



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
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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 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.]

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, 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.]

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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.

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 LACOE's Suicide Prevention and ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during

what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self-awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning to the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed the student might be referred to a mental health provider at school while looping in parent/guardian.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The key to intervention is to start early, in order to support our students we have communicated to staff the critical importance of accurate attendance. Synchronous and asynchronous attendance tracking presents challenges so to support our teachers with correct implementation of attendance practices we have identified an Attendance Supervisor and Attendance Lead at every school site. Teachers are instructed to take attendance using the student information system, Illuminate, and should a student not be able to complete the same day assignment they can complete a google form checking in with the teacher explaining why they could not complete the form but demonstrating evidence of engagement with the assignment.

At the early stage of intervention with absences will be the expectations communicated with all stakeholders, teachers taking accurate attendance and reaching out to the student/family for a reason and support to decrease any barriers to accessing the instructional time and resources. After the teacher has made a minimum of three points of contact with family and still no improvement the Attendance Lead and Attendance Supervisor will be notified and the Attendance Supervisor will work on using more targeted re-engagement strategies.

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance

learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

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

Verification of current contact information for each enrolled student.

Daily notification to parents or guardians of absences;

Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

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

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

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

Additional re-engagement strategy resources will be pulled from Attendance Works and the LACOE Student Engagement and Attendance LiveBinder modules 2, 4, 5 and 6 to inform systems and practices.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

From March 13 through August 14 2020, Magnolia Science Academy, in partnership with Better4You Meals, continued to provide nutritious meals to all students who needed them during the temporary closure of schools. Meals were distributed in the parking lot to ensure social

distancing guidelines are observed by Magnolia Science Academy-1 located at, 18238 Sherman Way, Reseda, CA 91332. Students enrolled at four of our school sites, Magnolia Science Academy-1, 2 , 5, and 7 as well as local community members participated in the over 1,000 meals distributed daily from 9 a.m. to 2 p.m.

For the first three weeks of the school year, MSA2 provided meals to families from 1-3pm on Tuesdays and Thursdays on our campus. All students were able to receive meals for the school site, and students who submit and qualify for free and reduced-price breakfasts and lunches were able to pick up three breakfasts and three lunches on Tuesdays, as well as two breakfasts and two lunches on Thursdays for each student at free and reduced prices. In addition, MSA2 in partnership with Better4You Meals, received a freezer which was now able to store meals for students whose families are not able to pick up the meals during the current two day window and times. As such, families were then able to pick up meals at any time during the 9am - 3pm Monday through Friday by coming by the main office and picking up the food. This meal distribution system was promoted to families via ParentSquare, as well as during Friday Coffee with the Principal meetings via Zoom. Further, our Dean of Students has been dropping meals to families who do not have transportation and who have made such a request for their children over the past several months.

Starting in the middle September 2020, MSA2 will return to the same program which permitted 5 days per week of meal service for our families at MSA1 once again which does not require students to complete a meal application to receive food, as well as for other family members to pick up free food without any eligibility requirement.

We implement a state-approved Covid-19 Emergency Feeding Plan that details the steps taken to ensure that meals are served under state guidelines. This includes ensuring that all meal servers are trained and aware of meal service guidelines. Meals are distributed to parents or guardians to take home to their children minimizing exposure to the Covid-19. We have safety signs and reminders posted at the school site and around the meal grab location. Servers have access to handwashing stations. Families are also able to grab multiple meals at a time to cut down on the number of times they need to visit a week. Social distancing guidelines are observed during meal pickup.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional mental health resources and services to overcome trauma.	\$5,449	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Participation in PD's to support SEL and development, including LACOE's PBIS Program 2020-21	\$4,500	Yes
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	\$700	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	\$4,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reassignment of duties along with salary and benefits of four current staff to serve as Grade Level Coordinators for Outreach and Student Engagement for grades 6 - 12 during distance and hybrid learning	\$128,103	Yes
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.]

MPS has a school Reopening Task Force that has been meeting since May 5th with the goal of reopening our school campuses for the continuity of high quality education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections, and excellence.

MPS Reopening Task Force members are comprised of Home Office staff, school site admins, teachers, board members, and community members. The Task Force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE, and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

MSA4 has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students. Following are the dates of such meetings: April 6th, June 10th, July 28th, August 14th, August 19th, August 20th, and August 21st.

The meetings were held virtually on the Zoom platform in English with Spanish translation. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health, and other relevant topics.

The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program. We shared our plans with our Parent Advisory Committee (PAC), SSC and ELAC for additional feedback.

[A description of the options provided for remote participation in public meetings and public hearings.]

We held our virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions in Zoom. We notified the parents via parent square about the meetings. We have shared the presentations with the parents via parent square for parents to review the information shared during town hall meetings.

