



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday September 24, 2020 at 5:30 PM PDT

Location

<https://zoom.us/j/97887130526?pwd=QUdoZVdXajU2YnY5NS9WZUNpdXFxZz09>

Meeting ID: 978 8713 0526

Passcode: 433110

One tap mobile

+16699009128,,97887130526#

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

II. Action Items **5:43 PM**

A. Approval of the Learning Continuity and Attendance Plans for All MPS	Vote	D. Yilmaz	10 m
B. Intra-Organizational Agreements and Repayment Schedule	Vote	S. Orazov	5 m
C. Approval of Revised Health and Safety Policy for COVID-19 and Approval of Injury and Illness Prevention Program (IIPP)	Vote	D. Hajmeirza	5 m

III. Closed Session **6:03 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

IV. Closing Items **6:20 PM**

A. Adjourn Meeting	Vote		
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Cover Sheet

Announcements from MPS CEO & Superintendent

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



COVID-19 Updates

As of Thursday, September 24th



California Department Of Public Health Updates

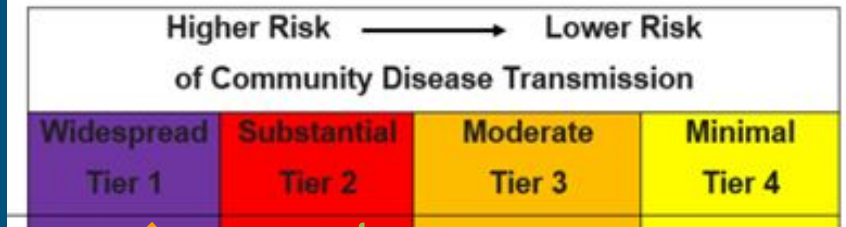
New color tier system effective Aug 31st. [CDPH webpage here](#)

“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](#)



SD County is here as of 9/22

LA County Here as of 9/22

OC County Here as of 9/22

San Diego County

Status: **Substantial***

New COVID-19 cases per day per 100k: **6.8**
 Adjusted case rate for tier assignment: **6.9**
 Positivity rate: **3.8%**

*See California Blueprint Data Chart for tier determination

Los Angeles County

Status: **Widespread***

New COVID-19 cases per day per 100k: **7.7**
 Adjusted case rate for tier assignment: **7.0**
 Positivity rate: **2.8%**

*See California Blueprint Data Chart for tier determination

Orange County

Status: **Substantial***

New COVID-19 cases per day per 100k: **3.6**
 Adjusted case rate for tier assignment: **3.6**
 Positivity rate: **3.1%**

*See California Blueprint Data Chart for tier determination

LA County Updates

[LA County DPH K-12 Reopening Protocols \(Latest Update- 9/7\)](#)

- New updates adds additional guidance on school exposure plans

[LA County List of Schools that are reopening for small cohorts of students](#)

- MPS is planning to open schools for small cohorts starting Oct 5th

OC County Updates

Schools to able to open K-12 in Hybrid as of Sept 22.

<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](#)

Cover Sheet

Approval of the Learning Continuity and Attendance Plans for All MPS

Section: *II. Action Items*
Item: *A. Approval of the Learning Continuity and Attendance Plans for All MPS*
Purpose: *Vote*
Submitted by:
Related Material: *II A LCP.pdf*



Board Agenda Item #	II A- Action Item
Date:	September 24, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the Learning Continuity and Attendance Plans for All MPS

Proposed Board Recommendation

I move that the Board approve the Learning Continuity and Attendance Plans for All MPS.

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.

Public Hearing

The Board held a public hearing for the LCP at a regularly scheduled meeting on September 10, 2020.

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 have engaged their stakeholders in the development of their plans as described in the “Stakeholder Engagement” section of the plan. The Learning Continuity Plans are now ready for board approval.

Budget Implications

LCP related expenditures are reflected in each school's budget.

How Does This Action Relate/Affect/Benefit All MSAs?

Board approval of this plan is required by the CDE.

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	Mustafa Sahin Principal	msahin@magnoliapublicschools.org (818) 609-0507

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.]

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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 Friday, June 12, 2020, Friday, June 19, 2020 and Wednesday, August 5, 2020. PTF meetings were held on April 4, 2020, April 17, 2020, May 15, 2020 and June 5, 2020. School Site Council meetings were held on March 26, 2020, May 13, 2020 and June 3, 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.

