

## Madera Unified School District Learning Continuity & Attendance Plan

The Learning Continuity and Attendance Plan memorializes the ongoing planning process for the 2020-21 school year. It includes some items that are pending, still in development, and/or being discussed in negotiations with bargaining groups.

The plan includes descriptions of how the district is doing the following:

- Addressing gaps in learning
- Conducting meaningful stakeholder engagement
- Maintaining transparency
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness
- Providing access to necessary devices and connectivity for distance learning
- Providing resources and supports to address student and staff mental health and social-emotional well-being
- Continuing to provide school meals for students

Additional Resources:

[Instructional Continuity Plan 2.0](#)

Preparing to Educate

Our Vision: Madera Unified will set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve.

**2020**

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California Department of Education, July 2020

**DRAFT**

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

The instructions for completing the Learning Continuity and Attendance Plan is available at

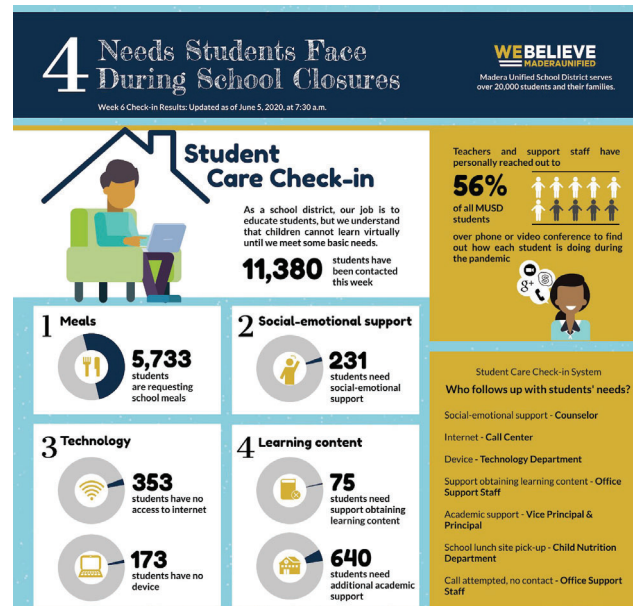
<https://www.cde.ca.gov/re/lc/documents/lrngcntntatndncpln-instructions.docx>.

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## General Information

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

On March 13, 2020, due to the COVID-19 pandemic and the Governor's shelter-in-place mandates, the Madera Unified School District Board of Education and Superintendent held a special board meeting where they unanimously passed a resolution to temporarily physically close schools. The safety and wellbeing of the students, staff, and community were placed at the forefront of all decisions. Distance learning initiatives began immediately. The district's leadership team came together to discuss how the closure affected each department within the organization. The Superintendent kept in constant communication with site administrators and directors to communicate updates and plan the next steps. Everyone's focus was to support students and ensure they receive academic, social-emotional and nutritional support.



Madera Unified serves 20,000 students and 2,000 employees. It serves a community with a diverse population of students and their parents. Unfortunately, the pandemic has disproportionately impacted the Madera community in adverse ways. Madera county is currently on the state's watch list due to the high rate of positive COVID-19 cases and hospital capacity. A number of parents in the district work in essential roles such as healthcare and agriculture both high-risk occupations for spreading COVID-19 than people who are able to work from home.

As a nation, we face an unparalleled time requiring educators to serve students, and families to care for children in a manner that challenges all of us to reorient our work in an effort to save lives. We recognize that our profession, conditions for learning, and collaboration must evolve to meet our current challenges and those ahead. Now more than ever we rely on our original purpose, looking to our Madera Unified Community Compact to reorient ourselves as individuals, and as an organization to ensure our strategies, decisions, and actions are guided by our original promise.

This Madera Unified Community Compact acknowledges our guarantee to all stakeholders - students, staff, parents, community partners, taxpayers, leadership, and trustees - that during this time of crisis we uphold the responsibility to meet the needs of our students by providing meals, social-emotional support, and continuous learning opportunities. All means will be developed to ensure we are supporting our staff while uncovering the essential needs of our student community. The MUSD Governing Board believes in compassion & understanding while providing fair and equitable opportunities to empower students and their

families to continue to engage in learning activities. During these ever-changing times, the MUSD Governing Board and MUSD Staff believe in serving the community with vital ongoing communication and support while extending kindness and respect for all families encountering these current circumstances.

As an organization, Madera Unified is committed to supporting the general public health of our community, our workforce, and our students to ensure all our local businesses can stay open, employees can remain at work, and students can continue learning to enable our community to thrive even during a historic pandemic. To that end, we commit to research-based mitigation measures needed to support our local families, our community, and the economy by making every effort to minimize the spread of COVID-19.

## Stakeholder Engagement

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

Madera Unified has solicited stakeholder feedback across many different platforms. Our stakeholders have received several emails, text messages, voice messages, social media posts, and those communications have also been posted on the district website, inviting them to participate in virtual informational meetings and listening sessions available in English, Spanish, and Sign Language. Numerous surveys requesting feedback have also been sent across all platforms in English and Spanish.

Meeting Date	Meeting Title	Total Attendees
6/9/20	School Reopening Discussion/Feedback for teachers (4 sessions)	86
6/10/20	School Reopening Discussion/Feedback for teachers (2 sessions)	36
6/11/20	School Reopening Discussion/Feedback for teachers (3 sessions)	41
6/12/20	School Reopening Discussion/Feedback for teachers (1 session)	22
6/24/20	9:00 AM & 6:00 PM Virtual Listening Sessions for parents & staff	663
6/25/20	9:00 AM & 6:00 PM Spanish Virtual Listening Sessions for parents & staff	411
7/20/20	MUSD Informational Meeting: Reopening of Schools Discussion for parents and staff	1K+
8/3/20	Virtual Informational Meeting on Zoom & Facebook Live for parents & staff	720
8/10/20	Virtual Informational Meeting on Zoom & Facebook Live for parents & staff	2,157
8/12/20	Spanish Virtual Informational Meeting on Zoom & Facebook Live for parents & staff	171
8/13/20	Virtual Informational Meeting on Zoom for parents & staff	700
8/17/20	Virtual Informational Meeting on Zoom & Facebook Live for parents & staff	1,804
8/24/20	Spanish Virtual Informational Meeting on Zoom & Facebook Live for parents & staff	940

June 2020 - Virtual Listening Sessions were conducted for parents to have an opportunity to provide feedback on school closures and the opening of the 2020-21 school year. Sessions were conducted in English and Spanish. Parents took a survey at the end of each meeting.

June/July 2020 - Virtual Teacher Listening Sessions were conducted to listen to teachers' concerns and to plan for the upcoming school year.

July/August 2020 - Virtual Informational Meetings were conducted to communicate with the public the latest information as it pertains to COVID-19 response and the district's next steps as well as to address many of the community's concerns. The informational meetings were conducted over Zoom Webinar and broadcasted on Facebook Live in English. Spanish interpretation was made available over Zoom as well as Sign Language. Spanish only meetings were also held as requested by our community. The district provided a presentation at each meeting to help answer the public's questions. The chat feature on Zoom was used to collect the public's questions during the meeting. Those questions are used to build the next meeting topics. Parents took a survey at the end of each meeting.

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



COVID-19 did bring about a positive change to the participation of remote public meetings allowing for greater civic engagement. It is now easier than ever for our community to participate since they can simply log in and participate from home. Public meetings were offered using Zoom meetings and webinars, and Facebook Live. They were offered in English, Spanish, and Sign Language. Participants used the Zoom chat & Q&A feature, and the Facebook Live comment feature to provide their feedback. Links to feedback surveys were shared across all platforms after every meeting.