[A summary of the feedback provided by specific stakeholder groups.]

Almost all members of each stakeholder group felt the safety of staff and students should drive the method of instruction for the year. All groups prioritized returning to campuses under the safest conditions possible. This included preparing buildings with equipment and supplies to clean more thoroughly. Consistent feedback was also received on the need to train staff, students, and families on the most effective ways to prevent the transmission of COVID-19.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

MPS conducted parent and staff surveys in June. We analyzed the survey response data to determine needs for inclusion into Learning Continuity and Attendance Plan to support students. Stakeholders have influenced multiple components of the MSA4's Learning Continuity and Attendance Plan.

Families and students recommended more consistency in the tools and organization of the distance learning instructional program in general. This led to Google Classroom being adopted as the single learning management system. Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. MSA4 will continue implementing evidence based instructional/intervention materials such as MAP testing and IAB Mathematics and English Language Arts diagnostic and curriculum and provide professional development on effective instructional strategies.

We implemented a distance learning website where teachers post weekly learning objectives and activities to inform students and parents. This is intended to support both parents/guardians and students.

We provided summer school for students during the summer in order to support prevent learning loss.

MSA4 has adopted and will implement a new Social Emotional Learning (SEL) curriculum this year. SEL lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction.

MSA4 will continue to focus on the most vulnerable students in our planning and implementation. Teachers will be available to help students after school hours and conduct small group instruction to enhance learning. We will also implement Saturday school for additional support.

Staff recommended specific tools adopted for support of distance learning and improving the continuity of instruction. We purchased additional laptops for teachers to provide distance learning for students.

MSA4 will continue with our annual comprehensive professional development plan. The comprehensive professional development plan for 2020-21 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students with an emphasis on high need groups such as English Learners, Special Education, and low socioeconomic students.

MSA4's reopening plans contains a comprehensive plan for providing personal protective equipment, personal hygiene tools and supplies, barriers and spacing requirements, and various other methods for ensuring a safe environment when students return for in-person instruction.

MSA4 hired one registered nurse and one certified nursing assistant to address the increased health needs of students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, it is our recommendation that schools reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Thursday for in-person instruction. Cohort B will attend school on Tuesday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD, and planning time. We also recommend that Wednesdays are utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We recommend that all MPS schools follow the hybrid model (as discussed above) for reopening schools. However, we understand that local contexts, including staffing, student and family needs, and requirements from various authorizers, and well as co-located campuses, will impact schedules differently at each site. Therefore, we recommend that each MPS school be given flexibility in terms of daily schedules and course offerings.

Grading Policy: We recommend that all MPS schools continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Although schools will not be able to reopen in the traditional manner, we are no longer in an emergency situation which requires a

do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We recommend that all MPS schools continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. While all MPS schools utilize MAP testing at least twice per year (Fall and Spring), we recommend an additional Winter assessment so that schools have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we recommend that all MPS schools continue to administer the Math and ELA Smarter Balanced Interim Assessments according to the testing schedule organized by the Home Office Academic Team.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, we recommend that students remain stationary in their classrooms, and (at the secondary level) that teachers rotate between classrooms to provide instruction. Students should be assigned seats in their classrooms and should stay seated as much as possible in order to maintain appropriate social distancing.

Next Steps

Magnolia Public Schools will continue providing students and families with high quality and standards-based education programs with new reopening orders, guides, and requirements. In compliance with the legislation and regulations, MPS will offer in-person instruction to the greatest extent when it is safe and recommended. As of August 18, 2020, MSA-4 has started with the Distance Learning model based on the CDPH and Governor's order and MPS Board of Governance actions.

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

Rigorous distance learning

- Under newly enacted state law, MPS will provide:
- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

In-Person Re-Opening Criteria (CDPH)

MPS may reopen for in-person instruction at any time if located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.

Distance learning includes both virtual and non-virtual means of providing education. The school site is mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable, or successful with digital learning. As educators, we will continue differentiating the curriculum, instruction, and assessment for all of our learners addressing their needs, interests, and backgrounds.

Distance Learning Version 2.0

Home office and school teams work in strengthening and improving the Distance Learning plans and programs as this mode of learning will continue being part of our offerings for the 2020-21 School Year. Specifically;

- Adding new instructional programs and effective approaches,
- Addressing and mitigating the learning loss due the COVID-19 closures-Providing staff with new professional developments on Distance Learning.
- Continue capacity building for flipped learning/classroom and hybrid and blended learning promising practices and tools
- Establishing set class schedules and meeting times
- Improving engagement, attendance and communication means
- Training parents and students
- Improving grading and attendance systems
- Improving assessments and monitoring

Per Ed. Code, § 43503(b), MPS Distance learning will include the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade-level standards that are provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

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

- MPS Distance Learning Portal
- Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools
- Email contact
- Phone contact

- Student work submitted in other communicative ways
- Student Square communication tool
- Parent Square communication tool
- In-person as permitted by the public health orders

Mitigation of Learning Loss - MTSS/Tiered Interventions/Support

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

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

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student.