[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.]

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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, MSA1 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 MSA1 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. MSA1 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, MSA1 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 1 (MSA1) 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-1 will offer in-person instruction to the greatest extent when it is safe and recommended. As of August 18, 2020, MSA-1 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-1 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-1 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-1 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-1 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-1 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-1 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-1 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-1 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 MSA-1 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	\$44,000.00	No

Description	Total Funds	Contributing
Deep Cleaning and Disinfecting of Campus	\$20,000.00	No
Purchase of necessary Personal Protective Equipment for students and staff	\$20,000.00	No
Hiring of additional SPED teacher, 1 Title 1 Math and 1 Title 1 English Teacher to support learning loss for our highest need student populations	\$196,425.00	Yes
Learning Platforms to Enhance Learning (NextGen Math, IXL, BrainPop, Albert, NWEA MAP, Aleks etc.)	\$25,000.00	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 1 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-1 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 60% of our students received school provided devices and 12% 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-1 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. 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 MSA-1 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.]

One of our teacher assistance is helping with serving lunch and screening the visitors with the nurse, 2 of the teacher assistance are helping office with attendance.

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-1 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. 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

MSA-1 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-1 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 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
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and Hot Spots and other associated materials	\$160,000.00	Yes

Description	Total Funds	Contributing

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 1 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 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 6-11, 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 6th-11th grade.

MSA-1 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-1 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 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 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.	\$35,000.00	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	\$30,000.00	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 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 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 Better4You Meals and Schools in Action, continues to provide nutritious meals to our students who need them during distant learning. Meals are distributed in the parking lot or on the multipurpose room patio (during inclement weather) 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-1 can participate in the distribution every Wednesday and Friday from 1 p.m. to 3 p.m.

Every Wednesday, students pick up 3 days worth of breakfast and lunch meals. Every Friday is worth 2 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 -1.

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
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	\$700.00	Yes
Mental Health and Social and Emotional Well-Being	Participation in LACOE's PBIS Program 2020-21	\$5,000.00	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%	\$1,789,014

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-1 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-1 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-1 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-1 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-1 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 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. 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-1 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 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, MSA-1 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. 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-1.

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
PD to support reaching needs of SPED students during distance learning and hybrid learning.	\$5,655	
Substitute coverage by core teachers	\$3,000	Yes
Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc.	\$93,395	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
Salary and benefits of SPED teachers and support staff, including hiring a new instructional SPED paraprofessional to support learning loss for our highest need student population during distance and hybrid learning	\$393,034.57	No
Salary and benefits of EL coordinator and math interventionist teachers to support learning loss during distance and hybrid learning	\$193,773.88	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
Mental Health and Social and Emotional Well-Being	Full time school psychologist to support students social-emotional needs and provide counseling services to students with IEPs	\$111,796	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 August 18, 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	\$44,000	No
Hiring of psychologist to effectively support Students with IEPs.	\$75,000	Yes
Hiring of additional EL Coordinator to support learning loss for EL student population	\$5000	Yes
Substitute coverage by MSA-3 core teachers	\$11,200	Yes
Hiring of Title-1 Coordinator (Math) to address the needs of underperforming groups (African American, EL). 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	\$52,000	Yes
Learning Platforms to Enhance Learning (BrainPop, NWEA MAP, Aleks, Nearpod, Odysseyware etc.)	\$48,200	Yes

Description	Total Funds	Contributing

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
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and Hot Spots and other associated materials	\$ 101,700	Yes
Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning	\$42,693	Yes
Staff PD related to distance learning and technology integrated instruction	\$18,083	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	\$115,304	Yes

Description	Total Funds	Contributing
learning and engage students and provide additional teacher stipends to support and enrich the academic program.		
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.	\$20,000	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.	\$20,000	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.]

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	\$5,000	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	\$6,000	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
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.]

