



Board Agenda Item #	IV A- Action Item
Date:	June 29, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the COVID-19 Operations Written Report for all MPS

Proposed Board Recommendation

I move that the Board approve the COVID-19 Operations Written Report for all MPS.

Background

Overview

Executive Order (EO) N-56-20 was established on April 22, 2020, to address the impact of continued school closures in response to the COVID-19 pandemic and the local educational agencies' ability to conduct meaningful annual planning, and the ability to meaningfully engage stakeholders in these processes. EO N-56-20 issued timeline and approval waivers for the Local Control and Accountability Plan and Budget Overview for Parents as well as waving certain budgetary requirements. The Executive Order also established the requirement that a local educational agency (LEA) adopt a written report (COVID-19 Operations Written Report) explaining to its community the changes to program offerings the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of such closures on students and families.

Guidance for Completing the COVID-19 Operations Written Report

The COVID-19 Operations Written Report must include:

- An overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.
- A description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.
- A description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

- A description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.
- A description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours

The descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes the LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Requirements for the COVID-19 Operations Written Report

The COVID-19 Operations Written Report must be adopted by the local governing board or body in conjunction with the adopted annual budget by July 1, 2020.

While the COVID-19 Operations Written Report does not need to be approved by the county superintendent of schools or the Superintendent of Public Instruction, the Written Report must be submitted in conjunction with the submission of the adopted annual budget.

Once adopted, the COVID-19 Operations Written Report must be posted on the homepage of the LEA's website, if such a website exists.

LEAs are not required to use the COVID-19 Operations Written Report template developed by the California Department of Education. The template was developed as an optional tool for LEAs to meet the COVID-19 Operations Written Report requirements established by EO N-56-20.

Conclusion

MPS school leadership teams worked with the Academic and Accountability departments at the Home Office in developing their COVID-19 Operations Written Report. MPS school teams are evaluating the effectiveness of their distance learning program for all student groups as well as working on safe school reopening plans.

Budget Implications

All COVID-19 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 state.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- COVID-19 Operations Written Report (*one for each school*)

COVID-19 Operations Written Report for Magnolia Science Academy-1

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Magnolia Science Academy-1	Mustafa Sahin Principal	msahin@magnoliapublicschools.org (818) 609-0507	June 29, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

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 our emergency distance learning plans to be implemented in all schools starting March 16, 2020. Since then, MPS in collaboration with all stakeholders updating plans and implementing the Distance Learning programs continuously.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance.

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

English learners continue to receive both designated and integrated ELD, as outlined in our EL Master Plan and Distance Learning Guides and Protocols. All core class teachers provide integrated ELD, while students receive designated ELD in their ELA classes, and EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually. 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. Teachers have been 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.

Our Homeless/ Foster Youth Liaison stays in communication with the MPS Director of Students regarding access to resources and information that will benefit our most in need families. These liaison's 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 designee oversees 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.

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

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.

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

Our school 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 immediately started providing school meals to our families through our provider. Meals are distributed in the parking lot/gym to ensure social distancing at Magnolia Science Academy-1 located at, 18238 Sherman Way, Reseda, CA 91332. Students enrolled at four MPS sites, MSA-1, 2, 5 and 7, as well as local community members participate in the over 1,000 meals distributed daily from 9 am-2 pm. 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 while 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. Social distancing

guidelines are observed during meal pickup. 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.

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

Our school is implementing a distance learning education program. Our staff do daily check-ins with students, update engagement reports twice weekly and provide office hours. Adequate and necessary supervision has been provided during the meal pick up process while observing social distancing protocols. All special education and related services have been provided remotely. We recently sent a parent communication to inform families about child care offerings in our community. We work closely with LACOE and the city of Reseda to share the resources available to our community. We have also conducted a survey with our parents and the need for child care was not evident. We will continue to refer families in need of care to the childcare facilities in our community.

COVID-19 Operations Written Report for Magnolia Science Academy-2

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Magnolia Science Academy-2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300	June 29, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

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 our emergency distance learning plans to be implemented in all schools starting March 16, 2020. Since then, MPS in collaboration with all stakeholders, has been updating plans and implementing the Distance Learning programs continuously.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance. In particular, MSA2 utilizes schedules of live teaching sessions as well as live tutoring sessions over Zoom which enable students to ask live question to the instructors which relate to content standards being covered. Further, MSA2 utilized Google Classroom to communicate about assignments between teachers and students. Moreover, weekly parent meetings continued to take place virtually on Fridays via Zoom, as well as staff professional development meetings, department and grade level meetings, and meetings with special education teachers.

