Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 5.2

Board of Education Informational Item
September 8, 2020

Topic:
Consideration of Learning Continuity and Attendance Plan
- 5.2.1 Pioneer Technical Center
- 5.2.2 Madera County Independent Academy
- 5.2.3 Madera County Superintendent of Schools for Court and Community / Gould Educational Center

Background:
On March 13, 2020, California Governor, Gavin Newsom, in response to the COVID-19 pandemic, declared the closure of schools. Madera County Superintendent of Schools (MCSOS) under the guidance of Madera County Department of Public Health, supported the decision and planned to ensure the safety and well-being of students, staff and community. Senate Bill 98 Suspends LCAPS for 2020-2021 and requires a public hearing for this plan prior to approval at the September 22, 2020, meeting

Financial Impact:
None.

Resource:
Jessica Drake
Executive Director,
Student Programs and Services

Scott Ellingson
Principal,
Pioneer Technical Center

Alan Macedo
Program Director,
Career & Alternative Education Services

Hugo Sanchez
Program Director,
Career Technical & Alternative Education Services

NOTICE OF PUBLIC HEARING

For the consideration of Learning Continuity and Attendance Plan for Students Served in Madera County Superintendent of Schools programs.

Tuesday, September 8, 2020
5:15 p.m. in Conference Room 5
Please contact Jennifer Pascale for guidelines for attending or teleconference details (559) 662-6274

Madera County Superintendent of Schools
1105 South Madera Avenue
Madera, CA 93637

Note: This notice was posted on September 2, 2020, at six sites:

Madera County Superintendent of Schools, Gould Educational Center, Yosemite High School, Pioneer Technical Center, Pioneer Technical Center – Chowchilla, and Madera County Independent Academy

AVISO DE AUDIENCIA PÚBLICA

Para la consideración del Plan de Continuidad del Aprendizaje y Asistencia para los estudiantes servidos en Programas del Condado de Madera Superintendente de Escuelas.

Martes, 8 de septiembre del 2020
5:15 p.m. en la Sala de Conferencias 5
Por favor contacte a Jennifer Pascale para las reglas generales de asistencia o para la información teleconferencia (559) 662-6274

Superintendente de Escuelas del Condado de Madera
1105 South Madera Avenue
Madera, CA 93637

Nota: Este aviso se publicó el 2 de septiembre del 2020, en seis lugares:

Superintendente de Escuelas del Condado de Madera, Centro Educativo Gould, Escuela Secundaria Yosemite Centro Técnico Pioneer, Centro Técnico Pioneer - Chowchilla, y en la Academia Independiente del Condado de Madera.

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
Pioneer Technical Center - Madera and Chowchilla	Mr. Scott Ellingson - Principal Mr. Alan Macedo - Program Director	sellingson@mcsos.org (559-) 661-4636 amacedo@mcsos.org (559) 706-3095

General Information

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

On March 13, 2020, California Governor, Gavin Newsom, in response to the COVID-19 pandemic, declared the closure of schools. Madera County Superintendent of Schools (MCSOS) under the guidance of Madera County Department of Public Health, supported the decision and planned to ensure the safety and well being of students, staff and community. Pioneer Technical Center, which operates as an Independent Study Charter school, serving students in grades K-12, had a structure in place ready to support the individual learning needs of each student. Independent study programs are uniquely equipped to be agile in times like this. Distance learning curriculum and weekly content meetings with each student are part of our independent study program. Both PTC Madera and Chowchilla made arrangements to provide materials and resources for a rigorous and relevant distance learning experience. Student assignments were distributed over three distinct phases. In the first phase, students received enrichment and remedial work to last four weeks, extending one week past spring break, covering March 16 to April 17. During the second phase of assignment distribution covering two weeks (April 20 to May 1), standards-based schoolwork was on pace with the corresponding work for the academic year. Phase three distribution on April 30, covered three weeks of work, and completed the year ending on May 22. With the unknown viability of COVID-19, returned student work remained quarantined for five days to ensure safety of staff and teachers. This required the collection of student work starting one week earlier in the year than it would under normal circumstances.

Teachers and staff supported students virtually using various forms of technology from online platforms such as Zoom, Face-Time, Google Classroom, Google Meet, Skype, the Remind app, and telephones, based on client availability during their previously scheduled appointed times. In addition, teachers met virtually with students during scheduled seat-time classes to continue with lessons and academic routines. Work schedules for essential staff were staggered, along with workstations, tailored to observe social distancing norms, and protect staff as they prepared student work and conducted appointments with students virtually or via phone. The greatest detriment to students was a “school's out” mentality, combined with our loss of contact with families. There were no weekly in-person meetings for students and families, no parent engagement meetings (School Site Council, LCAP plan, SPSA) to close the year, and ELPAC students were not able to be redesignated, although 100% of enrolled English Learner (EL) students completed all four of the domains of the ELPAC testing. Madera County Superintendent of Schools (MCSOS) special education teachers made contact with students at least twice a week by telephone or

email. Special education teachers also offered to meet with students via virtual platforms in 1:1 sessions weekly or as often as needed to provide support in concepts and or assignment completion. In addition to the weekly contact, teachers put together individualized student assignment packets that focused on student goals and supported what was being done with their general education teachers. With the initial school closure, and in accordance with their general education peers, the goal of student contact and assignment packets was to review and maintain skills. Once the closure was extended, the focus was shifted to continuing progress on goals and new learning. Assignment packets were distributed at the school, and those not picked up were mailed home. Chromebooks were distributed to students who needed access to technology in order to continue progress in their classes. IEP teams continued to meet during the closure via ZOOM or conference calls to ensure timelines were met. Upon the beginning of the new school year, the impact of the COVID-19 closure has been significant on the academic and social-emotional well-being of students. To begin, students were not able to attend school in person for their one-hour appointments or blended "seat-time" classes. As a result, becoming an effective school with a distance learning model became more apparent because the majority of families (2/3 as indicated by parent survey) had to rely exclusively on "paper packets" of coursework to complete their school year. In addition to the challenges of providing schoolwork in a primarily non-digital setting, COVID-19 safety standards prevented students from being in close proximity to the school, teachers and any direct instruction. This had a profound effect on the students' ability to work outside of their 1-hour scheduled appointments. As teachers and site leaders navigated through the uncertainty of the last quarter of the 2019-20 school year, it became apparent that the beginning of the 2020-21 school year would indeed hold the same challenges. With Madera County on the state's watch-list for high incidences of COVID-19 cases, in-person (on campus) instruction to start the 2020-21 school year seemed unlikely as the Summer of 2020 required an increased focus on being ready for the beginning of the school year. So, school leadership, working with Academic Support Councils and teachers, worked collaboratively to plan on how to meet the academic, social-emotional, physical and developmental needs of all students.

In addition to the academic impact, COVID-19 has had a dramatic impact on the community. Many parents stated their resources were spread thin and their ability to provide for their children while being instructed at home. While parents were away at work trying to provide for the economic needs of their families, teachers and school leadership continued to reach out and partner with local agencies to ensure that students were getting the instruction needed to be successful. As a result, it was was decided that a 1:1 (Student/Teacher) Full Independent Studies program would best suit student needs during the distance learning model, until face-to-face instruction resumes in the hopeful future. Although the impact of the COVID-19 closure of PTC Madera and Chowchilla has created an enormous challenge for our two schools, we are confident that the determination, collaboration, and perseverance of our educational team will be able to provide the best for all of our students.

Stakeholder Engagement

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

Efforts made to solicit current and accurate stakeholder input included:

1) Spring 2020 Parent Surveys in both English and Spanish.
2) PTC Staff feedback from teachers and classified support.
3) Two Parent Advisory Community Input meetings held on Zoom Meetings hosted on Thursday, August 27 (9:00-10:00 a.m. and 3:00-4:00 p.m.)

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

Several SSC, ELAC and Parent Advisory Community Input Meetings were held via Zoom Meeting and Telephone format.

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

The summary of the feedback provided from our stakeholders was the following:

1) CAES Spring 2020 Survey results revealed that 2/3 of PTC students were in need of either technology (Chromebooks) or hotspots.
2) CAES SSC and ELAC Parents expressed safety concerns with their children returning to sites (in person) and preferred the distance learning model.
3) PTC Parents stated they wanted to be more involved in their students' studies, but either weren't able to or didn't understand exactly how to support them.

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

Based on the feedback provided above, the LCP was influenced by specific stakeholder input:

1) Due to AB 98, the MCSOS CAES division will adhere to the Distance Learning Model mandated by Governor Gavin Newsom.
2) All Safety measures and guidelines will be followed to ensure students and staff are kept safe and contact, cleaning, etc., is limited to the guideline restrictions provided.
3) Students and parents will have open access to the program in a virtual, phone or safe (6' socially distanced, masked, small #'s of people) meeting format.
4) Rigor and relevance of all instruction will be maintained to challenge and support all students for successful learning and mastery of CCSS standards.
5) Additional support will be provided through a virtual medium (Zoom, etc.) to ensure that students receive the necessary intervention needed to close achievement gaps.

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.]

As PTC Madera and Chowchilla is an Independent Studies-driven Charter School, PTC was able to provide 1-to-1 instruction, in person instruction prior to the COVID-19 closure on 3-13-2020. Since then, the structure of the program will remain 1-to-1, but in a distance learning format. With this model, students will be instructed via Zoom, iPhone or standard telephone (landline) in the same 1-to-1 format as described previously. In addition, based on student needs, they will be provided Chromebooks and Hotspots to gain access to the digital lessons that teachers will be providing. Finally, teachers were also equipped with new laptops with desktop monitor and touchscreens, wireless headsets and docking stations. This configuration allows for virtual access for student instruction and digital learning.

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

Description	Total Funds	Contributing
Providing devices (Chromebooks) for students who need them for digital learning opportunities.	12,000	Yes
Providing Wifi "Hotspots" for students without internet.	12,000	Yes
All teachers received new technology, including touch-screen laptops, dual desktop monitor, camera and a wireless headset.	30,600	Yes
Maintaining a stock of PPE including: hand sanitizer, cleaning wipes, vindicator spray, face masks and face shields, to minimize risk of any COVID-19 infection.	12,000	No

Distance Learning Program

Continuity of Instruction

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

The LEA will provide continuity of instruction during the school year to ensure pupils have access to a quality curriculum and instruction. In addition to curricula being transitioned to a digital format, assignments, lessons and instructional resources, that will ensure instructional continuity for pupils, are being provided via Google classroom and a virtual host. If technology is not immediately accessible or there is a "glitch" in technology, phone calls are made to ensure that lessons are provided with the same access to students prior to the COVID-19 closure of March 13. Finally, on-line diagnostics, intervention and assessments will be provided via the iReady Program.

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.]

Based on survey results of Spring 2020, it was identified that 2/3 of all PTC students in Madera and Chowchilla, needed either a Chromebook Laptop or a "hotspot" for wifi connectivity. To ensure the needs of each student were met, the survey was followed up in early August 2020, to ascertain if each student's needs changed. This was completed via direct phone contact with each family during school hours.

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.]

The LEA will assess pupil academic progress through virtual (Zoom) contacts and synchronous / asynchronous instructional minutes will be recorded in the daily contact log on the CAES Powerschool Database. These daily entrees will include: social emotional learning, academic instruction, recommendations for interventions and a weekly frontloading for the next lesson. Pupils and parents are also able to access their teacher during a designated "Office hour" time. Participation and time value of work will continue to be measured by the certificated teacher and student on the Daily Engagement Activity Record or "green sheet." This document is held to strict guidelines and expectations outlined in the master agreement.

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.]

Professional Development is provided to our staff on a weekly basis. Every Friday from 7:30-8:45 a.m., the Career Alternative and Educational Services (CAES) staff assembles via Zoom, to be trained in areas that were identified as needed in our program. These included, but are not limited to: technology implementation (specifically in the areas of the integration of Google Classroom) social-emotional support, integrated and designated ELD instruction, student-engagement activities and the most recent, distance-learning "Playbook."

Additional trainings were also provided by McGraw-Hill representatives as PTC has supplemented its ELA and ELD instruction with new StudySync curriculum.