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

Stakeholder Group	Feedback Summary
Parents & Staff	<p><a href="#">Parent Listening Sessions Analysis</a></p> <p>What do parents need for the fall of 2020 to be able to support their children in school and in a digital learning environment?</p> <ul style="list-style-type: none"> <li>• Better communication from teachers on their expectations for students. Teachers need to be held accountable for reaching out to families. (Many parents stated this as a concern.)</li> <li>• More consistency in regards to teaching/learning expectations across classrooms and grade levels.</li> <li>• All students need the necessary materials for learning like computers.</li> <li>• Better connectivity for technology. Even though it was provided, some could not connect.</li> <li>• Network of volunteers to support parents and their students in learning in a virtual classroom.</li> <li>• Making sure all IEP services are provided in any model.</li> <li>• Keeping up-to-date with assignments being graded; would like them to be entered into Gradebook more consistently</li> <li>• Class Dojo is a great support with Zoom meetings and the learning piece through technology.</li> <li>• Is there a possibility to return to a year-round school schedule? To keep children closer to homeroom teachers and not moving between classrooms.</li> <li>• Concerned about the use of a mask for my child who has asthma. She has a hard time breathing with one on for long periods of time.</li> <li>• Education on the state of the pandemic, including social distancing, mask-wearing, hygiene, best practices/procedures to minimize exposure. How can we support the students' mental health and provide them avenues for peer socialization with safety parameters being adhered to at the school site.</li> <li>• PRC to continue to have sessions to help parents and students with the different platforms</li> </ul>
Teachers	<p><a href="#">Prioritized and Identified Needs from Teacher Listening and Feedback Sessions with the Educational Services Dept.</a></p> <ol style="list-style-type: none"> <li>1. Clear Expectations for Teachers, Students, and Families</li> <li>2. Technology - Access to devices and high-speed internet</li> <li>3. Differentiated Teacher Training</li> <li>4. Grade Level and Content-Specific Teacher Planning</li> </ol>



5. Ensure all Supplies and needed Materials are readily available for staff and students
6. Additional Student Supports

Ensure Teacher, Support Staff, Student, and Family Health and Safety Concerns

1. Communication
2. Clear Expectations and Accountability measures for Teachers, Students, and Families when we return in the fall
3. Training and Planning
4. Needs
5. COVID Guidelines/Training on Safety Measures

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

The feedback received from stakeholders made a significant impact on a number of aspects of the Learning Continuity and Attendance Plan. A number of parents requested that our district utilize a common communication platform to help parents with multiple children in our district keep a better track of communication with teachers, the school, and the district. Our district recently implemented ParentSquare, a powerful communication tool that integrates perfectly with Aeries, our student information system. During teacher listening sessions, a number of teachers requested additional preparation and planning time due to all the changes in how teaching and learning will happen due to the pandemic. Therefore, eight non-instructional days were added to the teacher calendar to provide additional preparation and planning time. Other feedback received was around student and staff safety. Our district has made significant investments in purchasing Personal Protective Equipment (PPE). A number of items have been procured and delivered to school sites and staff such as face coverings, disinfectant cleaners, hand sanitizer, partitions, plexiglass dividers, gloves, and other items. Furthermore, parents requested support on the best ways to support their child during distance learning. The Parent Resource Centers will offer courses focused on supporting parents and other caregivers on the best ways to support their children during distance learning.

## 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.]

#### ELEMENTARY

As feasible, students attend school daily for in-person instruction with teachers. Instruction will be five days a week with enhanced health and safety protocols in place. Instruction will focus on grade-level standards or “first instruction of new learning” utilizing the Madera Unified School District adopted core curriculum. Teachers will plan instruction to accelerate learning and prepare rigorous and relevant lessons/learning tasks that focus on the key concepts, knowledge, and skills at grade level and while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closures last spring. Lessons and learning tasks assigned to students with disabilities are required to reflect the IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding support based upon their level of language proficiency.

In order to prepare for a potential building closure, classroom instruction will reflect a blended learning approach where teachers will integrate the use of technology in lesson delivery and the assignment of learning tasks that provide students the opportunity to practice, apply, and demonstrate mastery of their learning in a digital environment.

The MUSD Priority Standards, Essential Program Components - Schoolhouse Model, and pacing guides can be used as a resource for planning synchronous and asynchronous time. This model meets the minimum required minutes for AB77. Any work outside the classroom will follow normal homework guidelines.

### **Hybrid Learning Model**

In a hybrid learning model, students will receive on-campus in-person instruction 2 days per week, asynchronous distance learning instruction 2 days per week, and asynchronous/synchronous distance learning on Wednesdays. Half the students will attend with Cohort A and half the students will attend with Cohort B. Cohort A will attend on-campus in-person instruction every Monday and Thursday. Cohort B will attend on-campus in-person instruction every Tuesday and Friday. The on-campus instructional day for students will be 8:00 AM - 2:00 PM. As in the schoolhouse model, the appropriate health and safety protocols will be implemented. On Wednesdays, students will participate in asynchronous and/or synchronous distance learning instruction depending on the learning needs of individual students. Time on Wednesdays will be dedicated to intervention support for struggling students through pop-in “office hours” and/or scheduled targeted Zoom meetings, teacher collaboration & planning time, PLC, and/or professional learning sessions.

In this model, students will meet their required instructional minutes during in-person instruction while on campus 2 days each week. During the remaining 3 distance learning days each week, students will engage with assignments/learning tasks that equate to the mandatory minimum instructional minutes required for their grade level to meet AB 77 requirements.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A: On-Campus In-person instruction	Cohort A: Asynchronous distance learning	Cohort A & B: Asynchronous distance learning	Cohort A: On-Campus In-person instruction	Cohort A: Asynchronous distance learning
Cohort B: Asynchronous distance learning	Cohort B: On-Campus In-person Instruction	Synchronous distance learning - Teacher may provide intervention support for struggling students as needed	Cohort B: Asynchronous distance learning	Cohort B: On-Campus In-person Instruction
		Time for teacher collaboration, planning, PLC and/or professional learning		

Instruction will focus on grade-level standards or “first instruction of new learning” utilizing Madera Unified School District adopted core curriculum and the use of secondary resources as needed. Teachers are expected to prepare rigorous and relevant lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closures last spring. The level of quality and intellectual challenge of the lessons and learning tasks should be substantially equivalent to in-person instruction. Lessons and learning tasks assigned to students with disabilities are required to reflect the IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding support based upon their level of language proficiency.

Due to the time constraints of a 2-day/week on-campus in-person instructional model, teachers will need to develop instructional plans that prioritize direct instruction lessons/learning tasks. In addition, thoughtful consideration and planning will be necessary for determining the asynchronous learning tasks that students are assigned to reinforce the instruction the teacher provided in person.

When developing learning activities please consider the following:

- Do students have the tools, information, resources, and ability to successfully complete the learning activities assigned to them?

The Madera Unified Priority Standards, Essential Program Components - Hybrid Learning Model, and pacing guides can be used as a resource for planning synchronous and asynchronous time. This model meets the minimum required minutes for AB77. Any work outside the classroom will follow normal homework guidelines.

### **Hybrid Learning - Teacher Expectations**

- Teachers report to school daily
  - Each cohort of students will receive on-campus in-person instruction 2 days per week, asynchronous distance learning instruction 2 days per week, and asynchronous/synchronous distance learning on Wednesdays.
- Classroom instruction will reflect a blended learning approach where teachers will integrate the use of technology in lesson delivery and the assignment of learning tasks.
- Teachers will use district required digital teaching/learning tools & platforms: Seesaw (TK-1), Google Classroom (TK-6), Zoom, Google Meet, Screencastify.
- Teachers may use **Zoom**, **Google Meet**, or **Screencastify** to record lessons and/or directions for learning tasks and post in Seesaw or Google Classroom for instructional use by students during assigned asynchronous learning sessions.
- For asynchronous distance learning days, teachers will create and communicate a daily schedule to students and parents that meets the time expectations as outlined for each grade level in the **Distance Learning - Content Delivery: Instructional Minutes/Time on Task** section of this document.
  - Clearly define:
    - Assigned lesson/learning tasks to be completed during asynchronous learning time
  - Establish a minimum 60-minute "Office Hour" schedule on Wednesdays and communicate the format to families so students and/or parents can make appointments to ask questions and/or request help.
  - Post assignments on the digital learning platform (Seesaw or Google Classroom) no later than 8:00 AM on synchronous/asynchronous learning days.
- Clearly communicate completion/due dates and grading measures for all assignments/learning tasks.
- Document daily attendance through in-class or online lesson participation and completion of assignments.
- Provide formative and summative assessments with consistent feedback to students in both in-person synchronous class time & asynchronous learning time (Illuminate, etc.).
- Traditional district grading policies are to be followed as outlined in BP/AR 5121
  - Communicate grading policy to students & parents.
  - Update Gradebooks on a weekly basis
  - Provide progress reports/report cards as scheduled to parents as outlined by board policy.
- Utilizing ParentSquare, maintain regular communication with parents regarding student academic progress, attendance/participation, behavior, and social-emotional well being.
- All professional responsibilities as educators continue (i.e. Lesson planning, lesson delivery, attendance, grading, grade level collaboration and/or PLC work, etc.)