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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.	\$19,600	No
Added a Certified Nurses Assistant	\$52,200	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 other associated materials	\$99,249	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)	\$4,700	Yes
Student Group Therapy and SPED Services	\$6,500	No
English Learner Coordinator	\$5,000	Yes
Special Education Teacher	\$30,000	No
Two Classified Staff members were made full-time to support students	\$32,000	No
Digital Textbooks	\$39,784	Yes
Hotspots for student connectivity	\$7,222	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
Distance Learning Program (Supports for Pupils with Unique Needs)	SPED student support services	\$27,000	No

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	\$50,000	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	\$34,000	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
20 WiFi Hotspots to ensure connectivity for all students	\$4400	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	\$6,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	\$3,000	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
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

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 115 additional Chromebooks	\$23,000	Yes
Online learning programs for effective remote Math and ELA instruction: Accelerated Reader, Spelling City and NextGen Math	\$9,500	Yes
40 WiFi Hotspots to ensure connectivity for all students	\$8,000	Yes
Annual Subscription for Zoom	\$1,700	No
Hiring of additional part-time SPED teacher and promoting part-time SPED aide to full-time	\$50,000	No
SPED Program Staff and Services	\$180,000	No
ELD Program Staff and Services	\$88,000	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 assessed 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	\$31,000	Yes
NWEA MAP Online Assessment Program to monitor student's performance in ELA and Math	\$2,500	Yes
Participation in the Latino Literacy Program, including parent training classes	\$2,000	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. 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
Mental Health and Social and Emotional Well-Being	School Psychologist Salary (shared with another school-site)	\$28,800	No
Mental Health and Social and Emotional Well-Being	Counseling for students & families through Mitchell Family Clinic	\$13,000	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.]

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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
PPE	47,820	Yes

Description	Total Funds	Contributing
High Quality Instruction: Teacher Credentialing Professional Development	21,999	Yes
Instructional Materials and Technology: Textbooks	26,244	No
Clean and Safe facilities that support learning: Facility	385,000	No
Healthy and nutritious needs: Student Meals	123,000	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.]

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	89,523	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 - \$42,000], NWEA MAP \$6,000, Illuminate SIS \$2,500)	50,500	Yes
Purchase of equipment to ensure teachers deliver high-quality instruction through remote/distance learning	27,000	Yes
Instructional Materials and Technology: Basic Software: Zendesk, AssetWorks, etc.	2,700	Yes
Digital Literacy and Citizenship Programs: Internet Security Program	34,790	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.	148,040	No
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.	43,072	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	\$30,000	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.		

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
Distance Learning Program (Staff Roles and Responsibilities)	Distance Learning Schedule adjusted to provided small group support to the neediest students as identified through internal data measuring tools. All teachers will provide essential academic support for foundational skill building.	888,655	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Distance Learning Schedule adjusted to provided small group support for students with disabilities. Main focus will be on foundational skills.	533,900	No
Distance Learning Program (Staff Roles and Responsibilities)	Distance Learning Schedule adjusted to provided small group support for students with Language Acquisition Needs. Main focus will be on foundational skills.	78,881	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%	\$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 Keskinurk 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 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

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

Intra-Organizational Agreements and Repayment Schedule

Section: *II. Action Items*
Item: *B. Intra-Organizational Agreements and Repayment Schedule*
Purpose: *Vote*
Submitted by:
Related Material: *II B Intra Org Loan Agreements.pdf*
MPS IO Loan Summary (DRAFT UPDATED 9-21-2020) (3).xlsx



Board Agenda Item #	II B- Action Item
Date:	9/24/2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Serdar Orazov, CFO
RE:	Approval of the Intra-Organizational loan agreements

Proposed Board Motion

I move that the board approves the Intra-Organization loan agreements between MERF and school sites.

Background

As was presented at 7/23/20 meeting, LAUSD's annual oversight report includes recommendations for areas of growth and improvements. One of the recommendations is to implement Fiscal Crisis and Management Assistance Team ("FCMAT") guidelines for Intra-Organization transactions. The guideline states that any loan amount between the schools that are not fully paid back as of the year-end should be converted to a loan with specific terms.

To implement the recommendation in the oversight report, the staff prepared agreements for any loans that have outstanding balances as of 6/30/2020.

Budget Implications

There are no budget implications as this is to convert and document the Intra-Organization transactions into loan agreements.

1. Exhibits (attachments):
 - Loan agreements between MERF and MSA-1, 8, Santa Ana, San Diego and agreement between MSA-1 and MSA-5
 - Intra-Organization loans master schedule

NOTE: The agreements will be signed and executed upon board approval

INTRAORGANIZATION LOAN AGREEMENT

This Intraorganization Loan Agreement (this “Agreement”) dated as of June 30, 2020, is entered into by Magnolia Science Academy— 1 (“Lender”) and Magnolia Educational & Research Foundation dba Magnolia Public Schools, a California nonprofit public benefit corporation and operator of Borrower (“Magnolia” or “Borrower”).

