on Tuesdays and Thursdays from 1:00 pm-3:00 pm. On Tuesdays, students pick up a total of 6 meals and on Thursday, 4 meals.

A state-approved COVID-19 Emergency Feeding Plan was implemented that details the steps taken to ensure that meals are served under state guidelines. This includes ensuring that all meal servers are trained and aware of meal service guidelines. Meals are distributed to parents or guardians to take home to their children minimizing exposure to the COVID-19. We have safety signs and reminders posted at the school site and around the meal distribution location. Servers have access to hand washing stations. Social distancing guidelines are observed during meal pickup.

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	Purchase and training for Zones of Regulation SEL curriculum	\$700	Yes
Mental Health and Social and Emotional Well-Being	Participation in LACOE's PBIS Program 2020-21	\$2,500	Yes

Section	Description	Total Funds	Contributing
Pupil Learning Loss	Participation in the Latino Literacy Program, including parent training classes	\$2,000	Yes
Mental Health and Social and Emotional Well-Being	Counseling for students & families through Mitchell Family Clinic	\$7,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23%	\$672,943

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.]

Due to the impact of COVID-19 emergency school closures, and the resulting learning loss, MPS created detailed plans and guides for instruction, focusing on students most in need, such as ELs. Each school site took this guidance and created programs and supports for their specific students. Within Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. All MSA-7 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA-7 teachers will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Schools will strive to provide bilingual instructional assistants to provide

primary language support to enable students to access content area instruction while gaining language proficiency. In August of 2020, the MPS EL Coordinator provided professional development to all teachers on ELD instructional strategies and CHATS framework, and the MPS EL Master Plan. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Our Principal and designee are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access, our school site is currently one of these locations. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support. Our school-site was also recipients of donated backpacks and school supplies from LACOE that we can provide to our students with greatest financial needs.

Finally, MSA-7 will provide ongoing Parent Trainings for all of our parents. All trainings and parent meetings, as well as invitations to such meetings, will be available in both English and Spanish, and we will make every effort to provide primary language support to parents who may speak another language. We will strive to provide parent training for all online platforms, including, but not limited to Zoom, Google Classrooms, Clever, and Illuminate. SSC, ELAC, and PTF meetings, as well as Parent Workshops, are some of the venues we will provide training to our parents, as well as stakeholder feedback meetings such as Coffee with the Principal. MSA-7 will provide targeted assistance to low income students and their families in college and career readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all students, including our unduplicated students.

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

In order to improve services provided to foster youth, EL, and low-income students, MSA-7 has strengthened our Instructional Programs and put additional supports in place during Distance Learning. In addition to our comprehensive ELD program, as discussed above, EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be

enrolled in additional Designated ELD sessions, as needed. This additional course option for EL Level 3 and 4 students was added for the 2020-2021 school year in an effort to mitigate learning loss for ELs and assist these students in their continued progress toward the goal of reclassification. These Designated ELD courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have a priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach.

Furthermore, our school has a Homeless/ Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs. We surveyed our families regarding what they may need and how we can help, and based on the responses provided, our school leaders addressed requests. For example, our current number of families experiencing homelessness started to increase post COVID Safer at Home orders. Qualitative data was collected by school sites regarding economic hardships became apparent as contact information began to shift for families. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are still organizing the best way to order additional supplies for care packages to each student/ family. The logistics of how to package the materials and distribute to every school site and then distribute to every family is an area of need.

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
Magnolia Science Academy-Bell	Jason Hernandez Principal	jhernandez@magnoliapublicschools.org 323-826-3925

General Information

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

In December 2019, an outbreak of respiratory illness due to a coronavirus now known as COVID-19 was first identified in Wuhan City, China, and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control (“CDC”) activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020, the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On March 13, 2020, Magnolia Public Schools (MPS) Board of Directors passed Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the COVID-19. Also, on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS home office together with school teams developed and rolled out an emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, the California Department of Education released New COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all stakeholders developing and updating the instructional plans and activities accordingly.

MPS established a Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections, and excellence.

MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, board members, and community members. The task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national

and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

On July 17 Governor Gavin Newsom laid out a pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Stakeholder Engagement

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

MPS has a school Reopening Task Force that has been meeting since May 5th intending to reopen our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections, and excellence.

MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, board members, and community members. The Task Force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE, and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

The school has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students to discuss reopening plans for the 2020-21 school year. Meetings were held weekly on Fridays, through the Happy Hour Chat, for interested parties. A more formal arrangement was held on the following dates: June 11, 2020, July 16, 2020, July 20, 2020, and August 15, 2020.

The meetings were held virtually on the Zoom platform in English and Spanish. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health, and other relevant topics.

The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program.

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

MSA Bell leadership held virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentation in English and Spanish, along with captions. Furthermore, stakeholders were allowed to communicate through the poll feature, breakout groups, and response sessions. The meetings allowed participants to engage with one another to explore opportunities and share promising practices at home to engage their child in learning.

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

During the various sessions, several topics that arose included the following: (the list is not in any particular order)

1. Student learning and engagement for Distance Learning 2.0
2. Mental Health Services
3. Plans to start the school year through remote learning
4. Access to the school learning tools and platforms
5. Schedule during Distance Learning and increase of synchronous learning
6. EL and SWD services during Distance Learning

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

MSA Bell held virtual meetings via Zoom. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions. Through the various mean of communication, stakeholders expressed concerns that lead to the development or changes for Distance Learning 2.0 during the 2020-21 school year:

1. Synchronous schedule created a student routine that was consistent with a typical school day and easily adaptable to hybrid when feasible and safe to return.
2. The synchronous academic schedule provided protected time for live instruction, student interaction and collaboration, and breakout intervention small group workshops.
3. The Zone of Regulation curriculum became part of the Home Room session to focus on the social-emotional and mental health of all students during this time. Grade level teams developed plans for integration of the SEL curriculum within the core content courses.
4. Special Education and English Language Learner program will continue with dedicated time to support students as needed during distance learning.
5. A resource hub provides families and students with access to instructional learning videos of the various school systems and platforms.
<https://loom.com/share/folder/19ad2cda53ad42ce8d632ab966b03afd>
 Individual family survey calls identified the technology need, ensured communication connection, and education of remote start.

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.]

Delivery of Instruction:

Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, it is our recommendation that schools reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Thursday for in-person instruction. Cohort B will attend school on Tuesday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD, and planning time. Furthermore, Wednesdays will provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

However, it is important to understand the local contexts, including staffing, student and family needs, and requirements from various authorizers, and well as co-located campuses. These factors will impact daily schedules and course offerings.

Grading Policy:

MSA Bell will follow the grading policy as has been adopted in the MPS student-parent handbook. The teaching staff will collaborate with families to ensure there are plenty of resources and support to ease into normalcy and accountability as established within the school charter.

Assessments:

MSA Bell will utilize NWEA MAP testing, to regularly assess for both learning loss and recovery. During the 2020-21 school year, students will be assessed 3 times: Fall, Winter, and Spring.

Furthermore, Smarter Balance Interim Assessments will be administered in the areas of Mathematics, English Language Arts, and Science. An ongoing assessment schedule will be created in collaboration with leadership and the teaching staff to ensure the data sets drive instructional adjustment and high-quality instruction that aims to close the achievement gap.

Student Rotations:

To minimize potential virus exposure and maximize social distancing, teachers will rotate between teaching block to provide instruction. Classroom seating arrangements will provide sufficient spacing, along with shield barriers and student face coverings to minimize the potential spread of infection.

Current situation for the start of the 2020-21 school year

Magnolia Public Schools will continue providing students and families with high quality and standards-based education programs with new reopening orders, guides, and requirements. In compliance with the legislation and regulations, MPS will offer in-person instruction to the greatest extent when it is safe and recommended. As of August 18, 2020, MSA-Bell has started with the Distance Learning model based on the CDPH and Governor's order and MPS Board of Governance actions.

All teachers are expected to provide high-quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning

- Under newly enacted state law, MPS will provide:
- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

In-Person Re-Opening Criteria (CDPH)

MSA Bell may reopen for in-person instruction at any time if located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.

Distance learning includes both virtual and non-virtual means of providing education. The school site is mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable, or successful with digital learning. As educators, we will continue differentiating the curriculum, instruction, and assessment for all of our learners addressing their needs, interests, and backgrounds.

Distance Learning Version 2.0

Home office and school teams work in strengthening and improving the Distance Learning plans and programs as this mode of learning will continue being part of our offerings for the 2020-21 School Year. Specifically;

- Adding new instructional programs and effective approaches,
- Addressing and mitigating the learning loss due the COVID-19 closures
- Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning promising practices and tools
- Establishing set class schedules and meeting times

- Improving engagement, attendance and communication means
- Training parents and students
- Improving grading and attendance systems
- Improving assessments and monitoring

Per Ed. Code, § 43503(b), MPS Distance learning will include the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade-level standards that are provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

- MPS Distance Learning Portal as found on the school website
- Various learning platforms such as: Clever, Summit, Google Classroom, Zoom, Google Hangouts and other tools to engage learners
- Email contact
- Phone contact
- Student work submitted in other communicative ways
- StudentSquare communication tool
- ParentSquare communication tool
- In-person as permitted by the public health orders

Mitigation of Learning Loss - MTSS/Tiered Interventions/Support

MSA Bell has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MSA Bell will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, small group intervention campaigns in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student.

MSA Bell Wide Digital Programs

Clever is the single sign on platform that allows access to all the learning tools and resources. MSA Bell teachers are expected to utilize Summit Learning Management System and Google Classroom to facilitate teaching and learning activities.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Provide Office Hour support/intervention
- Keep up with pacing and maps
- Effectively manage time

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

Description	Total Funds	Contributing
Personal Protective Equipment		No

Description	Total Funds	Contributing
Technology Purchases to Close the Digital Divide (Chromebooks and Hot Spots)		Yes
Learning Platforms to Enhance Learning (GradeBooks, NEWSELA, BrainPop, Paper, NWEA MAP, etc.)		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.]

