

Learning Continuity and Attendance Plan (2020–21)

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General Information

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

Located in the city of Anaheim in Orange County, Magnolia School District (MSD) educates approximately 6,000 preschool through sixth grade students from the diverse communities of West Anaheim, Stanton, and Buena Park. All nine elementary schools are school-wide Title 1 schools with approximately 84% of the District’s student population classified as low income. Our diverse student population includes 47% English language learners, with over 35 languages spoken at home.

The impact of the COVID-19 pandemic on the Magnolia School District community has been significant and ongoing. Schools closed on March 13th, 2020. Throughout the final trimester until the final day of school on June 11, the District provided weekly At-Home learning plans containing live links to lessons and learning activities for students. Each school day contained learning activities in the areas of reading, math, science, arts, and physical education. Over 2200 Chromebooks were distributed to students for use at home for online learning, and families were provided with resources to assist them with obtaining internet access. Paper copies of literacy and math activities were also provided to families during scheduled distribution times every week for those who continued to struggle with internet connectivity.

These district-developed learning plans enabled teachers to focus their efforts on student outreach and providing motivation, encouragement, social emotional learning, and personalized learning experiences for their classes in order to support students during this challenging time. Principals and other District staff made tremendous efforts to reach out to parents of students who were not logging into virtual meetings during the last trimester of school, but many were difficult to reach. Families reported being overwhelmed with family and personal stressors, managing the transition and stress of the widespread stay at home order, dealing with work schedules, and supporting their children with At-Home learning. Many of our parents work in the local Disney resort, hotel, and service industry, and experienced a loss of employment during this time. This created even greater stress on our community and led to very long lines and high demand for our food pantries and daily school meal services.

Magnolia School District has a range of family supports and services in place to serve homeless families, those who are struggling with basic needs, and those in crisis due to poverty, health, or other needs. The COVID-19 pandemic has exacerbated the critical needs of these families and also increased the numbers of those in need of crisis and support services related to food and clothing, internet connectivity, and health. In addition to the stress on families who are already struggling families, ALL of our families are dealing with the stress of managing the day-to-day learning schedules of their young children. Balancing family and learning time, keeping students motivated, and maintaining a sense of connection with teachers and school is an ongoing challenge for all.

During this time of continuous change and uncertainty resulting from the global COVID-19 pandemic, Magnolia School District team members continue to maintain an unwavering commitment to educating and supporting students and their families. The motto of “Every Student, Every Day” is a guiding

principle as we launch virtual learning in the new school year. Reaching and teaching ALL students and ensuring that they learn and thrive while remaining safe is our first priority.

Stakeholder Engagement

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

The stakeholder engagement process in the development of the Magnolia School District Learning Continuity and Attendance Plan (Continuity Plan) includes the following:

- Plan review and input by District stakeholder groups, including classified and certificated bargaining unit members, District administrators, Special Education and Student Services Team members, and Leadership Team members
- Analysis of parent and teacher surveys to develop plan components (digital parent surveys were made available to parents in response to school closures during the summer of 2020; teacher surveys were provided online by our bargaining unit leadership, who shared feedback from their membership with the District Stakeholder group)
- Refinement of related instructional tools and strategies by the District Curriculum and Assessment Review Team
- Plan review and input by the District English Learner Advisory Committee and District Parent Advisory Committee (DELAC/DPAC)

A draft of the Continuity Plan has been posted on the District web page for public review and presented for public review and comment at a meeting of the District Board of Trustees on August 20, 2020. Paper copies of the Plan have been made available at the District Office for those without internet access. Interpretation is provided by Spanish and Vietnamese parent Liaisons at DELAC/DPAC meetings to maximize opportunities for feedback.

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

A Notice of Public Hearing was posted 72 hours prior to the August 20th Board Meeting. The notice provided the phone number and meeting access code in order to participate telephonically or via Zoom. Remote participation was provided for all stakeholder input meetings via Zoom. A Digital copy of the plan was presented to all participants in order to maximize access and participation.