Staff Roles and Responsibilities

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

Regardless of the current COVID-19 situation, staff at PTC continue to have high expectations and commitment to student success as in the past. Staff has also been trained by MCSOS Human Resources, to adhere to safety guidelines for employees to recognize their roles as ongoing advocates for student and public safety. As these roles have not changed, online certifications were required to be completed in the areas of mandated reporting, pesticides and blood-born pathogens. Additional responsibilities included holding students' ATT meetings, virtually, while being prepared to support all students in their social and emotional needs during the school year.

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.]

Progress monitoring will be on-going for pupils with unique needs at all grade levels. Since all PTC teachers provide services to English Learners, Foster Youth, Homeless youth, and students with exceptional needs, teachers will assess those students formally and informally to determine students' needs for intervention and additional supports. Determination of those needs will be data-driven from multiple measures. These measures include, but are not limited to, i-Ready (Math and ELA), ELPAC scores, LAS Links language proficiency assessments, grades and observations. As part of their individual weekly appointments, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the academic counselor, administrator, or classroom teacher when their child is identified for intervention and additional supports. Once students are closing the achievement gap or no longer deemed "at-risk" this intensive progress monitoring will be returned to weekly monitoring.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
i-Ready Online Diagnostics, Assessment and intervention Program.	42,200	Yes
Purchase of supplemental McGraw-Hill StudySync ELA and ELD curriculum.	66,006	Yes
Ongoing weekly Professional Growth and Development with focus on StudySynch ELA and ELD curriculum.	20,400	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.]

In 2019-20, PTC adopted two programs to assess students in the areas of ELA, ELD and Mathematics. The i-Ready online program serves as an initial diagnostic, and common formative and summative assessment, in the areas of ELA and Math. The LAS Links program is utilized by our teachers to assess English Language Learners in the areas of reading, writing, speaking and listening. Although LAS Links is designed specifically for EL students, it was given to all students entering the program as a second diagnostic tool. These two programs will be utilized again in 2020-21, for the same purpose.

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.]

For the 2020-21 school year, the Madera County Superintendent of Schools (MCSOS) Foster Youth Services Coordinating Program (FYSCP) and Educating Homeless Children and Youth Program (EHCY) will provide additional supports and services to ensure that the unique needs of MCSOS Career & Alternative Education Foster and Homeless students are met. In order to ensure attendance, engagement, and participation, as well as to address areas of concern, the FYSCP liaison will conduct weekly check-ins with teachers via phone or email. Follow up phone calls with caregivers and social workers will be conducted as necessary to address areas of concern. Academic achievement will also be monitored during weekly check-ins. The FYSCP liaison will ensure that the needs of identified English Learner and/or Special Education Foster Youth are met. Additionally, the FYSCP liaison will make referrals as necessary including to the school counselor, school psychologist, behavioral health, public health, Department of Social Services, etc., to connect students and their families to support services as necessary. For continued College and Career Readiness development and support, the FYSCP/EHCY Program will provide a virtual “Registration to Go Senior Series” designed specifically for Foster and Homeless seniors who are interested in applying to the State Center Community College District (SCCCD). Students will receive virtual assistance in creating an SCCCD account, submitting the on-line application, completing the on-line orientation and connecting with a college counselor in order to complete a Student Education Plan. Students will also receive virtual assistance to be able to complete the Free Application for Federal Student Aid (FAFSA). In addition, counselors will work with students to develop an academic plan which will include goals/objectives for the semester and school year. A post-secondary/transition plan will also be developed with seniors and a semester credit analysis will be conducted and reviewed individually with each student. Enhanced communication and support will also be made available to caregivers/parents. In order to ensure caregivers and parents are familiar with and are able to support the use of the technology platforms that students will be using, workshops designed to provide an overview of these will be provided for parents/caregivers. Caregivers will also be encouraged to participate in

workshops designed specifically to build their capacity to create a college-going attitude and environment. Ensuring this occurs is vital as traditional college field trips and other college awareness opportunities and activities will not be possible due to COVID-19 restrictions. As a result of workshops, caregivers or parents will be informed to discuss the value of higher education with their youth and will acquire ideas for how they can play an active role in supporting their youth toward a post-secondary education or career readiness. Caregivers will learn the significance of early college exploration, preparation, and key steps that they can take to help youth turn their post-secondary dreams into reality.

All communication with parents, including workshops and trainings will be translated into Spanish to ensure that all students have access to these opportunities. In order to ensure that the academic needs of Foster and Homeless and English Language (EL) learners are met to ensure that students continue to receive college/career readiness information and support, weekly school counselor virtual hours will be available (counselor will also be available via email or phone). In addition, an on-line referral process is available for all staff to access and send directly to the liaison/counselor for immediate attention. Students and parents will be surveyed for their input regarding needs and strategies/support services to address these. In addition, the use of additional social media platforms (Facebook, etc.) will be used to communicate announcements, information, and to provide resources (all communication will be translated into Spanish). Also, in order to continuously increase communication and collaboration, parents and students will be asked to participate in on-going Foster/Homeless county-wide advisory council meetings. Here, they will have the opportunity to share concerns and issues, give input as to how to best address these, learn about support services and activities already taking place, and ask questions. In order to facilitate collaboration, promote and help develop a sense of school connectivity, minimize feelings of isolation, help reduce anxiety, stress, etc., while emphasizing careers, Foster and Homeless kids in grades K-5 will have the opportunity to participate in virtual enrichment field trips including to the Fresno Chaffee Zoo, the San Jose Museum of Technology, and the California Academy of Sciences.

Because COVID-19 restrictions will not allow for the usual in-person trainings regarding the unique needs of Foster and Homeless youth, including the legislation that protects them, a web-based McKinney-Vento awareness training will be implemented that all staff will be required to complete. Virtual AB490 trainings will be provided to ensure that those working with Foster Youth continue to provide immediate enrollment, timely transfer of records, ensure school stability, ensure partial credits are given, etc., for the success of students. Because most Foster and Homeless youth experience significant trauma and to ensure that students continue receiving support to address this and any additional trauma as a consequence of COVID-19, trauma awareness and strategies support will be made available to liaisons, case managers, social workers and other school staff as well as to caregivers and high school aged students. Workshops and professional development opportunities will be made available so that adults working with Foster and Homeless youth understand what trauma is, it's effect on behavior and academic achievement, strategies to manage the effects of trauma, and resources available to develop their capacity in this area. High school students will have the opportunity to participate in groups to learn about trauma and strategies to self-regulate trauma related symptoms as well as learn about resources and supports available to them. In addition to the services described above, other services including meal distribution and laptop/wifi accessibility will also continue. Additionally, distance learning has allowed for the extension of a Work Experience Program for high school students. Select students will be able to work through the first semester of school, an extension from just the summer. With increased parent engagement and interagency/department collaboration, and with increased communication with students, families will have increased opportunities to develop relationships with school staff and one another, obtain resources, build their capacity to support the academic and social-emotional success of their children and take part in the on-going development of a comprehensive Foster/Homeless educational support plan.

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.]

For students receiving either designated or integrated ELD, the measure of success will be ongoing direct instruction, use of formative assessments, and results from their summative tests. ELPAC tests will be administered again in the Fall of 2020 and the Spring of 2021. Low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness, will receive the same high-quality instruction as students who are not categorized into these areas. Students will also be provided the same access to interventions and support as their peers. Finally, all CAES student accountability models adhere to the same requirements and expectations as a comprehensive school site, with the expectation that all state testing (CAASPP, SBAC, etc.) will resume in the Spring of 2021.

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

Description	Total Funds	Contributing
The primary action change is serving the digital instructional needs of students by providing a chromebook or wifi hotspot, or both, if needed.	14,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year with ongoing monitoring and daily "check-ins" as documented in the Powerschool database. For staff, Program Directors lead the Social and Emotional Well Being (SEWB) outreach with direct phone-calls, virtual Zoom meetings and safe and socially distanced meetings. For students, SEWB checks include safe and socially distanced, in-person meetings (following all CDC guidelines) ZOOM meetings, phone calls and texts or emails. Teachers build and maintain positive relationships with their students and their families to ensure students' SEWB needs are met. If there is a concern, suspicion of neglect, or an outreach for resources. teachers, site Principal or Program Director, activate the necessary contact protocols for student support (counseling, CPS, Social Workers, School Psychologist, etc.) to assist teachers in making these referrals or respond to the needs of students. Professional development and access to resources will also be provided to staff in order to address how to handle trauma and the other impacts of COVID-19 on the school community.

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.]

Since the COVID-19 closure on March 13, teachers have been very proactive in contacting students via phone, etc., to maintain academic achievement, and reduce or prevent any loss of learning. However, it was revealed during this time that additional follow-ups and interventions were necessary to prevent students from falling further behind. These steps included conducting a personal and academic needs assessment, with a follow-up inventory of technology needs. After this, PTC was better able to gauge the needs of each student and family from the community. In addition to the needs assessment given at enrollment or re-enrollment, the master agreement was modified to meet the requirements, as per AB 98, to participate in our program. This included being accessible, virtually, for the mandatory 1-hour ATT meeting, and any additional times required or recommended by the teacher, i.e., iReady, ELA/Math intervention, LAS links or Odysseyware credit recovery program. Students and parents are required to meet the criteria of the contract and will be provided every opportunity to be successful through direct instruction, on-line intervention, a due process SARB attendance procedure meetings with our Principals and Program Director.

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.]

The LEA continues to offer daily meals through our students’ home district's food services department. These are offered at designated Madera Unified and Chowchilla Elementary and High School district sites. All information regarding the times and locations are available on those school districts' websites.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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
26.09%	872,268

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.]

As indicated in last year's CALPADs data, 87% of students at the two PTC campuses qualified for the Free and Reduced -Meal Program and English Learners constituted 16% of our population. The total percentage of unduplicated pupils was 88%. Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, and providing the best and most engaging instructional strategies for struggling learners. The high percentage of unduplicated pupils our student population results in directed efforts meet their needs, and are ultimately school-wide. We believe that the increased amount and quality of the services that our low income, English Learners, Foster Youth, and those with disabilities, will receive as a result of the LCAP, will far exceed the required percentage.

1) The use of research based, engaging, and culturally -responsive instructional practices.

2) PTC will provide support for EL students both designated and integrated ELD instruction.
3) Continued collaboration with the MCSOS County Office Foster Youth coordinator, personnel from public health, and other service agencies, to facilitate students accessing services.
4) Coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.
5) Providing a more engaging and supportive atmosphere by seeking to increase Parent engagement and participation in school events and activities.
6) Ongoing Professional Development for all staff, specifically in the areas of ELA and ELD, will ensure that instruction is targeted and CCSS standards aligned, to meet the needs of all students.

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

1) Use of i-Ready and LAS Links assessments for all EL, foster youth and homeless students.
2) All students will be receiving distance learning model 1-to-1 instruction.
3) Support provided by Instructional Aides and an ELA / ELD specialist from MCSOS.
4) Additional academic counseling services, tutoring, and teacher office hours.
5) Supplemental services to homeless, and foster youth students.
6) Additional resources will contribute to students' emotional well- being.
7) Improved technology for teachers (touch screen with camera and wireless headset)
8) Daily and weekly contacts with students and parents by teacher log entries into PowerSchool for each meeting.

