

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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

General Information

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

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

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

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

MPS Reopening Task Force members are comprised of home office staff, school site admins, teachers, board members, and community members. The task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national

and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

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

Stakeholder Engagement

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

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

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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.