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

The plan was posted for review by stakeholders during the development process, and formally presented to DELAC/DPAC on September 8, along with an opportunity for oral or written feedback. A summary of this feedback is provided below:

Oral Feedback

- There were no comments specific to revising the plan.
- Participants, which included parents and employees, asked program implementation questions regarding the daily schedules of their children, logistics related to in-person learning and lunch/recess/social distancing measures, and whether or not a virtual learning option would continue to be provided. Responses to these questions were provided and are addressed in the plan, including providing an ongoing virtual learning option for families as needed (p. 3), provision of masks for students as needed (p. 4), and clarification of the Virtual Classroom and Structured Learning Blocks (p. 5).

Written Feedback

- There were no comments specific to revising the plan.
- Comments were made regarding the need to ensure flexibility for families in scheduling in-person learning blocks so that siblings could attend at the same time, and that safety protocols and procedures are reviewed with children before returning to campus.

-Appreciation was expressed for the hard work by District staff in educating students while prioritizing staff and student safety.

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

The following key areas of the Continuity Plan have been influenced by stakeholder input:

Devices and Connectivity: Parents reported a high need related to access to devices and connectivity starting on the first day of school, resulting in an action related to large-scale purchases of additional chromebooks and hotspots (p. 9).

Distance Learning Professional Development: Teachers provided input regarding technology tools and needs that led to the development of an aligned professional development plan. Actions related to purchase of online subscriptions for digital learning programs and instructional tools were included in response to teacher feedback (p. 9).

Staff Roles and Responsibilities: Stakeholder groups and leadership team members developed comprehensive plans for leveraging all team members to support virtual learning and school re-opening activities, leading to the member roles and responsibilities outlined in this plan (pp. 7-8). This input also led to the development of the School Engagement Team process outlined on page 12 of this plan.

Support for Pupils with Unique Needs: Input was gathered from District educational specialists, social workers, and nurses to ensure that services are in place to support English learners, students with Individualized Education Plans (IEPs), students who are struggling academically or emotionally, students with specific health needs, and homeless families. Actions related to support for these students are outlined on page 8 of this plan.

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.]

Magnolia School District will offer classroom-based instruction as soon it is safe to do so as aligned with State and County health orders. As higher-risk workplaces and schools are allowed to reopen, all nine District schools will open with a blended (hybrid) learning model that allows all students in grades pre-k through six to have daily live interaction with their teachers. Student learning schedules include two half-day learning blocks. One learning block will consist of in-person classroom learning with half of each class to ensure physical distancing, while the other will be a “Structured Learning Block,” during which the other half of the class will participate in high-quality online learning programs from home. This model will ensure daily interaction with teachers and frequent assessment of student progress. For families who wish to keep their children learning at home, a virtual learning option will continue to be provided.

Safety protocols will be in place to ensure the safety of students, staff, and parents as they arrive on campus, including:

- Daily health screening
- Use of face masks/shields and other personal protective equipment as appropriate
- Smaller class sizes and physical distancing
- “Grab and Go” packaged meal services

- Frequent handwashing
- Regular cleaning and sanitizing of all high-touch services and common areas

A *Site-Specific Protection Plan* will be developed for every Magnolia School District School and District office location and will be posted on the District and school web pages. A *School Reopening Checklist and Attestation* from *Orange County Together* will be completed for every school and posted in a visible location on every school campus. Plans will also be posted online at www.magnoliasd.org/apps/pages/reopening.

Ongoing assessments and progress monitoring procedures will be in place to evaluate student learning loss and to provide intervention services as needed, including small group instruction and individualized support. All students will participate in the *i-Ready Reading* and *i-Ready Math* programs, which administers an initial online assessment to determine each child’s reading and math level, then places each student in personalized instruction and practice that is appropriate for their needs. Detailed reports are provided through the program for teachers and support team members to identify which students are performing below grade level, their specific areas of need, and their rate of growth over time.

As students are identified who have experienced significant learning loss, the following actions will be implemented during in-person instruction:

- Small-group intensive interventions will be provided during designated instructional blocks
- “Stretch goals” will be provided to students who are significantly below grade level via the *i-Ready Reading* and *i-Ready Math* programs, with specific lessons assigned to accelerate learning and fill identified gaps
- Close monitoring will in place to ensure that student growth is charted using an intervention record. Services and supports will be adjusted as needed with the support of the *Student Study Team* process.