5.2.2

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
Madera County Independent Academy - CDS Code: 20102070117184	Hugo Sanchez Program Director, Career and Alternative Education Services	hsanchez@mcsos.org (559) 662-6211

General Information

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

On March 13, 2020, the California Governor, in response to the COVID-19 pandemic, declared the closure of schools. Madera County Superintendent of Schools (MCSOS) under the guidance of Madera County Department of Public Health (MCDPH), supported the decision and planned to ensure the safety and well-being of students, staff and community. Madera County Independent Academy (MCIA), which operates as an independent study school serving students in grades K–8, already had a structure in place to support the individual learning needs of each student. Independent study programs are uniquely equipped to be agile in times like this. Distance learning curriculum and weekly content meetings with each student are part of our independent study program. MCIA made arrangements to provide materials and resources for relevant distance learning. Student work was distributed over three distinct phases. In the first phase, students received enrichment and remedial work to last four weeks, extending one week past spring break, covering March 16 to April 17, 2020. During the second phase of work distribution covering two weeks from April 20 to May 1, 2020, standards-based schoolwork was on pace with the corresponding work for the academic year. Phase three distribution on April 30, 2020, covered three weeks of work, and completed the year ending on May 22, 2020. With the unknown viability of COVID-19, returned student work remained quarantined for five days to ensure safety of staff and teachers. This required the collection of student work starting one week earlier in the year than it would under normal circumstances. Teachers and staff supported students virtually using various forms of technology from online platforms such as Zoom, Face-Time, Google Classroom, Google Meet, Skype, Remind App, and phones, based on client availability during their previously scheduled appointed times. In addition, teachers met virtually with groups of students during scheduled seat-time classes to continue with lessons and academic routines. Work schedules for essential staff were staggered, along with workstations tailored to observe social distancing norms and protect staff as they prepared student work and conducted appointments with students virtually or via phone. The greatest detriment to students was the “school's out” mentality combined with our loss of contact with families. There were no weekly in-person meetings for students and families, no parent engagement meetings (School Site Council, LCAP plan, SPSA) to close the year, and students taking the ELPAC summative assessment were not able to be redesignated although 100% of enrolled English Learner students completed all four domains of ELPAC testing. MCSOS special education teachers made contact with students at least twice a week by telephone or email. Special education teachers also offered to meet with students via virtual platforms in 1:1 sessions weekly or as often as needed to provide

support in concepts and or assignment completion. In addition to weekly contact, teachers put together individualized student work packets that focused on student goals and support what is being done with their general education teachers. With the initial school closure, in accordance with their general education peers, the goal of contact and student work packets was to review and maintain skills. Once the closure was extended, the focus was shifted to continuing progress on goals and new learning. Work packets were distributed at school, and those not picked up were mailed home. Chromebooks were distributed to students who needed technology to continue progress in their classes. IEP teams continued to meet during the closure via ZOOM or conference calls to ensure timelines were met.
The impact of the COVID-19 closure was significant on the academic and social-emotional well-being of students. To begin, students were not able to attend school in person for their one-hour appointments or blended "seat-time" classes. As a result, becoming an effective school with a distance learning model became suddenly apparent because the majority (2/3 as indicated by parent survey) had to rely exclusively on packets of coursework to complete the school year. In addition to the challenges of providing schoolwork in a primarily non-digital setting, safety issues prevented students from being in close proximity to the school, teachers and direct instruction. This had a profound affect on the students' ability work outside of their weekly 1-hour scheduled appointments. As teachers and site leaders persevered through the uncertainty of the last quarter of the 2019-20 school year, it became apparent that the beginning of the 2020-21 school year might hold the same challenges. With Madera County on the state's watch-list for the high incidence of COVID-19 cases, in-person (on campus) instruction to start the 20-21 school year seemed unlikely, the Summer of 2020 required increased focus on being ready for the beginning of the school year. School Leadership, working with Academic Support Councils and teachers, worked collaboratively to plan on how to best meet the academic, social-emotional, physical and developmental needs of all students. In addition to the academic impact, COVID-19 has had a dramatic impact on the community. Parents were strained in there ability to support their children academically, who were being instructed at home, while parents were away at work trying to provide for the needs of their families. Teachers and school leadership continued to reach out and partner with local agencies to ensure that students were getting the instruction needed to be successful academically. That said, it was determined that a 1:1 program would best support MCIA students during distance learning, and be an invaluable benefit when face to face instruction resumes.

Stakeholder Engagement

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

Efforts made to solicit current and accurate stakeholder input included:

*Spring 2020 Parent Surveys in English and Spanish
*Staff feedback from teachers and classified support
*Two Parent Advisory Community Input Meeting via Zoom hosted on Thursday, August 27, 2020 (9:00 - 10:00 a.m. and 3:00 - 4:00 p.m.)

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

*Two Parent Advisory Community Input Meetings via Zoom hosted on Thursday, August 27, 2020 (9:00-10:00 a.m. and 3:00-4:00 p.m.)

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

The summary of the feedback provided from our stakeholders included the following:

1) Spring 2020 Survey results revealed that 83% of parents believe their child would benefit from attending school for more than one hour per week.
2) SSC/ELAC Parents expressed safety concerns with their children returning to sites (in person) and preferred the distance learning model.

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

Based on the feedback provided above, the Learning Continuity and Attendance Plan was influenced by:

1) Due to SB 98, the MCSOS CAES division will adhere to the Distance Learning Model mandated by Governor Newsom.
2) All Safety measures and guidelines will be followed to ensure that students and staff are kept safe and contact/cleaning, etc. is limited to the guideline restrictions provided.
3) Students and parents will have open access to the program through virtual one on one appointments and classroom cohorts.
4) Rigor and relevance of all instruction will be maintained to challenge and support all students for successful learning and mastery of standards.
5) Expanding seat-time cohort of students in grades 7, 8.
6) Implement a 1:1 program to provide Chromebooks and hotspots for all MCIA students.

Continuity of Learning

In-Person Instructional Offerings

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

In-person instruction will resume once it has been deemed safe by MCDPH and MCSOS. Since MCIA is a small school with only three teachers, the number of students will not exceed 66. The model of our program is to have students come in for individual one-hour

appointments once a week, and two days a week for classroom settings. The number of students in each classroom would not exceed 22 students, ensuring appropriate distancing, and allowing school officials to comply with all of the guidelines and regulations required by the health department, which require districts to have a plan in place to mitigate the spread of COVID-19. Again, the structure of our program allows us to transition fairly easily to in-person instruction. This model would allow the control of COVID-19 infection between students and staff. In-person instruction will resume when determined it is appropriate to do so safely in accordance with guidance from Governor Newsom, Madera County Department of Public Health, and MCSOS. At this point, the spread of COVID-19 would be less, allowing schools to mitigate/track the spread, reducing the risk of an outbreak and/or another school closure. In addition, masks will be required for staff and students. In order to continue with our model as close to normal as possible, MCIA is transitioning to a 1:1 model, and will be providing every student a Chromebook and internet hotspots, if necessary. This upgrade to offering technology will allow for synchronous instruction in classroom settings via ZOOM twice a week for the K -3, 4 - 6, and the 7-8 cohorts, along with the individually scheduled one-hour appointments, and allow students to benefit from access to online math and science classes. Accelerated Reader (AR) will continue to be an integral part of our program to increase English language proficiency, and i-Ready will be used to support English and math proficiency. Finally, teachers were also equipped with new laptop/desktop computers with touchscreens, wireless headsets and docking stations, which allows work from home or their work site. This configuration allows for virtual access for student instruction and digital learning.

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

Description	Total Funds	Contributing
3 teachers, new laptops, chromebooks, hotspots, new online software,	314,272	No
Online assessment, i-Ready, LAS Links, GO Math, SAVVAS Learning,and AR to measure academic growth and support language and math proficiency.	45,000	No Yes
Maintain a stock of PPE, including, hand sanitizer, cleaning wipes, Vindicator spray, face masks, and face shields to minimize risk of COVID-19 infection.	18,000	No

Distance Learning Program

Continuity of Instruction

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

The LEA will provide continuity of instruction during the school year and ensure pupils have access to a full curriculum of substantially similar quality through the following means. In addition to curricula being transitioned to a more digital format, documents, lessons and instructional resources, that ensure instructional continuity for pupils, are being provided via Google classroom and ZOOM. Since all students will have a Chromebook and internet access, MCIA will ensure that lessons are provided in the same format (by videoconferencing) as was previously done face-to-face before the COVID closure of March 13, 2020. Finally, on-line diagnostics, intervention and assessments are being provided via the i-Ready online program, AR, Go Math, and other online resources. Professional development will continue to focus on effective instructional practices via distance learning. All teachers have already received training on the Distance Learning Playbook.

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.]

MCIA will provide technology for students to use with distance learning.
Students will be able to check out a take-home Chromebook, charger, and carrying case.
If a student does not have reliable internet at home, a WIFI hotspot will be provided.

MCSOS IT department will filter and monitor student content on all MCSOS issued devices in compliance with the Children's Internet Protection Act (CIPA).
For teachers:
Teachers will have access to a touch screen laptop, second monitor, docking station, headset, wireless mouse and stylus, which will allow for work from home or work site.
ZOOM for Educator accounts were purchased for each teacher and administrator to increase effectiveness in delivery of instruction and allow greater utilization of scheduling student and parent meetings.
In addition, each teacher will have a Promethean interactive screen with a camera in their classroom, which will allow full access to videoconferencing with students.
On-campus, teachers, will have access to high-speed gigabit internet to ensure sufficient bandwidth issues as they provide live instruction.

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.]

The LEA will assess pupil academic progress through virtual (Zoom) contacts and synchronous instructional minutes will be recorded in a daily contact log on the PowerSchool Database. These daily log entries include: Social Emotional Learning, Academic Instruction,

Recommendations for Tier 2 level interventions and the weekly front loading for the next lesson. Pupils and parents are also able to access their teacher during a designated "Office hour" time. Participation and Time value of work will continue to be measured by the certificated teacher and student on the Daily Engagement Activity Record. This document is held to strict guidelines and expectations outlined in the Master Agreement for independent study schools. Teachers will use formal and informal assessments via ZOOM, in addition to work completed independently as per their assigned course work.

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.]

Professional Development is provided to our staff on a weekly basis each Friday from 7:30-8:45 a.m. The Career Alternative and Educational Services (CAES) staff assembles to be trained in areas that were identified as needed in our program. These include, but are not limited to: Technology Training (specifically in the areas of integration of Google Classroom, Social-Emotional Support, Integrated and designated ELD instruction, Student-Engagement activities and the most recent training on the Distance Learning Playbook (DLP), which provided corresponding materials. The DLP was provided by MCSOS for all teachers, instructional assistants, and administrators in the CAES division. Although the training was held virtually via ZOOM, it was very interactive and provided many opportunities for dialogue and collaboration. The training modeled strategies to support the social-emotional needs of students while providing for an engaging learning environment by incorporating the virtual tools available on ZOOM. As a follow-up, teachers in their TLC meeting, discussed implementation of the playbook into their instruction. As a result, they outlined specific areas to address during their meeting with students.

Staff Roles and Responsibilities

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

Although there are not any students on campus, all staff members are required to wear masks while on site. Six-feet of social distancing is expected, along with cleaning of immediate work area. MCSOS maintenance and facilities staff ensure a daily cleaning of the school with appropriate cleaning solutions effective for COVID-19. Masks, hand sanitizer, and alcohol wipes are provided to all staff. Staff meetings, professional development, and other pertinent meetings are held via videoconferencing. Staff continue to have the same high expectations and commitment to student success as in the past, regardless of COVID-19, and have been trained by the MCSOS Human Resources Division on safety guidelines and their roles as ongoing advocates for student and public safety. Online certifications validated training by all staff in several areas including use of pesticides, mandated reporting, blood borne pathogens. Additional responsibilities included holding students ATT meetings and cohort classes with fidelity, whether from home or on site, along with being prepared to support all students in their social/emotional needs and making appropriate referrals to academic counselors and school psychologist.

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.]

Progress monitoring will be on-going for pupils with unique needs at all grade levels. Since all teachers provide services to English Learners, Foster Youth, homeless youth, and students with exceptional needs, teachers will assess those students formally and informally to determine students' needs for intervention and additional supports. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to, i-Ready (math and ELA), ELPAC scores, LAS Links language proficiency assessments, AR reading levels, grades and observations. As part of their individual weekly appointments, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the academic counselor, administrator, or classroom teacher when their child is identified for intervention and additional supports. Once students are caught-up or deemed no longer at-risk, such progress monitoring will no longer be required.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional development for teachers and staff on effective distance learning practices.	3,600	Yes
Teachers will have block classes twice a week to provide additional support to all students, as survey data demonstrates a need for more instructional time on a weekly basis.	5,600	Yes
Create 7,8 cohort for classroom instruction via videoconferencing twice a week, in addition to individual one-hour appointments.	5,600	Yes
i-Ready and LAS Links, along with other digital software to support distance learning.	8,200	Yes
Upgraded technology for teachers, including laptops, second monitor, stylus, wireless headsets and mice.	5,400	Yes
Training and workshops for parents on distance learning demands on families and increasing technology skills to support student learning.	6,000	Yes

Description	Total Funds	Contributing

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In 2019-20, MCIA adopted two programs, i-Ready and LAS Links, to assess students in the areas of ELA, ELD and Mathematics. The i-Ready online program serves as a initial diagnostic and provides prescriptive lesson in math and ELA, and data will serve as common formative and summative assessments in those content areas. The LAS Links program is utilized to assess English Language proficiency in the domains of Reading, Writing, Speaking and Listening. Although LAS Links is designed for EL students, it was given to all students entering the program as a second diagnostic tool. Scores from LAS Links have a high correlation to ELPAC scores, allowing for increased supports in domains with the greatest needs. These two programs will be utilized again this SY 20-21, for the same purpose.