MSA Bell has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols provide clear expectations for all staff members and have been communicated to ensure various levels of support for students. The staff has been provided with ongoing professional development to support distance learning. Platforms, such as our website, has been modified to inform students and families of learning goals and is updated regularly.

Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher uses a learning management platform, such as Summit and/or Google Classroom. The platforms provide the learner with resources and tools to enhance the learning experience. Furthermore, families have access to resources and frequent communication with teachers in order to support learning at home.

Instruction is conducted in a variety of manners. Students have the option to attend virtual live sessions with their teachers. Teachers will occasionally provide access to recorded vital instructions so students can review the content at a later time or when necessary.

Teachers conduct virtual office hours to support and enhance student learning. This opportunity is afforded to all students. Teachers also post videos and resources, post discussion questions, and use various online programs to provide learning opportunities. Students have been assigned a mentor that checks-in with them on a regular basis and provide additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our parent messaging system. To support technology needs, our school has distributed Chromebooks and hot spots for students. Contact was made to the entire learning community in order to access the need and ensure connectivity.

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.]

MSA Bell provides Chromebook devices and Internet Hotspots for all students and families in need of. Several surveys and communications took place before the start of distance learning.

Support staff played a key role by investigating family needs through a robust communication dialogue with all members of the learning community. The questionnaire investigated family technological needs, start date information, and supported with connection prior to the start of the school year. The support team will continue to provide basic technical support throughout the year to ensure students are highly engaged during this time period. Currently, MSA Bell distributed over 330 Chromebooks and over 70 Internet Hot Spots to families.

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.]

Pupil participation will be assessed through daily assignments, synchronous “live” instruction, and daily check-in. The participation will be measured by the teacher’s daily assignment (time value). Once received, the assignments will be corrected and feedback will be provided to the student directly to address any areas of need. Students and parents are encouraged to keep clear lines of communication open with teachers.

MSA Bell has assigned the teaching staff as a student mentor to check in with students, 1 to 1, every week. Additionally, the schedule allows for dedicated time to provide students with office hours to check in with the teacher and receive feedback or support in content mastery.

Furthermore, MSA Bell is committed to the Multi-Tiered Systems of Support Framework to adapt lessons and assignments to meet the needs of our students and encourage family and community engagement and feedback throughout the learning process, i.e. surveys, town hall meetings, teacher check-in with students and families. Professional Development and Planning time has been established for ongoing plans to develop the necessary supports to ensure all the student needs are met and establish intervention campaigns through small groups to mitigate learning loss that has occurred during the pandemic.

Lastly, families are encouraged to stay informed by subscribing to the ParentSquare application to receive the latest updates and to visit the COVID-19 Information and Resource Center on the MSA Bell and MPS school website. Additionally to support families and communication with students, we utilize StudentSquare, a student communication companion to ParentSquare and functions almost exactly in the same format as ParentSquare. Each middle and high school (6th-12th grade) student will automatically have an account in StudentSquare based on their school email address to receive communication from their teachers and the school.

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.]

As part of the Distance Learning V.2 implementation, the MPS home office and school site will work together to provide staff with professional development on Distance Learning promising practices.

We will continue capacity building for flipped learning/classroom and hybrid and blended learning promising practices and tools. Schedules allow for organization-wide professional development, as well as school site-based training weekly. In collaboration with MPS Home Office, it held virtual Professional Development activities and provided training on DL for all. Initial training included Google Classroom 101, Google Hangouts 101, DL Math Q & A, DL ELA Q & A, Managing the Virtual Classroom, Special Populations Q & A, and Zoom 101. MPS has been conducting surveys with all stakeholders to learn about what worked and what changes were needed to strengthen the distance learning program. This feedback, in addition to, research and further guidance from local, state, and federal agencies, has guided the development of the MPS Distance Learning 2.0 plans. 2020 Summer in-Service offered another opportunity for us to learn about promising practices in DL in the following areas and topics:

- Engaging Students in Remote Learning for Google Classroom in MTSS environment With Alice Keeler Distance Learning for Virtual Success – MGH
- Visual Performance Arts in a Virtual World
- Engaging Students with StudySync for Distance Learning
- Next Steps in Special Education for Distance Learning
- Testing During Distance Learning
- EL Programs and Coordinators Meeting
- Effective Integration of Learning Resources Platforms to use in the Online Classroom
- Planning Consideration for Math Instruction for the 2020-2021 School Year
- DOS Welcome Back, Preparing to Launch
- DL Computer Science programs
- Distance Learning Strategies for Physical Education
- Distance Learning Collaboration for Elementary Teachers
- The new normal "Test Optional" – remote testing

In collaboration with TLP Education, MSA Bell will continue to utilize the Learning Management System, Summit, to deliver high-quality instruction. The collaboration includes professional development for new teachers and ongoing support for continued usage of the platform. A manual has been created from a collection of promising instructional practices through the collaborative of several schools across the nation. The manual provides a guide for instruction through various modes of delivery, such as hybrid and distance. As well as supports for the needs student population and supports for families to ensure high-quality learning continues.

With the school year beginning via distance learning and students facing numerous challenges due to the pandemic, it is more important than ever before to incorporate Social Emotional Learning (SEL) across ALL subject areas regularly. This year, we will be using The Zones of Regulation curriculum across the organization to support students' mental and social-emotional wellbeing. Professional development and

resources will be provided to all staff, introduction to the lessons will be provided to parents and stakeholders as well so they can follow along at home.

Staff Roles and Responsibilities

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

To support our families, we adjusted and shifted the support staff to meet various needs as follows:

Phase 1 - Ensure student and family connectivity for the 2020-21 school year. Plans and virtual meetings have been taking place since the school closure in March 2020. However, in June 2020, continuity plans were identified and included actionable efforts as described below:

- Assist families with summer enrichment enrollment to continually engage students in learning and bridge new students with schoolwide systems and processes.
- Evaluate MSA Bell family technology needs through telecommunication to ensure connectivity for the start of the school year.
- Evaluate and assist families with connecting to the school. This includes 1:1 support to understand our communication platform, ParentSquare.
- Gather student contact information to ensure communication between the school and family is current and available to ensure ongoing support.
- Phone line capacity was increased to support the increase of family calls needing support to connect for the first 3 weeks of school. This included the creation of support tutorial videos for students and families:
<https://loom.com/share/folder/19ad2cda53ad42ce8d632ab966b03afd>
- Support staff was available to provide technical support and troubleshoot with equipment as need either over the phone or in person.

Phase 2 - This is our tiered intervention campaign to ensure that students remain connected during distance learning and are engaged to demonstrate learning progress.

- Ongoing teacher leadership meetings to address student learning needs and provide guidance to ensure systems are in place for learning continuity.
- Ongoing support staff meetings to evaluate progress and needs to adjust program accordingly.
- Teacher leaders in collaboration with administration will create ongoing metrics to identify engagement and learning. These metrics will be used by the support staff to assist in student academic progress.
- Magnolia Scholars Academy, ASES after-school program, will provide a robust academic support schedule, as well as plenty of opportunities for extracurricular activities remotely.
- The support staff will assist with small breakout rooms/groups to support student needs based on their academic program plans, such as IEP and EL Intervention.

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 Language Learners

All English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. These courses will focus on the ELD standards and will be taught in a small group environment to best support English Learners with their language development.

Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and support staff, such as paraprofessionals, via office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions, and individual support, on an as-needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, the school has identified Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Our schools have a Homeless/Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in-need families. The liaison and in collaboration with the administration will check in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our families experiencing homelessness. During this training, we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families need support with basic needs, we surveyed our families regarding what they may need and how we can help, based on the responses provided our school leaders addressed requests.

Additional Supports for Students that are EL, SPED, Home/Foster Youth, and Socioeconomically Disadvantaged Students.

MSA Bell has identified attendance leads to oversee the attendance/participation engagement system to follow up with any students who are not active. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. MSA Bell collaborated with LAUSD to identify pickup locations for food distribution that our families can access, such as Bell High School, Ellen Ochoa Learning Complex, and other sites within our family's living areas. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls, and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Students with Disabilities

MSA Bell has been using a multi-tiered system of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MSA Bell will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in Tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed periodically to identify struggling learners who need additional support. These Tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. Also, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with Tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, and small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Also, during distance learning, Tier 2 interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support to receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These Tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier 3 interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support are encouraged to contact the school principal or designee for assistance.

Special education and related services shall be provided as required by IDEA following a student's individualized education program ("IEP") either in-person hybrid or by appointment; or through a live synchronous virtual connection. Accommodations, both in an IEP or in a student's Section 504 Plan, shall be implemented during distance learning. Designated instructional services and any compensatory minutes will be provided via certified DIS providers using a FERPA/HIPPA compliant secure portals. Pursuant to SB 1117 initial timelines will be tolled until school resumes, and all other timelines will be adhered to, to the fullest extent possible during distance learning. Any student or family who has a concern about the school's implementation of an IEP or a Section 504 Plan is encouraged to contact the school principal or SPED Coordinator for assistance.

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

Description	Total Funds	Contributing
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and Hot Spots and other associated materials		Yes
Online learning platforms to enhance learning and assist with mitigating learning loss through remote/distance learning that includes: Zoom, Papers, easyCBM, GoalBooks, BrainPop, MyOn)		Yes
Purchase of equipment to ensure teachers deliver high-quality instruction through remote/distance learning		Yes

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.]

MSA Bell will use an accelerated learning model with just-in-time interventions to ensure students are learning grade-level content while building pre-requisite skills from the prior grade level. Students will immediately move into grade-level appropriate content rather than repeating material from the prior grade level. ELA and Math Teachers will be provided with vertical alignment opportunities to learn about the material they may have not previously taught so they can adjust lessons appropriately.