Magnolia School District also utilizes the *Illuminate* student data management system to view student assessment data, including performance on diagnostic assessments, unit tests and other formative assessments, and State assessment results. Student achievement data is reviewed regularly by the classroom teacher with the support of the Instructional Practices Coach, school administrators, and support staff. Intervention services are planned accordingly, including small group instruction and targeted supports.

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

Description	Total Funds	Contributing
Personal protective equipment including masks for adults and children, face shields, and sneeze guards will be purchased to ensure safety of students and staff.	\$625,000	N
Sanitation and safety equipment and supplies will be purchased, including cleaning solution, wipes for school offices and classrooms, disinfectant foggers and sprayers, gloves, hand sanitizer, and hand sanitizer dispensers.	\$862,936	N
Health screening tools will be purchased including the <i>Company Nurse</i> daily health screening program and thermometers.	\$50,000	N
Custodial and Maintenance Staff/Bus Drivers	\$3,338,074	Y

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.]

Starting on the first day of the new school year on August 31, all nine District schools will open with a virtual learning model in place. Student learning schedules will include two half-day learning blocks. Students will spend half of their daily instructional minutes in a "Virtual Classroom" with their teacher, and the other will be in a "Structured Learning" block, during which students will participate in high-quality online learning programs assignments for the other half of their daily instructional minutes.

A more detailed description of each learning block is below:

Virtual Classroom Block (90 minutes for grades TK/K; 120 minutes for grades 1-6)

Students will participate in English-language arts, English language development, and mathematics instruction with their teachers using standards-aligned core program materials. Instruction during this time may consist of *Zoom* and/or *Google Meets*, assignments submitted by students via *Google Classroom* or *Seesaw*, and other learning activities as assigned by the teacher.

Structured Learning Block (90 minutes for grades TK/K; 120 minutes for grades 1-6)

Students will participate in high-quality online learning programs including *i-Ready Reading* and *Math*, science lessons, virtual music lessons provided by certificated music teachers, art, and physical education. Students will also be assigned digital projects and assignments to complete during this time, and will be required to submit work via their *Seesaw* or *Google Classroom* learning management systems. Support and monitoring of students will be provided by other school personnel. Students with Individualized Education Plans (IEPs) will also receive services during this Structured Learning block.

Diagnostic assessments will be administered to all students at the start of the 2020-21 school year to evaluate student academic needs. Learning loss mitigation will include small group instruction, supplemental supports using *i-Ready Reading* and *i-Ready Math* lessons, and tutoring provided by support personnel. All teachers will begin English language arts with a six-week "Learning Launch" unit to establish learning routines and thinking skills that will lay the groundwork for student success. Core lessons will reinforce key skills necessary to access grade level curriculum and fill gaps that may have developed since the start of the pandemic.

The model outlined above will provide students with access to a full curriculum across all content areas. District-adopted core curriculum in English language arts, English language development, and mathematics as the primary tools, which have been in place for many years. This will ensure that the virtual learning program is substantially similar in quality to in-person instruction. This two-block learning model will also serve as the framework for blended (hybrid) learning when schools reopen for in-person instruction, allowing for a smooth transition between distance and in-person learning. Virtual learning and homeschooling options will continue to be available for families if they choose to continue with learning at home rather than on a school campus once schools reopen for in-person learning.

In addition to comprehensive services provided to students, the District has added additional tools to support parents during distance learning. A parent portal has been developed in our *AERIES* data management system so that parents of new students will be able to enroll their students online. For continuing students, the parent portal will allow for annual data verification and access to all documents online, including the annual Parent-Student Handbook, release forms, and internet use agreements. The *ParentSquare* program will also be purchased this year, which will allow a full range of

online communications with parents via the parent portal in more than 100 languages, including newsletters, program updates, school messages, and teacher communications.

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.]