RECITALS

A. Magnolia has established and is operating Lender pursuant the Charter Schools Act of 1992, as amended (the “Act”). Magnolia operates Lender within Magnolia’s corporate organization. The Act requires Magnolia to separately account for the assets, liabilities, revenues, expenses and results of operations of Magnolia and Lender as if they were separate legal entities.

B. Lender and Borrower entered into an intraorganization loan (the “ Loan”) as of June 30, 2020. As of the date of this Agreement, the unpaid principal balance of the Loan is \$550,247.

C. The “California Charter School Accounting and Best Practices Manual” published by the Fiscal Crisis and Management Assistance Team (“FCMAT”) states that “[a]t the end of the fiscal year, each school’s receivable or payable loan account (also known as due to/due from account) should be reconciled. Once balances are reconciled, any charter school or central office intraorganization receivable or payable balance that is not fully repaid as of the close of the fiscal year may result in and be subject to an intraorganization loan agreement. Intraorganization loan agreements between each school and the central office are prepared at the end of the fiscal year to formally document the amount owed between the intracompany accounts and the repayment terms.”

D. In accordance with FCMAT guidance, Magnolia desires to document the terms upon which the balance of the Loan outstanding as of last day of the fiscal year of Magnolia in which the Loan was made shall be repaid by Borrower to Lender.

AGREEMENT

In consideration of the foregoing, the mutual promises contained herein, and other good and valuable consideration, Magnolia agrees as follows:

1. The unpaid principal balance of the Loan outstanding from time to time shall bear interest from the date hereof until paid at the rate of two percent (2.00%) per annum, calculated on the basis of a 360-day year and a 30-day month. Borrower shall pay accrued interest to Lender monthly commencing on the first calendar month following the date of this Agreement by no later than the fifteenth (15th) day of each calendar month.

2. Commencing on the first calendar month following the date of this Agreement, Borrower shall make monthly payments that includes principal and interest to Lender in the amount of \$9,354.20.

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Agreement

3. Borrower shall pay all remaining principal of the Loan and accrued interest thereon to Lender on or before 6/30/2025 (the "Maturity Date"). Borrower may prepay the Loan in whole or in part at any time at any time and from time to time to without premium or penalty.

4. If Borrower's state apportionment revenue is subject to payment deferral by order of statute, then Borrower may defer payment to Lender with no penalty incurred until the Maker receives said deferred funds.

5. Borrower's obligations under this Agreement are subordinated to all indebtedness, if any, of Borrower, to any unrelated third party lender to the extent such indebtedness is outstanding on the date of this Agreement and such subordination is required under the loan documents providing for such indebtedness

IN WITNESS WHEREOF, Borrower and Lender have each executed this Agreement as of the date first written above.

Lender:

Magnolia Science Academy— 1

By: _____

Name: _____

Title: _____

Borrower:

**Magnolia Educational & Research
Foundation
dba Magnolia Public Schools**

By: _____

Name: _____

Title: _____

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Agreement

INTRAORGANIZATION LOAN AGREEMENT

This Intraorganization Loan Agreement (this “Agreement”) dated as of June 30, 2020, is entered into by Magnolia Science Academy— 5 (“Lender”) and Magnolia Science Academy – 1 (“Borrower”), each a California public charter school operated by Magnolia Educational & Research Foundation dba Magnolia Public Schools, a California nonprofit public benefit corporation (“Magnolia”).

RECITALS

A. Magnolia has established and is operating Borrower and Lender pursuant to the Charter Schools Act of 1992, as amended (the “Act”). Magnolia operates Borrower and Lender within Magnolia’s corporate organization. The Act requires Magnolia to separately account for the assets, liabilities, revenues, expenses and results of operations of Magnolia, Borrower and Lender as if they were separate legal entities.

B. Lender made a loan to Borrower on or about April 16, 2020 (the “Loan”) for purposes of Borrower using the proceeds to complete the new construction project at 18220 Sherman Way. As of the date of this Agreement, the unpaid principal balance of the Loan is \$1,000,000.