MPS Wide Digital Programs

Clever, MPS's Single Sign on for online programs, will be used as a backbone for access to all digital programs. All MPS teachers are expected to use Google Classroom to facilitate teaching and learning activities. MPS's Distance Learning Portal will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues

- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Hold “Office Hours”
- Keep up with pacing and maps
- Do effective time management

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Registered Nurse and Certified Nursing Assistant (CrossCountry) to address the increased health needs of students and COVID-19 screening.	\$49,245.00	No
Personal Protective Equipment: <ul style="list-style-type: none"> • Face Covering • Plexiglass barriers • Thermometers • Cleaning Equipment and supplies • Hydration Stations • Handwashing Stations • Disinfecting Materials • Visual Cues and Materials to Maximize Social Distancing 	\$37,500.00	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

MPS has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher uses a learning management platform, such as Google Classroom, has created a Google Classroom to post assignments, resources and provide feedback to students. For students that do not currently have access to online resources, physical resources and assignments are provided. Instruction is conducted in a variety of manners. Students have the option to attend virtual live sessions with their teachers. These sessions are also recorded for students who are not able to attend the live sessions. Teachers conduct virtual office hours weekly to further support students and provide opportunities for them to get additional support. Teachers also post videos and resources, post discussion questions, and use various online programs to provide learning opportunities. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our parent messaging system. To support technology needs, our school has distributed Chromebooks and hot spots to students.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

MSA-4 provides Chromebook Devices and Internet Hotspots for all students and families in need of. Several surveys and communications took place leading up to the distribution of Chromebook Devices and Internet Hotspots before instruction started. Currently 100% of our students have devices and 100% have access to the Internet.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Pupil participation will be assessed through daily assignments, synchronous "live" instruction, and daily check-in through SSR/Advisory classes. The participation will be measured by the teachers daily assignment (time value). Once received, the assignments will be corrected and feedback will be provided to the student directly to address any areas of need. Students and parents are encouraged to keep clear lines of communication open with teachers. School sites are assigning mentors to check in with students on a weekly basis and time will be allotted for 1 to 1 support and tutoring sessions. We also use the Multi-Tiered Systems of Support Framework to adapt lessons and assignments to meet the needs of our students and encourage family and community engagement and feedback throughout the learning

process, i.e. surveys, town hall meetings, teacher check-in with students and families. We encourage all Magnolia families to stay informed by subscribing to our ParentSquare application to receive the latest updates and to visit the COVID-19 Information and Resource Center on the Magnolia Public Schools website. Additionally, we utilize StudentSquare, a student communication companion to ParentSquare and functions almost exactly in the same format as ParentSquare. Each middle and high school (6th-12th grade) student will automatically have an account in StudentSquare based on their school email addresses and will receive StudentSquare messages via email.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

As part of the Distance Learning V.2 implementation, MPS Home Office and school will prove 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.]

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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.

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

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 Keskindurk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

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

On March 13, 2020, MPS Board of Directors passed the Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the covid-19 virus. Also, on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS home office together with school teams developed and rolled out an emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, California Department of Education released New COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all stakeholders developing and updating the instructional plans and activities accordingly.

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

On July 17 Governor Gavin Newsom laid out a pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections, and excellence. MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, board members, and community members. The Task Force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE, and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision. The school has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students. Following are the dates of such meetings: 6/17/20 (5pm - English, 6pm - Spanish); 7/30/20 (4pm - English, 5pm - Spanish), 8/7/20 (5pm Spanish-6pm English), 8/28/20 (Spanish 5:00PM -English 6pm). The meetings were held virtually on the Zoom platform in English with Spanish translation. Presentations included topics such as Distance Learning options, health and safety measures, support systems for students, expectations for family and student engagement, nutrition, mental health, and other relevant topics. The school also conducted surveys with our students, families, and staff to receive feedback to enhance our program. We shared our plans with our Parent Advisory Committee (PAC), SSC and ELAC for additional feedback.

[A description of the options provided for remote participation in public meetings and public hearings.]

We held our virtual meetings via the Zoom platform. Stakeholders were able to see and hear the presentations and also communicate their feedback and questions in Zoom.

[A summary of the feedback provided by specific stakeholder groups.]

MSASA held virtual Town Hall meetings on 6/17/20, 7/30/20, 8/7/20, and 8/28/20 in both English and Spanish on each day in which stakeholders were invited from families, staff, community members to hear feedback from the Magnolia Public Schools presentation.

