

Modesto City Schools Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Modesto City Schools	Dr. Sara Noguchi, Superintendent	Noguchi.S@monet.k12.ca.us 574-1616

General Information

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

The COVID-19 pandemic impact to Modesto City Schools and the community has been a shift from our traditional in person learning at our schools to distance learning with students using devices to access their instruction. We have implemented health measures to ensure the safety of our staff who are working from their traditional work locations unless they have a qualifying reason to work remotely. Additionally, our staff has been preparing our schools and facilities for the anticipated phase-in return to in person learning. We have increased our communication to staff and families as changes occur with the developments of the health implications of this pandemic. Our goal has been to continue to focus on our strategic goals in alignment with our vision and mission.

Stakeholder Engagement

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

LCAP Advisory Committee and DELAC

The Learning Continuity Plan was discussed with our DELAC committee on August 13, 2020 via our Microsoft Teams platform, parents provided input via the chat feature, orally, and via texting. DELAC parents received 1:1 support sessions as needed prior

to the meeting so that they could successfully log on to teams and provide their input. The meeting was conducted in English and Spanish with all presentations developed in both languages.

The LCAP Advisory Committee met on August 18, 2020 via Microsoft Teams to provide input on the Learning Continuity Plan content. This committee consists of staff, parents, community members and students. Parents new to Microsoft Teams were offered sessions prior to the meeting so they could successfully log on and provide their input. Input was received via the chat feature, orally and through an online application called Padlet.

Student Feedback

Student feedback was obtained by visiting 5 classrooms via online learning. The Director of State and Federal Programs guided students through the topics of the LCP and then opened up the highly engaging Padlet application for their input. Student groups included elementary, junior high and high school with students from Dual Immersion, Elliott, Leadership Class, and an Academic Language Development class.

Staff and Labor Partners Feedback

The administrators that form the Teaching and Learning group have provided substantial feedback and support in the development of this plan, including but not limited to: Curriculum Instruction/Professional Development Directors, Student Support Services Directors, School Leadership Directors, Nutritional Services Directors, Communications Department staff, Finance Director, Technology Department staff and members of Cabinet.

The district has been working closely with our labor partners in all phases of the shift to Distance Learning and the plan for phased return to In-Person instruction. Feedback on the Learning Continuity Plan will be obtained at a September bargaining Group consultation meeting.

Community Forums and Key Communicators

Superintendent Dr. Noguchi hosted three virtual Community Forums in mid-July, and a fourth Forum mid-August. The July Forums were very well attended. Two were designed for families and the community, and the third was specifically for staff. Over 1,000 attended the family Forums and over 700 attended the staff Forum. Over 2,000 questions and comments were collected from these events. The fourth Forum, held in mid-August, was in the second week of the school year and designed for families and staff. Approximately 200 attended and 150 comments and questions were collected. In conjunction with the fourth Community Forum, staff created a survey to allow for those unable to attend the Forum to provide their feedback. Over 900 responses have been collected so far.

Superintendent Dr. Noguchi holds monthly meetings with key community stakeholders to solicit feedback on a variety of topics. The “Key Communicators” meetings include parents and community leaders, as well as City and County government officials. These meetings provide feedback from a variety of perspectives, including those who do not have children in our schools.

Social Media and School Messenger

Modesto City Schools also uses social media to keep its community of students, families and staff informed. Between the District’s Facebook, Twitter and Instagram accounts, there are over 17,500 page likes/follows. Social media users regularly engage by commenting on posts and using the private message function on the platforms.

School and District officials use a mass notification system called SchoolMessenger to provide timely, relevant information regarding students’ education and upcoming events. The system sends messages via voicemail, email and text. This summer staff used the survey function to solicit feedback on transportation and internet connectivity.

Parent and Community Outreach

Several District online surveys (one in May, July and then mid-August) have asked for feedback from parents on what additional supports and/or resources they need to help their student be successful in a distance learning environment.

The Student, Parent and Community Support Services team created and led a number of virtual parent trainings on Creating an Email, Go School Messenger, Schoology and PowerSchool. The virtual trainings walk parents through the process of setting up an email account, and help parents learn and understand how to use the three core applications necessary to be engaged in the academic success of their student(s). All trainings have been offered in English and Spanish. To date, over 2,000 parents have participated in our classes. The format of the virtual trainings gives participants the opportunity to engage with presenters and ask questions important to their needs. Upcoming events for parents will explore other areas of importance for the overall well-being of families, including mental health topics, such as suicide prevention, depression, anxiety, and coping skills, and related trending topics to meet the needs of our families. At a drive-thru backpack giveaway, staff distributed 700 backpacks to families, along with information on upcoming parent engagement events, the census, health coverage, mask giveaways, and free library books.