C. The “California Charter School Accounting and Best Practices Manual” published by the Fiscal Crisis and Management Assistance Team (“FCMAT”) states that “[a]t the end of the fiscal year, each school’s receivable or payable loan account (also known as due to/due from account) should be reconciled. Once balances are reconciled, any charter school or central office intraorganization receivable or payable balance that is not fully repaid as of the close of the fiscal year may result in and be subject to an intraorganization loan agreement. Intraorganization loan agreements between each school and the central office are prepared at the end of the fiscal year to formally document the amount owed between the intracompany accounts and the repayment terms.”

D. In accordance with FCMAT guidance, Magnolia desires to document the terms upon which the balance of the Loan outstanding as of last day of the fiscal year of Magnolia in which the Loan was made shall be repaid by Borrower to Lender.

AGREEMENT

In consideration of the foregoing, the mutual promises contained herein, and other good and valuable consideration, Magnolia agrees as follows:

1. The unpaid principal balance of the Loan outstanding from time to time shall bear interest from the date hereof until paid at the rate of two percent (2.00%) per annum, calculated on the basis of a 360-day year and a 30-day month. Borrower shall pay accrued interest to Lender quarterly commencing on the first calendar month following the first quarter of this Agreement and thereafter on the first calendar month following the preceding quarter by no later than the fifteenth (15th) day of said month (in other words, (i) by no later than October 15th for the first quarter of July to September, (ii) by no later than January 15th for October to December, (iii) by no later than April 15th for January to March, and (iv) by no later than July 15th for April to June .

2. Commencing with October 2020, the first calendar month following the first quarter of this Agreement and thereafter on the first calendar month following the preceding quarter, Borrower shall make quarterly payments that includes principal and interest to Lender in the amount of \$55,577.67.

3. Borrower shall pay all remaining principal of the Loan and accrued interest thereon to Lender on or before 6/30/2025 (the "Maturity Date"). Borrower may prepay the Loan in whole or in part at any time at any time and from time to time to without premium or penalty.

4. If Borrower's state apportionment revenue is subject to payment deferral by order of statue, then Borrower may defer payment to Lender with no penalty incurred until the Maker receives said deferred funds.

5. Borrower's obligations under this Agreement are subordinated to all indebtedness, if any, of Borrower, to any unrelated third party lender to the extent such indebtedness is outstanding on the date of this Agreement and such subordination is required under the loan documents providing for such indebtedness

IN WITNESS WHEREOF, Borrower and Lender have each executed this Agreement as of the date first written above.

Lender:

Borrower:

Magnolia Science Academy— 5

Magnolia Science Academy— 1

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Magnolia:

Magnolia Educational & Research
Foundation dba Magnolia Public Schools

By: _____

Name: _____

Title: _____

INTRAORGANIZATION LOAN AGREEMENT

This Intraorganization Loan Agreement (this “Agreement”) dated as of June 30, 2020, is entered into by Magnolia Science Academy— 8 (“Lender”) and Magnolia Educational & Research Foundation dba Magnolia Public Schools, a California nonprofit public benefit corporation and operator of Borrower (“Magnolia” or “Borrower”).

RECITALS

A. Magnolia has established and is operating Lender pursuant the Charter Schools Act of 1992, as amended (the “Act”). Magnolia operates Lender within Magnolia’s corporate organization. The Act requires Magnolia to separately account for the assets, liabilities, revenues, expenses and results of operations of Lender as if they were separate legal entities.

B. Lender and Borrower entered into an intraorganization loan (the “Loan”) as of 6/30/2020. As of the date of this Agreement, the unpaid principal balance of the Loan is \$2,248,497.

C. The “California Charter School Accounting and Best Practices Manual” published by the Fiscal Crisis and Management Assistance Team (“FCMAT”) states that “[a]t the end of the fiscal year, each school’s receivable or payable loan account (also known as due to/due from account) should be reconciled. Once balances are reconciled, any charter school or central office intraorganization receivable or payable balance that is not fully repaid as of the close of the fiscal year may result in and be subject to an intraorganization loan agreement. Intraorganization loan agreements between each school and the central office are prepared at the end of the fiscal year to formally document the amount owed between the intracompany accounts and the repayment terms.”

D. In accordance with FCMAT guidance, Magnolia desires to document the terms upon which the balance of the Loan outstanding as of last day of the fiscal year of Magnolia in which the Loan was made shall be repaid by Borrower to Lender.