Master scheduling includes activities to help students recover learning loss, dedicated time for SEL lessons, and support for students. In addition, professional development and additional planning time have been scheduled for teachers to ensure time is available to design and implement high-quality instruction. When the students must participate in distance learning due to safety, synchronous and asynchronous instruction focused on grade-level standards will be provided to students on a daily basis. Assignments will be high-quality, relevant, and

aligned to the rigor of what is offered during in-person instruction. Set schedules and expectations will be established for students that allow for daily interaction with certificated staff and peers.

In order to measure learning status, the assessment cycle consists of ongoing formative assessment throughout the year to monitor learning and inform instruction. NWEA's Measure of Academic Progress (MAP) is administered for reading and math for all students three times a year. In addition, clearly outlined Interim Assessment Blocks (IABs) are given to students as unit assessments in ELA, Math, and Science.

MSA Bell has adopted high-quality, standards-based instructional materials for all subject areas, including ELD. The curriculum has both print and digital versions to provide access to all students. Teachers create standards-based lessons using instructional materials and embed support and tiered questions within their lesson plans. Lessons are planned using multiple modalities to engage all learners and offer multiple entry points to ensure all students can be successful. For ELA and Math, the instructional content has been prioritized in order to ensure students are able to engage in the essential work of the grade level and do not fall further behind. Pacing guides aligned to Interim Assessment Blocks (IABs) has been created in collaboration with the MPS Academic Team to guide instruction and ensure teachers are providing high-quality instruction and assessed using a non-biased formative assessment.

ELD instruction will focus on high-quality reading, writing, listening, and speaking skills practice, so that EL students will continue to make progress towards meeting their language acquisition goals and move towards reclassification. Ongoing professional development is conducted with ELA and Math teachers to deep-dive into grade-level content standards and assist teachers in creating units and activities that best support the teaching of those standards. All teachers will receive professional development on providing both Designated and Integrated ELD in their core classes, and teachers will be trained on providing scaffolded supports through SDAIE strategies and the CHATS Framework.

MSA Bell has been using a multi-tiered system of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MSA Bell will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. Data from the formative assessments will be used to inform tiered interventions for all students. Tier 1 interventions will be conducted in the classroom by general education teachers. Teachers have been provided with professional development to help with the planning and implementation of Tier 1 interventions through both UDL and MTSS training. Additional professional development will be conducted throughout the school year to further support teachers in creating just-in-time, tier 1 interventions.

Tier 2 and Tier 3 interventions are in place for students who need further support and are scheduled into students' schedules for interventions conducted during the school day. Tier 2 and Tier 3 interventions consist of specialized classes, additional Designated ELD courses, and small group support. In addition, extended school day offerings, such as after-school tutoring, Saturday school, mentorship are provided for students to receive further support outside the school day. Summer school, focusing on enrichment and mitigation of learning loss, was also offered to students during the summer of 2020 and will continue to be offered in future years.

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.]

All students in Tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These Tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. The Summit Learning Platform Curriculum has provided a menu of supports to guide the classroom teacher with instructional strategies to support all learners, including ELs and SWD. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with Tier 2 interventions that provide increasingly intensive instruction to further meet students' needs. Specialized classes, small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier 2 interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, Science, and Elective courses. Extended school day offerings, such as after school academic enrichment and Saturday programs are also offered to students who need this additional support. For English Learners, Designated ELD is provided to further support students in the acquisition of the English language. Students with an IEP or 504 plan, receive services as outlined in their Individualized Education Plan (IEP).

Students still needing additional support will receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These Tier 3 interventions are highly individualized and customized based on the needs of the individual student. MSA Bell has developed grade-level teams and administrative leads to create Student Support and Progress Team (SSPT). During distance learning, students' schedules will show Tier 3 interventions as small group support as well as other specialized support(s) depending on student needs.

Priority for tiered interventions will be provided to students with unique needs. To further support students with unique needs, staff will identify further opportunities to recover instructional time through the various data metrics that are collected to measure student academic progress. Teacher leaders collaborate with administrative leads to review data and conduct root cause analysis with the primary intent to close the achievement gap. Students identified for further support are listed within the Tier 2 and 3 categories and plans are created to best meet the individual student need.

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 use of NWEA's MAP Growth Reports and data from IABs will be utilized to determine the effectiveness of the supports and services used to address learning loss. Using the nationally normed data from NWEA, growth will be monitored for each student. It is expected that students will grow at a rate higher than the national average based on their grade level in ELA and Math. Furthermore, reports will be

provided to families and teachers for each individual student that will identify strengths, areas of opportunities, and strategies to support learning. IAB assessments cover the essential standards of the grade level, data is collected for analysis and compared to statewide data. It is expected that the data will show similar results to statewide data.

Furthermore, MSA Bell will utilize other data metrics that are provided through the SIS, Illuminate, and LMS, Summit Learning Platform. Data metrics include some of the following: attendance, engagement, self-directed learning implementation, project-based learning implementation, 1:1 mentorship implementation, and student academic outcome as measured through the platform. These data sets are measured by teacher leaders along with the administration to develop actionable steps that address immediate academic needs from the schoolwide level to the individual student.

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

Description	Total Funds	Contributing
ASES program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.		Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.		Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.		Yes

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.]

As the school transitioned to distance learning the mental health and well being of pupils, staff, and caregivers/parents are of the utmost importance. Weekly check-ins or mentorships are coordinated with the teaching staff and documented through the Summit Learning Platform in order to measure implementation. Teachers are provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet: <https://padlet.com/blopez64/lacz5gr3qtn1>. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic.

Mental health and well-being survey was administered to students and caregivers in May to help inform the next step for the continuous support of students and families. Constant communication regarding mental health and wellbeing resources have been shared via our school communication system, ParentSquare. Resources that have been shared prioritize self-care strategies for the whole family, helplines offered by LA County, Orange County, and San Diego County. The correspondence also encourages families to contact the school should they need specific reference material or access to local mental health resources.

Unfortunately, during distance learning, the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with LACOE's Suicide Prevention and ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures, we partnered with the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum. Additionally, we have partnered with several organizations that can provide student and family services during a crisis, as well as provide additional training specific to the needs of the staff.

For the 2020-2021 school year, we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site is designing an implementation plan including who will be in charge of facilitating lessons/activities with students, during what time of day and frequency of lessons.

MSA Bell will conduct lessons during the Advisory session. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, ParentSquare. The initial reception has been positive as families agree helping to build students' self-awareness skills is critical for success not only academically but socially as well.

By September, a mental health and wellness check-in survey will be conducted for staff, students, and student caregivers. The data collected will be analyzed by the site team and shared with grade-level teams. The information will be used to address immediate needs and establish schoolwide actionable goals. Additionally, MSA Bell has established relationships with mental health providers around the area to support school staff and families if necessary.

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.]

The proactive approach is key to early intervention. MSA Bell staff has established several key metrics vital for student success, such as attendance. Accurate attendance and measuring student engagement is monitored through the school site team, Dean of Student, and Administrative Assistant Attendance Lead. Teachers are instructed to take attendance using the student information system, Illuminate, and should a student not be able to complete the same day assignment they can complete a google form checking in with the teacher explaining why they could not complete the form but demonstrating evidence of engagement with the assignment.

At the early stage of intervention with absences expectations are communicated with all stakeholders, teachers taking accurate attendance, and reaching out to the student/family for a reason and support to decrease any barriers to accessing the instructional time and resources. After the teacher has made a minimum of three points of contact with family and still no improvement the administrative staff dedicated to attendance will be notified work on using more targeted re-engagement strategies.

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the school in violation of compulsory education laws. Daily participation in distance learning may include but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between school staff and students or parents or guardians.

The School has developed the following tiered re-engagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

Verification of current contact information for each enrolled student;

Daily notification to parents or guardians of absences;

Outreach to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full-time in-person instruction.

MSA Bell shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. Daily participation in distance learning will be tracked as follows:

- Synchronous instruction, students are required to log in to the interactive session either through google classroom or other virtual platforms to demonstrate student participation.
- Asynchronous instruction, students are required to complete assignments to demonstrate participation and academic progress.

Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found on the school website and in the MPS Student/Parent Handbook.

Further re-engagement strategy resources will be pulled from Attendance Works, <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/>, and the LACOE Student Engagement and Attendance LiveBinder, <https://www.livebinders.com/b/2680568>, modules 2, 4, 5, and 6 to inform systems and practices.

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.]

MSA Bell is co-located on an LAUSD campus, called Orchard Academies. Since the inception, food services have been provided through LAUSD LA Cafe. Since school closure, food services transitioned to Grab N' Go Food Centers at various locations throughout the Los Angeles area.

MSA Bell students have access to these Grab N' Go and will continue to have access during the 2020-21 school year of remote/distance learning. Meals are served daily, students receive a combination of hot or cold breakfast and lunch, Monday thru Friday from 7:00 am to 10:00 am. All information has been distributed to families at various times during the school year through the various media channels such as ParentSquare, School Website, School Facebook page, School Twitter account, etc. Below is a list of locations distributing centers near the Orchard Academies site (not in any particular order):

- Bell High School, 4328 Bell Ave., Bell, CA 90201
- Ellen Ochoa Learning Center, 5027 Live Oak St., Cudahy, CA 90201
- Maywood Center for Enriched Studies, 5800 King Ave., Maywood, CA 90270
- Gage Middle School, 2880 E. Gage Ave., Huntington Park, CA 90255
- List of other Grab N' Go Food Centers, <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/126/2020-21%20FSD%20POD%20Address%20List.pdf>

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23%	\$1,100,910

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.]