### **SECONDARY**

#### **Schoolhouse Model**

As feasible, students will attend school daily for in-person instruction with teachers. Instruction will be five days a week with enhanced health and safety protocols in place. To minimize contact, the schedule for secondary will be a modified block schedule with periods 1, 2, 3 offered every Monday & Thursday and every other Wednesday, and periods 4, 5, 6 offered every Tuesday & Friday and every other Wednesday. Instructional activities will need to be revised to reflect extended and less



frequent in-person class time. This model meets the minimum required minutes for AB77 through in-person instruction and will not require additional asynchronous distance learning instruction. Any work outside the classroom will follow normal homework guidelines. The core content drives with Guaranteed & Viable Curriculum (GVC) resources, the NEW Secondary Essential Program Components, and the Content-Specific Instructional Continuity Plan are available to provide guidance in developing instructional activities.

Middle School				
Monday	Tuesday	Wednesday	Thursday	Friday
All students In-person Periods 1,2,3	All students In-person Periods 4,5,6	Alternating: In-person Periods 1,2,3 Distance Learning Periods 4, 5, 6 Or In-Person Periods 4,5,6 Distance Learning Periods 1,2,3	All students In-person Periods 1,2,3	All students In-person Periods 4,5,6

High School				
Monday	Tuesday	Wednesday	Thursday	Friday
All students In-person Periods 0,1,3,5	All students In-person Periods 2,4,6	Alternating: In-person Periods 1,3,5 Distance Learning Periods 2,4,6 Or In-Person Periods 2,4,6 Distance Learning Periods 0,1,3,5	All students In-person Periods 0,1,3,5	All students In-person Periods 2,4,6

Instruction will focus on grade-level standards or “first instruction of new learning” utilizing the Madera Unified School District adopted core curriculum. Teachers will plan instruction to accelerate learning and prepare rigorous and relevant lessons/learning tasks that focus on the key concepts, knowledge, and skills at grade level and while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closures last spring. Lessons and learning tasks assigned to students with disabilities are required to reflect the IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding based upon their level of language proficiency.

In order to prepare for a potential building closure, classroom instruction will reflect a blended learning approach where teachers will integrate the use of technology in lesson delivery and the assignment of learning tasks that provide students the opportunity to practice, apply, and demonstrate mastery of their learning in a digital environment.

### **Hybrid Learning Model**

In a hybrid learning model, students will receive on-campus in-person instruction 2 days a week, asynchronous distance learning instruction 2 days a week, and independent learning activities through distance learning on Wednesdays. Half the students will attend with Cohort A and half will attend with Cohort B. Cohort A will attend school on Mondays for periods 1, 2, 3, and Thursdays for periods 4, 5, 6. Cohort B will attend on Tuesdays for periods 1, 2, 3, and Fridays 4, 5, 6. For example, period 1 meets in-person twice a week on Monday and Thursday for Cohort A to receive in-person instruction. On Tuesdays and Fridays, students will participate in asynchronous distance learning instruction. All students will complete assigned independent learning activities equating to 40 minutes per period minutes to meet attendance requirements on Wednesday. Sites will determine the time schedule for Wednesday to include a 45-60 minute “office hours” session for teachers to meet with parents/students virtually, intervention/support time for struggling students as needed, and planning or collaboration time for teachers. As in the schoolhouse model, the appropriate health and safety protocols will be implemented during the in-person instruction. In this model, students will meet their required instructional minutes during in-person instruction minutes Monday/Tuesday & Thursday/Friday. The instructional minutes on Wednesdays will need to reflect the mandatory 240 daily instructional minutes to meet the daily minute requirements under AB 77, this is the equivalent of 40 minutes per period.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A: Asynchronous distance learning  Cohort B: In-person instruction for periods 0,1,2,3	Cohort A: In-person instruction for periods 0,1,2,3  Cohort B: Asynchronous distance learning	All Students in asynchronous distance learning - 40 minutes per period to meet minimum requirements  Site determines schedule to include: *Office hours: 45-60 minutes *Intervention/ support time for struggling students as needed *Teacher planning, PLC and/or professional learning	Cohort A: In-person instruction for periods 4,5,6  Cohort B: Asynchronous distance learning	Cohort A: Asynchronous distance learning  Cohort B: In-person instruction for periods 4,5,6

Instruction will focus on grade-level standards or “first instruction of new learning” utilizing the Madera Unified School District adopted core curriculum. Teachers are expected to prepare rigorous and relevant lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level and while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closures last spring. The level of quality and the intellectual challenge should be substantially equivalent to in-person instruction. Lessons and learning tasks assigned to students with disabilities are required to reflect the IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding based upon their level of language proficiency.

Due to the time constraints of a 2 days/week on-campus in-person instructional model (each period only once per week), teachers will need to develop instructional plans that prioritize direct instruction lessons/learning tasks. In addition, thoughtful consideration and planning will be necessary for determining the asynchronous learning tasks that students are assigned to reinforce the instruction the teacher provided in person.

When developing learning activities teachers will consider the following:

- Do students have the tools, information, resources, and ability to successfully complete the learning activities assigned to them?

Teachers can utilize the content drives which include Guaranteed & Viable Curriculum (GVC) resources, the *NEW* Secondary Essential Program Component, and the Content-Specific Instructional Continuity guides as resources to develop asynchronous and synchronous activities for this model.

### **Hybrid Learning - Teacher Expectations**

- Teachers report to school daily.
  - Each cohort of students will receive on-campus in-person instruction 2 days per week (each period only once per week), asynchronous distance learning instruction 2 days per week (each period only once per week), and asynchronous/synchronous distance learning for all periods on Wednesdays.
- Teachers are responsible for:
  - Creating and providing in-person instruction 4 times per week during designated periods.
  - On distance learning days: creating and communicating independent learning activities to students and parents that meet the time value expectations per period for the day.
    - On Wednesdays 40 minutes per period
    - On remaining days not in “in-person” instruction (Cohort A: Tuesday/Friday, Cohort B: Monday/Thursday) 90 minutes per period.
    - Instructions for independent learning activities may be provided during in-person instruction or posted on Google Classroom no later than 8:00 AM on distance learning days.
  - Utilizing district required digital teaching/learning tools & platforms: Google Classroom and Zoom or Google Meet
  - Clearly communicating completion/due dates and grading measures for all assignments/learning tasks.
  - Documenting daily attendance through lesson participation and completion of assignments.
  - Providing formative and summative assessments with consistent feedback to students in both in-person class time & asynchronous learning (Illuminate, etc.).
  - Utilizing ParentSquare to maintain regular communication with parents regarding student academic progress, attendance/participation, behavior, and social-emotional well being.
- Additional Expectations:
  - Classroom instruction will reflect a blended learning approach where teachers will integrate the use of technology in lesson delivery and the assignment of learning tasks.
  - Sample instructional practices for this model are provided in the content-specific Instructional Continuity Guides.
  - All professional responsibilities as educators continue (i.e. Lesson planning, lesson delivery, attendance, grading, grade level collaboration and/or PLC work, etc.)
  - Traditional district grading policies are to be followed as outlined in BP/AR 5121
    - Communicate grading policy to students & parents.
    - Update Gradebooks on a weekly basis
    - Provide progress reports/report cards as scheduled to parents as outlined by board policy.

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

Description	Total Funds	Contributing
Provide Personal Protective Equipment for all staff and students	\$5,000,000	[Y/N]

Provide school supplies for each student in-class	\$4,000,000	[Y/N]
Provide teachers additional planning and preparation time	\$4,000,000	[Y/N]
Provide additional Supplemental Resources and Digital Resources for teachers	\$5,000,000	[Y/N]
Provide technology resources for all teachers and students (hardware & software)	\$5,000,000	[Y/N]
Conduct periodic Teacher Advisory meetings to solicit feedback and guidance to improve student learning	\$100,000	[Y/N]
Conduct periodic listening sessions with parents to solicit feedback and guidance on needs related to student learning	\$50,000	[Y/N]

## 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.]

As we continue to navigate uncharted waters due to COVID-19, the district is taking additional steps to support our students, teachers, families, schools, and community. The Instructional Continuity Plan (ICP) 2.0 expands upon the previous plan with the objective of providing additional guidance and support for an extended period of school closures not fully contemplated in the earlier version of the Instructional Continuity Plan.

The following terminology defines synchronous and asynchronous instruction used in the hybrid and distance learning models.