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.]

For the 2020-2021 school year, MCSOS Foster Youth Services Coordinating Program (FYSCP) and Educating Homeless Children and Youth Program (EHCY) will provide additional supports and services to ensure that the unique needs of MCSOS Career & Alternative Education Foster and Homeless students are met. In order to ensure attendance, engagement, and participation, as well as, to address areas of concern. The FYSCP liaison will conduct weekly check-ins with teachers via phone or email. Follow up phone calls with caregivers and social workers will be conducted as necessary to address areas of concern.
Academic Achievement will also be monitored during weekly check-ins. The FYSCP liaison will ensure that the needs of identified English Learner and/or Special Education Foster Youth are met. Additionally, the FYSCP liaison will make referrals as necessary to the school counselor, school psychologist, behavioral health, public health, Department of Social Services, etc. to connect students and their families to provide support services as necessary. In order to ensure caregivers and parents are familiar with and are able to support the use of the technology platforms that students will be using, workshops designed to provide an overview of these will be provided for parents/caregivers. All communication with parents, including workshops and trainings will be translated into Spanish to ensure that all students have access to these opportunities. In addition, an on-line referral will be available for all staff to access and send directly to the liaison/counselor for immediate attention. Students and parents will be surveyed for their input regarding needs and strategies/support services to address these. In addition, the use of additional social media platforms will be used to communicate announcements, information, and to provide resources (all communication will be translated into Spanish). Also, in order to continuously increase communication and collaboration, parents and

students will be asked to participate in on-going Foster/Homeless county-wide advisory council meetings. Here, they will have the opportunity to share concerns and issues, give input as to how to best address these, learn about support services and activities already taking place, and ask questions. In order to facilitate collaboration, promote and help develop a sense of school connectivity, minimize feelings of isolation, help reduce anxiety, stress, etc. While emphasizing careers, Foster and Homeless youth in grades k-5 will have the opportunity to participate in virtual enrichment field trips including to the Fresno Chaffee Zoo, the San Jose Museum of Technology, and the California Academy of Sciences. In addition, because COVID-19 restrictions will not allow for the usual in-person trainings regarding the unique needs of Foster and Homeless youth, including the legislation that protects them, a web-based McKinney-Vento awareness training will be implemented that all staff will be required to complete. Virtual AB490 trainings will be provided to ensure that those working with Foster Youth continue to provide immediate enrollment, timely transfer of records, ensure school stability, etc…for the success of students. Because most Foster and Homeless youth experience significant trauma and to ensure that students continue receiving support to address this and any additional trauma as a consequence of COVID-19, trauma awareness and strategies support will be made available to liaisons, case managers, social workers and other school staff as well as to caregivers. Workshops and professional development opportunities will be made available so that adults working with Foster and Homeless youth understand what trauma is, it's effect on behavior and academic achievement, strategies to manage the effects of trauma, and resources available to develop their capacity in this area. High school students will have the opportunity to participate in groups to learn about trauma and strategies to self- regulate trauma related symptoms as well as learn about resources and supports available to them. In addition to the services described above, other services including meal distribution and laptop/ wifi accessibility will also continue. With increased parent engagement and interagency/department collaboration, and with increased communication with students, families will have increased opportunities to develop relationships with school staff and one another, obtain resources, build their capacity to support the academic and social-emotional success of their children and take part in the on-going development of a comprehensive Foster/Homeless educational support plan.

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.]

For students receiving either designated or integrated ELD, the measure of success will be ongoing direct instruction, and formative and summative assessments. Low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness, will receive the same high-quality instruction as students who are not categorized into these areas. Students will also be provided the same access to interventions and support as their peers. Finally, all CAES student accountability models adhere to the same requirements and expectations as a comprehensive school site.

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

Description	Total Funds	Contributing
Increasing classroom cohorts for grades 7, 8.	5,600	Yes
1:1 device program with WIFI hotspots as needed.	4,500	Yes

Description	Total Funds	Contributing
Digital software, including i-Ready and LAS Links, to provide data an learning loss and growth for all students.	42,000	Yes
Training on Social-Emotional learning and trauma informed practices for all teachers, staff, and administrators.	10,000	Yes
Training on administering state assessments.	500	No
Academic counselors to provide parent/care-giver workshops in English and Spanish on issues related to pupil learning loss and distance learning requirements.	15,779	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year by constant monitoring and daily check-ins. For staff, Program Directors lead the Social/Emotional outreach with direct phone-calls, Zoom meetings and safe/socially distanced meetings. For students, individual appointments with their teachers will provide an opportunity for social emotional well-being checks. Teachers build and maintain positive relationships with their students and their families, to ensure students' SEL needs are met. If there is a concern, suspicion of neglect or an outreach for resources, teachers and Principal/Program Director activate the necessary contact protocols for student support (counseling, CPS, Social Worker, School Psychologist, etc.) To assist teachers in making these referrals or responding to the needs of students, professional development access to resources is provided to staff to address trauma and other impacts of COVID-19 on the school community.

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.]

Since the COVID-19 closure on March 13, 2020, teachers were very proactive in contacting students via phone, etc. to maintain academic achievement and reduce/prevent the loss of learning. The experience in the spring made it clear that increased follow-ups, communication with all stakeholders, and interventions were necessary to prevent students from falling further behind. These steps included conducting a personal and academic needs assessment with a follow-up inventory of technology needs. That said, MCIA was better able to identify and support the needs of each student and family from the community. In addition to the needs assessments given at enrollment/re-enrollment, the master agreement was modified to meet the updated requirements, as per SB 98, to be part of our program. This included being accessible virtually, for the individual 1-hour ATT meetings, cohort classes twice a week, and any additional times required or recommended by the teacher, i.e., iReady, ELA/Math intervention, LAS Links, or state assessments. Students and parents are required to meet the criteria of the master agreement and will be provided every opportunity to be successful through direct instruction, online intervention, or other relevant supports.

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.]

The LEA offers student meals through their home districts which provide food services, 5 days a week, at designated Madera Unified School District elementary schools.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.63%	143,769

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.]

Ninety-five percent of students at MCIA qualify for Free and Reduced -Priced Meals. English Learners constitute 22% of our population. The total percentage of Unduplicated Pupils is 90%. Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, and providing the best and most engaging instructional strategies for struggling learners. The high percentage of unduplicated pupils our student population results in directed efforts meet their needs, and are ultimately school-wide. We believe that the increased amount and quality of the services that our low income, English Learners, Foster Youth, and students with disabilities, will receive as a result of the LCAP will far exceed the required percentage.

- The use of research-based, engaging, and culturally--responsive instructional practices.
- MCIA will provide support for EL students through professional development in best practices for all staff that will ensure that instruction is differentiated to meet their needs.

- Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services.
- Coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.
- Providing a more engaging and supportive atmosphere by seeking to increase their parents' engagement in school activities.

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

- Use of i-Ready and LAS Link assessment data.
- Increase seat-time (virtual) for 7,8 cohort
- Support will be provided by a teacher on special assignment and an EL consultant with MCSOS.
- Additional academic counseling services, tutoring, and teacher office hours.
- Meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom and expand their vocabularies, skills, and knowledge.
- Supplemental services to homeless, and foster youth students.
- Additional resources will contribute to students' emotional well--being.
- Technology access 1:1 for students
- Improved technology for teachers
- Increased contacts to students and parents with log entries in PowerSchool

Learning Continuity and Attendance Plan Template (2020–21) 5.2.3

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
Madera County Superintendent of Schools (Endeavor / Voyager and Gould Educational Center)	Hugo Sanchez / Jessica Drake Program Director - Career and Alternative Education Services / Executive Director	hsanchez@mcsos.org / jdrake@mcsos.org (559) 662-6211 / (559) 662-4669

General Information

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

On March 13, 2020, the California Governor, in response to the COVID-19 pandemic, declared the closure of schools. Endeavor/Voyager, which provides education for youth incarcerated in Madera County Juvenile Detention (MCJD), under the guidance of Madera County Department of Public Health (MCDPH) and MCSOS, supported the decision and planned to ensure the safety and well-being of students, staff and community. COVID-19 especially impacted students in correctional facilities. Correctional and educational staff worked collaboratively to implement measures to ensure the physical and emotional safety of students and staff. Many incarcerated students were credit deficient and worked on some courses independently, or students came to the facility from other CAES division schools, familiar with working on independent study packets. As a result of the school closures, students received enrichment and remedial work to last four weeks, extending one week past spring break. Beginning April 20, 2020, teachers went to the correctional facility weekly, wearing appropriate PPE to ensure safety of students. While teachers were at the site, they monitored student progress, collected student work, and issued work for the following week. Extra packets were given to correctional staff to provide to new students. With the unknown viability of COVID-19, all returned student work was quarantined for five days. Aside for on-site visits, teachers also called correctional staff members to monitor student progress. When teachers were at the facility, they worked in their individual classrooms, away from students and other staff to prepare and assess student work. Students worked in the unit pods, away from the classroom, while maintaining a safe distance from one another. Many of the policies in place were imposed on the correctional facility that ultimately impacted the educational program. Under normal circumstances, new students are moved directly to their pods within a day of incarceration, but during COVID-19 crisis students had to be kept away from the main pods until it was safe to be incorporated with the rest of the students. Teachers prepared additional packets for these students as well. In-person visitation for the youth was stopped out of concern for an outbreak in the facility, and no parent engagement meetings were held (School Site Council, LCAP plan, SPSA) to close the year. In addition, English learners were not able to complete ELPAC testing, although all students had completed three of four sections of the test. As a result, students were not able to be redesignated. Madera County Superintendent of Schools (MCSOS) special education teachers made contact with students on a weekly basis, with the proper safety precautions. With the initial school closure, in accordance with their general education peers, the goal of maintaining contact and student work packets was to review and maintain skills. Once the closure was extended, the focus shifted to

continuing progress on goals and new learning. IEP teams continued to meet during the closure via ZOOM or conference calls to ensure timelines were met. The impact of the COVID-19 closure was significant on the academic and social-emotional well-being of students. With Madera County on the state's watch-list for the high incidences of COVID-19 cases, in-person (on campus) instruction to start the 20-21 school year seemed unlikely, but since the students are not exposed to the general population, and the measures taken by MCSOS and MCJD, there have not been any new cases identified in the facility. That said, teachers feel safe providing distance lessons from their classrooms to incarcerated lessons who are in their assigned pods. School leadership, working with academic counselors and teachers, worked collaboratively to plan on how to meet the academic, social-emotional, physical and developmental needs of all students. In addition to the academic impact, COVID-19 has had a dramatic impact on the community.

All schools, including public, private and charter were closed in mid-March of 2020. Students and staff left school on a Friday and did not return for the rest of the school year. All residents of Madera County were required to shelter in place for months with the exception of shopping for necessities. Small businesses, such as beauty shops, barber shops and places of worship were also closed. Since the initial shelter in place order was given the community has started to open back up. MCSOS has and continues to works closely with the Madera County Department of Public Health. Initially the organizations met two to three times a week and now there is a weekly meeting to address COVID related issues. To date, there have been 3,674 positive COVID-19 cases with a total of 38,688 tests administered. Currently there are 362 active cases and there have been 54 total deaths. All of students served by MCSOS Gould Educational Center are students with moderate to severe disabilities. This is a regional program that serves students from the various school districts within Madera County. The instructional staff began making plans for a distance learning program the week of March 16th in response to the closure on March 13th. Instructional staff began communication with students and families that week and then packets were distributed the week of March 23rd. Again, the students served by the Gould Educational Center are students with disabilities and each one has an Individualized Educational Plan (IEP) that addresses every aspect of their education including their English language development needs if they are an EL student and any needs that may arise due to them being in the foster care system or coming from a low-income family. Accommodations for a student's needs are written into the IEP and the individual distance learning plan for each student was designed to meet the needs for each student and allow for the accommodations needed to have educational be nefit. Students served by MCSOS received their meals from the district that houses each classroom. Families were made aware of the meal distribution plan for each of their districts of residence. MCSOS aided families who may have needed accommodations to access the meal distribution. School psychologist, counselors and behaviorists were made available to help support families who may be experiencing an increase in student behaviors at home. Students who were receiving individual counseling continued to receive those services via telephone or virtual platform. Administrators remained in constant contact with their instructional staff, sharing information and offering support. Trainings were developed and offered to aide teachers in the development of Google Classrooms. Student in need of a technology device to access their distance learning plan were offered Chromebooks.