Due to the impact of COVID-19 emergency school closures, and the resulting learning loss, MPS and MSA Bell created detailed plans and guides for instruction, focusing on students most in need, such as ELs. Within Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional

Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. All MPS teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs.

Teachers will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Schools will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. In August of 2020, the MPS EL Coordinator provided professional development to all teachers on ELD instructional strategies and CHATS framework, and the MPS EL Master Plan. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, MSA Bell has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

School site leadership is overseeing the attendance/participation engagement system to follow up with any students who are not as active with biweekly check-in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. MSA Bell has open lines of communication with LAUSD to ensure updates regarding Gran N' Go Food Center are distributed to families frequently. Families receive information about the various resources and opportunities via our school outreach platforms, ParentSquare, school website, and social media. A homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Finally, MSA Bell provides ongoing Parent Training to support needs as they arise. All training and parent meetings, as well as invitations to such meetings, will be available in both English and Spanish, and every effort is made to provide primary language support to parents who may speak another language. We will strive to provide parent training for all online platforms, including, but not limited to Zoom, Google Classrooms, Clever, and Illuminate. Furthermore, a resource hub of tutorials (<https://loom.com/share/folder/19ad2cda53ad42ce8d632ab966b03afd>) has been created and placed on the school website to provide families with information relevant to the school and programs in both English and Spanish.

SSC, ELAC, and PTF meetings are some of the venues used to provide training to our parents, as well as stakeholder feedback meetings such as Coffee Chat. MSA Bell will provide targeted assistance to low-income students and their families in college and career readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all students, including our unduplicated students.

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

To improve services provided to foster youth, EL, and low-income students, MSA Bell has strengthened our Instructional Programs and put additional supports in place during Distance Learning. In addition to our comprehensive ELD program, as discussed above, EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. This additional course option for EL Level 3 and 4 students was added for the 2020-2021 school year to mitigate learning loss for ELs and assist these students in their continued progress toward the goal of reclassification. These Designated ELD courses will focus on the ELD standards and will be taught in a small group environment to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and support staff, via office hours, email, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions campaigns, and individual support, on an as-needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach.

Furthermore, our schools have a Homeless/Foster Youth Liaison who stays in communication with the MPS Director of Student Services regarding access to resources and information that will benefit our most in-need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training, we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families require support with basic needs. We surveyed our families regarding what they may need and how we can help, and based on the responses provided, our school leaders addressed requests. For example, our current number of families experiencing homelessness started to increase post-COVID Safer at Home orders. Qualitative data was collected by school sites regarding economic hardships became apparent as contact information began to shift for families. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are still organizing the best way to order additional supplies for care packages to each student/family. The logistics of how to package the materials and distribute them to every school site and then distribute it to every family is an area of need.

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
Magnolia Science Academy-San Diego	Gokhan Serce Principal	gserce@magnoliapublicschools.org (619) 644-1300

General Information

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

In December 2019, an outbreak of respiratory illness due to a corona virus now known as COVID-19 was first identified in Wuhan City, China and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control (“CDC”) activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020 the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools. On March 13, 2020, MPS Board of Directors passed the Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the covid-19 virus. Also, on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS home office together with school teams developed and rolled out an emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, California Department of Education released New COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all stakeholders developing and updating the instructional plans and activities accordingly. MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence. MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision. On July 17 Governor Gavin Newsom laid out a pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Stakeholder Engagement

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

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence. MPS Reopening Task Force members are comprised of Home Office staff, school site admins, teachers and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting relevant information and data for an informed and sound decision. The school has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students. The following are the dates of such meetings: Virtual town hall meetings were held on Thursday , June 18, 2020 (Two Sessions) and Friday , August 7, 2020. PTF meetings were held on April 9, 2020, April 16, 2020, April 23, 2020, April 30, 2020 May 14, 2020, May 28, 2020 and August 4, 2020. Also between March 14th 2020 and June 14th we hosted weekly coffee with principal meetings. The weekly meetings resumed on August 11, 2020.

The meetings were held virtually on the Zoom platform in English with Spanish translation. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health and other topics. The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program. We shared our plans with our Parent Advisory Committee (PAC).

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

We held our virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions in Zoom.

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

During town hall meetings, parents participate in surveys that include their preferred campus reopening option and preferred instructional method. The survey reflected parents' support to continue with distance learning. Teachers and staff members were also provided the opportunity to express their opinions.

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

We held our virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions in Zoom.

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.]

Delivery of Instruction:

Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, Magnolia Science Academy-San Diego (MSA-San Diego) will reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitation between cohorts, as well as staff meetings, teacher PD and planning time. Additionally, Wednesdays will be utilized to provide additional in-person instructional support to students most in need, such as English Learners and students with disabilities. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction. Individual School Flexibility: We will follow the hybrid model (as discussed above) for the reopening. Teachers and students will follow the same master schedule as they have been using since the beginning of this academic year 2020-21. Bell schedules will remain the same to minimize the confusion for the students and parents. There will be slight changes in the bell schedule when we implement staggered admission and dismissals. This will be clarified and communicated to all of the stakeholders prior to the re-opening.

Grading Policy:

We will continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Since MSA-San Diego has not been able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments:

We will continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. MSA-San Diego will utilize MAP testing at least twice per year (Fall and Spring), in addition to Winter assessment so that we will have multiple data points with which to monitor

students' learning loss and recovery. Furthermore, we will continue to administer the Math and ELA Smarter Balanced Interim Assessment Blocks (IAB) according to the testing schedule organized by the Home Office Academic Team. Per the needs in various grade levels, MSA-San Diego may also administer Interim Comprehensive Assessment (ICA) during the year.

Student Rotations:

In order to minimize potential virus exposure and maximize social distancing, our students will remain stationary in their classrooms so that teachers will rotate between classrooms to provide instruction. Students will be assigned seats in their classrooms and will stay seated as much as possible in order to maintain appropriate social distancing.

Next Steps:

Magnolia Science Academy San Diego (MSA-San Diego) will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MSA-San Diego will offer in-person instruction to the greatest extent when it is safe and recommended. As of August 31st, 2020, MSA-San Diego has started with the Distance Learning only model based on the CDPH and Governor's order and MPS Board of Governance actions. As always, all of the faculty members at MSA-San Diego are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning:

Under newly enacted state law, MSA-San Diego has been providing:

- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

In-Person Re-Opening Criteria (CDPH):

MSA-San Diego may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Distance Learning Version 2.0:

MSA-San Diego Admin Team has worked with the Home Office in strengthening and improving the Distance Learning plans and programs as this mode of learning continued being part of our offerings for the 2020-21 School Year. Specifically;

- Adding new instructional programs and effective approaches,
- Addressing and mitigating the learning loss due the Covid-19 closures
- Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
- Establishing set class schedules and meeting times
- Improving engagement, attendance and communication means
- Training parents and students
- Improving grading and attendance systems
- Improving assessments and monitoring

Per Ed. Code, § 43503(b), MSA-San Diego Distance learning includes the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

- MSA-San Diego Distance Learning Portal
- Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools
- Email contact
- Phone contact
- Student work submitted in other communicative ways
- Student Square communication tool
- Parent Square communication tool

- In-person as permitted by the public health orders

Mitigation of Learning Loss - MTSS/Tiered Interventions/Support

MSA-San Diego has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MSA-San Diego will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. We will offer small group instruction in a supportive environment to help students overcome their learning loss during and after school. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student.

MPS Wide Digital Programs

Clever, MPS's Single Sign on for online programs, has been used as a backbone for access to all digital programs. All MSA-San Diego teachers have been using Google Classroom to facilitate teaching and learning activities. MPS's Distance Learning Portal will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces

- Give multimedia options for assignments
- Whole group and small group instruction
- Hold “Office Hours”
- Keep up with pacing and maps
- Do effective time management

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

Description	Total Funds	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	\$44,000	No
Deep Cleaning and Disinfecting of Campus	\$10,000	No
Purchase of necessary Personal Protective Equipment for students and staff	\$15,000	No
Learning Platforms to Enhance Learning (Membean, BrainPop, NWEA MAP, etc.)	\$10,000	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.]

Magnolia Science Academy San Diego has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher has created a Google Classroom to post assignments, videos and resources, post discussion questions, and use various online programs to provide learning opportunities. All students have access to online resources, physical resources and assignments. Live sessions are recorded for students who are not able to attend the live sessions. Additionally, teachers conduct virtual office hours/after school tutoring weekly to further support students and provide opportunities for students to receive additional support. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our Parent Square messaging system. Finally, to support technology needs, our school has distributed Chromebooks and hot spots to students.

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.]

MSA-San Diego provides Chromebook Devices and Internet Hotspots for all students and families in need of one. Several surveys and communications took place leading up to distribution of Chromebook Devices and Internet Hotspots before instruction started. Currently 50% of our students received school provided devices and 7% have access to the Internet through school provided hotspots.

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.]

Pupil participation will be assessed through daily synchronous "live" instruction and daily asynchronous "independent instruction." For synchronous instruction, teachers will assess progress utilizing attendance and participation while interacting with students via a video platform such as Zoom or Google Meet. Students access the daily synchronous sessions via each teacher's Google Classroom. For asynchronous instruction, the participation will be measured by the completion of the daily assignment assigned through Google Classroom. Each assigned task will be given a time value based upon the amount of time it should take for the average student to complete the assignment. Accommodations to each assignment will be made for special populations (English learners and students with disabilities).

Teachers use the Multi-Tiered Systems of Support Framework to adapt lessons and assignments to meet the needs of all students. Once an assignment is received, it will be corrected and feedback will be given to the student to address any areas of academic need. Students and parents are encouraged to keep open lines of communication with teachers utilizing Parent Square, a communication tool we use to better connect schools with families to improve student outcomes and school success. MSA-San Diego encourages family and community engagement and feedback throughout the learning process utilizing teacher check-ins with students and families, surveys, town hall meetings, etc.