#### Synchronous Instruction (Real-Time Learning)

Synchronous instruction mirrors the instruction that would occur daily in a traditional brick and mortar setting. In synchronous learning time, teachers engage students in real-time interaction through a video conferencing platform (i.e. Zoom, Google Meet). Typical synchronous instruction involves:

- teacher-directed whole group lessons
- small group instruction
- 1:1 support
- class discussions
- presentations

This real-time interaction provides opportunities for the teacher to check for understanding, provide feedback, and answer questions.

#### Asynchronous Instruction (Independent/Anytime Learning)

In asynchronous learning time, students work on assignments and learning tasks independently utilizing digital and/or print resources (consumables, textbooks). Students are expected to complete assignments and learning tasks within a defined timeframe determined by the teacher. Assignments and/or learning tasks are determined based upon the time value of the minimum instructional minutes required daily and will be graded by the teacher. Assignments and/or learning tasks during asynchronous time may include:

- viewing pre-recorded lessons and answering questions;
- researching assigned topics online or offline;
- completing assignments; and
- reading and preparing for synchronous learning time
- exchanges across discussion boards
- posted lecture notes

#### Elementary Instructional Continuity Guidance

##### School/Home Communication

In an effort to provide consistency for parents and students, district, school, and teacher communication will occur through the use of ParentSquare. As a partner with Aeries, the platform provides a secure environment to communicate with parents and students through email, text, & app in the appropriate language. In addition to Parent Square, teachers will communicate with parents on a regular basis through traditional communication channels (ie. phone calls, written notes, etc.) regarding student academic progress, attendance/participation, behavior, and social-emotional well being.

##### Teacher Instruction/Student Learning Platform

Beginning in the 2020-2021 school year, the district is standardizing the digital tools and learning platforms that teachers will use for instruction. In grades TK-6, all teachers will utilize Google Classroom for posting assignments and learning tasks. In addition, teachers in grades TK-1 will be integrating the use of Seesaw for Schools into Google Classroom to support access to learning tasks for our youngest students. Seesaw for Schools and Google Classroom are accessible via links in Clever.

In the event a Distance Learning Model is initiated, teachers will be expected to provide daily direct instruction in a synchronous teaching/learning environment utilizing Zoom Video Conferencing or Google Meet. As appropriate for the subject and learning objective to be taught, the delivery of synchronous instruction may

include whole class, small group and/or one-to-one sessions with the teacher. Teachers will record their live synchronous instruction lessons using Zoom or Google Meet for posting on Seesaw or Google classroom as a resource for students to access during asynchronous time. In addition, teachers are to use Zoom, Google Meet, or Screencastify to record lessons and/or directions for learning tasks for instructional use by students during assigned asynchronous learning time. The recording and posting of lessons and/or directions will be especially important for students who may be unable to attend live synchronous instruction as well as students who may need to review the lessons again to gain a full understanding of the content, information or skill to be mastered.

Please note: In addition to the utilization of technology as an instructional delivery model, teachers may provide hard copy printed learning activity/task packets for independent practice as appropriate.

#### Instructional Program Guidance

Regardless of the content delivery model, instruction will focus on grade-level standards utilizing Madera Unified School District adopted core curriculum, and the use of secondary resources as needed. Teachers are expected to prepare rigorous and relevant lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closure last spring. Lessons and learning tasks assigned to students with disabilities are required to reflect their IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding support based upon their level of language proficiency.

The Elementary Curriculum, Instruction, and Assessment team has developed resources to help teachers plan lessons, assignments, and learning tasks for students across all grade levels. In addition, these resources will assist teachers as they plan to accelerate student learning and address the standards, concepts, and skills that were not taught or mastered by students due to the school closures in the spring within the context of teaching the grade-level standards. The resources include MUSD Priority Standards for English Language Arts and Mathematics, Essential Program Components, and Pacing Guides for the core subject areas are available at the following:

- [MUSD Priority Standards for English Language Arts](#)
- [MUSD Priority Standards for Mathematics](#)
- [Essential Program Components - Schoolhouse Model](#)
- [Essential Program Components - Hybrid Learning Model K-6](#)
- [Essential Program Components - Hybrid Learning Model DLI](#)
- [Essential Program Components - Distance Learning Model TK](#)
- [Essential Program Components - Distance Learning Model K-6](#)



- [Essential Program Components - Distance Learning Model DLI](#)
- [Pacing Guides](#)

Students in grades TK-6 will be given access to district core adopted materials in print and digitally through Clever for use at home as appropriate based on the instructional lessons and learning tasks designed by the teacher. Core program materials include hardbound textbooks, consumable textbooks, and supplemental workbooks that support the core program. The list of materials can be found at the [Instructional Materials link](#).

#### Minimum Instructional Minutes

For the 2020-21 school year, Education Code 43501 has been amended to reflect the minimum instructional minutes that students are required to engage in academic activities on a daily basis. In the event, the district implements a Hybrid Learning Model and/or a Distance Learning Model, the minimum instructional minutes will serve as the parameters for documenting student attendance daily.

The minutes for TK - Grade 6 are as follows:

- 180 instructional minutes in Transitional Kindergarten/Kindergarten
- 230 instructional minutes in Grades 1-3
- 240 instructional minutes in Grades 4-6

#### Secondary Instructional Continuity Guidance

#### School/Home Communication

In an effort to provide consistency for parents and students, district, school, and teacher communication will occur through the use of ParentSquare. As a partner with Aeries, the platform provides a secure environment to communicate with parents and students through email, text, & app in the appropriate language. In addition to Parent Square, teachers will communicate with parents on a regular basis through traditional communication channels (ie. phone calls, written notes, etc.) regarding student academic progress, attendance/participation, behavior, and social-emotional well being.

#### Teacher Instruction/Student Learning Platform

Beginning with the 2020-21 school year, MUSD is standardizing the digital tools and learning platforms that teachers will use for instruction to allow greater feasibility for parents and students. Teachers will utilize Google Classroom as the learning management tool to post assignments and learning tasks. This link will be available to students via Clever.

In the event that a Distance Learning Model is initiated, teachers will be expected to provide daily direct instruction in a synchronous teaching/learning environment, teachers will utilize Zoom Video Conferencing or Google Meet. As appropriate for the subject and learning objective to be taught, the delivery of synchronous instruction may include whole class, small group and/or one-to-one sessions with the teacher. Teachers will record Zoom or Google Meet live synchronous instruction to post on Google classroom to allow students to access during asynchronous time. Zoom and Google Meet are also available via links through Clever.

#### Instructional Program Guidance

Regardless of the content delivery model, instruction will focus on grade-level standards or “first instruction of new learning” utilizing the Madera Unified School District adopted core curriculum. Teachers are expected to prepare rigorous and relevant lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level and while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closure last spring. Lessons and learning tasks assigned to students with disabilities are required to reflect the IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding based upon their level of language proficiency.

#### Secondary Essential Program Component Guide

The Secondary Curriculum, Instruction & Assessment team has developed an Essential Program Component (EPC) Guide version 1.0 as a resource for secondary core instruction (link [here](#)). The EPC describes the development of a Guaranteed and Viable Curriculum (GVC) through Course Design Teams (CDT) by prioritizing standards that need to be taught in each course considering vertical alignment and standards assessed through state and local assessments. The Secondary EPC also provides course and content-specific information as well as research-based instructional, differentiation, and intervention strategies. While the Secondary EPC was originally designed for a traditional instruction model, it now includes Instructional Continuity Guides for each core content to support in each of the proposed models for 2020-21, Schoolhouse, Hybrid, and Distance Learning. It is version 1.0 and will be revised throughout the year through ongoing feedback from sites and continued development of courses through CDT teams.

Link: NEW [Secondary Essential Program Component Guide](#)

#### Instructional Continuity Guides

To support with creating lesson plans, assignments, and learning tasks for students in any of the instructional models proposed for the 2020-21 school year, the Secondary Curriculum, Instruction, & Assessment team has developed the Instructional Continuity Guides. This resource will assist teachers as they plan to accelerate student learning and address the standards, concepts, and skills that were not taught or mastered by students due to the school closures in the spring.

The Instructional Continuity Guides were developed in preparation for 2020-21 planning should schools start in a hybrid or distance learning model. Each guide has a description of what should typically be happening in a Schoolhouse learning model, Hybrid learning model, and in a full distance learning model. Synchronous and asynchronous learning is defined with content-specific examples. Other areas covered include differentiation, resources and recommendations, potential professional learning opportunities for teachers, and adjustment considerations for 2020-21 based on the impact of school closures last spring. Content-specific Instructional Continuity Guides will continue to be living documents and can be refined as we develop best practices.