Stakeholder Engagement

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

Specific to Juvenile Hall:

Efforts made to solicit current and accurate stakeholder input included:
*Spring 2020 Parent Surveys in English and Spanish
*Staff feedback from teachers and classified support
*Two Parent Advisory Community Input Meetings on a Zoom Meeting hosted on Thursday August 27, 2020 (9:00-10:00 a.m. and 3:00-4:00 p.m.)
*Teachers accommodate schedules in coordination with sergeants of the facility to safely run school daily.

Specific to Gould:

As an important component of school planning and improvement meaningful stakeholder input has been sought on a variety of levels. The students served by MCSOS have moderate/severe disabilities and communication between students, families and school is at the foundation of what we do. Teachers and Program Directors have maintained positive and consistent communication with students and families. Throughout the recent school closure families have been surveyed a number of times and questions were posed about extended school year, technology needs and thoughts around distance learning verse in-person instruction. Parents were surveyed via phone in either English or Spanish. Prior written notices were sent to families via the us mail or during packet deliveries. During the school closure IEP teams have continued to meet as well discussing student needs in depth. Information obtained from parents has aided in the planning and implementing of distance learning services. In addition to the specific information that was sought from families, teachers have maintained communication with families regularly discussing student needs with regard to academics, physical needs and social emotional needs. Teachers and Program Directors have also worked to connect students to any resources that may be available to them. Based on the feedback from parents and teachers a new strategies and activities have been added to the Gould Educational Center School Plan for Student Achievement (SPSA).

Administration has also spent a great deal of time working with the Madera County Department of Public Health. Throughout the entire school closure MCSOS has met weekly with Madera County Department of Public Health (MCDPH) discussing all aspects of the COVID-19 pandemic. The LEAs within Madera County have worked together to provide the community with similar messaging. MCSOS has worked with MCDPH to put together plans for the reopening of schools when we have been cleared to do so. MCDPH has also signed off and approved all plans and safety protocols to have staff return to the school sites.

MCSOS Administration has also met with the collective bargaining units at length to discuss staff reporting back to school sites prior to being approved for in-person instruction. Discussion topics have included staff safety, professional development and technology. Program Directors continue to be in close communication with staff to determine what needs they may have with regard to serving students.

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

Specific to Juvenile Hall:

Two Parent Advisory Community input meet on a Zoom Meeting hosted on Thursday August 27, 2020 (9:00-10:00 a.m. and 3:00-4:00 p.m.)

Specific to Gould:

In addition to holding student IEP meetings virtually, the Gould Educational Center held the School Site Council meeting via Zoom during the school closure. MCSOS also continued to follow all requirements of the Brown Act during the school closure. The public that the opportunity to attend board meeting in-person with proper safety protocols as well as the attending virtually. The public also had the opportunity to call or email in public comments.

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

Specific to Juvenile Hall:

The summary of the feedback provided from our stakeholders was the following:
1) Parents expressed concerns of their child falling too far behind and losing motivation to work toward high school diploma.
2) SSC/ELAC Parents expressed safety concerns with their children returning to sites (in person) and preferred the distance learning model.
3) Correctional shift leaders and medical staff have informed teachers of safety guidelines for the facility.

Specific to Gould:

Safety has been a primary concern for all stakeholders. Many parents have expressed a hesitancy to send their children back to an in-person instruction model for various reasons. Some families have been told by their child's doctor to not send them back to school even once schools have been cleared to open. There are also families who are very eager to send their children back to school full time. As stated previously MCSOS serves student who have moderate to severe disabilities and some our families have expressed struggles related to the everyday care of their children whether it be due to medical or behavioral issues. Many families have expressed concerns about technology and based on their feedback additional supports have been put into place. Instructional staff have expressed concerns about safety and the need for additional professional development related to distance learning.

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

Specific to Juvenile Hall:

Based on the feedback provided above, Learning Continuity and Attendance Plan was influenced by:

1) All Safety measures and guidelines will be followed to ensure that students and staff are kept safe and contact / cleaning, etc. is limited to the guideline restrictions provided by correctional staff.

2) Rigor and relevance of all instruction will be maintained to challenge and support all students for successful learning and mastery of standards.
3) Work closely with academic counselor to ensure updated academic records and credits needed to complete diploma requirements.

Specific to Gould:

Based on feedback from families Information and Technology (IT) Department has put together a number of resources designed for families. When Chromebook were distributed families were given quick start guides to help them set up the technology in their homes. This quick start guide was also translated into Spanish for Spanish speaking families. Teachers were also sent the guide so they would be able to help families as well. The IT Department also create a help line with Spanish interpreters as needed to help support families with their technology needs as well.

Instructional staff have requested additional professional development pertinent to distance learning. All instructional staff recently attended a Distance Learning Playbook training facilitated by MCSOS staff. Program Directors have shared various virtual professional development opportunities with staff. Technology has been another area of need for staff. The IT Department have also put together various training opportunities for staff in addition to compiling a list of online resources for easy access. Teachers are able to access these online resources on the MCSOS intranet. Staff surveys will be on-going as the needs may change based on new learning. As needs arise, new professional development opportunities will be sought to meet those needs.

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.]

Specific to Juvenile Hall:

Madera County Juvenile Probation (MCJP) Department has reduced the number of incarcerated students to ensure safety of the youth already in juvenile hall. The low number of students, coupled with the safety precautions in place have facilitated teachers providing distance lessons to incarcerated students. There are Chromebooks for all students at Endeavor/Voyager, which allow for distance learning through virtual means. In order to provide additional academic supports and increase English language proficiency, i-Ready will be used to support English and math proficiency. LAS Links will also be used to assess English proficiency in reading, writing, speaking and listening. Finally, teachers are equipped with new touchscreen laptops, a second monitor, wireless headsets and docking stations, which allows work from

home or their work site. This configuration allows for distance lessons for student instruction and digital learning, should the guidelines for the facility change.

Specific to Gould:

Through the middle of July, the Madera County Superintendent of Schools (MCSOS) was working with their service districts to create a plan to reopen schools with various models of attendance. These models may include students spending portions of the day/week at school sites (receiving in-person instruction, completing the rest of their learning in a distanced setting) and fully returning to the education model prior to COVID-19 school closures. In-person instruction, following all safety precautions, is a priority of many stakeholders and acknowledged by MCSOS as an important means of addressing learning loss, particularly for those groups of students who are most likely to be severely impacted by school closures. On July 17th the district, based on the order by Governor Newsom to close schools, shifted to a distance learning format. This executive order detailed the conditions under which schools will be allowed to reopen, the requirements LEAs will have to follow when returning students to campuses, and the conditions under which an LEA may have to return to a full distance model after resuming on campus instruction. While current health conditions do not permit delivery of in-person instruction, MCSOS is continuing to work with its districts to plan various learning models so it will be prepared to bring students back once it is safe to do so. MCSOS will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom and State Superintendent Tony Thurmond. Included below is MCSOS's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and MCSOS's own monitoring of community conditions and needs.

To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance-learning model and a blended learning model which is part in-person and part distance once in-person instruction is permitted. Students engaging in the blended learning model would receive part of their instruction each week at their school site. MCSOS is preparing for potential shifts in their instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Educational Zoom and/or Google Classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers through virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more service program, schools, or the entire County needs to return to a full distance learning model. Lessons occurring in the classroom may be recorded, allowing for students engaging in distance learning to participate simultaneously with students who are attending in-person instruction. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later date or time. This will also support students who need or might benefit from re-watching instructional concepts. During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet the identified needs of the students. These supports include office hours for students and family, small group and individual support for students, collaboration with other teachers to prepare lessons, and professional learning with colleagues.

In order to effectively coordinate with Madera County Department of Public Health efforts to conduct contact tracing, students will be kept in designated clusters or class groups, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to the greatest extent possible to ensure the health and safety of students and staff. Arrival/departure plans and lunch plans will be developed within each district to minimize bottlenecks and blending of class populations. Unstructured passing/recess

and lunch periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include unstructured period safety measures. When allowed, class of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times. Classroom activities will provide for virtual peer collaboration between wherever possible – using Zoom breakout rooms to group students who are in-person and engaging in distance learning. In person class sizes will maintain necessary physical distancing, observing at least 6 feet of spacing between students and staff (as applicable) within classrooms. Due to the current populations served by MCSOS, physical spacing should be able to be observed with little to no disruption in classroom enrollment or caseloads. Transition to a modified block schedule for select secondary programs is possible and will be considered based upon need. This would result in periods 1, 3, and 5 and periods 2, 4, and 6 type schedules being held on alternating days.

Teachers will begin their year as distance learning teachers, but will shift to providing in person, live instruction as regulations allow. When students do physically return to campus, distance learning opportunities will still be provided through the Zoom/Google Classroom. Most of the MCSOS related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several months. However, some of the related services are more easily provided in person. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety concerns resulting from the pandemic. Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, court and incarcerated students, homeless youth, and foster students. Students who are Medically Fragile of have significant behavioral/mental health or physical support needs. For students who are medically fragile, the Special Education Department will work closely with school health officials, the Department of Public Health and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations may be required to mitigate the student's possible exposure to COVID-19. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home instruction or virtual instruction is appropriate for the student. Accommodations will be provided for students with significant emotional/behavioral needs or significant physical support needs. If a student requires extensive supports that are in conflict with the current MCDPH recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the needs of the student while additional guidelines are in place.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and regularly employed disinfection procedures. Key measures include physical distancing, everyone must practice recommended physical distancing, keeping at least 6 feet away from other people at all times as applicable. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital. Wearing a cloth face covering is required for all MCSOS staff, students, parents/guardians, and visitors; unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to instructional needs. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons. Sites will replace all HVAC filters to MERV-13 filters. Windows and doors will be kept open, if possible, to increase airflow. Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and or materials and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between individuals. Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home. Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be

modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified based on educational need. Signage and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain class separation. Strategies for limiting the mixing of large groups will include single class recesses, staggered playground use, and limiting activities where multiple classrooms interact| Physical Education (PE) classes will limit activities that involve physical contact with other students. Proper disinfection procedures will be followed, with regular disinfection of high-touch areas and items throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. MCSOS staff will put inventory controls in place to order sufficient supplies, including face coverings (individuals may use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations. Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site and review of signs/symptoms, have been implemented and procedures are currently in place. Staff will work with Madera County Department Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or MCSOS response as needed. MCSOS will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their individual needs. The MCSOS recognizes that each of its students and families have different preferences and needs for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, all families were contacted and participated in a survey via phone or email in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for instructional planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey aided in efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

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

Description	Total Funds	Contributing
Online assessments, i-Ready and LAS Links, to measure academic growth.	25,200	Yes
Technology upgrades for teachers to support distance learning, including laptops, second monitor, wireless headset, wireless mouse, and stylus.	9,000	Yes
Purchase ZOOM for Educators to facilitate distance learning.	750	Yes
Maintain a stock of PPE including, hand sanitizer, cleaning wipes, Vindicator spray, face masks and face shields to minimize risk of COVID-19 infection	8,000	No

Description	Total Funds	Contributing
Technology upgrades for teachers to support learning, both in-person and distance learning. The new technology includes a touch screen laptop, second monitor, wireless headset and mouse.	98,500	Yes
Maintain a stock of PPE which includes hand sanitizer, cleaning wipes, Vindicator spray, face masks in both adult and child sizes, face shields and barriers to minimize the risk of COVID-19 infection.	18,000	Yes
The purchase of additional iPads for classroom use.	44,934	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.]

Specific to Juvenile Hall:

The LEA will provide continuity of instruction during the school year and ensure pupils have access to a full curriculum of substantially similar quality through the following means: Academic lessons will incorporate digital formats, documents, and instructional resources to ensure instructional continuity for pupils, and prepare them to be successful in distance learning upon returning to their home districts. Since all students will have a Chromebook and internet access, teachers will ensure that students receive distance lesson, with synchronous lessons through ZOOM or asynchronous by means of Google Classroom, or student work packets. Finally, on-line diagnostics, intervention and assessments are being provided via the i-Ready online program and other online resources. Professional development will continue to focus on effective instructional practices via distance learning. All teachers have already received training on the Distance Learning Playbook. MCSOS is committed and able to provide continuity of instruction to our students during this school year, via distance, in-person or a blended model. Information has been gathered from a variety of sources such as teachers, parents, students, families, staff and community partners.