We encourage all Magnolia families to stay informed by subscribing to our ParentSquare application to receive the latest updates and to visit the COVID-19 Information and Resource Center on the Magnolia Public Schools website. Currently 100% of our families are subscribed to ParentSquare. Additionally, we utilize StudentSquare, a student communication companion to ParentSquare and functions almost exactly in the same format as ParentSquare. Each middle school student will automatically have an account in StudentSquare based on their school email addresses and will receive StudentSquare messages via email.

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.]

As part of the Distance Learning V.2 implementation, MPS and MSA-San Diego have provided staff with new professional developments on Distance Learning promising practices. We will continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools. Schedules allow for organization-wide professional development on Wednesday mornings from 8am-10am. With the school year beginning via distance learning and students facing numerous challenges due to the pandemic, it is more important than ever before to incorporate Social Emotional Learning (SEL) across ALL subject areas on a regular basis. This year, we are using The Zones of Regulation curriculum across the organization to support students' mental and social-emotional well being. Professional development and resources have been provided to all staff, introduction to the lessons will be provided to parents and stakeholders as well so they can follow along at home.

MPS held several virtual Professional Development activities and provided training on DL for all. Initial training included Google Classroom 101, Google Hangouts 101, DL Math Q & A, DL ELA Q & A, Managing the Virtual Classroom, Special Populations Q & A, and Zoom 101.

MPS has been conducting surveys with all stakeholders to learn about what worked and what changes were needed to strengthen the distance learning program. This feedback, in addition to, research and further guidance from local, state and federal agencies has guided the development of the MPS Distance Learning 2.0 plans. 2020 Summer in-Service offered another opportunity for us to learn about promising practices in DL in the following areas and topics:

- Engaging Students in Remote Learning for Google Classroom in MTSS environment With Alice Keeler
- Distance Learning for Virtual Success -MGH
- Visual Performance Arts in a Virtual World
- Engaging Students with StudySync for Distance Learning

- Next Steps in Special Education for Distance Learning
- Testing During Distance Learning
- EL Programs and Coordinators Meeting
- Effective Integration of Learning Resources Platforms to use in the Online Classroom
- Planning Consideration for Math Instruction for the 2020-2021 School Year
- DOS Welcome Back, Preparing to Launch
- DL Computer Science programs
- Distance Learning Strategies for Physical Education
- Distance Learning Collaboration for Elementary Teachers
- The new normal "Test Optional" – remote testing

Staff Roles and Responsibilities

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

Staff roles and responsibilities of affected staff as a result of COVID-19 were that some staff have been assigned as mentors to students that were not engaging in distance learning. They are to reach out to students and their families if they miss their classes.

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.]

All English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. These courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs.

Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed. MSA-San Diego has a Homeless/ Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need

families. Our liaison and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness, for San Diego specific resources our team is in touch with Susie Terry from SDCOE. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources.

We are very aware that our low-income families are in need of support with basic needs, we surveyed our families regarding what they may need and how we can help, based on the responses provided our school leaders addressed requests. Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Students with disabilities

MSA-San Diego has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MSA-San Diego will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support is highly encouraged to contact the our school's principal or designee for assistance.

Special education and related services will be provided as required by IDEA following a student's individualized education program ("IEP") either in-person hybrid or by appointment; or through a live synchronous virtual connection. Accommodations, both in an IEP, or in a student's Section 504 Plan, will be implemented during distance learning. Designated instructional services and any compensatory minutes will be provided via certified DIS providers using a FERPA/HIPPA compliant secure portals. Pursuant to SB 1117 initial timelines will be tolled until school resumes, and all other timelines will be adhered to, to the fullest extent possible during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact our school's principal or designee for assistance.

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

Description	Total Funds	Contributing
Purchase of Internet hot spots	\$9,000	Yes

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.]

Magnolia Science Academy San Diego will use an accelerated learning model with just-in-time interventions to ensure students are learning grade level content while building pre-requisite skills from the prior grade level. Students will immediately move into grade level appropriate content rather than repeating material from the prior grade level. ELA and Math Teachers will be provided with vertical alignment opportunities to learn about material they may have not previously taught so they can adjust lessons appropriately. Master scheduling includes activities to help students recover learning loss, dedicated time for SEL lessons, and support for students. In addition, professional development and additional planning time has been scheduled for teachers to ensure time is available to design and implement high-quality instruction. When the students must participate in distance learning due to safety, synchronous and asynchronous instruction focused on grade level standards will be provided to students on a daily basis. Assignments will be high-quality, relevant and aligned to the rigor of what is offered during inperson instruction. Set schedules and expectations will be established for students that allow for daily interaction with certificated staff and peers.

In order to measure learning status, the assessment cycle consists of ongoing formative assessment throughout the year to monitor learning and inform instruction. NWEA's Measure of Academic Progress (MAP) is administered for reading and math for all students, at least twice a year. In addition, clearly outlined Interim assessment Blocks (IABs) are given to students as unit assessments in ELA and Math.

MSA-San Diego has adopted high-quality, standards-based instructional materials for all subject areas, including ELD. The curriculum has both print and digital versions to provide access to all students. Teachers create standards-based lessons using instructional materials and embed support and tiered questions within their lesson plans. Lessons are planned using multiple modalities to engage all learners and offer multiple entry points to ensure all students can be successful. For ELA and Math, the instructional content has been prioritized in order to ensure students are able to engage in the essential work of the grade level and do not fall further behind. Pacing guides aligned to Interim Assessment Blocks (IABs) have been created by the MPS Academic Team to guide instruction and ensure teachers are providing high quality instruction and assessed using a non-biased formative assessment. ELD instruction will focus on high-quality reading, writing, listening, and speaking skills practice, so that EL students will continue to make progress towards meeting their language acquisition goals and move towards reclassification. Ongoing professional development is conducted with ELA and Math teachers to deep-dive into grade level content standards and assist teachers in creating units and activities that best support the teaching of those standards. All teachers will receive professional development on providing both Designated and Integrated ELD in their core classes, and teachers will be trained on providing scaffolded supports through SDAIE strategies and the CHATS Framework.

MSA-San Diego has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, we will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. Data from the formative assessments will be used to inform tiered interventions for all students. Tier I interventions will be conducted in the classroom by the general education teachers. Teachers have been provided with professional development to help with the planning and implementation of Tier I interventions through both UDL and MTSS training. Additional professional development will be conducted throughout the school year to further support teachers in creating just-in time, tier I interventions. Tier II and Tier III interventions are in place for students who need further support and are scheduled into students' schedules for interventions conducted during the school day. Tier II and Tier III interventions consist of additional Designated ELD courses, and small group support. In addition, extended school day offerings, such as after-school tutoring and Saturday school, are provided for students to receive further support outside the school day.

Summer school, focusing on enrichment and mitigation of learning loss, was also offered to students during the summer of 2020 and will continue to be offered in future years.

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.]

All students in tier I receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier I supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier I supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier II interventions which provide increasingly intensive instruction to further meet students' needs. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support. For English Learners, Designated ELD is provided to further support students in the acquisition of the English language. Students with an IEP or 504 plan, receive services as outlined in their individualized plans.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier III interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Priority for tiered interventions will be provided to students with unique needs. To further support students with unique needs, staff will identify further opportunities to recover instructional time by meeting in department and grade level meetings, by making plans for remediation, etc. Time and resources will be identified for additional high-impact supports, such as additional tutoring or extra time working one-on-one with teachers or paraprofessionals.

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 use of NWEA's MAP Growth Reports and data from IABs will be utilized to determine the effectiveness of the supports and services used to address learning loss. Using the nationally normed data from NWEA, growth will be monitored for each student. It is expected that students will grow at a rate higher than the national average based on their grade level in ELA and Math. IAB data covering the essential standards of the grade level will be collected, analyzed and compared to statewide data. It is expected that the data will show similar results to statewide data.

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

Description	Total Funds	Contributing
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	\$24,750	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps	\$8,000	Yes

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.]

During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic. A mental health and well-being survey was administered to students and caregivers in May and helped inform the next steps for continuous support of students and families. Constant communication regarding mental health and well-being resources have been shared via our school communication system ParentSquare. Resources that have been shared prioritize self-care strategies for the whole family, help lines offered by LA County, Orange County and San Diego County. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with LACOEs Suicide Prevention and the ongoing

Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures, we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning of the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed, the student might be referred to a mental health provider at school while looping in parent/guardian.

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.]

The key to intervention is to start early, and in order to support our students we have communicated to staff the critical importance of accurate attendance. Synchronous and asynchronous attendance tracking presents challenges so to support our teachers with correct implementation of attendance practices we have identified an Attendance Supervisor and Attendance Lead at every school site. Teachers are instructed to take attendance using the student information system, Illuminate, and should a student not be able to complete the same day assignment they can complete a google form checking in with the teacher explaining why they could not complete the form but demonstrating evidence of engagement with the assignment. At the early stage of intervention with absences will be the expectations communicated with all stakeholders, teachers taking accurate attendance and reaching out to the student/family for a reason and support to decrease any barriers to accessing the instructional time and resources. After the teacher has made a minimum of three points of contact with family and still no improvement the Attendance Lead and Attendance Supervisor will be notified and the Attendance Supervisor will work

on using more targeted re-engagement strategies. California's compulsory education laws continue to apply to all persons between the ages of 6 and 18 and are not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between school employees and students or parents or guardians. The School has developed the following tiered re-engagement strategies for students who are absent from distance learning for more than

three (3) schooldays or sixty (60) percent of the instructional days in a school week: Verification of current contact information for each enrolled student. Daily notification to parents or guardians of absences; Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full-time in-person instruction. The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows: For synchronous instruction, the School will require students to log in to the interactive session either through Google Classroom or other virtual platforms to demonstrate student participation. For asynchronous instruction, the School will require students to complete assignments to demonstrate student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found at the school website and in the MPS Student/Parent Handbook.