AGREEMENT

In consideration of the foregoing, the mutual promises contained herein, and other good and valuable consideration, Magnolia agrees as follows:

1. The unpaid principal balance of the Loan outstanding from time to time shall bear interest from the date hereof until paid at the rate of two percent (2.0%) per annum, calculated on the basis of a 360-day year and a 30-day month. Borrower shall pay accrued interest to Lender monthly commencing on the first calendar month following the date of this Agreement by no later than the fifteenth (15th) day of each calendar month..

2. Commencing on the first calendar month following the date of this Agreement, Borrower shall make monthly payments that includes principal and interest to Lender in the amount of \$38,224.45.

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Agreement

3. Borrower shall pay all remaining principal of the Loan and accrued interest thereon to Lender on or before 6/30/2025 (the "Maturity Date"). Borrower may prepay the Loan in whole or in part at any time at any time and from time to time to without premium or penalty.

4. If Borrower's state apportionment revenue is subject to payment deferral by order of statute, then Borrower may defer payment to Lender with no penalty incurred until the Maker receives said deferred funds.

5. Borrower's obligations under this Agreement are subordinated to all indebtedness, if any, of Borrower, to any unrelated third party lender to the extent such indebtedness is outstanding on the date of this Agreement and such subordination is required under the loan documents providing for such indebtedness

IN WITNESS WHEREOF, Borrower and Lender have each executed this Agreement as of the date first written above.

Lender:

Borrower:

Magnolia Science Academy— 8

**Magnolia Educational & Research
Foundation
dba Magnolia Public Schools**

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

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Agreement

INTRAORGANIZATION LOAN AGREEMENT

This Intraorganization Loan Agreement (this “Agreement”) dated as of June 30, 2020, is entered into by Magnolia Science Academy— Santa Ana (“Borrower”) and Magnolia Educational & Research Foundation dba Magnolia Public Schools, a California nonprofit public benefit corporation and operator of Borrower (“MERF” or “Lender”).

RECITALS

A. Magnolia has established and is operating Borrower pursuant the Charter Schools Act of 1992, as amended (the “Act”). Magnolia operates Borrower within Magnolia’s corporate organization. The Act requires Magnolia to separately account for the assets, liabilities, revenues, expenses and results of operations of Borrower as if they were separate legal entities.

B. Lender and Borrower entered into an intraorganization loan (the “Loan”) as of 6/30/2020. As of the date of this Agreement, the unpaid principal balance of the Loan is \$1,405,810.

C. The “California Charter School Accounting and Best Practices Manual” published by the Fiscal Crisis and Management Assistance Team (“FCMAT”) states that “[a]t the end of the fiscal year, each school’s receivable or payable loan account (also known as due to/due from account) should be reconciled. Once balances are reconciled, any charter school or central office intraorganization receivable or payable balance that is not fully repaid as of the close of the fiscal year may result in and be subject to an intraorganization loan agreement. Intraorganization loan agreements between each school and the central office are prepared at the end of the fiscal year to formally document the amount owed between the intracompany accounts and the repayment terms.”

D. In accordance with FCMAT guidance, Magnolia desires to document the terms upon which the balance of the Loan outstanding as of last day of the fiscal year of Magnolia in which the Loan was made shall be repaid by Borrower to Lender.

AGREEMENT

In consideration of the foregoing, the mutual promises contained herein, and other good and valuable consideration, Magnolia agrees as follows:

1. The unpaid principal balance of the Loan outstanding from time to time shall bear interest from the date hereof until paid at the rate of two percent (2.0%) per annum, calculated on the basis of a 360-day year and a 30-day month. Borrower shall pay accrued interest to Lender monthly commencing on the first calendar month following the date of this Agreement by no later than the fifteenth (15th) day of each calendar month.

2. Commencing on the first calendar month following the date of this Agreement, Borrower shall make monthly payments that includes principal and interest to Lender in the amount of \$23,898.77.

3. Borrower shall pay all remaining principal of the Loan and accrued interest thereon to Lender on or before 6/30/2025 (the “Maturity Date”). Borrower may prepay the Loan in whole or in part at any time at any time and from time to time to without premium or penalty.

4. If Borrower’s state apportionment revenue is subject to payment deferral by order of statute, then Borrower may defer payment to Lender with no penalty incurred until the Maker receives said deferred funds.

5. Borrower’s obligations under this Agreement are subordinated to all indebtedness, if any, of Borrower, to any unrelated third party lender to the extent such indebtedness is outstanding on the date of this Agreement and such subordination is required under the loan documents providing for such indebtedness

IN WITNESS WHEREOF, Borrower and Lender have each executed this Agreement as of the date first written above.