Knowing the school year would begin with distance learning, staff made a huge push to obtain data on our families’ internet access. Staff started the information gathering process with the *School Messenger* survey, then began calling families that had not responded to the survey. Once families that did not have internet access were identified, staff then called again to help the family obtain internet access. Staff conducted home visits to families that they were unable to contact via phone.

With the move to virtual Board of Education meetings, staff updated the process to submit public comment. The updated process is included on every board agenda and provides two options to submit a comment - email or phone. Comments can be submitted on a specific agenda item, or for the Period for Public Presentations portion of the meeting.

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

All public meetings are now virtual. Depending on the meeting, participants can provide comments ahead of time to be read at the meeting, or they can submit comments and questions in real-time as the meeting is happening. There are call-in options for some meetings. Meetings and events that are now virtual, include Board of Education meetings, Budget Advisory Committee meetings, Community Forums, Key Communicator meetings, LCAP Advisory Committee, DELAC and parent training, as well as, Back to School Night meetings with the principal and teachers.

Public Comment for the Learning Continuity Plan has been advertised in the local newspaper, on our website and via social media.

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

Student feedback included: a desire to return to in-person instruction. Safety recommendations for re-opening were also expressed including the availability of hand sanitizers and the requirement that all students and staff wear masks. Students requested increased clarity on the posting of assignments and more interactions with peers. Students also requested support with social – emotional needs. Students reported that accessing meals is easy and that they appreciate the choices provided.

Parent feedback included: a desire to reopen schools, but only when it is safe. There was much desire to ensure the District adheres to health and safety protocols, as well as to continue offering students a distance learning option even once some of the grade levels are brought back for in-person learning.

DELAC feedback included: suggestions for a safe return to schools with AM and PM groups and hybrid model, a request for more extracurricular activities online, concerns with student anxiety and an overall appreciation for the work being done by staff during distance learning.

Staff feedback included: a desire to reopen schools safely, concerns for students with disabilities, an appreciation for the block schedule, concerns with connectivity, effective use of online planning tools, an appreciation for all the PD provided and tech support to teachers, and request for more support to identify students with SEL needs.

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

Feedback from parents and staff has led us to change our MVA commitment requirement to the grading period.

Feedback from parents and staff has also led us to launch a student wellness survey and to increase our mental health supports for students.

After assessing input from parents and students, the District implemented a robust parent and student training website with videos, helpful tips and access to live and recorded online classes to help them navigate the online learning platforms. The parent training website can be accessed at <https://bit.ly/MCSHelpCenter>, and the student center is linked at the top right side. We are finding that parents are seeing a great deal of support from this site. As of September 2020, more than 3,000 participants have joined these online training classes.

Feedback from students, staff, parents and the community led to the establishment of Learning Hubs, these have been put in place to support our most at risk student in a safe in-person setting.

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.]

Our initial planning and preparation for reopening began in June of 2020. The district is currently actively soliciting input and feedback from our labor partners, parents, and our community stakeholders to assist the district in completing the Stanislaus County TK-6 waiver as part of our phase-in plan. Our plans have a contingency for phase-in for all grades.

In early July a decision was made in our county to open schools in a distance learning environment. Described in this section are the plans currently in development for in person instructional offerings.

Safety Measure

The top priority in planning for In-Person instruction is safety. Modesto City Schools has evaluated all classrooms and school sites as well as district offices to determine the needed safety measures. Safety measures include: installation of plexiglass and safety partitions, distancing and directionality of desks and workstations, Health and Safety Stations that have disinfectant, hand sanitizer, gloves and masks. Additionally, informational posters are posted in every classroom, office area and building regarding COVID -19, handwashing, use of masks, and other pertinent information. A COVID-19 task force has been assembled to address COVID-19 related issues more expeditiously. The maintenance and operations teams have reworked cleaning schedules to disinfect on a daily basis. Directional arrows for path of travel are being placed at all schools so that students do not cross each other in hallways and common paths of travel.

In the event we have a student that exhibits health concerns such as flu-like symptoms and symptoms associated with COVID-19, the student will be placed in an isolation room. Isolation rooms are being set up at each school site, these isolation settings can be in a structure such as a pop-up tent. A strike team has been set up to provide an additional cleaning team to disinfect upon notification of possible COVID-19 exposure at a school or district office. School site restrooms have had fixtures in open proximity such as sinks and urinals, blocked off if they are within 6 feet of each other. Banners are being placed on fences at all schools and district facilities to remind everyone to wear a mask.

