

# 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.