We recognize, given the nature and extent of our students' physical, functional, academic, social-emotional and personal well-being in-person instruction would be the preferred instructional model.

Specific to Gould:

Individualized Education Program (IEP) teams will come together to brainstorm and make recommendations for the team to consider regarding each students' unique needs. Individual distance learning plans are being developed for each student to determine what services and service levels should be and continue to be offered through the distance learning model and then through the transition to the in-person model. Careful attention will be made to ensure that individual needs are addressed especially with the needs specific to disability, to maintain equal treatment, and address concerns surrounding Free Appropriate Public Education (FAPE). Support for related services such as Speech and/or Occupational Therapy, Adaptive Physical Education, counseling or supports for students with Vision or Hearing issues will also be provided to students via a distance learning and in-person model based on the needs identified within each student's IEP.

For students who are Medically Fragile or have significant behavioral or other physical needs MCSOS will work closely with the child's medical team, County Health Services, Behavioral Health and other support personnel to determine the degree to which the student can participate in the return to in-person instruction. The student's physician would need to be involved to determine what additional accommodations would need to be provided to the student to mitigate the student's possible exposure of COVID-19. If the physician determined that in-person instruction was not a viable method of instruction for the student due to their medical condition, the IEP team would need to hold a meeting to determine if Home Instruction or continued distance learning instruction would be appropriate.

Functional skills, academic development as well as social, emotional and personal well-being have been and continue to be provided to students as well as staff on a regular basis and will be a focus of our instructional practices through distance and in-person learning plans for this upcoming school year. Currently as implemented by SB 98 live daily instruction will be provided with the option of participating in recorded instruction at a later time. The option to view recorded instruction is a critical component to support our students as it will support the different needs of diverse learners, some of whom need to watch instruction several times. Three hours of instructional time is developed daily for students who are in kindergarten. Three hours and 50 minutes of instructional time is developed daily for students who are in first through third grade. Four hours of instructional time is developed daily for students in fourth through the adult transition programs. Additionally, two hours of instructional time is planned for preschool students who participate via distance learning. For MCSOS instructional time is deemed to be direct live instruction via computer platforms, group and individual live sessions via computer platforms, video lessons prepared by the staff for the students or vetted instructional visual information found through other web-based sources as well as through independent paper/pencil tasks for the student to complete. Materials are hand delivered to each student's home on a weekly basis, classwork from the previous week will be picked up and delivered the classroom teacher as well.

MCSOS programs served students with Moderate-Severe disabilities in the area of intellectual delays, other health impairments, Autism, orthopedically impairments or brain injury we have consistently utilized the specialized curriculum composed of the Unique Learning System (ULS). ULS is a standards-based program specifically designed for students with special needs to access the general education curriculum. ULS is a web-based curriculum which allows for educators to deliver differentiated, standards-aligned instruction to our students with complex learning needs. This allows for students to have consistent access to high-quality instruction which is familiar as well as motivating and interactive. Tracking of student progress is a component of ULS as well as the use of the Student Annual Needs Determination

Inventory (SANDI) to document and track student progress. Use of these programs are familiar to teachers and students alike which allows for ease of implementation. Paper/Pencil tasks related to each students' individual needs are also provided as necessary to families to promote new learning as well as to maintain a high degree of student lesson retention. Use of these programs have promoted growth and increased skill levels for our students and will continue to do so during this time. For students within our Deaf/Hard of Hearing or Emotional Disabilities departments will continue to maintain close ties with the local districts general education programs to ensure equal access and success with the provided general education curriculums for each student.

In order for those within the MCSOS family and to establish ongoing effective school programing, educators must and will be provided ongoing support, guidance, and resources necessary to effectively engage with students through distance learning and then into the time when in-person learning can occur. Staff is required to determine a daily Professional Development schedule as well as to request additional training on specific topics of need. Staff was provided with laptops, cameras, and lights to facilitate student interaction as well as to prepare and post lessons that can be viewed and reviewed as necessary to increase student engagement. To support staff in these endeavors ongoing training through the Informational Technology (IT) Division of MCSOS has been and will continue to be provided with Program Administrators seeking additional outside resources of training specific to teacher needs. Efforts have been made to provide continuity of learning which include use of Google classroom, Video lessons, Class Dojo, Group and Individual lessons using the Zoom platform. These platforms encourage familial support for the student while engaged in distance learning. Use of programs such as Video lessons and Class Dojo can and will continue to be available to families to review materials their child is learning once in-person instruction resumes on a daily basis.

Parents and families have been seen and continue to be viewed as partners in our shared educational programing. With students learning at home, parent involvement and engagement is increasingly important. Materials have been and continue to be drafted in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the program and the functional and/or academic success of their child. A key component of our distance learning program is the use of the Distance Learning Plan to promote dialogue and parent engagement regarding student growth and achievement specific to individual student IEP goals and the tracking form called the Distance Learning Weekly Engagement Form to assist staff to keep track of student engagement and progress. Daily and/or weekly schedules have been developed by each classroom teacher and related support personnel which have been communicated with parents. Specifically, there are scheduled times for synchronous and asynchronous instruction, content, and criteria for success are communicated with the families of the students. Regularly scheduled group, individual as well as times for parents/caregivers to contact staff is the expected norm for each school day. A robust plan includes time spent engaged via computer interactions such as participating in shared learning, individual time spent engaged with the teacher providing specified lessons, assigned video or other visual materials to be viewed independently, paper/pencil tasks, movement around the home and possibly the yard or neighborhood.

Parent and Staff surveys have been and continue to be used to determine progress and address gaps in learning, technology, engagement of students and families. When areas of need are determined the IEP team will address each student's unique needs through formal and informal methods. When in-person instruction is determined to be appropriate for students and staff measures for physical distancing, face covering, improved ventilation and air flow, student "traffic patterns" to enter or exit the setting, use of common areas such as playgrounds, restrooms, and play/free time/Physical Exercise areas will be implemented.

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.]

Specific to Juvenile Hall:

MCSOS will provide technology for students to use with distance learning and MCSOS IT department will filter and monitor student content in compliance with the Children's Internet Protection Act (CIPA). Additionally, IT will work with guidelines for incarcerated students regarding safe use of internet and applications.

For teachers:
Teachers will have access to a touch screen laptop, second monitor, docking station, headset, wireless mouse and stylus, which will allow for work from home or work site.
ZOOM for Educator accounts were purchased for each teacher and administrator to increase effectiveness in delivery of instruction and allow greater utilization of scheduling student and parent meetings.
On-campus, teachers, will have access to high-speed gigabit internet to ensure no bandwidth issues as they provide live instruction.

Specific to Gould:

In March 2020 when the County Health Department in conjunction with the California Department of Education made it necessary to move toward an instructional model composed entirely of distance learning MCSOS achieved this through a combined method of paper/pencil tasks, phone call/email to students/families and some live instruction conducted via computer platforms. During this time devices were made available for the students based on need and the desire to check out the equipment.

With the initiation of distance learning through the SB 98 protocols, MCSOS has used the knowledge gained in the previous five months to determine methods to improve student access to devices as well as to connect families to the internet. At the start of the 2020/2021 school year Chromebooks or iPads were distributed to students. The determination to check out a Chromebook or iPad was made based on the needs and abilities of the student. For some of the students served by the Gould Educational Center an iPad was the more appropriate device to be checked out the student. In addition to checking out devices, MCSOS also worked with Verizon to purchase hot spots for those families that need internet access. While checking out devices proper social distancing and cleaning protocol were implemented. Instructional materials to effectively utilize the devices and to connect were provided to families via printed materials, in English and Spanish. The Information Technology (IT) department is providing a Parent Help Line (with Spanish interpreting) via phone call as needed. Ongoing support is also provided through teacher/parent/caregiver daily interactions.

MCSOS is committed to maintaining a high degree of access to devices and connectivity. Extra devices have been purchased so that as devices break down a replacement can quickly be provided. When in-person instruction resumes a determination of when/how the devices will be returned for classroom use will be made. Devices may need to remain in the home until the nation has determined that safe-practices due to COVID-19 are no longer necessary. Students may be sent home with instruction to not return to the school/classroom environment at a moment's notice and having the devices available at home will ensure that transition between distance to in-person or in-person to distance is as seamless as possible.

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.]

Specific to Juvenile Hall:

Teachers will assess pupil academic progress through distance lessons, both synchronous and asynchronous, and student work packets. Teachers will use formal and informal assessments, along with online assessments to gather relevant data and better support the students' academic needs.

Specific to Gould:

MCSOS education staff will provide synchronous instructional minutes with students and/or families using Zoom video conferencing and telephone calls. Classroom staff will lead a whole group session via Zoom each day, in addition to individual work session and small group work sessions via Zoom. Other forms of live contacts include communication through Class Dojo, email and text messaging. Student participation will be measured by reviewing work accessed and/or completed on Google Classroom, pictures of completed work returned to education staff via email, text, Class Dojo or hardcopy work. When a student does not participate in any of the Zoom sessions, staff will call parent to verify reason for absence. MCSOS staff will use weekly engagement records to track students' assignments and verify participation on a daily basis. All completed student work will be returned to the teacher on a weekly basis. That work will be reviewed with the purpose of assessing student progress. MCSOS will measure the time value of work based on parent feedback and virtual observation. Each MCSOS IEP team will work with the parents to develop a Distance Learning Plan (DLP) specific to the student's needs and IEP. The IEP team, including parents, will determine a schedule to review the student's progress and DLP on a regular basis. Assignments and DLP will be adjusted as needed, upon review.

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.]

Specific to Juvenile Hall:

Professional Development is provided to our staff on a weekly basis each Friday from 7:30-8:45 a.m. The Career Alternative and Educational Services (CAES) staff assembles to be trained in areas that were identified as needed in our program. These include, but are not limited to: Technology Training (specifically in the areas of integration of Google Classroom, Social-Emotional Support, Integrated and designated ELD instruction, Student-Engagement activities and the most recent training on the Distance Learning Playbook (DLP), which provided corresponding materials. The DLP was provided by MCSOS for all teachers, instructional assistants, and administrators in the CAES division. Although the training was held virtually via ZOOM, it was very interactive and provided many opportunities for dialogue and collaboration. The training modeled strategies to support the social-emotional needs of students while providing for an engaging learning

environment by incorporating the virtual tools available on ZOOM. As a follow-up, teachers in their TLC meetings, discussed implementation of the playbook into their instruction. Teachers outlined specific areas to address during their distance learning lessons with students, and individual meetings via ZOOM. Additional training was provided by McGraw-Hill as the CAES division will use StudySync as the ELA and ELD Curriculum, and most teachers received additional compensation for their contributions on a non-duty day.

Specific to Gould:

MCSOS Informational Technology (IT) team gathered and prepared training videos and documents regarding Chromebook, Office 365, Zoom, Google and Microsoft desktop 2019. The Chromebook resources include basic information as well as resources for teachers and parents. The Google training resources include training on Bitmoji, Google Classroom, Google Docs, Google Drive, Google Forms, Google Meet, Google Parents and Students, Google Photos, Google Sheets and Google Slides. There are 18 Zoom training resources related to Zoom. Resources are geared towards parents and teachers. MCSOS Educational Services Division presented a 3-hour interactive workshop related to the Distance Learning Playbook for all staff. Program Directors have shared numerous opportunities for education staff to participate in webinars related to various aspects of distance teaching/learning including how to use Zoom, how to build and maintain relationships with students and families on a virtual platform. Our intent for Professional Development is to consistently provide information based upon staff need on an ongoing basis. When staff were tasked to create their weekly distance learning schedules, they were encouraged to add time dedicated to professional development and PLCs. In addition to creating professional development opportunities for staff, the MCSOS IT department has also created technology trainings for parents and families as well. An IT help line has been set up for families with access to both English and Spanish support. The IT department has also created step by step start up guides for families in both English and Spanish to go with the technology that was checked out. The IT department is also putting together a parent training site as well.