Also, each MSA-2 teacher creates and submits a Week at a Glance (WAG) for each week which they post on the school's distance learning website as well as share with their students via Google Classroom. IEP meetings continue to take place virtually via Zoom, and electronic signatures are signed via e-signing platforms. Chromebooks have been dropped of to homes in need of electronic devices as well as hotspots including Wifi for internet access for all homes in need to support connectivity.

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

English learners continue to receive both designated and integrated ELD, as outlined in our EL Master Plan and Distance Learning Guides and Protocols. All core class teachers provide integrated ELD, while students receive designated ELD in their ELA classes, and EL level 1

and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually. 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. Teachers have been 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.

Our Homeless/ Foster Youth Liaison stays in communication with the MPS Director of Students regarding access to resources and information that will benefit our most in need families. These liaison's 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 designee oversees 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 across MPS. 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.

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

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 and their families have been assigned a grade level coordinator that checks- n 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.

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

Our school 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 immediately started providing school meals to our families through our provider. Meals are distributed in the parking lot/gym to ensure social distancing at Magnolia Science Academy-1 located at, 18238 Sherman Way, Reseda, CA 91332. Students enrolled at four MPS sites, MSA-1, 2, 5 and 7, as well as local community members participate in the over 1,000 meals distributed daily from 9 am-2 pm. 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 while 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. Social distancing guidelines are observed during meal pickup. 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. In addition, at MSA2, families that do not have access to transportation to the meal pickup site can request to have the meals dropped off to their residence for a full week at a time.

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

Our school is implementing a distance learning education program. Our staff do daily check-ins with students, update engagement reports daily and provide live office hours. Adequate and necessary supervision has been provided during the meal pick up process while observing social distancing protocols. All special education and related services have been provided remotely, including holding virtual counseling sessions with our school psychologist via Zoom. We also utilize the advance Zoom security settings which include having authenticated users only be able to access live class sessions as well as create a virtual waiting room which teachers incorporate to support with secure access to classes. Further, we shared with our families via Parent Square resources which contain childcare facilities that are currently open during Covid-19 and which can be found by searching within zip codes. Moreover, we shared resources which included childcare facilities available to essential workers, as well as a phone number to a county childcare referral agency.

We work closely with LAUSD and LACOE as well as the city of Los Angeles to share the resources available to our community. We have also conducted a survey with our parents and the need for child care was not evident. We will continue to refer families in need of care to the childcare facilities in our community.

COVID-19 Operations Written Report for Magnolia Science Academy-3

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Magnolia Science Academy-3	Shandrea Daniel Principal	sdaniel@magnoliapublicschools.org (310) 637-3806	June 29, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

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 our emergency distance learning plans to be implemented in all schools starting March 16, 2020. Since then, MPS in collaboration with all stakeholders updating plans and implementing the Distance Learning programs continuously.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance.

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

English learners continue to receive both designated and integrated ELD, as outlined in our EL Master Plan and Distance Learning Guides and Protocols. All core class teachers provide integrated ELD, while students receive designated ELD in their ELA classes, and EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually. 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. Teachers have been 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.

Our Homeless/ Foster Youth Liaison stays in communication with the MPS Director of Students regarding access to resources and information that will benefit our most in need families. These liaison's 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 designee oversees 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.

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

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.

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

Our school continues to provide nutritious meals to all students who need them during the temporary closure of schools. To ensure students and families have access to daily meals, our school has immediately shared a list of centralized school meal pick up locations that our families can access. We have also collaborated with our co-located district school, Curtiss Middle School, in distributing food to the local community on their campus and we refer our families to the co-located school. Families have access to nutritious “grab and go” meals at these locations on a daily basis while minimizing potential exposure to Covid-19. 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.

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

Our school is implementing a distance learning education program. Our staff do daily check-ins with students, update engagement reports twice weekly and provide office hours. Adequate and necessary supervision has been provided during the meal pick up process while observing social distancing protocols. All special education and related services have been provided remotely. We recently sent a parent communication to inform families about child care offerings in our community. We work closely with LACOE and the city of Carson to share the resources available to our community. We have also conducted a survey with our parents and the need for child care was not evident. We will continue to refer families in need of care to the childcare facilities in our community.

COVID-19 Operations Written Report for Magnolia Science Academy-4

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org 310-473-2464	June 29, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

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 our emergency distance learning plans to be implemented in all schools starting March 16, 2020. Since then, MPS in collaboration with all stakeholders updating plans and implementing the Distance Learning programs continuously.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance.