[ELA Instructional Continuity Guide](#)

[ELD Instructional Continuity Guide](#)

[Math Instructional Continuity Guide](#)

[HSS Instructional Continuity Guide](#)

[Science Instructional Continuity Guide](#)

[CTE Instructional Continuity Guide](#)

[VAPA Instructional Continuity Guide](#)

[PE Instructional Continuity Guide](#)

#### Minimum Instructional Minutes

For the 2020-21 school year, Education Code 43501 has been amended to reflect the minimum instructional minutes that students are required to engage in academic activities on a daily basis. In the event, the district implements a Hybrid Learning Model and/or a Distance Learning Model, the minimum instructional minutes will serve as the parameters for documenting student attendance daily.

The minimum daily minutes for Grades 7-12 are as follows:

- 240 instructional minutes in Grades 7-12
- 180 instructional minutes for any pupil enrolled in dual enrollment courses (this does not include the dual enrollment courses)
- 180 instructional minutes for pupils enrolled in a continuation school

#### 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.]

In February 2020, outreach to parents showed approximately 35% of MUSD Households did not have access to the internet. With additional outreach, partnering with Fresno State, and providing mobile hotspots to students, the number of households without internet has been temporarily reduced. Madera Unified is one of the few school districts in the country that has maintained control over its Educational Broadband Service (EBS) Wireless spectrum.

The school district pivoted to a 1:1 Chromebook program with the option for take home devices in the event of school closure or the adoption of a hybrid model with some students working remotely during the day. Madera Unified has delivered over 19K devices to students district wide.

This required the purchase of additional Chromebooks and Chromebook carts for T/K - 1st, cases for all students, and a change in how we manage the day to day distribution of Chromebooks throughout the district. Additionally, this was an opportunity to remove classroom devices that are not part of the core support model - allowing IT to focus support needs on the appropriate student devices when school began in August.

Information Technology will continue to utilize a mixture of in classroom and remote support to provide support for teachers and students.

## 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.]

Based on participation, as defined in SB 98, the teacher will record daily attendance in AERIES. A daily AERIES entry for each period is required to be taken by the teacher recording the students' participation and should include one of the following:

- Evidence of participation in online activities
- Completion of regular assignments
- Completion of assessments
- Contacts between employees of the local educational agency and pupils or parents or guardians.

Unique attendance codes have been created to reflect the participation of each student.

If the student is marked absent, an identified attendance team will make an effort to contact the parent/guardian and/or student to inquire about the reasons behind the failure to participate in the day's learning expectations and strategize on how to support the student to prevent the obstacle from reoccurring.

If a student has reached the 3 days of absence in a week, the school site staff will make every effort to attempt contact with parents. Additionally, Truancy Hunter, an attendance software application, will be designed to send an email notification as well as SARB notifications via a letter to the student's address on file to notify the family of the lack of engagement/participation in the teacher's learning expectations.

If no improvement is made, then the site administration will attempt to schedule a phone or virtual SST meeting with the family and all stakeholders to attend. If the student is on a 504 or IEP then a meeting will consist of appropriate special service personnel.

If the student still continues to remain disengaged in his/her learning then site administration in conjunction with another staff member, will conduct a home visit to the student's residence to try and work with the family to engage the child and have them participate in their learning expectations.

If all attempts to engage the student have failed, a request for a meeting at the school site level will be conducted with an identified period of time for improvement. If this fails to re-engage the student, then the site administration will make a referral to the District Office to initiate the SARB process.

These daily attendance/engagement codes will align with weekly engagement logs submitted by the teacher to their site administrator.

## 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.]

The Elementary Curriculum, Instruction, & Assessment team has developed a set of professional development resources for teachers to deepen their awareness and understanding of both the digital and print versions of the adopted core curriculum and digital tools for communication and instruction. The [Curriculum Professional Development](#) link provides access to recorded training sessions on assessment, communication tools, and the digital components of the adopted core curricula for Science, Math, and ELD.

Link: [Elementary Professional Learning Schedule](#)

At the [Teacher-Digital Tools for Learning](#) link, teachers will find training resources on the “basics” of the core adopted ELA, ELD, Math, History-Social Science, and Science curricula step-by-step study guides/tutorials for communication tools, Google tools, and Clever access.

The Secondary Curriculum, Instruction, & Assessment team developed a set of professional development resources for teachers to deepen their awareness and understanding of the digital core curriculum adoption resources and communication tools. The Secondary Resources for Distance Learning are linked [here](#) and below. They include printable guides that highlight resources to support distance learning and recorded professional development created in the spring that can now be viewed “on demand”. Additional live professional development will be offered via Zoom this fall.

Link: [Secondary Resources for Distance Learning](#)

Link: [Secondary Professional Learning Schedule](#)

## Staff Roles and Responsibilities

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

MUSD staff who are currently unable to fulfill their regular duties due to the school closures will be trained and reassigned to call students and/or parents beginning on the first day of a student’s absence. Tasks will include inquiring into why the student was absent and to determine if any barriers exist or additional resources are needed to support student attendance. These staff members will be trained to enter a record of the contact in an attendance log and return the log to the school site Attendance Secretary who will enter it into Aeries daily.

## 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.]

### Special Education Students

Students with disabilities have been fully integrated into every aspect of preparations for reopening schools. Their unique needs have been addressed to that equitable opportunities have been built into the foundation of our new era of education.

Students with disabilities will have a contingency plan added to their Individualized Education Program (IEP) that outlines the services they will receive through a distance model of instruction and a hybrid model of instruction; when it occurs. The services will outline the student’s service minutes in both synchronous and asynchronous instruction. This may include, but is not limited to, special education staff participating in the general education teacher’s Zoom instruction and providing

small group instruction in a break out room. Special Education staff may provide synchronous instruction individually or in small groups during asynchronous instruction. Special education teachers will also check-in with the students on their caseload at least weekly. They will have to have open communication with parents to address their concerns and for the parents to provide feedback on how a student is progressing in their classroom as well as on their IEP goals.

### **English Learner Students**

It is important for sites to continue to ensure the goal of English learners acquiring English proficiency as rapidly and effectively as possible is attained. Our English learners, like all our students, have had a disruption of their daily lives, have worries about their own families, and have experienced high-stress situations. These students will need additional support to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR Section 11309[c][1]).

### **The California English Learner Roadmap Policy**

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides districts with four guiding principles to support and embrace the English learners they serve:

- Principle One: Assets-Oriented and Needs-Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions That Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

These principles should continue to guide schools in implementing instructional programs for English learners during distance learning and the transition to reopening schools. This includes ensuring that schools support English learners' social-emotional well-being. For students dually identified as English Learners and students with disabilities, both teacher and case carriers should be involved in planning distance learning needs for students with an Individualized Educational Plan (IEP).

Each site must provide language instruction services to English learners. Sites must continue to provide designated and integrated ELD. Schools should closely monitor English learners and students who were reclassified as fluent English proficient to evaluate whether students need additional services. An English learners' English proficiency level may have decreased because the student has experienced limited instruction for an extended time during school closures. Therefore, close monitoring is key to ensure that English learners have the opportunity to recover any academic losses incurred during school closures.

Collaboration is key to supporting English learners during distance learning and throughout the transition to reopening schools. Consider practices such as remote instruction, telephone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, and accommodations provided.

Engaging parents of English learners remains important during distance learning and school reopening. Sites have an obligation to ensure meaningful communication with parents of English learners. Sites should translate all mailings and emails to parents to provide access to the information in a language they understand. For parents who are not literate, sites may use recorded telephone calls that go to families that include the option to select a language in which to hear the message. Working with parents and offering them the opportunity to be involved in their children's education at all times is key to the students' success, especially during distance learning and the transition to reopening.

### **Elementary English Learner Guidelines**

The adopted State Standards for ELA, Science, and English Language Development place an emphasis on the academic uses of language for English learners. This shift in focus enables the district to move beyond remediating students' English language skills to simultaneously developing language and literacy skills while engaging



in the full range of academic content learning. In addition, the district recognizes that both Designated and Integrated English Language Development (ELD) are an integral part of a comprehensive program for every English learner to meet the linguistic and academic goals at their grade level.