District-issued devices will be distributed to all students prior to the first day of school on August 31. A schedule has been established for parents to pick up chromebooks, earbuds, and mice as needed. Internet hotspots will be provided for families who do not have connectivity in their homes. Students will also be provided with their own individual chromebook/gmail login information in order to be able to access virtual classrooms on the first day of school. QR codes will be provided to transitional kindergarten and kindergarten students to make logging in easier for them as we launch virtual learning.

Records will be maintained indicating which students have been issued chromebooks during the two weeks prior to the start of school, and families who have not attended school distribution times will be contacted in order to set up a time to obtain devices for their students. Families who indicate a need for internet access will be added to a hotspot distribution list and will be contacted by District personnel to receive assistance. A technology helpdesk has been established to assist parents as well.

Through the use of *Student Attendance and Engagement Logs*, school staff will closely monitor student connectivity every day to ascertain which families need additional support with devices and connectivity. Names of students who are not attending daily virtual classroom sessions will be submitted to a Student Engagement Team identified at each school to ensure that families are supported with any needs related to devices, connectivity, or technology training.

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.]

Magnolia School District students will have daily live contacts and synchronous instruction from their teachers during the Virtual Classroom block of the school day. Participation will be measured using *Student Attendance and Engagement Logs*, which will record student attendance and participation in the virtual classroom session. Teachers will assess pupil progress through daily formative assessments, student work products submitted via their *Google Classroom* or *Seesaw* learning management systems, unit tests, and District interim assessments administered through the *Illuminate* student data system.

During the Structured Learning block, students will participate in high-quality online learning programs designed to provide virtual instruction and computer-adaptive practice aligned to grade-level standards. *i-Ready* and *Illuminate* student performance reports will yield powerful data on how students are performing during independent learning and practice. Teacher-assigned activities during the Structured Learning block will be graded, and feedback provided to each student.

Small group interventions and services for students with Individualized Education Plans (IEPs) will also be provided during this time, with assessments administered to measure progress on student goals. Pupil work during both the Virtual Classroom and Structured Learning blocks will be aligned to content area instruction and grade level standards and be comparable in time-value and quality to that delivered during in-person instruction. Time value will be measured based upon the grade-level content, task complexity, and estimated time for student completion of each assignment.

All MSD teachers will maintain class gradebooks in order to monitor student performance on assigned work, provide learnings with constructive feedback, and cultivate student goal-setting. Reports from the *Illuminate* data and assessment system will be reviewed regularly to monitor student performance and progress on unit and interim assessments.

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.]

Magnolia School District has a long-standing tradition of robust and comprehensive professional development services for teachers, including professional development days to launch the school year, a Fall *Classroom Connections* Conference, staff development Thursdays, and various other professional learning workshops offered related to specific initiatives throughout the school year as needs are identified based upon student data.

To provide a wide range of differentiated and targeted professional learning resources for staff, the *MSD Professional Learning Hub* has been created and launched this year. The web page contains a comprehensive range of high-quality videos and guides to support teachers in using a variety of tools for developing high-quality lessons and activities for their Virtual Classrooms.

To ensure a successful distance learning program, the following professional development program components are in place for the 2020-21 school year:

Launching the School Year Staff Development Days (Certificated Staff - August 25-26, Classified Staff August 27-28): Training will be provided for certificated staff on school day schedules, attendance/engagement monitoring, curriculum and assessment tools, pacing guides, learning launch units, *Google Classroom/Seesaw* learning management systems, and *illuminate* for managing student assessments and data. Teachers will also have an opportunity to participate in personalized professional learning via our newly-designed *MSD Professional Learning Hub*. Classified staff will be trained on roles and responsibilities in supporting distance learning. Support staff will also receive training on web conferencing and learning management systems so that they can help troubleshoot login issues with students and parents.

Virtual Classroom Connections Conference for Certificated Staff/Training for Classified Staff (October 11): Training will be provided for certificated staff in Trauma Informed practices and *Calm Classroom*, which is a mindfulness program designed to promote self-awareness, focus, and emotional resilience for both students and staff. Additional training will be provided for classified staff on identified topics as needed to support them in their roles and responsibilities as they continue to support distance learning.