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

English learners continue to receive both designated and integrated ELD, as outlined in our EL Master Plan and Distance Learning Guides and Protocols. All core class teachers provide integrated ELD, while students receive designated ELD in their ELA classes, and EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually. 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. Teachers have been 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.

Our Homeless/ Foster Youth Liaison stays in communication with the MPS Director of Students regarding access to resources and information that will benefit our most in need families. These liaison's 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 designee oversees 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.

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

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.

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

Our school continues to provide nutritious meals to all students who need them during the temporary closure of schools. To ensure students and families have access to daily meals, our school has immediately shared a list of centralized school meal pick up locations that our families can access. [MSA-6/First Lutheran Church 3751 Hughes Ave. Los Angeles, 90034. We refer our families to this location.] Families have access to nutritious “grab and go” meals at these locations on a daily basis while minimizing potential exposure to Covid-19. 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. Our Grab & Go sites are staffed weekdays from 8:00 a.m. to 12 p.m. To limit interactions each child can take home two nutritious meals.

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

Our school is implementing a distance learning education program. Our staff do daily check-ins with students, update engagement reports daily, and provide office hours. Adequate and necessary supervision has been provided during the meal pick up process while observing social distancing protocols. All special education and related services have been provided remotely. We recently sent a parent communication to inform families about child care offerings in our community. We work closely with LAUSD, LACOE and the city of Los Angeles to share the resources available to our community. We have also conducted a survey with our parents and the need for child care was not evident. We will continue to refer families in need of care to the childcare facilities in our community.

COVID-19 Operations Written Report for Magnolia Science Academy-5

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Magnolia Science Academy-5	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 705-5676	June 29, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

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 our emergency distance learning plans to be implemented in all schools starting March 16, 2020. Since then, MPS in collaboration with all stakeholders updating plans and implementing the Distance Learning programs continuously.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance.

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

English learners continue to receive both designated and integrated ELD, as outlined in our EL Master Plan and Distance Learning Guides and Protocols. All core class teachers provide integrated ELD, while students receive designated ELD in their ELA classes, and EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually. 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. Teachers have been 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.

Our Homeless/ Foster Youth Liaison stays in communication with the MPS Director of Students regarding access to resources and information that will benefit our most in need families. These liaison's 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 designee oversees 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.

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

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.

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

Our school 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 immediately started providing school meals to our families through our provider. Meals are distributed in the parking lot/gym to ensure social distancing at Magnolia Science Academy-1 located at, 18238 Sherman Way, Reseda, CA 91332. Students enrolled at four MPS sites, MSA-1, 2, 5 and 7, as well as local community members participate in the over 1,000 meals distributed daily from 9 am-2 pm. 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 while 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. Social distancing

guidelines are observed during meal pickup. 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.

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

Our school is implementing a distance learning education program. Our staff does daily check-ins with students, update engagement reports twice weekly, and provide office hours. All special education and related services have been provided remotely. We work closely with LAUSD and LACOE, the city of Reseda to share the resources available to our community. We have also conducted a survey with our parents and will continue to refer families in need of care to the childcare facilities in our community.

COVID-19 Operations Written Report for Magnolia Science Academy-6

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Magnolia Science Academy-6	John Terzi Principal	jterzi@magnoliapublicschools.org (310) 842-8555	June 29, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

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 our emergency distance learning plans to be implemented in all schools starting March 16, 2020. Since then, MPS in collaboration with all stakeholders updating plans and implementing the Distance Learning programs continuously.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance.

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

English learners continue to receive both designated and integrated ELD, as outlined in our EL Master Plan and Distance Learning Guides and Protocols. All core class teachers provide integrated ELD, while students receive designated ELD in their ELA classes, and EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually. 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. Teachers have been 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.

Our Homeless/ Foster Youth Liaison stays in communication with the MPS Director of Students regarding access to resources and information that will benefit our most in need families. These liaison's 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 designee oversees 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.

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

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.

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

Our school continues to provide nutritious meals to all students who need them during the temporary closure of schools. To ensure students and families have access to daily meals, our school has immediately shared a list of centralized school meal pick up locations that our families can access. [MSA-6/First Lutheran Church 3751 Hughes Ave. Los Angeles, 90034. We refer our families to this location.] Families have access to nutritious “grab and go” meals at these locations on a daily basis while minimizing potential exposure to Covid-19. 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. Our Grab & Go sites are staffed weekdays from 8:00 a.m. to 12 p.m. To limit interactions each child can take home two nutritious meals.