Regardless of the instructional delivery model, elementary teachers will provide every English learner with Designated ELD instruction that meets their respective language needs. In an effort to provide further support to English learners, teachers will also utilize integrated ELD strategies and academic language support strategies during content area instruction that is balanced with structured explicit opportunities for oral and written language skill development. Instructional Guidance by Delivery Model for Designated ELD and Integrated ELD can be found in the following documents:

- [Essential Program Components - Schoolhouse Model](#)
- [Essential Program Components - Hybrid Learning Model K-6](#)
- [Essential Program Components - Hybrid Learning Model DL](#)
- [Essential Program Components - Distance Learning Model TK](#)
- [Essential Program Components - Distance Learning Model K-6](#)
- [Essential Program Components - Distance Learning Model DL](#)

### **Secondary English Learner Guidelines**

English learners will continue to receive designated support through their designated and integrated ELD classes. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (*California Code of Regulations, Title 5 [5 CCR] Section 11300[a]*). Regardless of the instructional delivery model, students will continue to receive Designated ELD instruction through their ELD class.

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (*California Code of Regulations, Title 5 [5 CCR] Section 11300[a]*). Regardless of the instructional delivery model, teachers will utilize integrated ELD strategies and academic language supports during content area instruction that is balanced with structured explicit opportunities for oral and written language skill development.

The Secondary Essential Program Component Guide includes an ELD Course of Study and ELD Instructional Continuity Guide that provides resources and strategies for teachers to utilize in developing instructional activities for designated and integrated EL students in each of the models:

- [ELD Course of Study- EPC](#)
- [ELD Instructional Continuity Guide](#)

### **Foster Care and Homeless Students**

#### **Students in Foster Care/Students Experiencing Homelessness (FIT)**

- Program Manager will actively gather and monitor student data to ensure appropriate course placement and credit documentation, prioritizing placement, and counseling for Foster Youth.
- Coordinate and provide services to meet the unique needs of Foster Youth through the provision of three Family Support Consultants along with the Program Manager who will focus on case management services. The team will collaborate with site and district staff as well as with county-assigned student caseworkers to coordinate district services with those provided by other agencies. Coordination of interventions will increase and improve services in support of student

educational goals and outcomes. The team will collaborate with county-based stakeholder groups on making improvements to agency processes and procedures to streamline inter-agency communication and efficiency of information sharing.

- Complete quarterly credit analysis for secondary students
  - Will communicate with parent/guardian/caregiver and student to inform them of their current status
  - AB167/1806
- Check-in with teachers for student engagement and ensure instruction is being met for subpopulations (EL/Sped)
  - Follow up with resource parent/guardian/caregiver if any concerns arise
  - Follow up with social worker
  - Conduct a home visit if needed
- Check-in with parent/guardian/caregiver to see if needs are being met for the student
- Communicate and promote the availability of school-based/virtual tutoring programs
- Provide post-secondary education workshops specifically for foster youth (FAFSA and registration for State Community College)
- Provide enrichment classes through city agencies (ie Madera County Arts Council, City of Madera Parks and Rec)
- Utilization of MUSD department website for accessibility to services
- Work experience opportunities extended through fall semester
- Provide Trauma-Informed Practices PD to staff, caregivers and students
- Ensure meals are being delivered to those families who are not able to drive to the school site
- Organize school supplies including headphones and hygiene kits pickup
- Professional development
  - McKinney-Vento training to all staff online through mckinney-vento.org platform
  - Attendance of the NAEHCY Conference (virtual more staff can participate)
- Include Foster and FIT as a check-off box on teacher care calls
- Conduct a survey (via Google forms) of high school-aged foster/FIT students in order to solicit their feedback pertaining to our district's support for children in foster care and children experiencing homelessness to determine best practices and identify improvements to be made
- Conduct a survey (via Google forms) of resource parent/caregiver in order to solicit their feedback pertaining to our district's support for children in foster care and children experiencing homelessness to determine best practices and identify improvements to be made
- Provide opportunities for Foster Youth to engage with other Foster Youth in the county for support, relationship-building, networking, and to increase their knowledge of navigating the educational system as it pertains to Foster Youth (i.e., California Youth Connection (CYC), Foster Youth Education Summit).

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

<b>Description</b>	<b>Total Funds</b>	<b>Contributing</b>
Digital Curriculum and Content for Distance Learning (Khan Academy, SeeSaw, Google Classroom, Clever etc.)	\$3,711,362	[Y/N]
Hard Copies of Curriculum Content and Supplies including purchased books	\$4,642,988	[Y/N]
Technology Equipment which includes devices, head phones and hot spots	\$2,753,322	[Y/N]
Attendance monitoring and intervention	\$1,415,400	[Y/N]
Parent and caregiver education and training to support child with distance learning	\$100,000	[Y/N]

## 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.]

The COVID-19 pandemic has forced schools across the country to confront unprecedented challenges. Teachers, principals, and school support staff are doing heroic work to offer stability for students and families during this crisis by providing meals, home learning resources, and online instruction.

But the longer schools remain closed—the higher the stakes become. A recent study predicted that students will experience a learning loss of 30 percent in reading and 50 percent in math as a result of the crisis. Left unchecked, it's an academic setback that could derail the futures even of students who were previously on grade level—and would be disastrous for students who were already behind.

The typical approach to remediation—providing work better suited for earlier grades—won't come close to catching students up and will likely compound the problem. In a recent study, *The Opportunity Myth*, it was found this approach of “meeting students where they are,” though well-intentioned, practically guarantees they'll lose more academic ground and reinforces misguided beliefs that some students can't do grade-level work. The students stuck in this vicious cycle are disproportionately the most vulnerable: students of color, from low-income families, with special needs, or learning English.

In other words, doubling down on current strategies for catching students up will only widen opportunity and achievement gaps. MUSD will need to be ready with a fundamentally different strategy for diagnosing lost learning and putting every student on a fast track back to grade level—a strategy designed to accelerate their exposure to grade-appropriate work, not delay it.

Addressing these challenges will require a new level of focus on proven strategies to accelerate student learning. MUSD believes the key to accelerating the learning of all students is proper planning for the new school year....meaning “the right planning”, not the typical approach to remediation.

## 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.]

In order to ensure the “right kind of planning” MUSD has focused on the following four priorities

1. **Grade level content is the academic priority** - In order to prioritize accelerating students learning the district must ensure student exposure to grade level appropriate content. There must be a guarantee by the district that every student has the same opportunity to accelerate through grade level instruction.
  - a. This work began in the spring with all teachers addressing “Unfinished Teaching” and “Unfinished Learning”. This work was extremely important in order to properly plan for the reopening of schools as it helped our teachers prioritize the most critical prerequisite skills and knowledge that had either not been taught or assessed in the spring prior to the school closure in March.
  - b. Our next step was to identify and diagnose students unfinished learning through a districtwide assessment. The assessment utilized through MUSD as its benchmarking tool is the NWEA assessment, due to school still being in a Distance Learning platform the district is having to push back our initial assessment. We are currently scheduled to assess all students the first week in September in ELA and Math.
  - c. The next step in this process is for teachers to adapt their scope and sequence for each subject area and grade level to reflect where teachers might need to provide acceleration support. Teacher teams worked collaboratively with district staff to revise the scope sequence of our Guaranteed and Viable Curriculum (GVC) as we head into the 2020-2021 school year.
  - d. The next critical step was the recognition that we needed to provide very targeted teacher training and planning time in preparation for the reopening of

schools. As MUSD began this work we were planning to reopen with some in-person school and unfortunately our reality is that this work was compounded by beginning the school year in Distance Learning. The district was able to collaborate with our union partners, MUTA to add 10 additional days prior to the start of schools for teachers to receive training, time to plan, and time to prepare.

- e. The final step in the academic process of attending to “unfinished learning” and “unfinished teaching” is the monitoring of students' progress.
2. **Address inequities head-on** - The district is obligated to acknowledge the existing inequities within the district and those inequities likely became exacerbated during the pandemic and school closures. Losing so much of the previous school year and then unfortunately beginning the school year from a distance has inherent challenges for our most vulnerable student groups.
  - a. English Language Learners
  - b. Students with Disabilities
  - c. Migrant Students
  - d. Homeless
  - e. African American
  - f. Socioeconomic Disadvantaged

In order to address the academic needs of the unique student groups mentioned above in an accelerated learning model, students consistently receive grade level materials, tasks, and assignments, along with appropriate scaffolds that make the work more accessible. More specifically, instead of sending students backwards to fill in all the potential gaps in their learning, leaders and teachers should focus on filling in only the most critical gaps and not in isolation, but at the moment they're needed through access to grade level curriculum.