Staff Development Thursdays: Teachers will receive six one-hour virtual training sessions on designated Thursdays throughout the school year. Sessions will cover specific curriculum and assessment tools as well as providing ongoing opportunities to access personalized professional learning via the *MSD Professional Learning Hub*.

Ongoing Coaching/Support: Job-embedded coaching and support will be provided by school-level instructional Practices Coaches and District Educational Services staff.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Distance learning will impact the roles and responsibilities of *all* Magnolia School District team members in the following ways:

Classroom Teachers:

- Virtual classroom instruction, including Zoom meetings and implementation of a learning management system (*Google Classroom/Seesaw*)
- Maintenance of Student Attendance and Engagement Logs
- Communication/interventions in collaboration with site teams to address the needs of disengaged students
- Collaboration with school and District teams to ensure that students have the materials and supplies needed for Virtual learning at home

Resource Specialists/Speech and Language Pathologists/Speech and Language Pathologist Assistants:

- Individualized Education Plan (IEP) services to students virtually or telephonically (during Structured Learning Block)

School Psychologists/Social Workers/Counselors:

- Crisis Intervention for students, families, and staff
- Social-emotional learning and supports to student virtually
- Home visits as needed

Nurses:

- Coordinate school-level Engagement Teams to provide outreach to students who are not participating in daily instruction
- COVID case procedures and reporting
- Daily staff screening
- COVID health education and training

Paraeducators:

- May provide targeted student support with teacher-assigned activities during the Structured Learning block
- Phone calls to parents of absent students
- Preparation/distribution of learning materials
- Support small group online learning session(s) with teacher(s)

Parent Involvement Liaisons:

- Parent education and outreach programs related to COVID-19 and virtual learning
- Calls home for absent students
- Assistance with newly-established online enrollment and data verification procedures
- Support for struggling families

Behavior Interventionists:

- Student support with teacher-assigned activities during the Structured Learning block
- Parent support for maintaining student focus during online instruction
- Small group tutoring
- Second Step/Social Emotional Learning lessons for small groups

Health Clerks/Health Services Technicians:

- Maintenance of attendance records
- Phone calls home for absent students
- Identification of barriers to attendance and communication to the school principal
- Mandated Health Department reports

- Daily staff temperatures/screening

Custodial and Maintenance Staff/Bus Drivers:

- Maintenance, cleaning, and sanitation of all facilities
- Assistance with delivery and distribution of learning materials to families as needed

Food Services:

- Daily meal preparation, packaging, and curbside distribution

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.]

A range of additional supports will be provided during distance learning to assist pupils with unique needs.

Supports for English learners include English language development, both integrated during instruction and during a designated learning time and scaffolds and supports during classroom instruction. Assessment and reclassification procedures will be maintained to ensure careful monitoring of student language proficiency. Interventions and supports for students at risk of being long-term English learners will be maintained, including small group and targeted lessons during Virtual Classroom instruction.

Pupils with exceptional needs will receive differentiated instruction and support services. Gifted and Talented Education (GATE) identified students will be provided with opportunities to accelerate their learning via the *i-Ready* individualized instruction platform in reading and math, as well as access to hundreds of extended literacy resources via the *myON* and *Accelerated Reader* online programs.

Special Education students will receive targeted services based upon their Individualized Education Plans (IEPs), including services via web conference and telephone as appropriate. Outreach will be provided to families of at-risk students, including pupils in foster care, those experiencing family crises, and those who are identified as disengaged through each school’s Attendance and Engagement Team to ensure that they are receiving the support they need to be successful in distance learning.