Lender:

Borrower:

**Magnolia Educational & Research
Foundation
dba Magnolia Public Schools**

Magnolia Science Academy— Santa Ana

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

INTRAORGANIZATION LOAN AGREEMENT

This Intraorganization Loan Agreement (this “Agreement”) dated as of June 30, 2020, is entered into by Magnolia Science Academy— San Diego (“Borrower”) and Magnolia Educational & Research Foundation dba Magnolia Public Schools, a California nonprofit public benefit corporation and operator of Borrower (“MERF” or “Lender”).

RECITALS

A. Magnolia has established and is operating Borrower pursuant the Charter Schools Act of 1992, as amended (the “Act”). Magnolia operates Borrower within Magnolia’s corporate organization. The Act requires Magnolia to separately account for the assets, liabilities, revenues, expenses and results of operations of Borrower as if they were separate legal entities.

B. Lender and Borrower entered into an intraorganization loan (the “Loan”) as of 6/30/2020. As of the date of this Agreement, the unpaid principal balance of the Loan is \$885,893.

C. The “California Charter School Accounting and Best Practices Manual” published by the Fiscal Crisis and Management Assistance Team (“FCMAT”) states that “[a]t the end of the fiscal year, each school’s receivable or payable loan account (also known as due to/due from account) should be reconciled. Once balances are reconciled, any charter school or central office intraorganization receivable or payable balance that is not fully repaid as of the close of the fiscal year may result in and be subject to an intraorganization loan agreement. Intraorganization loan agreements between each school and the central office are prepared at the end of the fiscal year to formally document the amount owed between the intracompany accounts and the repayment terms.”

D. In accordance with FCMAT guidance, Magnolia desires to document the terms upon which the balance of the Loan outstanding as of last day of the fiscal year of Magnolia in which the Loan was made shall be repaid by Borrower to Lender.

AGREEMENT

In consideration of the foregoing, the mutual promises contained herein, and other good and valuable consideration, Magnolia agrees as follows:

1. The unpaid principal balance of the Loan outstanding from time to time shall bear interest from the date hereof until paid at the rate of two percent (2.0%) per annum, calculated on the basis of a 360-day year and a 30-day month. Borrower shall pay accrued interest to Lender monthly commencing on the first calendar month following the date of this Agreement by no later than the fifteenth (15th) day of each calendar month.

2. Commencing on the first calendar month following the date of this Agreement, Borrower shall make monthly payments that includes principal and interest to Lender in the amount of \$15,060.17.

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LOAN AC

3. Borrower shall pay all remaining principal of the Loan and accrued interest thereon to Lender on or before 6/30/2025 (the "Maturity Date"). Borrower may prepay the Loan in whole or in part at any time at any time and from time to time to without premium or penalty.

4. If Borrower's state apportionment revenue is subject to payment deferral by order of statute, then Borrower may defer payment to Lender with no penalty incurred until the Maker receives said deferred funds.

5. Borrower's obligations under this Agreement are subordinated to all indebtedness, if any, of Borrower, to any unrelated third party lender to the extent such indebtedness is outstanding on the date of this Agreement and such subordination is required under the loan documents providing for such indebtedness

IN WITNESS WHEREOF, Borrower and Lender have each executed this Agreement as of the date first written above.

Lender:

Borrower:

**Magnolia Educational & Research
Foundation
dba Magnolia Public Schools**

Magnolia Science Academy— San Diego

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

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LOAN AC

Cover Sheet

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

Section: *II. Action Items*
Item: *C. Approval of Revised Health and Safety Policy for COVID-19 and Approval of Injury and Illness Prevention Program (IIPP)*
Purpose: *Vote*
Submitted by:
Related Material: *II C COVID- 19 Policy.pdf*



Board Agenda Item #	II C- Action Item
Date:	September 24, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, MPS HR Director
RE:	Updated Health and Safety Policy for COVID-19

Proposed Board Motion

I move that the board approve the updated Health and Safety Policy for COVID-19.

Introduction

- The policy has been updated which includes details regarding sports and outdoor activities, testing, and contact tracing for staff and students). The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

Background

- The board had approved the MPS Health and Safety policy and Injury Illness Prevention Plan (IIPP) Addendum for COVID-19 during the August 6th board meeting. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

Analysis (If applicable)

- This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA).