Additional re-engagement strategy resources will be pulled from Attendance Works and the LACOE Student Engagement and Attendance LiveBinder modules 2, 4, 5 and 6 to inform systems and practices.

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.]

Magnolia Science Academy, in partnership with Topnotch Catering and Schools in Action, continues to provide nutritious meals to our students who need them during distant learning. Meals are distributed in front of the multipurpose room to ensure social distancing guidelines are observed by Magnolia Science Academy- San Diego located at, 6525 Estrella ave San Diego, CA

91942. Students enrolled at Magnolia Science Academy-San Diego can participate in the distribution every Tuesday from 1:15 p.m. to 2 p.m.

Every Tuesday , students pick up 5 days worth of lunch meals.

Schools in Action manages the lunch program for Magnolia Science Academy - San Diego.

Meal servers are trained and aware of meal service guidelines. Servers have access to hand washing stations and signs for safety directions are posted at the locations.

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	Mental Health and Social and Emotional Well-Being	\$700.00	Yes
Mental Health and Social and Emotional Well-Being	KickBoard Positive Behavior System	\$5,000	Yes

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%	\$224,232

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.]

Due to the impact of Covid-19 emergency school closures, and the resulting learning loss, MSA-San Diego created detailed plans and guides for instruction, focusing on students most in need, such as ELs. Within Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. All MSA-San Diego teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA-San Diego teachers will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Our school will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. In August of 2020, the MPS EL Coordinator provided professional development to all of the MSA-San Diego teachers on ELD instructional strategies and CHATS framework, and the MPS EL Master Plan. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance. Our school principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform

Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support. Finally, MSA-San Diego has provided and will continue to provide ongoing Parent Trainings for all of our parents.

All training and parent meetings, as well as invitations to such meetings, will be available in both English and Spanish, and schools will make every effort to provide primary language support to parents who may speak another language. We will strive to provide parent training for all online platforms, including, but not limited to Zoom, Google Classrooms, Clever, and Illuminate. SSC, ELAC, and PTF meetings, as well as are some of the venues we will provide training to our parents, as well as stakeholder feedback meetings such as Coffee with the Principal. MSA-1 will provide targeted assistance to low income students and their families in college and career readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all students, including our unduplicated students.

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

In order to improve services provided to foster youth, EL, and low-income students, MSA-San Diego has strengthened its Instructional Programs and put additional supports in place during Distance Learning. In addition to our comprehensive ELD program, as discussed above, EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. This additional course option for EL Level 3 and 4 students was added for the 2020-2021 school year in an effort to mitigate learning loss for ELs and assist these students in their continued progress toward the goal of reclassification. These Designated ELD courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional smallgroup courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach.

Furthermore, MSA-San Diego has a Homeless/ Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. The liaison and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness , for San Diego specific resources our team is in touch with Susie Terry from SDCOE. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs. We surveyed our families regarding what they may need and how we can help, and based on the responses provided, our school leaders addressed requests. For example, our current number of families experiencing homelessness started to increase post Covid Safer at Home orders. Qualitative data was collected by school sites regarding economic hardships became apparent as contact information began to shift for families. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate a few of our families to receive additional financial help. We are

still organizing the best way to order additional supplies for care packages to each student/ family. The logistics of how to package the materials and distribute to every family is an area of need which has been fulfilled by the dedicated staff members of MSA-San Diego.

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
Magnolia Science Academy - Santa Ana	Steven Keskindurk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

General Information

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

In December 2019, an outbreak of respiratory illness due to a corona virus now known as COVID-19 was first identified in Wuhan City, China and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control (“CDC”) activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020 the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On March 13, 2020, MPS Board of Directors passed the Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the covid-19 virus. Also, on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS home office together with school teams developed and rolled out an emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, California Department of Education released New COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all stakeholders developing and updating the instructional plans and activities accordingly.

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

On July 17 Governor Gavin Newsom laid out a pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Stakeholder Engagement

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

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections, and excellence. MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, board members, and community members. The Task Force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE, and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

The school has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students. Following are the dates of such meetings: 6/17/20 (5pm - English, 6pm - Spanish); 7/30/20 (4pm - English, 5pm - Spanish), 8/7/20 (5pm Spanish-6pm English), 8/28/20 (Spanish 5:00PM -English 6pm).

The meetings were held virtually on the Zoom platform in English with Spanish translation. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health, and other relevant topics.

The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program. We shared our plans with our Parent Advisory Committee (PAC), SSC and ELAC for additional feedback.

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

We held our virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions in Zoom.

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

MSASA held virtual Town Hall meetings on 6/17/20, 7/30/20, 8/7/20, and 8/28/20 in both English and Spanish on each day in which stakeholders were invited from families, staff, community members to hear feedback from the Magnolia Public Schools presentation.

Stakeholders were able to share their feedback via Zoom as well as Google Forms surveys, and this feedback was shared with the home office prior to the Magnolia Public Schools deciding upon the official plans for the 2020-21 academic year. Much of the ideas and feedback which was shared was integrated into the final plan, including creating a new template for Week At a Glance (WAG) teacher lesson plan template, which was proposed by MSASA administration and was adopted across the MPS.

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

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, MSASA will reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 35% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD and planning time. Additionally, Wednesdays will be utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We will follow the hybrid model (as discussed above) for the reopening. Teachers and students will follow the same master schedule as they have been using since the beginning of this academic year 2020-21. Bell schedules will remain the same to minimize the confusion for the students and parents. There will be slight changes in the bell schedule when we implement staggered admission and dismissals. This will be clarified and communicated to all of the stakeholders prior to the re-opening.

Grading Policy: We will continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Since MSASA has not been able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We will continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. MSASA will utilize MAP testing at least twice per year (Fall and Spring), in addition to Winter assessment so that we will have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we will continue to administer the Math and ELA Smarter Balanced Interim Assessment Blocks (IAB) according to the testing schedule organized by the Home Office Academic Team. Per the needs in various grade levels, MSASA may also administer Interim Comprehensive Assessment (ICA) during the year.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, our students will remain stationary in their classrooms so that teachers will rotate between classrooms to provide instruction. Students will be assigned seats in their classrooms and will stay seated as much as possible in order to maintain appropriate social distancing.

Next Steps

MSASA will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MSASA will offer in-person instruction to the greatest extent when it is safe and recommended. As of August 17, 2020, MSASA has started with the Distance Learning only model based on the CDPH and Governor's order and MPS Board of Governance actions.

As always, all of the faculty members at MSASA are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning Under newly enacted state law, MSASA has been providing: Devices and connectivity so that every child can participate in distance learning. Daily live interaction for every child with teachers and other students. Class assignments that are challenging and equivalent to in-person instruction. Targeted supports and interventions for English learners and special education students. In-Person Re-Opening Criteria (CDPH) MSASA may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Distance Learning Version 2.0

MSASA Admin Team has worked with the Home Office in strengthening and improving the Distance Learning plans and programs as this mode of learning continued being part of our offerings for the 2020-21 School Year. Specifically:

Adding new instructional programs and effective approaches, Addressing and mitigating the learning loss due the COVID-19 closures
 Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
 Establishing set class schedules and meeting times
 Improving engagement, attendance and communication means
 Training parents and students
 Improving grading and attendance systems
 Improving assessments and monitoring

Per Ed. Code, § 43503(b), MSASA Distance learning includes the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

MSASA Distance Learning Portal
 Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools
 Email contact
 Phone contact
 Student work submitted in other communicative ways
 Student Square communication tool
 Parent Square communication tool
 In-person as permitted by the public health orders
 Mitigation of Learning Loss - MTSS/Tiered Interventions/Support
 MSASA has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look

to mitigate learning loss due to COVID-19, MSASA will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. MPS Wide Digital Programs Clever, MPS's Single Sign on for online programs, has been used as a backbone for access to all digital programs. All MSASA teachers have been using Google Classroom to facilitate teaching and learning activities. MPS's Distance Learning Portal will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Hold "Office Hours"
- Keep up with pacing and maps
- Do effective time management

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.]

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, MSASA will reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 35% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD and planning time. Additionally, Wednesdays will be utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We will follow the hybrid model (as discussed above) for the reopening. Teachers and students will follow the same master schedule as they have been using since the beginning of this academic year 2020-21. Bell schedules will remain the same to minimize the confusion for the students and parents. There will be slight changes in the bell schedule when we implement staggered admission and dismissals. This will be clarified and communicated to all of the stakeholders prior to the re-opening.

Grading Policy: We will continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Since MSASA has not been able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We will continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. MSASA will utilize MAP testing at least twice per year (Fall and Spring), in addition to Winter assessment so that we will have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we will continue to administer the Math and ELA Smarter Balanced Interim Assessment Blocks (IAB) according to the testing schedule organized by the Home Office Academic Team. Per the needs in various grade levels, MSASA may also administer Interim Comprehensive Assessment (ICA) during the year.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, our students will remain stationary in their classrooms so that teachers will rotate between classrooms to provide instruction. Students will be assigned seats in their classrooms and will stay seated as much as possible in order to maintain appropriate social distancing.

Next Steps

MSASA will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MSASA will offer in-person instruction to the greatest extent when it is safe and recommended. As of July 23, 2020, MSASA has started with the Distance Learning only model based on the CDPH and Governor's order and MPS Board of Governance actions.