Students and families who are experiencing homelessness receive a range of services and ongoing communication from the District’s Project HERO (Homeless Education Renewing Opportunities) office. Services such as medical, vision and dental assistance, housing support, transportation, and distributions of clothing, food, and school supplies are scheduled throughout the year in partnership with community agencies and foundations.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Chromebooks to ensure all students can access virtual learning at home	\$1,563,879	Y
Student supply bags for students to have necessary learning materials at home	\$1,458,224	Y
Seesaw learning management system for Virtual Classrooms	\$24,778	Y

Description	Total Funds	Contributing
<i>i-Ready Reading</i> and <i>i-Ready Math</i> program to support distance learning	\$500,000	Y
<i>AERIES</i> Parent Portal to support online enrollment and data verification for parents	\$7,899	Y
<i>ParentSquare</i> to support home-school communications	\$50,000	Y
Wi-Fi hotpots, wireless access, SMART licenses, and online subscriptions for students	\$875,048	Y
Virtual learning classroom equipment including SMART boards, staff laptops, and internet access	\$400,000	Y
Technology infrastructure and staffing, including site internet lines, servers, and a team to procure and deploy equipment, provide help-desk services, and troubleshoot	\$1,729,114	Y
Books and online learning materials, including core curriculum consumable materials with accompanying online resources	\$1,043,149	Y

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.]

- Diagnostic assessments will be administered to all students at the start of the 2020-21 school year to measure learning status and evaluate student academic needs in English language arts, English language development, and mathematics. Assessment measures will include
- Ongoing formative and interim assessment to measure student progress and identify learning gaps
 - Team data analysis meetings to identify necessary interventions and form small groups for targeted academic support
 - Maintenance and review of Student Attendance and Engagement Logs
 - Review and grading of classwork assigned during Virtual Classroom block and submitted via *Google Classroom* or *Seesaw* learning management systems
 - Review and grading of paper work packets distributed to students as needed
 - Review and grading of teacher-assigned activity during Structured Learning block

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.]

A range of actions and strategies are in place to address learning loss and accelerate learning progress of students.

Learning loss mitigation will include:

- Ongoing formative and interim assessments to measure student progress and identify learning gaps
- Team data analysis meetings to identify necessary interventions and form small groups for targeted academic support
- Small group instruction and interventions, with student identification, instructional support, and progress monitoring facilitated by Instructional Practices Coaches in collaboration with classroom teachers and other support staff
- Supplemental supports using *i-Ready Reading* and *i-Ready Math* lessons
- Tutoring and support sessions provided by support personnel
- A six-week “Learning Launch” unit for all students at the beginning of the 20-21 school year to re-establish learning routines and thinking skills that will lay the groundwork for student success. Core lessons will reinforce key skills necessary to access grade level curriculum and fill gaps that may have developed since the start of the pandemic.

All students in grades K-6 will participate in the *i-Ready Reading* and *i-Ready Math* programs, which will assess each student and place them on an individualized learning pathway. This will allow students to receive personalized instruction based upon their needs with a focus on accelerating progress. Every student will be assigned a baseline goal as well as a “stretch goal,” focused on closing gaps and bringing them up to grade level proficiency in reading and math. Program reports will be generated and reviewed by classroom teachers, Instructional Practices Coaches, and site administrators to identify those who are most at-risk and to plan interventions accordingly.

Magnolia School District serves high numbers of students who are English learners (47%), and 84% of our families are identified as low-income. 28% of our families are experiencing homelessness. Because of this, all of our programs are designed with the needs of these students in mind. When identifying students for intervention services, care is taken to ensure that services are principally directed to English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. Priority is given to these groups, and specialized services are provided to students with exceptional needs as identified. English learners receive targeted English language development instruction daily with progress monitoring measures in place.

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.]

Effectiveness of services and supports to address learning loss will be measured through the following processes:

- Ongoing formative and interim assessments
- Team data analysis meetings to identify whether students are responding to interventions as designed, with adjustments and modifications made as needed
- Review and grading of student work products