Staff Roles and Responsibilities

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

Specific to Juvenile Hall:
One of the biggest adjustments resulting from the COVID-19 pandemic, is that newly incarcerated youth are quarantined for 14 days prior to being introduced to the general population. Once their quarantine is over, all academic and instructional staff follow established guidelines to prevent the transmission of the virus. As teachers and correctional employees enter the facility, their temperatures are taken as an additional precaution in preventing the spread of COVID-19. Six-feet of social distancing is expected, along with wearing masks. MCSOS maintenance and facilities provide masks, hand sanitizer, and alcohol wipes to all staff. Staff meetings, professional development, and other pertinent meetings are held via video conferencing. Staff continue to have the same high expectations and commitment to student success as in the past, regardless of COVID-19, and have been trained by the MCSOS Human Resources Division on safety guidelines and their roles as ongoing advocates for student and public safety. Online certifications validated training by all staff in several areas including use of pesticides, mandated reporting, blood borne pathogens. Appropriate referrals are made to an administrator, academic counselor, or correctional staff member, which includes behavioral health counseling.

Specific to Gould:

Although cleanliness and sanitation has always been important to MCSOS staff, there has been a significant increase of efforts in classrooms, offices and common areas. All staff are asked to use Sani-Hands wipes to wipe down all areas they touch in common areas to prevent potential spread of the virus. Maintenance wipes down all keypads, door handles and frequently touched areas throughout offices. All MCSOS staff have been asked to intentionally complete a self-health check prior to coming to work each day. All MCSOS staff that are housed on a district school site also completes the district's daily monitoring checks such as temperature check and paper questionnaire. All classrooms have been supplied with hand sanitizer, spray sanitizer for work areas, and Sani-wipes that are to be used to sanitize work areas daily. Business staff has set up a "store" of sanitation supplies that will be distributed to classroom and office staff upon request. All employees are required to wear face coverings when in an open area with other people and maintain a 6 feet distance from other people. The transportation department has a weekly schedule to deliver and pick up student work packets. This practice ensures that all students have their weekly hands on activities.

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.]

Progress monitoring will be on-going for pupils with unique needs at all grade levels. Since all teachers provide services to English Learners, Foster Youth, homeless youth, and students with exceptional needs, teachers will assess those students formally and informally to determine students' needs for intervention and additional supports. Determination of those needs will be data-driven and based on multiple measures. These measures include i-Ready (math and ELA), ELPAC scores, LAS Links language proficiency assessments, grades and observations. Parents will be notified by the academic counselor, administrator, or classroom teacher when their child is identified for intervention and additional supports. All students served through the Gould Educational Center have an Individual Education Plan (IEP). The low incidence equipment that students used at school were sent home if the parent agreed and signed an "at-home use agreement". Technology and connectivity was provided to all students who needed a Chromebook, laptop, iPad or hot spot to use for distance learning. Educational tools that students were using in class were sent home to provide access to school work at home. The IEP team, including the parent(s), will develop, and review on a regular basis, a Distance Learning Plan (DLP) to monitor the student's academic and/or behavioral progress. Students who have mental health and/or behavioral needs are offered support from MCSOS counselors or behavior specialists to address their needs. English Learners continue to be virtually supported by bilingual staff. MCSOS staff continues to collaborate with foster families and social workers to provide appropriate supports to the foster youth in our programs. MCSOS collaborates with the Tribal Council in Eastern Madera County to support students who belong to the tribes. For students designated as homeless, there continues to be outreach to families to connect to social services and to develop specific plans for inclusion into programs.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
i-Ready and LAS Links assessments to measure academic growth and support English language and math proficiency.	42,000	Yes

Description	Total Funds	Contributing
Professional development for teachers and staff on effective distance learning practices.	6,000	Yes
Upgraded technology for teachers, including laptops, second monitor, stylus, wireless headsets and mice.	9,000	Yes
CAES academic Counselor to maintain academic records, screening for eligible programs, and making referrals to behavioral health counseling.	27,308	Yes
StudySync ELA curriculum available digitally to support distance learning.	857	Yes
The purchase of ZOOM for Educators licenses to facilitate distance learning.	5,400	Yes
Professional development for teachers and staff on effective distance learning practices.	25,000	Yes
Postage costs for mailing out student packets and IEP documents.	3,000	Yes
Copies and packet supplies to ensure students have the materials needed to participate in distance learning.	9,600	Yes
The purchase of additional technology needed for distance learning such as cameras and headphones.	11,150	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.]

Specific to Juvenile Hall:

In 2019-20, MCSOS adopted two programs, i-Ready and LAS Links, to assess students in the areas of ELA, ELD and mathematics. The i-Ready online program serves as an initial diagnostic and provides prescriptive lessons in math and ELA, and results provide common formative and summative assessment data in those content areas. The LAS Links program is utilized to assess English Language proficiency in the domains of Reading, Writing, Speaking and Listening. Although LAS Links is designed for EL students, it was given to all students entering the program as a diagnostic tool as well. Scores from LAS Links have a high correlation to ELPAC scores, allowing for increased supports in the domains with the greatest needs. These two programs will be utilized again this school year, for the same purpose. School staff, families and other stakeholders involved with the student will develop a Distance Learning Plan (DLP) specific to the student. The DLP will be reviewed on a regular basis, agreed upon by the entire development team. Teachers will actively evaluate the student's progress and regression during all virtual learning processes, including synchronous and asynchronous distance lessons. Learning loss and progression will be determined by reviewing completed work that has been returned to the teacher and/or communication with parents via phone call, text message, video exchange, etc. If learning loss is identified, the teacher will provide robust lessons, scaffolded supports, and individual appointment times via ZOOM to strengthen knowledge or ability in area of learning loss.

Specific to Gould:

MCSOS is a county that has been determined to be eligible for differentiated assistance. Through this process funds have been allocated to address various needs. One of MCSOS's goals is to increase staff participation in non-mandatory professional development opportunities. Due to the school closure many of the professional development opportunities staff were scheduled to attend were cancelled and the funds were not used. In light of the current situation, the focus of professional development has shifted to distance learning. As more professional development opportunities are becoming available in a virtual learning format staff members are using allocated funds to attend professional development. Some of the funds were ear-marked to pay for substitute teachers which would allow teachers to observe other classrooms. The intent of these visitations was to either learn about new teaching strategies or possibly visit the lesser restrictive environments that MCSOS works to transition students to as they are able. Due to school closures and safety precautions, these visits have not resumed at this time.

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.]

For the 2020-2021 school year, the Madera County Superintendent of Schools (MCSOS) Foster Youth Services Coordinating Program (FYSCP) and Educating Homeless Children and Youth Program (EHCY) will provide additional supports and services to ensure that the unique needs of MCSOS Career & Alternative Education Foster and Homeless students are met. In order to ensure attendance, engagement, and participation, as well as, to address areas of concern. The FYSCP liaison will conduct weekly check-ins with teachers via phone or email. Follow up phone calls with caregivers and social workers will be conducted as necessary to address areas of concern. Academic Achievement will also be monitored during weekly check-ins. The FYSCP liaison will ensure that the needs of identified English Learner and/or Special Education Foster Youth are met. Additionally, the FYSCP liaison will make referrals as necessary to the school counselor, school psychologist, behavioral health, public health, Department of Social Services, to connect students and their families to support services as necessary. For continued College & Career Readiness development and support, the FYSCP/EHCY Program will provide a virtual “Registration to Go Senior Series” designed specifically for Foster and Homeless seniors who are interested in applying to the State Center Community College District (SCCCD). Students will receive virtual assistance in creating an SCCCD account, submitting the on-line application, completing the on-line orientation and connecting with a college counselor in order to complete a Student Education Plan. Students will also receive virtual assistance to be able to complete the Free Application for Federal Student Aid (FAFSA). In addition, counselors will work with students to develop an academic plan which will include goals/objectives for the semester and school year. A post-secondary transition plan will also be developed with seniors and a semester credit analysis will be conducted and reviewed individually with each student. Enhanced communication and support will also be made available to caregivers/parents. In order to ensure caregivers and parents are able to support the use of the technology platforms that students will be using, workshops designed to provide an overview of these will be provided for parents/caregivers. Caregivers will also be encouraged to participate in workshops designed specifically to build their capacity to create a college-going attitude and environment. Ensuring this occurs is vital as traditional college field trips and other college awareness opportunities and activities will not be possible due to COVID-19 restrictions. As a result of workshops, caregivers/parents will be empowered to discuss the value of higher education with their youth and will acquire ideas for how they can play an active role in supporting their youth toward a post-secondary education or career readiness. Caregivers will learn the significance of early college exploration, preparation, and key steps that they can take to help youth turn their post-secondary dreams into reality. All communication with parents, including workshops and trainings will be translated into Spanish to ensure that all students have access to these opportunities.

In order to ensure that the academic needs of Foster and Homeless youth are met, and to ensure that students continue to receive college/career readiness information and support, weekly school counselor virtual hours will be available (counselor will also be available via email or phone). In addition, an on-line referral will be available for all staff to access and send directly to the liaison/counselor for immediate attention. Students and parents will be surveyed for their input regarding needs and strategies/support services to address these. In addition, the use of additional social media platforms will be used to communicate announcements, information, and to provide resources (all communication will be translated into Spanish). Also, in order to continuously increase communication and collaboration, parents and students will be asked to participate in on-going Foster/Homeless county-wide advisory council meetings. Here, they will have the opportunity to share concerns and issues, give input as to how to best address these, learn about support services and activities already

taking place, and ask questions. In order to facilitate collaboration, promote and help develop a sense of school connectivity, minimize feelings of isolation, help reduce anxiety, stress, etc. While emphasizing careers, Foster and Homeless youth in grades k-5 will have the opportunity to participate in virtual enrichment field trips including to the Fresno Chaffee Zoo, the San Jose Museum of Technology, and the California Academy of Sciences. In addition, because COVID-19 restrictions will not allow for the usual in-person training regarding the unique needs of Foster and Homeless youth, including the legislation that protects them, a web-based McKinney-Vento awareness training will be implemented that all staff will be required to complete. Virtual AB490 training will be provided to ensure that those working with Foster Youth continue to provide immediate enrollment, timely transfer of records, ensure school stability, ensure partial credits are given, etc. for the success of students. Because most Foster and Homeless youth experience significant trauma and to ensure that students continue receiving support to address this and any additional trauma as a consequence of COVID-19, trauma awareness and strategies support will be made available to liaisons, case managers, social workers and other school staff as well as to caregivers and high school aged students. Workshops and professional development opportunities will be made available so that adults working with Foster and Homeless youth understand what trauma is, it's effect on behavior and academic achievement, strategies to manage the effects of trauma, and resources available to develop their capacity in this area. High school students will have the opportunity to participate in groups to learn about trauma and strategies to self-regulate trauma related symptoms as well as learn about resources and supports available to them. In addition to the services described above, other services including meal distribution and laptop/wifi accessibility will also continue. Additionally, distance learning has allowed for the extension of a Work Experience Program for high school students. Select students will be able to work through the first semester of school, an extension from just the summer. With increased parent engagement and interagency/department collaboration, and with increased communication with students, families will have increased opportunities to develop relationships with school staff and one another, obtain resources, build their capacity to support the academic and social-emotional success of their children and take part in the on-going development of a comprehensive Foster/Homeless educational support plan. Actions and strategies: A Distance Learning Plan (DLP) will be developed by the Individual Education Plan (IEP) team, including parents, for each student. Every student was provided a packet of individualized work based on the students abilities and IEP goals. Classroom staff also developed a daily schedule to provide synchronous and asynchronous lessons for each student. Direct virtual instruction was provided by using video conferencing software. Teachers will be administering the Student Annual Needs Determination Inventory in a modified schedule. Student skills will be observed via video conferencing, paper/pencil work and parent collaboration.

Students who are English Learners were provided the support of a bilingual teacher or bilingual paraprofessional. Some directions and work were sent home in the families' primary language so family members could help the student complete assignments.

All students, including low-income students, foster children enrolled in a MCSOS program, homeless youth, EL and pupils with exceptional needs, were provided an electronic device and free connectivity which provides access to asynchronous and synchronous robust lessons. Teachers will compare the data taken on the student's skill level from the Spring 2020 to the student's skill level during this Fall semester. Lessons for each student will focus on reteaching the skill, as well as, accelerate the student's skill knowledge and level.

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.]