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

Our school is implementing a distance learning education program. Our staff do daily check-ins with students, update engagement reports twice weekly and provide office hours. Adequate and necessary supervision has been provided during the meal pick up process while observing social distancing protocols. All special education and related services have been provided remotely. We recently sent a parent communication to inform families about child care offerings in our community. We work closely with LAUSD, LACOE and the city of Los Angeles to share the resources available to our community. We have also conducted a survey with our parents and the need for child care was not evident. We will continue to refer families in need of care to the childcare facilities in our community.

COVID-19 Operations Written Report for Magnolia Science Academy-7

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Magnolia Science Academy-7	Meagan Wittek Principal	mwwittek@magnoliapublicschools.org (818) 886-0585	June 29, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

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 our emergency distance learning plans to be implemented in all schools starting March 16, 2020. Since then, MPS in collaboration with all stakeholders updating plans and implementing the Distance Learning programs continuously.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance.

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

English learners continue to receive both designated and integrated ELD, as outlined in our EL Master Plan and Distance Learning Guides and Protocols. All core class teachers provide integrated ELD, while students receive designated ELD in their ELA classes, and EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually. 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. Teachers have been 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.

Our Homeless/ Foster Youth Liaison stays in communication with the MPS Director of Students regarding access to resources and information that will benefit our most in need families. These liaison's 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 designee oversees 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.

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

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.

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

Our school 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 immediately started providing school meals to our families through our provider. Meals are distributed in the parking lot/gym to ensure social distancing at Magnolia Science Academy-1 located at, 18238 Sherman Way, Reseda, CA 91332. Students enrolled at four MPS sites, MSA-1, 2, 5 and 7, as well as local community members participate in the over 1,000 meals distributed daily from 9 am-2 pm. 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 while 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. Social distancing

guidelines are observed during meal pickup. 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.

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

Our school is implementing a distance learning education program. Our staff do daily check-ins with students, update engagement reports twice weekly and provide office hours. Adequate and necessary supervision has been provided during the meal pick up process while observing social distancing protocols. All special education and related services have been provided remotely. We recently sent a parent communication to inform families about child care offerings in our community. We work closely with LAUSD and the city of Northridge to share the resources available to our community. We have also conducted a survey with our parents and the need for child care was not evident. We will continue to refer families in need of care to the childcare facilities in our community.

COVID-19 Operations Written Report for Magnolia Science Academy-Bell

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Magnolia Science Academy-Bell	Jason Hernandez Principal	jhernandez@magnoliapublicschools.org 323-826-3925	June 29, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

On March 13, 2020, the 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, the MPS home office together with school teams developed and rolled out our emergency distance learning plans to be implemented in all schools starting March 16, 2020. Since then, MPS in collaboration with all stakeholders updating plans and implementing the Distance Learning programs continuously.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high-quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance.

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

English learners continue to receive both designated and integrated ELD, as outlined in our EL Master Plan and Distance Learning Guides and Protocols. All core class teachers provide integrated ELD, while students receive designated ELD in their ELA classes, and EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and support staff members, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Teachers have been 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.

Our Homeless/Foster Youth Liaison stays in communication with the MPS Director of Students 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/needs. Our Principal designee oversees the attendance/participation engagement system to follow up with any students who are not as 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. 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.

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

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. The 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 technological 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 provide additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video conferences, emails, and through the use of our parent messaging system. To support technology needs, our school has distributed Chromebooks and hot spots for students in need.

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

Magnolia Science Academy Bell, in partnership with Los Angeles Unified School District, continues to provide nutritious meals to all students who need them during the temporary closure of schools. Meals are distributed by Bell High School 4328 Bell Ave., Bell, CA 90201. Students enrolled at our school site as well as local community members participate in meals distributed daily from 9 a.m. to 11 a.m. Our co-located school shared a list of centralized school meal pick up locations that our families can access. Children do not need to be present, all food is to be taken and consumed offsite. Families have access to nutritious “grab and go” meals at these locations on a daily basis while minimizing potential exposure to Covid-19.

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

MSA Bell is implementing a distance learning education program. Our staff does daily check-ins with students, updates engagement reports twice weekly, and provides office hours.

Additionally, MSA Bell works with local agencies to provide information on resources such as food provision, child care, and other beneficial resources are distributed to our families within the community. This information is distributed through our communication platform, ParentSquare, school website, and social media platforms.