An “Intervention Task Force” has also been formed to refine District intervention monitoring practices. A pilot was underway of various tools to enhance student progress monitoring for those in intensive interventions. This process will continue using *EduClimber*, which will be purchased this year to create multi-dimensional student intervention tracking records within the *Illuminate* data management system. This interactive tool will allow teachers and school level support teams to visualize data from assessments, behavior incidents, attendance, and response to intervention so that the information can be readily used to identify student needs, track progress, and alert staff when additional or different interventions are needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
The <i>Illuminate</i> student data management system will be purchased to provide visibility into students' academic, social, and behavioral needs. The program provides ongoing formative feedback and interactive reporting to ensure that teachers, support staff, and administrators have the information they need to address needs in order to prevent learning loss.	\$50,000	Y
<i>EduClimber</i> system for screening and intervention service tracking	\$50,000	Y
Instructional Practices Coaches/Virtual Learning Specialists	\$1,476,766	Y
Specialized staff to provide services and supports to students during in-person and virtual learning: Resource Specialists, Speech and Language Pathologist, and Speech and Language Pathologist Assistants	\$2,596,959	Y
Specialized staff to social-emotional services and supports to students during in-person and virtual learning: School Psychologists, Social Workers, and Counselors	\$2,598,365	Y
Paraeducators to support student learning and assist with reengagement efforts	\$1,121,841	Y
Parent Involvement Liaisons to assist with family outreach and parent education during in-person and distance learning	\$421,591	Y
Behavior Interventionists to support student learning, social-emotional supports, and reengagement efforts	\$482,848	Y
Project HERO (Homeless Education Renewing Opportunities) office staffing and support for families experiencing homelessness or those in crisis	\$182,547	Y
Special Education Program Coordinator to support programs and services for students with exceptional needs	\$85,563	Y

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.]

The Magnolia School District Superintendent and Board of Trustees recognizes the need to prioritize and support mental health and social and emotional well-being of students and staff during these challenging times. To address these needs, the following services and programs will be implemented:

- All staff will receive a training on Trauma Informed care and classroom strategies on a District-wide staff development day on October 12
- Teachers, school administrators, and District Educational Services staff will receive *Calm Classroom* training, which is a mindfulness program designed to promote self-awareness, focus, and emotional resilience for both students and staff
- Specific developmentally appropriate social-emotional learning lessons will be provided to students at every grade level on a weekly basis during the Structured learning block. Some lessons will be asynchronous via videos and activities, and others will be delivered synchronously to groups of students by District Behavior Interventionists, school psychologists, social workers, and counselors
- Ongoing implementation of the District-adopted *Second Step* social-emotional learning program

- Pilot and purchase of a screening and progress monitoring tool specifically for social-emotional behavior to facilitate a robust Multi-Tiered System of Support (MTSS) for students
- Supports and services, including home visits as needed by the Engagement Team at each school as needs arise
- Crisis support by District and school level psychologists, counselors, and social workers

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.]

Magnolia School District has specific procedures outlined to reengage students who are absent from distance learning. An *Attendance and Engagement Team Framework* has been developed in order to locate students who are not attending or engaging in virtual learning, assess individual situations, and work with staff and families to eliminate barriers to participation.

Engagement Team members will include the school nurse, who will serve as the Team Coordinator, Health Clerk, Health Services Technician (HST), Social Worker/Counselor, Behavior Interventionist, and Principal.

The steps in the Engagement Team Process are outlined below:

1. Teachers will take daily attendance in *AERIES* based upon presence in Virtual Classroom and Engagement Logs.
2. Health clerks will monitor daily attendance. The health clerk or HST will call home daily to identify reason for student absence, and communicate the importance of daily attendance to parents. Phone call records and reasons for absence will be recorded in the *AERIES* attendance system.
3. Health clerks will alert school nurses of any student who has not attended for three days in one week. School nurses will contact families of disengaged students via multiple methods, including phone, email, Class Dojo, letters, or home visits if needed. All attempts and contacts will be noted in *AERIES*.
4. School nurses will work to build rapport and support parents in order to address barriers to attendance and engagement. Services, referrals, and training will be provided as needed.
5. Outcomes of reengagement efforts will be reported to the student's teacher and the school principal.
6. Ongoing monitoring and follow-up will be provided to identified students to see if attendance has improved. Additional supports and services will be provided to ensure that reengagement efforts are successful.
7. Confidential records will be maintained of all reengagement efforts.

Services to be provided will include support with technology and internet connectivity, academic supports, school meals and groceries, behavioral and counseling support, and parent education and coaching. District bilingual Parent Involvement Liaisons will provide assistance to families in Spanish and Vietnamese, and additional Language Network interpreters will be used for other languages as needed. Child welfare checks will be provided if necessary. If reengagement strategies above are unsuccessful, School Attendance and Review Team (SART)/School Attendance and Review Board (SARB) procedures will be followed for students displaying a pattern of chronic absenteeism.