Stakeholders were able to share their feedback via Zoom as well as Google Forms surveys, and this feedback was shared with the home office prior to the Magnolia Public Schools deciding upon the official plans for the 2020-21 academic year. Much of the ideas and feedback which was shared was integrated into the final plan, including creating a new template for Week At a Glance (WAG) teacher lesson plan template, which was proposed by MSASA administration and was adopted across the MPS.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, MSASA will reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 35% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD and planning time. Additionally, Wednesdays will be utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We will follow the hybrid model (as discussed above) for the reopening. Teachers and students will follow the same master schedule as they have been using since the beginning of this academic year 2020-21. Bell schedules will remain the same to minimize the confusion for the students and parents. There will be slight changes in the bell schedule when we implement staggered admission and dismissals. This will be clarified and communicated to all of the stakeholders prior to the re-opening.

Grading Policy: We will continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Since MSASA has not been able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We will continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. MSASA will utilize MAP testing at least twice per year (Fall and Spring), in addition to Winter assessment so that we will have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we will continue to administer the Math and ELA Smarter Balanced Interim Assessment Blocks (IAB) according to the testing schedule organized by the Home Office Academic Team. Per the needs in various grade levels, MSASA may also administer Interim Comprehensive Assessment (ICA) during the year.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, our students will remain stationary in their classrooms so that teachers will rotate between classrooms to provide instruction. Students will be assigned seats in their classrooms and will stay seated as much as possible in order to maintain appropriate social distancing.

Next Steps

MSASA will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MSASA will offer in-person instruction to the greatest extent when it is safe and recommended. As of August 17, 2020, MSASA has started with the Distance Learning only model based on the CDPH and Governor's order and MPS Board of Governance actions.

As always, all of the faculty members at MSASA are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning Under newly enacted state law, MSASA has been providing: Devices and connectivity so that every child can participate in distance learning. Daily live interaction for every child with teachers and other students. Class assignments that are challenging and equivalent to in-person instruction. Targeted supports and interventions for English learners and special education students. In-Person Re-Opening Criteria (CDPH) MSASA may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Distance Learning Version 2.0

MSASA Admin Team has worked with the Home Office in strengthening and improving the Distance Learning plans and programs as this mode of learning continued being part of our offerings for the 2020-21 School Year. Specifically:

Adding new instructional programs and effective approaches, Addressing and mitigating the learning loss due the COVID-19 closures
Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
Establishing set class schedules and meeting times
Improving engagement, attendance and communication means
Training parents and students
Improving grading and attendance systems
Improving assessments and monitoring

Per Ed. Code, § 43503(b), MSASA Distance learning includes the following minimum components:

- (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) special education, related services, and any other services required by a pupil's individualized education program;
- (5) designated and integrated instruction in English language development; and
- (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

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

MSASA Distance Learning Portal
Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools
Email contact
Phone contact
Student work submitted in other communicative ways
Student Square communication tool
Parent Square communication tool
In-person as permitted by the public health orders
Mitigation of Learning Loss - MTSS/Tiered Interventions/Support
MSASA has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look

to mitigate learning loss due to COVID-19, MSASA will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

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

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. MPS Wide Digital Programs Clever, MPS's Single Sign on for online programs, has been used as a backbone for access to all digital programs. All MSASA teachers have been using Google Classroom to facilitate teaching and learning activities. MPS's Distance Learning Portal will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Hold "Office Hours"
- Keep up with pacing and maps
- Do effective time management

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, MSASA will reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 35% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD and planning time. Additionally, Wednesdays will be utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We will follow the hybrid model (as discussed above) for the reopening. Teachers and students will follow the same master schedule as they have been using since the beginning of this academic year 2020-21. Bell schedules will remain the same to minimize the confusion for the students and parents. There will be slight changes in the bell schedule when we implement staggered admission and dismissals. This will be clarified and communicated to all of the stakeholders prior to the re-opening.

Grading Policy: We will continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Since MSASA has not been able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We will continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. MSASA will utilize MAP testing at least twice per year (Fall and Spring), in addition to Winter assessment so that we will have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we will continue to administer the Math and ELA Smarter Balanced Interim Assessment Blocks (IAB) according to the testing schedule organized by the Home Office Academic Team. Per the needs in various grade levels, MSASA may also administer Interim Comprehensive Assessment (ICA) during the year.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, our students will remain stationary in their classrooms so that teachers will rotate between classrooms to provide instruction. Students will be assigned seats in their classrooms and will stay seated as much as possible in order to maintain appropriate social distancing.

Next Steps

MSASA will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MSASA will offer in-person instruction to the greatest extent when it is safe and recommended. As of 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.