As always, all of the faculty members at MSASA are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning Under newly enacted state law, MSASA has been providing: Devices and connectivity so that every child can participate in distance learning. Daily live interaction for every child with teachers and other students. Class assignments that are challenging and equivalent to in-person instruction. Targeted supports and interventions for English learners and special education students. In-Person Re-Opening Criteria (CDPH) MSASA may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Distance Learning Version 2.0

MSASA Admin Team has worked with the Home Office in strengthening and improving the Distance Learning plans and programs as this mode of learning continued being part of our offerings for the 2020-21 School Year. Specifically:

Adding new instructional programs and effective approaches, Addressing and mitigating the learning loss due the Covid-19 closures
 Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
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 Improving engagement, attendance and communication means
 Training parents and students
 Improving grading and attendance systems
 Improving assessments and monitoring

Per Ed. Code, § 43503(b), MSASA Distance learning includes the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

MSASA Distance Learning Portal
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 In-person as permitted by the public health orders
 Mitigation of Learning Loss - MTSS/Tiered Interventions/Support
 MSASA has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MSASA will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. MPS Wide Digital Programs Clever, MPS's Single Sign on for online programs, has been used as a backbone for access to all digital programs. All MSASA teachers have been using Google Classroom to facilitate teaching and learning activities. MPS's Distance Learning Portal will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
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- Whole group and small group instruction
- Hold "Office Hours"
- Keep up with pacing and maps
- Do effective time management

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

Description	Total Funds	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	\$44,000	No
Deep Cleaning and Disinfecting of Campus	\$20,000	No
Purchase of necessary Personal Protective Equipment for students and staff	\$30,000	No

Description	Total Funds	Contributing
Learning Platforms to Enhance Learning (NextGen Math, IXL, BrainPop, Albert, NWEA MAP, Aleks etc.)	\$20,000	Yes
Hiring of additional custodian for Deep Cleaning	\$35,000	No
Substitute coverage by core teachers	\$3,000	Yes
Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc.	\$70,000	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.]

Magnolia Science Academy Santa Ana has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher has created a Google Classroom to post assignments, videos and resources, post discussion questions, and use various online programs to provide learning opportunities. All students have access to online resources, physical resources and assignments. Live sessions are recorded for students who are not able to attend the live sessions. Additionally, teachers conduct virtual office hours/after school tutoring weekly to further support students and provide opportunities for students to receive additional support. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as

phone calls, video meetings, emails, and through the use of our Parent Square messaging system. Finally, to support technology needs, our school has distributed Chromebooks and hot spots to students.

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.]

MSASA provides Chromebook Devices and Internet Hotspots for all students and families in need of. Several surveys and communications took place leading up to distribution of Chromebook Devices and Internet Hotspots before instruction started. Currently 100% of our students have devices and 100% have access to the 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.]

Pupil participation will be assessed through daily assignments, synchronous “live” instruction, and daily check-in through SSR/Advisory classes. The participation will be measured by the teachers daily assignment (time value). Once received, the assignments will be corrected and feedback will be provided to the student directly to address any areas of need. Students and parents are encouraged to keep clear lines of communication open with teachers. School sites are assigning mentors to check in with students on a weekly basis and time will be allotted for 1 to 1 support and tutoring sessions. We also use the Multi-Tiered Systems of Support Framework to adapt lessons and assignments to meet the needs of our students and encourage family and community engagement and feedback throughout the learning process, i.e. surveys, town hall meetings, teacher check-in with students and families.

We encourage all Magnolia families to stay informed by subscribing to our ParentSquare application to receive the latest updates and to visit the COVID-19 Information and Resource Center on the Magnolia Public Schools website. Additionally, we utilize StudentSquare, a student communication companion to ParentSquare and functions almost exactly in the same format as ParentSquare. Each middle and high school (6th-12th grade) student will automatically have an account in StudentSquare based on their school email addresses and will receive StudentSquare messages via email.

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.]

As part of the Distance Learning V.2 implementation, MPS and MSASA have provided staff with new professional developments on Distance Learning promising practices. We will continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools. Schedules allow for organization-wide professional development on Wednesday mornings from 8am-10am. With the school year beginning via distance learning and students facing numerous challenges due to the pandemic, it is more important than ever before to incorporate Social Emotional Learning (SEL) across ALL subject areas on a regular basis. This year, we are using The Zones of Regulation curriculum across the organization to support students’ mental and social-emotional well being. Professional development and resources have been provided to all staff, introduction to the lessons will be provided to parents and stakeholders as well so they can follow along at home.

MPS held several virtual Professional Development activities and provided training on DL for all. Initial training included Google Classroom 101, Google Hangouts 101, DL Math Q & A, DL ELA Q & A, Managing the Virtual Classroom, Special Populations Q & A, and Zoom 101. MPS has been conducting surveys with all stakeholders to learn about what worked and what changes were needed to strengthen the distance learning program. This feedback, in addition to, research and further guidance from local, state and federal agencies has guided the development of the MPS Distance Learning 2.0 plans. 2020 Summer in-Service offered another opportunity for us to learn about promising practices in DL in the following areas and topics:

Engaging Students in Remote Learning for Google Classroom in MTSS environment With Alice Keeler Distance Learning for Virtual Success – MGH

Visual Performance Arts in a Virtual World

Engaging Students with StudySync for Distance Learning

Next Steps in Special Education for Distance Learning

Testing During Distance Learning

EL Programs and Coordinators Meeting

Effective Integration of Learning Resources Platforms to use in the Online Classroom

Planning Consideration for Math Instruction for the 2020-2021 School Year

DOS Welcome Back, Preparing to Launch

DL Computer Science programs

Distance Learning Strategies for Physical Education

Distance Learning Collaboration for Elementary Teachers

The new normal "Test Optional" – remote testing

Staff Roles and Responsibilities

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

Staff roles and responsibilities of affected staff as a result of COVID-19 were that some staff will be assigned as mentors to students that were not engaging in distance learning. They are to reach out to students and their families if they miss their classes. Specifically, our office staff have been reassigned to serve as Grade Level Coordinators who are responsible for reaching out to gather information from families about the causes for absences and to share this information with the teachers as well as administrative team members.

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.]

All English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. These courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL

students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have a priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

Our schools have a Homeless/ Foster Youth Liaison who stay in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs, we surveyed our families regarding what they may need and how we can help, based on the responses provided our school leaders addressed requests. Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support.

Students with disabilities:

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who are concerned that they require additional support should contact the school principal or designee for assistance.

Special education and related services shall be provided as required by IDEA following a student's individualized education program ("IEP") either in-person hybrid or by appointment; or through a live synchronous virtual connection. Accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Designated instructional services and any compensatory minutes will be provided via certified DIS providers using a FERPA/HIPPA compliant secure portals. Pursuant to SB 1117 initial timelines will be tolled until school resumes, and all other timelines will be adhered to, to the fullest extent possible during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact the school principal or designee for assistance.

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

Description	Total Funds	Contributing
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	\$35,000	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps	\$30,000	Yes

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.]

MPS will use an accelerated learning model with just-in-time interventions to ensure students are learning grade level content while building pre-requisite skills from the prior grade level. Students will immediately move into grade level appropriate content rather than repeating material from the prior grade level. ELA and Math Teachers will be provided with vertical alignment opportunities to learn about material they may have not previously taught so they can adjust lessons appropriately. Master scheduling includes activities to help students recover learning loss, dedicated time for SEL lessons, and support for students. In addition, professional development and additional planning time has been scheduled for teachers to ensure time is available to design and implement high-quality instruction. When the students must participate in distance learning due to safety, synchronous and asynchronous instruction focused on grade level standards will be provided to students on a daily basis. Assignments will be high-quality, relevant and aligned to the rigor of what is offered during in-person instruction. Set schedules and expectations will be established for students that allow for daily interaction with certificated staff and peers.

In order to measure learning status, the MPS assessment cycle consists of ongoing formative assessment throughout the year to monitor learning and inform instruction. NWEA's Measure of Academic Progress (MAP) is administered for reading and math for students in grades 2-11, at least twice a year. In addition, clearly outlined Interim Assessment Blocks (IABs) are given to students as unit assessments in ELA and Math for students in 3rd-11th grade.

MPS has adopted high-quality, standards-based instructional materials for all subject areas, including ELD. The curriculum has both print and digital versions to provide access to all students. Teachers create standards-based lessons using instructional materials and embed support and tiered questions within their lesson plans. Lessons are planned using multiple modalities to engage all learners and offer multiple entry points to ensure all students can be successful. For ELA and Math, the instructional content has been prioritized in order to ensure students are able to engage in the essential work of the grade level and do not fall further behind. Pacing guides aligned to Interim Assessment Blocks (IABs) have been created by the MPS Academic Team to guide instruction and ensure teachers are providing high-quality instruction and assessed using a non-biased formative assessment. ELD instruction will focus on high-quality reading, writing, listening, and speaking skills practice, so that EL students will continue to make progress towards meeting their language acquisition goals and move towards reclassification. Ongoing professional development is conducted with ELA and Math teachers to deep-dive into grade level content standards and assist teachers in creating units and activities that best support the teaching of those standards. All teachers will receive professional development on providing both Designated and Integrated ELD in their core classes, and teachers will be trained on providing scaffolded supports through SDAIE strategies and the CHATS Framework.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. Data from the formative assessments will be used to inform tiered interventions for all students. Tier I interventions will be conducted in the classroom by the general education teachers. Teachers have been provided with professional development to help with the planning and implementation of Tier I interventions through both UDL and MTSS training. Additional professional development will be conducted throughout the school year to further support teachers in creating just-in-time, tier I interventions. Tier II and Tier III interventions are in place for students who need further support and are scheduled into students'

schedules for interventions conducted during the school day. Tier II and Tier III interventions consist of specialized classes, Power ELA and Math, additional Designated ELD courses, and small group support. In addition, extended school day offerings, such as after-school tutoring and Saturday school, are provided for students to receive further support outside the school day. Summer school, focusing on enrichment and mitigation of learning loss, was also offered to students during the summer of 2020 and will continue to be offered in future years.