3. **Support and assume the best of all your stakeholders** - During the school closure, MUSD engaged stakeholder groups in the planning for reopening of schools in order to receive feedback and collaborate in the decision making process. We believe that this strengthened our reopening plans and built buy-in from stakeholder groups and supported a strong plan to provide training and support for teachers and school leaders.
4. **Communicate clearly** - MUSD has taken numerous steps to ensure that all stakeholder groups were receiving regular communication regarding the reopening of school.
  - a. Daily Communication to all Employees
  - b. Weekly Communication to Stakeholders
  - c. Teacher Listening Sessions
  - d. Parent Listening Sessions - English and Spanish
  - e. Townhall Meetings held on Zoom and Facebook Live - Spanish and English
  - f. Special Board Meeting(s) to share plans and take public input
  - g.
5. **Grade Level Readiness ME to BE reports** - The MEtoBE Grade Level Readiness Report is an individualized booklet containing multiple data points that make up a student's grade level readiness score. The MEtoBE report is used as a communication tool to show overall how students are doing. MEtoBE reports will be accessible through the Aeries Parent Portal. Additional updates will be made to the MEtoBE report to reflect learning loss due to the COVID-19 pandemic school closures. Parents will receive an overview of the MEtoBE report during the parent-teacher conferences.

## 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.]

Madera Unified School District has developed a system to measure the status and growth of all K-12 students in respect to their preparedness for the next grade level and/or college and career. From that interest, the Grade level Readiness (GLR) system was created. The GLR system produces an Overall GLR Score for students that are based on multiple, weighted, grade level measures. These measures span across engagement, academics, and socio-emotional factors. Madera Unified uses this system to measure student learning growth.

The GLR system includes the following indicators:

- SBAC ELA & Math

- NWEA ELA & Math
- Scholastic Reading Inventory
- English Language Proficiency Assessment California
- SAT ELA & Math
- A-G On Track
- GPA
- Attendance
- Behaviors

Students will be given a grade level readiness score and the score will be used to measure student growth and learning loss. Students will receive a multiple measures report card called ME to BE. This report will provide students and parents with clear information on overall student performance and next steps to how to accelerate learning and mitigate learning loss.

Furthermore, Madera Unified will use other leading indicators such as student grades, Khan Academy skill point growth and other data points to measure student learning growth proactively.

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

<b>Description</b>	<b>Total Funds</b>	<b>Contributing</b>
Implementation of district assessments such as NWEA, Scholastic Reading Inventory, AP Exams, SAT, etc.	\$502,520	[Y/N]
Implementation of ME to BE multiple measures report card	\$50,000	[Y/N]
Implementation of Khan Academies District Management System	\$122,750	[Y/N]
Teacher preparation, planning and professional development	\$4,000,000	[Y/N]
Implementation of extended learning time for students (afterschool programs and tutoring)	\$5,788,975	[Y/N]

## **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.]

Students will be supported through the use of the Multi-Tiered System of Support throughout the school year. Staff will be offered opportunities to participate in learning groups and professional development training that address stress/trauma and self-care.

#### **Multi-Tiered System of Support (MTSS)**

##### **Tier 1**

- Emphasize and integrate more fully trauma-informed practices Social Emotional Learning/Positive Behavioral Systems
- Observe students during classroom time
- Care calls-Screen
- Student advocates--support individually and in groups
- Restorative Justice Community Building Circles

Madera Unified will utilize the Panorama Well-being to survey students 3-12th grade, three times during the school year (Fall, Winter, and Spring).

#### Tier 2

- Site school counselors
  - Group support
  - Individual student support
  - Risk and Threat Assessments
- Grief and Loss groups
- Restorative Justice Harm Circles

#### Tier 3

- Behavior Analyst (K-3)
  - Provides intensive behavior intervention & plans
- Mental health treatment/counseling services (4-12)
  - Completes mental health assessment of student
  - Develops short term treatment plan
  - Provides mental health treatment (10-12 sessions)

Counselors and clinicians will reach out via phone and Zoom to students on their respective caseloads. Additionally, Counselors will utilize Panorama's Well-Being Survey for all students in grades 3-12 to determine which students would benefit from additional social emotional support.

A presentation on resilience needed in a crisis such as an elongated global pandemic was provided to all administrators, counselors and psychologists. Madera Unified is in the process of procuring digital professional development for all staff as a continuation of our earlier work in Trauma Informed Practices.

All students in grades 7-12 will receive i.d cards that have a variety of suicide hotline numbers including the Trevor Lifeline, specifically for LGBTQ students. Furthermore, Madera Unified internet filters do not block LGBTQ hotline information.

### **Learning Communities for School Success Program**

The Learning Communities for School Success Program (LCSSP) grant application was funded at \$1.7 million to support implementation of Restorative Practices at all secondary school sites. This initiative included several Student Advocate positions and extensive Restorative Practices professional development for staff. Madera Unified received the School Climate Transformation grant last year in the amount of \$3.5 million. These funds are entirely earmarked to support social emotional learning, PBIS in both the school house and virtual learning models, and school climate initiatives.

Each site PBIS team has received high quality PBIS training with one of the nation's premier experts in implementation of PBIS, Dr. Jessica Hannigan. The sites also received several PBIS implementation reference books to guide their efforts. Site principals have determined when the PBIS team will present the School Wide Behavior Expectations to the entire staff, including in a virtual environment, and shared that with the respective Area Assistant Superintendent.

All students in grades K-8 have access to Second Step Board adopted social emotional curriculum. Students in grades 9-12 have access to a variety of social emotional curriculums including Character Strong. These grant funds have also been used to support ongoing implementation of Safe School Ambassadors. Two MTSS SUMS grants have been received, totaling \$125,000. These funds have been used to support teacher attendance at PBIS training, staff attendance at a variety of professional development convenings focused on school culture and climate, and diversity-rich reading materials for our MTSS target schools.



The Student Support and Academic Enrichment (SSAE) grant in the amount of \$750,000 was received and used to promote student physical and emotional wellness. Among other things, the grant provided for a Mobile Health Care Center designed for both physical and mental health services. In addition, the SSAE grant provided funding and resources for approximately 30 district staff, in collaboration with local law enforcement and clergy, in English and Spanish, to be trained to support parents with children who are destructive, defiant or disruptive. The twelve week training, entitled Loving Solutions for parents of elementary students, and The Parent Project for parents of adolescents and teens has been very successful and nimbly pivoted to a digital platform last spring.

Madera County recently received \$2.5 million from the Mental Health Student Services Act (MHSSA) grant. This application represented the nine school districts and charter schools in Madera County. The plan provides for two additional licensed clinicians and three behavioral health community navigators. Madera Unified will have one clinician and one community navigator assigned to our schools. These new roles will focus largely upon students and families in crisis, with the intention of intervention and de-escalation.

Lastly, what began as a partnership with the United Way of Madera and Fresno Counties, has now taken a new twist, with Madera Unified as a likely stand alone grantee of the Cowell Foundation. The intention of the new funds is to support adult social emotional learning among all district staff. We are utilizing Second Step Adult SEL modules.

#### **Staff monitoring and support**

##### **Admin/Staff Survey**

Madera Unified will adapt and utilize the Panorama Well-being for staff and survey three times during the school year (Fall, Winter, and Spring).

##### **Peer Learning Groups (By position Principals, VP, Teachers, & Counselors)**

- Complete Resilience Modules (3) (available Aug. 24) All K-12 Leaders
- Professional Development specific for emotional intelligence/Adult SEL
- Groups meet every two weeks to review
- Use staff meetings to:
  - Check in
  - Ice breakers
  - Employ activities that will increase Social Connectedness
  - Mindfulness minute

## **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.]

When a student is marked absent by the teacher, the attendance secretary and an identified attendance team member who speaks Spanish, will contact the parents to notify them of the student absences in participation and/or engagement and strategize solutions to the obstacles on a daily basis.

When the student has reached the three days absent per week threshold, an attendance secretary contacts the site administrator to notify him/her of the student situation and administration will assign the task of following up with the family to a designated staff member on campus to attempt contact with parents. Documentation of what transpired in the conversation will be taken. If no contact (text, letters, email, social media, etc.) was made after three attempts, personnel will reach out to the emergency contacts listed in the student information system to try and get a message to the parent or find out when the parent might be able to take a call and try to schedule an appointment for a phone conversation. Truancy Hunter will be generated and mailed to families as a secondary part of the plan. Additionally, once Salesforce is integrated with AERIES, reports will be generated via email and on the Dashboard to identify students who are struggling to engage via attendance.