In regards to partnerships for student services, counseling support and other special education services shifted to Remote Service. This included regular check-in and support of students, and communication with families to arrange services. Other needs such as mental health are identified through school surveys and regular check-ins from staff. Students that are disengaged are assigned an Engagement Task Force member to reach family and identify reasons for lack of engagement and provide assistance as need. This can include food provisions, technology, etc.

COVID-19 Operations Written Report for Magnolia Science Academy-San Diego

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Magnolia Science Academy-San Diego	Gokhan Serce Principal	gserce@magnoliapublicschools.org (619) 644-1300	June 29, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

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 our emergency distance learning plans to be implemented in all schools starting March 16, 2020. Since then, MPS in collaboration with all stakeholders updating plans and implementing the Distance Learning programs continuously.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance.

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

English learners continue to receive both designated and integrated ELD, as outlined in our EL Master Plan and Distance Learning Guides and Protocols. All core class teachers provide integrated ELD, while students receive designated ELD in their ELA classes, and EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually. 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. Teachers have been 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.

Our Homeless/ Foster Youth Liaison stays in communication with the MPS Director of Students regarding access to resources and information that will benefit our most in need families. These liaison’s and mentors have been checking in with specific families weekly. We also received additional support from SDCOE regarding resources and outreach for our families experiencing homelessness. 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 including Chromebooks and internet hot spots . Our Principal designee oversees 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. All county food distribution center addresses and their distribution times communicated with all our families to provide 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.

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

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.

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

MSA-San Diego students and families were notified of local meal distribution locations in San Diego County. San Diego Unified Food and Nutrition Services is conducting a drive thru/walk-up distribution of daily prepared meals, free of charge. Meal distribution times for all locations are Monday through Friday, 11:00 a.m. to 1:00 p.m. While the district does not serve food on the weekend, it is distributing one extra breakfast and one extra lunch on each Thursday and Friday of the week. That allows each child to receive two breakfasts and two lunches on these days. Beginning Monday, May 11, the district will begin serving evening meals at all 24 sites in operation across the city. Evening meals will be served 11:00 a.m. - 1:00 p.m. Mondays, Tuesdays, and Wednesdays only. Children do not need to be present, there will be no congregate feeding; all food is to be taken and consumed offsite. Social distancing guidelines will be followed to stay safe. Families have access to nutritious “grab and go” meals at these locations on a daily basis while minimizing potential exposure to COVID-19. 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.

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

Our school is implementing a distance learning education program. Our staff do daily check-ins with students, update engagement reports twice weekly and provide office hours. All special education and related services have been provided remotely. We recently sent a parent communication to inform families about child care offerings in our community. We work closely with the San Diego County Office of Education (SDCOE) and the city of San Diego to share the resources available to our community. We have also conducted a survey with our parents and the need for child care was not evident. We will continue to refer families in need of care to the childcare facilities in our community.

COVID-19 Operations Written Report for Magnolia Science Academy - Santa Ana

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Magnolia Science Academy - Santa Ana	Steven Keskindurk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115	June 29, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

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 our emergency distance learning plans to be implemented in all schools starting March 16, 2020. Since then, MPS in collaboration with all stakeholders updating plans and implementing the Distance Learning programs continuously.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance.

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

English learners continue to receive both designated and integrated ELD, as outlined in our EL Master Plan and Distance Learning Guides and Protocols. All core class teachers provide integrated ELD, while students receive designated ELD in their ELA classes, and EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually. 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. Teachers have been 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.

Our Homeless/ Foster Youth Liaison stays in communication with the MPS Director of Students regarding access to resources and information that will benefit our most in need families. These liaison's 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 designee oversees 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.

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

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.

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

Our school 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 immediately started providing school meals to our families through our provider. MSA-Santa Ana provides nutritious meals at the site located at 2840 W 1st Street, Santa Ana, CA, 92703, from 7:30 am-2 pm daily in a "Grab & Go" distribution to ensure social distancing. Meals are distributed in the parking lot to ensure social distancing guidelines are observed. 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 while 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. Social distancing guidelines are observed during meal pickup. 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.

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

MSA-Santa Ana has provided all families with community resources to assist with child care needs and supervision during school hours, and support is being provided for families in need. We continue to work closely with local districts (Santa Ana Unified and Irvine School District) to share the resources available to our community. MSA-Santa Ana is on a distance learning education program now. Our staff do daily check-ins with students, update engagement reports twice weekly and provide office hours. Adequate and necessary supervision has been provided during the meal pick up process while observing social distancing protocols. All special education and related services have been provided remotely.