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.]

All students in tier I receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier I supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to all students and embed necessary supports so that all students can be successful. During distance learning, Tier I supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier II interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support. For English Learners, Designated ELD is provided to further support students in the acquisition of the English language. Students with an IEP or 504 plan, receive services as outlined in their individualized plans.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier III interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Priority for tiered interventions will be provided to students with unique needs. To further support students with unique needs, staff will identify further opportunities to recover instructional time by utilizing MAP (NWEA) assessment results which are administered three times during the academic year, recommendations and feedback from teachers and staff to identify students who have unique needs as well as who would benefit from additional support services. Moreover, data from asynchronous and synchronous attendance which is compiled in Illuminate will be incorporated by Grade Level Coordinators to identify students who have missed out on significant instructional time, and subsequently, learning loss, and then will be recommended for additional academic support resources to mitigate learning loss. Time and resources will be identified for additional high-impact supports, such as additional tutoring or extra time working one-on-one with teachers or paraprofessionals.

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 use of NWEA's MAP Growth Reports and data from IABs will be utilized to determine the effectiveness of the supports and services used to address learning loss. Using the nationally normed data from NWEA, growth will be monitored for each student. It is expected that students will grow at a rate higher than the national average based on their grade level in ELA and Math. IAB data covering the essential standards of the grade level will be collected, analyzed and compared to statewide data. It is expected that the data will show similar results to statewide data.

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

Description	Total Funds	Contributing
After school program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	\$30,000	Yes
Mental Health and Social and Emotional Well-Being	\$700	Yes

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.]

During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check-ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic. A mental health and well-being survey was administered to students and caregivers in May and helped inform the next steps for continuous support of students and families. Constant communication regarding mental health and well-being resources have been shared via our

school communication system Parent Square. Resources that have been shared prioritize self-care strategies for the whole family, help lines offered by LA County, Orange County and San Diego County. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with OCDE, Western Youth Services, Help Me Grow, UCI, Choc, Suicide Prevention, and the ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures, we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self-awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning of the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed, the student might be referred to a mental health provider at school while looping in parent/guardian.

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.]

The key to intervention is to start early, and in order to support our students we have communicated to staff the critical importance of accurate attendance. Synchronous and asynchronous attendance tracking presents challenges so to support our teachers with correct implementation of attendance practices we have identified an Attendance Supervisor and Attendance Lead at every school site. Teachers are instructed to take attendance using the student information system, Illuminate, and should a student not be able to complete the same day assignment they can complete a google form checking in with the teacher explaining why they could not complete the form but demonstrating evidence of engagement with the assignment.

At the early stage of intervention with absences will be the expectations communicated with all stakeholders, teachers taking accurate attendance and reaching out to the student/family for a reason and support to decrease any barriers to accessing the instructional time and resources. After the teacher has made a minimum of three points of contact with family and still no improvement the Attendance Lead and Attendance Supervisor will be notified and the Attendance Supervisor will work on using more targeted re-engagement strategies. California's compulsory education laws continue to apply to all persons between the ages of 6 and 18 and are not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between school employees and students or parents or guardians.

The School has developed the following tiered re-engagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

Verification of current contact information for each enrolled student.

Daily notification to parents or guardians of absences;

Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full-time in-person instruction.

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

For synchronous instruction, the School will require students to log in to the interactive session either through Google Classroom or other virtual platforms to demonstrate student participation. For asynchronous instruction, the School will require students to complete assignments to demonstrate student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found at the school website and in the MPS Student/Parent Handbook.

Additional re-engagement strategy resources will be pulled from Attendance Works and the OCDE/LACOE Student Engagement and Attendance LiveBinder modules 2, 4, 5 and 6 to inform systems and practices.

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.]

Magnolia Science Academy, in partnership with Better 4You Meals and Schools in Action, continues to provide nutritious meals to our students who need them during distant learning. Meals are distributed in the kindergarten playground area to ensure social distancing guidelines are observed by Magnolia Science Academy Santa Ana located at, 2840 West First Street, Santa Ana, CA 92703. Students enrolled at Magnolia Science Academy Santa Ana can participate in the distribution every Tuesday and Thursday from 7:30 a.m. to 11:30 a.m.

Every Tuesday, students pick up 2 days worth of breakfast and lunch meals. Every Thursday is worth 3 days of meals.

Students have a lunch code they provide to the servers to track the meals picked up and to properly invoice families. Schools in Action manages the lunch program for Magnolia Science Academy Santa Ana.

Meal servers are trained and aware of meal service guidelines. Servers have access to handwashing stations and signs for safety directions are posted at the locations.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
24%	\$1,439,774

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.]

Due to the impact of Covid-19 emergency school closures, and the resulting learning loss, MPS created detailed plans and guides for instruction, focusing on students most in need, such as ELs. Within Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the MPS EL Master Plan, and as explained in the 2020-2021 MPS Instructional Plans. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. All MPS teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MPS teachers will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Schools will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. In August of 2020, the MPS EL Coordinator provided professional development to all teachers on ELD instructional strategies and CHATS framework, and the MPS EL Master Plan. Teachers will be provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed. Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance. Our Principal and designees are overseeing the attendance/ participation engagement system to follow up with any students who are not as active with biweekly check in. All teachers and support staff who are in contact with families and students via distance learning platforms are also aware of remote crisis intervention as needed. The MPS Executive Office Manager quickly mobilized response for providing food to families through our providers and there are currently centralized pick up locations for food distribution that our families can access. We are sharing various resources and opportunities for families and keeping them updated via our school outreach platform Parent Square, school websites, phone calls and newsletters. Post Spring semester, the homeless survey to families will be sent at the beginning of the school year as well as mid-semester in case there are any changes for families and they need to notify us so we can provide adequate support. Finally, MPS schools will provide ongoing Parent Trainings for all of our parents. All trainings and parent meetings, as well as invitations to such meetings, will be available in both English and Spanish, and schools will make every effort to provide primary language support to parents who may speak another language. We will strive to provide parent training for all online platforms, including, but not limited to Zoom,

Google Classrooms, Clever, and Illuminate. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents, as well as stakeholder feedback meetings such as Coffee with the Principal. MPS will provide targeted assistance to low income students and their families in college and career readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all students, including our unduplicated students.

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

In order to improve services provided to foster youth, EL, and low-income students, MPS has strengthened our Instructional Programs and put additional supports in place during Distance Learning. In addition to our comprehensive ELD program, as discussed above, EL level 1 and 2 students receive an additional Designated ELD course; EL level 3 and 4 students (especially those classified as LTELs) may also be enrolled in additional Designated ELD courses, as needed. This additional course option for EL Level 3 and 4 students was added for the 2020-2021 school year in an effort to mitigate learning loss for ELs and assist these students in their continued progress toward the goal of reclassification. These Designated ELD courses will focus on the ELD standards, and will be taught in a small group environment in order to best support English Learners with their language development. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Through our MTSS-aligned tiered support structure, EL students may also receive additional support through additional small group courses, Saturday school, targeted interventions and individual support, on an as needed basis. EL students will have a priority for participation in these additional supports, and staff will make extra efforts to include families of EL students in additional training and through outreach.

Furthermore, our schools have a Homeless/ Foster Youth Liaison who stays in communication with the Director of Student Services regarding access to resources and information that will benefit our most in need families. These liaisons and mentors have been checking in with specific families weekly. We also received additional training and support from Jennifer Kottke at LACOE regarding resources and outreach for our Families experiencing homelessness. During this training we also reviewed our outreach efforts to families struggling with basic needs and connecting them to free community resources. We are very aware that our low-income families are in need of support with basic needs. We surveyed our families regarding what they may need and how we can help, and based on the responses provided, our school leaders addressed requests. For example, our current number of families experiencing homelessness started to increase post Covid Safer at Home orders. Qualitative data was collected by school sites regarding economic hardships became apparent as contact information began to shift for families. We have been fortunate to leverage partnerships with organizations such as One Family Los Angeles to nominate more than 100 families to receive additional financial help. We are still organizing the best way to order additional supplies for care packages to each student/ family. The logistics of how to package the materials and distribute to every school site and then distribute to every family is an area of need.

Cover Sheet

Human Resource Updates

Section: IV. Information/Discussion Items
Item: B. Human Resource Updates
Purpose: FYI
Submitted by:
Related Material: IV B HR Updates.pdf



Board Agenda Item #:	IV B- Information Item
Date:	September 10, 2020
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, Director of Human Resources
RE:	HR UPDATES

Background

No action recommended. Information only.

The following HR information is provided to the Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") Board of Directors.

ITEM	INFORMATION
2020-21 HEAD COUNT	The number of all MPS employees as of 9/3/2020 is 372. Since July 1, 2020, the new hire employee number is 28. MPS currently has 215 teachers.
RETENTION RATE	Overall MPS 2019-20 retention rate is: 89.09%. 2019-20 teacher retention rate is: 90%.
TURN OVER RATES	2019-20 MPS turnover rate is: 21.28%. 2019-20 teacher turnover rate: 17.51%.

MANDATORY TRAININGS	<p>The mandatory trainings including the extra training regarding COVID-19 for all the MPS employees have been inserted to their PayCom (MPS HRIS) account which made it more convenient for the employees to take the courses and easier for the supervisors to do the follow up and generate reports.</p> <ul style="list-style-type: none">▪ As of 9/3/2020, 97.65% of all of MPS employees completed their mandatory trainings.
OPEN POSITIONS	<p>MPS schools' open positions as of 9/3/2020 are as follow;</p> <ul style="list-style-type: none">▪ MSA-3 Psychologist▪ MSA-4 & 6 shared SPED teacher and coordinator▪ MSA-6 SPED aide