For students receiving either designated or integrated ELD, the measure of success will be ongoing direct instruction, formative assessments, and summative ELPAC tests given in the Spring of 2021. Low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness, will receive the same high-quality instruction as students who are not categorized in these areas. Students will also be provided the same access to interventions and support as their peers. Finally, all CAES student accountability models adhere to the same requirements and expectations as a comprehensive school site. When the schools closed in March 2020, teachers documented each student's present levels of performance (PLOP) at the time of school closure. All work that was provided to the student synchronously and asynchronously was focused on skill retention. When school resumed in the Distance Learning format in August 2020, teachers gathered current PLOP by collaborating with caregivers and participating in video conferencing meetings that included the student. Teachers will also use the Student Annual Needs Inventory to determine the student's PLOP.

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

Description	Total Funds	Contributing
All students have access to devices.	9,000	No
New ELA curriculum, StudySynch, will increase academic rigor and English Language proficiency.	857	Yes
Training on Social-Emotional learning and trauma informed practices.	3,000	Yes
Training on administering state assessments.	500	No
Academic counselors provide parent/care-giver workshops on issues related to pupil learning loss.	1,200	Yes
The purchase of additional technology and hotspots to ensure all students have connectivity and access to distance learning instruction.	67,250	
The purchase of Second Step materials to address student social emotional well-being.	17,000	

Description	Total Funds	Contributing
Additional supplemental software programs to add resources to the classroom instruction.	600	

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 LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year by constant monitoring and regular check-ins. For staff, Program Directors lead the Social/Emotional outreach with direct phone-calls, Zoom meetings and safe/socially distanced meetings. For students, checks include safe/socially distanced, distance learning instruction in the open pod recreation areas away from the classrooms. Teachers build and maintain positive relationships with their students and their families, to ensure students' SEL needs are met. If there is a concern, suspicion of neglect or need for resources, teachers or a Program Director activates the necessary contact protocols for student support (counseling, CPS, Social Worker, School Psychologist, behavioral health counseling, etc.) To assist teachers in making these referrals or responding to the needs of students, professional development access to resources is provided to staff to address trauma and other impacts of COVID-19 on the school community. MCSOS has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the 'Return to Instruction' options. To effectively support the social and emotional well-being of the students and staff throughout the school year, universal objectives have been created to supplement existing social, emotional and behavioral instructional work and complement the Second-Step curriculum. Themes include collaboration, confidence, gratitude, perspective-taking, and acceptance. Each learning objective will include lessons for students and resources for families. Resources supporting universal practices across the year include guidance for implementing mindfulness practices, guidance for weekly social/emotional and regulation groups, a teacher lesson schedule for each week, and guidance for daily practice of taught techniques based upon the Superintendent of School's Second-Step Curriculum.

Distance lessons are encouraged to incorporate the following practices into their daily routine: Opening of each lesson with a welcoming/inclusion activity that encourages all students to participate, introduce and supports for all new learning objectives, tie academic content to real life learning opportunities and engage all students in the lessons. All lessons should strive to seek maximum student engagement by linking materials to personal experiences for students and staff, both individual and group learning is observed and activities are both interactive and reflective. Distance lessons are concluded with a summary of understanding and recap of key concepts so that there may be a shared understanding of the lesson and the implications it may have on future lessons. Instructional staff have been provided

resources for educator advocacy for students, guidance for community collaboration, self-care resources, and resources for supporting youth. The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular ongoing assessments by staff of student engagement and participation. Regular emotional engagement observation will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional needs during participation in the various learning models. Students will be encouraged to draw on their learned emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments. Instructional lessons will be designed to promote collaborative, small-group, or partner discussions on topics for students to process and extend their learning. Instruction and materials shall be responsive to the students' existing base of knowledge as well as connecting students to a shared knowledge of others through lesson participation and guidance. Through distance lessons, students will be given the opportunity to identify and explore their own ideas and interests. Professional Learning opportunities are strategically designed to build and expand staff capacity to implement Social and Emotional Development and Identification. All instructional staff have built knowledge of Social/Emotional learning by participating in training based on content from The Distance Learning Playbook by Fisher, Frey, and Hattie. MCSOS is continuing to build Professional Learning focused on trauma-informed practices: Through their Trauma Informed Practices work group that was created pre-COVID-19 but has evolved to meet the needs of students and staff post COVID-19 school closures. The Trauma informed Practices work group has identified that since the closure of schools, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. They are working to prioritize the role of educators in helping to mitigate the negative impact of traumatic events and stress caused during the school closures. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. MCSOS leadership (Student Programs and Services Program Directors) have worked to facilitate mental health wellness by encouraging classroom staff to create safe environments and conditions by being available, compassionate, and connecting visually or auditory with students on a regular basis. Classrooms have been directed to provide routines and structure: Creating weekly rituals and routines, provide social and emotional support to students and caregivers, prioritize health and well-being (by promoting healthy sleeping, eating, and exercise habits) and Identification of children and families who need additional support. Also, a Mental Health Counseling Program has services provided by the SELPA. This program can be provided to all students and services can be provided virtually or in person based on the guidance form the County Health Department by a licensed Mental Health Provider. The Intent of the services is to foster positive social, emotional, and behavioral skills and well-being of all students. They also provide Suicide Prevention & Mental Health Crisis Response, Parent Outreach & Engagement sessions, Case Management services, Linkage to community-based services, Trauma Informed Care & Building Resilience, Suicide Prevention and overall Mental Health Wellness and Individual Counseling Services.

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.]

Specific to Juvenile Hall:

Since the COVID-19 closure on March 13, 2020, teachers were very proactive in providing distance lessons that are relevant and engaging. In addition, providing relevant feedback on student assignments continues to be a priority. The experience in the spring made it clear that increased follow-ups, communication with all stakeholders, especially parents, and interventions were necessary to prevent students from falling further behind. Students who clear quarantine are in school daily, which mitigates effects from loss of learning.

Specific to Gould:

For students enrolled in the Gould Educational Center, each day has a live Zoom session. Each classroom is staffed with a teacher and one to three instructional assistants. While the teacher begins the day with students, those students who have not logged in will be contacted by the instructional assistants. The intent of this system is to try and be proactive in contacting students and families before they miss any daily instruction. Each week student work packets are delivered by the transportation department and picked up from families on a regular schedule. This ensures that all students receive their hardcopy work and that work is returned to school in a timely manner.

Tier 1:

Student attending regularly

Person(s) Responsible:

Teacher

Instructional Assistant

Actions to consider:

- Positive recognition/rewards for students
- Reinforce positive attendance with parents and commend them for the active participation
- Send small reinforcement to students via package delivery or US Mail

Tier 2:

Single day absence

Person(s) Responsible:

Teacher

Instructional Assistant

Actions to consider:

- Teacher or instructional assistant contact parent/guardian through their preferred mode of communication and let them know that they were missed during the day's instructional activities, remind them of the next day's schedule of activities and offer to help/set up additional 1:1 time via Zoom
- Ask the family what additional areas of support they may need

Tier 3:

Consecutive absences (student is absent from instruction for 2 consecutive days)

Person(s) Responsible:

Teacher

Instructional Assistant

Related Service Provider

Program Director

Actions to consider:

- Teacher or related service providers contact parent/guardian to check-in/identify reasons for absences, adjust schedule, provide technical support for online learning, verify contact information and preferred mode of communication, and offer 1:1 support via Zoom
- Consider updating/adjusting Distance Learning Plan to address student/family needs.
- Teacher contacts related service providers to check on level of communication and engagement they are getting from families
- Teacher consults with previous teacher best ways to engage family
- Teacher notifies Program Director of absences

Tier 4:

Student is absent from instruction for 3 consecutive days or more than 3 days per week

Person(s) Responsible

Teacher

Instructional Assistant

Related Service Provider

Program Director

Actions to consider:

- Program Director contacts and works with parents to create solutions to attendance barriers and offer additional 1:1 support via Zoom
- Consider adjusting Distance Learning Plan
- When student attends provide highly preferred reinforcement(s)
- Program Director notifies district Special Education Representative
- Program Director mails home attendance letter

Chronic Absences: Student is absent for instruction more than 3 days per week for consecutive weeks

Person(s) Responsible:

Teacher

Instructional Assistant

Program Director

Actions to consider:

- Teacher notifies Program Director of student's absences and reasons provided by family
- Program Director works with parents to create solutions to attendance barriers
- Program Director to notify Executive Director of Student Programs & Services
- Schedule an IEP meeting to more formally address attendance/student engagement;
- Program Director to mail home attendance letter

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.]

All student meals are provided daily by Juvenile Corrections.

Specific to Gould:

The students served by the Madera County Superintendent of Schools (MCSOS) receive their meals from the host LEA where classes are located. At the start of each school year families fill out a Free and Reduced Lunch Application that corresponds with their host LEA. Families served by MCSOS also fill out the Fair Share Survey to determine internal eligibility for CALPADS. During in-person instruction meals are provided each day by the host LEA where classes are located. Any outstanding balances for students' lunches are paid by MCSOS. During distance learning students are picking up meals from their district of residence. Each of the different districts have various ways they are distributing meals. The largest LEA in Madera county distributes meals weekly on Wednesdays from each of their eighteen elementary school sites. Other LEAs within the county distribute meals daily from various locations including school sites and possibly even certain bus stops. Information on how to obtain meals during distance learning for their specific district of residence has been distributed to the families served by MCSOS in both English and Spanish.

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
33.82%	602,395

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.]

Specific to Juvenile Hall:

As incarcerated youth, all of the students served qualify as Unduplicated Students. Because all students are unduplicated and because the services principally directed to meet the needs are among the most effective strategies for students, actions and services will be provided school-wide for the correctional facility. Expenditures of supplemental and concentration funds will focus on the continued improvement of services to EL students, professional development leading to better student outcomes, improved positive parent communication, providing all unduplicated students better access to counseling services, and increasing already existing foster youth services to those students in juvenile hall and the correctional facility. In addition, increased access to technology software to support the needs resulting from distance learning and the demands for devices for students and teachers.

Specific to Gould:

All students served through the Gould Educational Center have an Individual Education Plan (IEP). The low incidence equipment that students used at school were sent home if the parent agreed and signed an “at-home use agreement”. Technology and connectivity was provided to all students who needed a Chromebook, laptop, iPad or hot spot to use for distance learning. Educational tools that students were using in class were sent home to provide access to school work at home. The IEP team, including the parent(s), will develop, and review on a regular basis, a Distance Learning Plan (DLP) to monitor the student’s academic and/or behavioral progress. IEP teams also address any needs a student may have related to being designated foster youth, English Learner or Low Income. English Learners continue to be virtually supported by bilingual staff and any needed materials or services are supplied wither virtually or in their weekly student packet. MCSOS also translates all documents that are sent home into Spanish for Spanish speaking families. MCSOS staff continues to collaborate with foster families and social workers to provide appropriate supports to the foster youth in our programs. Throughout this school closure we have worked with social workers and foster families to ensure students have the connectivity and technology to access their instruction. MCSOS collaborates with the Tribal Council in Eastern Madera County to support students who belong to the tribes. For students designated as homeless, there continues to be outreach to families to connect to social services and to develop specific plans for inclusion into programs.

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

Counseling staff will make sure to maintain a list of EL students that are “long term commits” or academy cadets to ensure that the students are accessing curriculum and acquiring the language, which will facilitate their reclassification.
A positive working relationship with the Deputy Chief Probation Officer of the Madera County Juvenile facility and the educational administrator will ensure the number of teachers provided to Juvenile Hall and the Cadet Academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code.

Teachers will prepare virtual synchronous and asynchronous distance lessons to prepare students for success at their home districts, make academic progress, and minimize loss of learning.
A CAES counselor will work with a designated list of students through graduation from high school to develop a greater sense networking and trust of people and resources in the CAES division and community.
Staff will increase parent communication for incarcerated students, and make a minimum of two parent contacts per semester for all cadet academy students.
Staff will build on the relationships that have been created through their positive contacts to personally invite parents and families to participate in formal committees and informal events.
CAES Leadership will continue to increase professional development for teachers to implement distance learning.
Teachers will prepare distance lessons, both synchronous and asynchronous, keeping in mind the needs of students designated as foster youth, English learners and low-income to ensure access to distance learning lessons. Staff members maintain high levels of communication with families addressing any needs as they arise. Staff members work tirelessly to maintain positive working relationships with students and families. Professional development will continue to be offered as teachers implement distance learning strategies.