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.]

During distance learning, Magnolia School District will continue to provide daily meal service with drive-through pickup locations at all nine school sites. Supper meal distribution will be provided in the late afternoon for all students with pickup locations at Dr. Jonas Salk School and Robert M. Pyles STEM Academy.

Meals will continue to be offered to all of our students at no cost under the Community Eligibility Provision. Every participating child will receive a single bag containing a breakfast and lunch meal. Menu items are prepared and individually-wrapped by Food Services staff at each of our nine locations. Drive-through distribution areas have been established in front of each school. While serving meals, parents will drive up, signaling with their fingers how many meals are needed per family. Staff will verify that the student is enrolled in the Magnolia School District, and will place the requested meals on a designated cart of table. Each car will pull up and pick up the meals that have been set out for them. For walk-ups, a separate cart/table is set up on a walkway at least 10 feet away from the staging area of the meals. Children/parents indicate how many they need and the meals will be placed on the cart/table for pickup.

Once schools resume for in-person learning, a similar secure pickup process will take place to ensure that families and staff remain safe during meal distribution until it is safe to resume normal operations.

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

Section	Description	Total Funds	Contributing
All	Classroom teachers to provide in-person and virtual learning	\$28,850,711	Y
All	School Nurses to provide health services to students	\$792,885	Y
All	Health Clerks and Health Services Technicians to provide health services to students and manage health screenings	\$1,811,120	Y
All	Music teachers to provide in-person and virtual learning	\$516,080	Y

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
33.26%	\$14,924,116.00

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.]

Magnolia School District’s unduplicated count is over 85%, leading us to provide many services outlined in this plan on a district-wide basis. The following key actions are principally directed and specifically designed to increase and improve services to English learners, Low-Income, and Foster Youth students by supporting access to high quality core instruction and specialized support services:

- Technology devices and hotspots to eliminate the “digital divide” for low-income students
- *AERIES* Parent Portal and *ParentSquare* to support parent communications and outreach in 100 languages to ensure outreach to families of English learners
- *Illuminate* and *Educlimber* systems for administering diagnostic assessments, behavior screeners and progress monitoring assessments and managing student data in order to track progress and identify needs of all unduplicated students
- Student supply bags to ensure all students have the materials they need to learn at home, which is particularly critical for Low-Income students
- *I-Ready Reading* and *Math* to provide individualized learning pathways for all students, particularly those who are at-risk and English learners
- *Seesaw* learning management and other online curriculum and instruction tool subscriptions to support online learning that will make lessons accessible for all students with ample visual and audio supports, a key part of supporting English learners and students who are struggling academically

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Magnolia School District is committed to serving all students who many are some of the most vulnerable in the city of Anaheim, including foster youth, low income students, and many with significant disabilities. When developing actions to support our students, we always consider our most at-risk students in order to ensure our schools build a thriving community of comprehensive services that support academic continuity where students and teachers are fully engaged in the educational process. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the educational program to determine areas where additional support is warranted, and actions are designed with those student groups at the forefront.

Continual improvement efforts are a mindset held by all. In March 2020 when schools shifted to distance learning, Magnolia immediately reassessed the status of our school programs with respect to remote learning environments and evaluated the needs of staff and students. The immediate need among

students was for devices and connectivity to continue the learning process in the home. These items were offered to all students, but principally benefited low-income students who may not otherwise have access to technology outside of the classroom. Ongoing technological support was provided to teachers, students and their families.

Home Learning Packets were also provided weekly to all students and are another example of just one of the many resources provided to all students. For low income students who may not have had access at home to the supplemental materials contained in the packets, these essential resources allowed them to engage in a variety of rigorous and rich educational activities they might not otherwise have been able to experience.

As the new school year begins, we are thrilled about the engaging and rich Virtual Learning Program we have developed with the valuable contributions of our stakeholders which will benefit, increase, and improve services for our foster youth, English learners, low-income students and students with disabilities.

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