

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Madera Unified School District	Babatunde Ilori, Executive Director of Accountability & Communications	babatundeilori@maderausd.org 559-664-8034	Pending Date of Adoption

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

The Instructional Continuity Plan for Continuous Learning Task Force’s primary goal was to develop guidance for Madera Unified School District (MUSD) educators to meet the immediate need of supporting learning outside of our normal practices. One common refrain throughout this team’s short time working together has been a message of inclusiveness and equity.

The Instructional Continuity Plan for Continuous Learning Task Force has provided a framework with guidance and support materials. We recognize that each school site will have to make many decisions that are unique to their student population, staff, and resources. The Instructional Continuity Plan for Continuous Learning Task Force encourages schools to implement Continuous Learning plans that are flexible to meet the needs of teachers, students, and parents. Teaching remotely requires a different approach and below are some key considerations:

1. Focus on essential learning for students that is grounded in “spiral review”
2. Be flexible and ready to adapt when needs arise
3. Emphasize relationships in this new learning environment
4. Decisions must support all populations of students
5. Encourage the use of materials, resources, and platforms that are already in use
6. Instructional models may be a blending of non-technology, face-to-face and virtual platforms
7. Establish a consistent and agreed-upon framework of expectations, communication models and practices that all stakeholders share
8. Support and training for all staff will occur prior to the implementation of the school’s program and throughout the duration of the remaining school year
9. Extend grace to all in these unique and trying times

The Instructional Continuity Plan for Continuous Learning Task Force’s guidance includes the following components that can guide district and school site leaders as they meet the needs of our students.

1. Student and Family Support
2. Essential Questions for Administration
3. Essential Questions for Teachers
4. Guidelines to Prepare for Continuous Learning
5. Continuous Learning Framework
 - Recommended Instructional Time Guidelines for Students Across Grade Bands
6. Content and Grade Level Guidelines for the following areas:

MUSD BOARD APPROVED: JUNE 23, 2020
MOTION NO. 193-2019/20
DOCUMENT NO. 430-2019/20

- a. Early Childhood Education
 - b. Elementary
 - c. Secondary ELA
 - d. Secondary Math and Science
 - e. Special Education
 - f. Student Support Services
 - g. Social-Emotional Learning
 - h. English Language Learners
 - i. Technology
 - j. Parent Resources
7. Technology Support and Resources
8. District Communication

Provide a description of how the LEA is meeting the needs of its English learners, foster youth, and low-income students.

The Instructional Continuity Plan as described above includes the following to support English learners, foster youth, and low-income students:

- Grading policy changes must take into consideration the needs of all students into account, including those of English Learners, homeless and foster youth, and those with differing access to digital learning and other tools or materials.
- It is important to consider the unique learning needs and supports of English Learners in developing learning tasks/activities and grading these learning task activities.
- Learning activities for English Learners should include scaffolded resources (i.e. vocabulary lists, etc.) based upon their level of language proficiency.

Additionally, Madera Unified has high-quality digital learning content that students can access with a device and high-speed internet. Close to 90% of students in Madera Unified qualify for free and reduced lunch, therefore, efforts were developed and coordinated to ensure these families had access to high-speed internet. Madera Unified created a new custom tool to monitor which students have internet access within their households. Internet service providers such as Xfinity are providing free internet access for two months to families who qualify for free and reduced lunch. Early survey results revealed that 35% of students did not have internet access. The survey revealed a critical need in the district to obtain internet service needed for online learning. Madera Unified support staff used the new custom tool to see family internet status instantly across the district. The tool uses a “Family Status Colors” drop-down menu that quickly updates and lets the over 70 administrators and office support staff know which family to contact in an effort to help guide them to obtain internet service.

Furthermore, students will be assigned a Chromebook and given a hotspot if their home does not have access to high-speed internet.

Provide a description of the steps that have been taken by the LEA to continue delivering high-

MUSD BOARD APPROVED: JUNE 23, 2020
MOTION NO. 193-2019/20
DOCUMENT NO. 430-2019/20

quality distance learning opportunities.

During the time that schools are closed, the District will make every effort to ensure that our students' education continues uninterrupted. While distance learning poses several challenges to both teachers and students, the District's Instructional Continuity Plan (ICP) for Continuous Learning allows teachers the continued flexibility in delivering content and communicating with students in the manner that is the most familiar and effective to ensure continuity of learning. The district developed general recommendations for the minutes a student should spend with each content area by grade and also provided two learning platforms; students could choose to complete instructional packets or complete their learning on a digital platform. All kindergarten and first-grade students completed learning packets for the entire school closure in the spring.

The District continues to offer teachers opportunities for professional development during this time. Included in the Instructional Continuity Plan is a Distance Learning Support Professional Development menu that lists over 40 different professional development offerings available to teachers covering topics such as; navigating the remote classroom, improving communication with students and families, and improving collaboration opportunities for staff and students.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The Child Nutrition Department has been providing weekly meal kits to provide school meals during COVID-19. The decision for this was to limit the exposure to all parties involved by only picking up meal kits once per week. Madera Unified has provided meals at the district's 18 Elementary sites in a drive-thru/curbside style delivery method to maintain social distancing practices. Madera Unified provides over 10,000 meal kits per week to students across the community.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Madera Unified is dedicated to achieving high academic success for all students, despite the Coronavirus Pandemic. During these tough times, parents/guardians and teachers can play a fundamental role in the learning of the students. Madera Unified has developed a Student Care Check-In platform to help teachers reach out to students and gather key information that will help staff identify students' needs and coordinate services appropriately.

Student Care Calls are structured to ensure that students have their basic needs met to effectively complete distance learning activities. Site administrators, Support Personnel, Child Nutrition, Technology Services as well as other departments will use the data gathered by the Student Care Check-in tool to coordinate services based on the needs defined by the student care calls.