If no improvement occurs, the administration will make contact with the family to schedule a phone or virtual SST meeting with all stakeholders to attend. Document the meeting and supports that are planned to try and engage the student in his/her learning and participation in teacher-led activities. If the student is on a 504 or IEP, please make sure to update paperwork and invite appropriate staff to the meeting.

If this attempt fails, administration in conjunction with another staff member e.g. MUSD safety officers will schedule a home visit to the student's residence to try and work with the family to engage the child and have them participate in his/her learning.

If all attempts to engage the student have failed, complete a meeting at the school site level and if needed make a referral to the district office through the SARB process.

At any point in this process, a student re-engages and then misses three days of attendance in a week, staff will restart the steps of engagement.

Increased parent communication

## 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.]

### Breakfast & Lunch at School

How will breakfast and lunch at school be served at the Elementary level?

- Breakfast and lunch will be served in a “grab-and-go” distribution. This will most commonly be in the cafeteria serving area but could also be located outside in some instances.
- Breakfast will be consumed in the classroom.
- Lunches will be consumed in assigned outdoor space with one or two classes (depending on cafeteria layout) being assigned seating in the cafeteria. Social distancing will be enforced.
- Serving areas and tables will be disinfected between groups (classes) of students

How will breakfast and lunch at school be served at the Secondary level?

- Breakfast and Lunch will be served in a “grab and go” distribution.
- Students will eat in outdoor spaces with social distancing



### Meal Kit Program

Will MUSD provide meals to students at home if we adopt an independent study or hybrid school model?

- Child Nutrition is required to provide meals to those students who are not physically on campus during the school day.
- Meals will be provided in a “drive-thru” model similar to what was implemented during school closures. Distribution times and days will be determined based on the model being implemented and number of students involved. It will also be impacted by the guidelines of the National School Lunch Program.

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

Section	Description	Total Funds	Contributing
School Nutrition	Prepare and distribute meals to over 20,000 students	\$14,266,597	[Y/N]
Pupil Family Engagement and Outreach	Parent outreach and engagement related to internet access, connectivity and overall education due to COVID-19 pandemic	\$1,112,190	[Y/N]
Pupil Family Engagement and Outreach	Parent and Community Communication	\$544,914	[Y/N]
Supports for Pupils with Unique Needs	Foster & Families in Transition implementation of student support program	\$276,768	[Y/N]
Mental Health & Social Emotional Well Being	Ethics and Anti-Racism Professional Development for all Staff	\$3,000,000	[Y/N]
Multiple Areas	Mitigation of COVID-19 and Operational Support (additional staff time in the form of overtime, temporary staff support and subs)	\$250,000	[Y/N]

## 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
35.86%	\$59,648,708

### 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.]

Madera Unified unduplicated pupil percent is estimated to be over 90.3% for the 2020-2021 school year. A significant majority of students within Madera Unified are identified as either low-income, English learner or foster youth students. This provides the district with the opportunity to create district-wide programs to improve educational outcomes for the targeted students as well for all students in the district.

Madera Unified is in the process of implementing a series of actions and services implemented both district wide and targeted to support unduplicated students who are

low income, English learner or foster youth students.

The actions are listed below:

### **Internet Connectivity, Devices and Technology**

Madera Unified is in the process of purchasing 2,500 internet access codes for low income families in need of the internet. The access codes provide students with one year of subsidized internet services. Additionally, hotspots have been provided to families in need of the internet, however, living in rural parts of the community with no internet service provider options.

Madera Unified has purchased and distributed chromebooks to students grades TK to 12th grade. Over 18,000 devices have been already distributed and will be continued to be distributed based on student needs. Headphones are especially helpful for students to learn in a distance learning setting. Therefore, 20,000 student headphones have been purchased and once received, headphones will be distributed to students across the district.

Shortly after the abrupt school closures in March of 2020, Madera Unified School District created a custom tool to monitor which students have internet access within households across the district. During the time period, Internet service providers such as Xfinity are providing free internet access for two months to families who qualify for free and reduced lunch. Madera Unified School District's goal is to have 100% of students on the internet. The tool is used by the Parent Resource Center call center staff to determine which families to follow-up with and support them with obtaining internet service. 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, Madera Unified has set up a partnership with Fresno State's utilities commission call center. Fresno State's Call Center aids families with the verifying qualification for internet services.

### **Child Nutrition**

Close to 90% of Madera Unified families qualify for free and reduced lunch. Madera Unified Child Nutrition department provides food access to children in need, especially those facing food insecurity. The Madera Unified Child Nutrition department has served over 1.7 million meals since school closures. This was able to be done through providing students with a weekly meal kit at their local elementary school. Parents are especially appreciative of receiving the meals weekly since it only requires them to come to the school site for pick up once a week versus daily. It is extremely challenging for families, especially lower income families to determine ways to help their child receive meals daily. The implementation of this item includes additional kitchen equipment, PPE, sanitation supplies and staff time for meal distribution.

### **Parent Resource Centers**

Madera Unified has a total of eight Parent Resource Centers (PRCs). PRCs are designed to provide resources that will help parents with their children's education and promote parent engagement, by encouraging parents to take an active role in their children's academic and social-emotional pathway. PRCs support families in need the following ways:

- Developing resources for families to support their children's learning at home
- Providing opportunities for parents to become involved in their children's education
- Ensuring that families receive literacy training and resources to support their children's academic achievement

Moreover, PRCs provide support to the community by networking with community based organizations that support family engagement in education. PRCs also support early learning programs to promote school readiness. Courses will be offered through the PRCs focused on training caregivers on how to support students at the home with distance learning. A significant number of english learner parents have completed courses offered through the PRCs.

### **Student Care Check-In System**

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. The Student Care Check-In system was developed shortly after March 13, 2020 school closures.

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. The Student Care Check-Ins will be completed by support staff during the 2020-2021 school year. Check-Ins will be prioritized for students we do not have evidence of attendance in learning activities during distance learning.

#### **Additional Teacher Preparation and Planning time**

A significant number of Madera Unified leaders have completed the National Institute of School Leadership (NISL) courses in the Executive Development Program (EDP). NISL EDP emphasizes the importance of providing teachers with a significant amount of time for preparation and planning. High performing school systems across the world such as Finland and Singapore provide teachers with significantly more preparation and planning time than the US. "One of the key structural supports for teacher learning is the allocation of time in teachers' work day and week to participate in such activities. Whereas U.S. teachers generally have from 3 to 5 hours a week for lesson planning, in most of these countries, teachers spend from 15 to 25 hours per week on tasks related to teaching, such as working with colleagues on preparing and analyzing lessons, developing and evaluating assessments, observing other classrooms, and meeting with students and parents." (Excerpt from the Stanford Center for Opportunity Policy in Education)

Teacher preparation and planning time allows teachers dedicated time to ensure students receive good first instruction at grade level standards. Madera Unified added an additional 8 non-instructional days to the calendar to provide teachers with more preparation and planning time. Furthermore, the distance learning schedule developed provides teachers with a full day each week for preparation and planning time.

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

The services that will be provided to unduplicated students, foster youth, English learners and low-income students that will increase or improve services include:

- Internet Connectivity and Devices
- Child Nutrition
- Parent Resource Centers
- Student Care Check-In System
- Additional Teacher Preparation and Planning time

The actions listed above may benefit all students, however, they are intended to make a significant impact on learning for students who are considered unduplicated. This includes the following:

- Internet Connectivity and Devices - Low income families are provided subsidized internet access opportunities. For example, access codes will be given to students in need which allows for one year of internet access. All students are provided with a chromebook and headphones which will be a tremendous support especially for our low income families.
- Child Nutrition - All students in Madera Unified are provided breakfast and lunch for free. This benefit is especially beneficial to low income families who would struggle to pay for the food for their children.

- Parent Resource Centers - Parent Resource Centers were designed to provide services to our families most in need, specifically English Learner and low income families. Parent Resource Centers are a centralized location for families to use to connect to other organizations which can provide additional support. Parent Resource Centers also offer targeted classes such as financial literacy and others which provide a great support to low income families.
- Student Care Check-In System - The student care check-in system will target the students most in need based on their attendance and participation during distance learning. This system will support our unduplicated students by providing an additional layer of intervention when students get off track.
- Additional Teacher Preparation and Planning time - The additional teacher preparation and planning time will benefit all students, especially our unduplicated students. The increased teacher preparation and planning time will improve teachers ability to provide good first instruction at grade level standards. High quality first time instruction at grade level standards is key to accelerate learning.