Budget Implications

- To be determined at a later date.

Exhibits (attachments):

- Updated Health and Safety Policy for COVID-19



Updated on 09/21/2020

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 (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), 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 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.
- 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 of staff as a school wide practice or as directed by the Los Angeles County Department of Public Health (“LAC DPH”) and the following standards.
 - Surveillance testing is either 1) in response to an outbreak at a school site, and/or 2) on a staff-wide basis as determined by the Home Office COVID-19 Response Team or when instructed by LAC DPH based upon local disease trends.
 - In response to an outbreak, only one (1) test per symptomatic person or close contact is required. A repeat test may be necessary if the initial test is positive or if symptoms later develop.
 - For staff-wide testing, all staff shall be tested, other than any staff who only work remotely and have no contact with students or other staff. However, the ability to test all staff may not be possible if laboratory capacity is limited (see below).
 - The goal of staff-wide testing is to test 100% of staff within two (2) months. This could be implemented as 50% one month and 50% the next month, or 25% every two (2) weeks.
 - If LAC DPH orders ongoing staff-wide testing, then repeated testing must be continued every two (2) months as directed by LAC DPH.
 - The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
 - If County-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
 - The School’s liaison must be made aware of the staff test results and report those results to LAC DPH.
 - Staff cannot refuse to take a test or to report the test results to the School. Both the testing and the reporting are required under the local health order.

- The School must maintain confidentiality of test results, other than reporting the results to LAC DPH. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The School should have a separate confidential medical file for each employee where the School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc.
- Students and family members are strongly encouraged to be tested for COVID-19 before returning to the school facility and regularly while receiving in-person instruction.
- In the event of a positive test result of a student or family member:
 - The Charter School requires that parents/guardians notify school administration immediately if the student 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 which will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- 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.
- 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) 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.

¹A close contact also includes a situation in which a person provided care at home to someone who is sick with COVID-19.

- In accordance with state guidance regarding closing schools in response to confirmed cases,² and 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 number of cases at the school and the risk level within the specific community as determined by the local public health officer.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using distance learning. Consistent with the School's adopted Distance Learning Policy and Procedures, distance learning shall include all of the following:
 - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
 - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
 - 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;
 - 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;
 - 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;
 - Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness in the form of internet or telephonic communication, or by other means permissible under public health orders; and
 - Continuing to provide school meals.

² California Department of Public Health: COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year (July 17, 2020).

- 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.
- 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 (i.e., wind instruments) and choir practice and performances are not permitted.
- 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.
 - Sporting Events and Gatherings: Outdoor and indoor sporting events and competitions, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted.
 - 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.
 - Youth Sports and Physical Education: The Charter School will conduct sports and physical education classes only when the following can be maintained (1) physical distancing of at least six (6) feet, and (2) a stable cohort, such as a class, that limits the risk of transmission. Activities should take place outside to the maximum extent practicable.
 - For sports that cannot be conducted with sufficient distancing or cohorting, only physical conditioning and training is permitted and only where physical distancing can be maintained. Conditioning and training should focus on individual skill building (e.g., running drills and body weight resistance training) and should take place outside, where practicable. Indoor physical conditioning and training is allowed only in counties where gyms and fitness centers are allowed to operate indoors.
 - Avoid equipment sharing, and if unavoidable, clean and disinfect shared equipment between use by different people to reduce the risk of COVID-19 spread.
 - Consistent with guidance for gyms and fitness facilities, cloth face coverings must be worn during indoor physical conditioning and training or physical education classes (except when showering). Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings. Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering. Players should take a break from exercise if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet and sticks to the player's face and obstructs breathing. Masks that restrict airflow under heavy exertion (such as N-95 masks) are not advised for exercise.

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 Orange, Los Angeles, and San Diego County Public Health Orders and CDPH Guidance for maintaining healthy operations, including the following practices.

- Monitor on a weekly basis, COVID-19 guidance from CDPH, and County Offices of Education.
- 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.
- Implement routine surveillance testing of staff as directed by local county health officers. Encourage students and families to receive testing from community testing sites before returning to school for in-person instruction and regularly while attending school in person.
- 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-19.³
- 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,

³ 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.

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.
- Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
- 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.
- The Charter School will train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- 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 taken pursuant to this section.

Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

MPS IO Loan Summary (DRAFT UPDATED 9-21-2020) (3).xlsx