In preparation for the approval to return students to schools, our classrooms have been rearranged to ensure that staff will always be at a distance of 6 feet from students and will be required to wear a mask or face shield.

In an effort to ensure the health and safety of our staff, there are new MCS Health and Safety Procedures and Protocols we have been asked to follow, key among them is completion of the COVID-19 Health Assessment Form. Employees shall complete this form upon returning to work for the 2020-2021 school to ensure the health and well-being of each employee and our district.

Per the California Department of Public Health's July Recommendations, licensed nurses may be involved in testing students and staff for COVID-19. Appropriate personal protective equipment (PPE) has been obtained for students and staff. Staff have been educated about the most common COVID-19 signs and symptoms.

Health Services has been consulting with the Supervisor of Environmental Health & Safety, Human Resources, Early Childhood Education and Nutrition Services to provide guidance and technical assistance. Health Services has also provided guidance to other departments such as Special Education and Assessment & Evaluation for safety protocols during student testing. Health Services has been actively involved in procuring and testing personal protective equipment to ensure that it meets CDC specifications and is made of quality materials. As required by law, Health Services has reported all known employees who have tested positive for COVID-19 to our local public health department. Health Services was also involved in an MOU that was signed between Modesto City Schools and Stanislaus County. The MOU will allow Health Services staff

the opportunity to assist Public Health in decreasing COVID-19 cases in our community thru contact tracing and administering COVID-19 tests. Health Services has been actively involved in educating school staff and students on how to protect oneself against COVID-19. School nurses have been making COVID-19 related safety videos that will be available as a teaching resource for students. Recently, Health Services obtained 1,500 free thermometers, that were distributed to parents during student meal pickup. This will allow parents to monitor their students for fevers that may be associated with COVID-19. In October, over 11,000 more free thermometers, will be distributed. School Nurses have been actively reaching out to parents, especially those who have medically fragile students and/or special education students to ensure that students have resources or are obtaining the medical care needed. Health Services is also researching the possibility of testing our students and staff for COVID-19 as recommended by the California Department of Public Health. COVID-19 testing plans would be in conjunction with and under the guidance and direction of Public Health.

Instructional Delivery

The following essential questions guide our planning process:

What are the district-wide priorities for student learning, including student engagement?

How will the plan support social distancing, social interactions, and social/emotional support?

How do we create clarity of focus with clearly delineated strategies for supporting all students with high-quality teaching and learning?

How do we continue to build capacity through collaboration among teachers?

How do we utilize formative and summative assessments to lead the learning?

How are we supporting all students in their chosen delivery model to ensure equity?

How do we ensure quality and timely feedback is provided to all students?

How do we maximize peer groups among students to help support students?

We are taking into consideration scheduling alternatives such as: every other day schedule, AM / PM schedule and block scheduling. Our planning includes addressing: meal distribution needs, passing periods safety implications, and social distancing in all physical learning settings.

Early Childhood Education Program: Upon our return to school, ECE will take all state and licensing guidance into consideration when implementing an instructional schedule including alternating days, block schedules etc. All planning will address the health and safety protocols and procedures and will follow all social distancing requirements in the physical classroom setting. Daily health and safety assessments will be conducted on all staff and students present. Teachers will monitor student progress on the Desired Results Developmental Profile goals and objectives and individualize instruction to meet the educational needs of each child. Small group instruction will be facilitated daily to support children in meeting their individual developmental goals.

Special Education: Upon our return to the school environment, IEP teams will monitor student progress on current goals and objectives, review diagnostic/baseline data and consider student service data. This information will assist in determining learning loss and guide the development of support plans and service to assist students with recouping any lost skills and/or conceptual understanding. Students will have access to increased supports after school, direct instruction programming, and opportunities to access school wide intervention supports in literacy and language where appropriate.

English Learners: Upon returning to school, all English Learners will be monitored by their designated teacher to identify their oral language skill level as this area might have been impacted during distance learning. In person instruction will continue to offer designated and integrated instruction to ensure access to the ELD standards. Grouping of students for small group instruction will be done following all possible safety precautions.

Foster/ Homeless Youth: Upon returning to school, transportation will be coordinated for foster/homeless youth who reside outside of their school's attendance area. Academic progress, including learning loss, will be monitored with school site teams providing academic and/or social emotional support for students. Site visits foster youth will be coordinated with the site team and Foster Youth Specialist to review academic progress toward graduation. Foster Youth Specialist and Homeless Coordinator will provide school supplies and backpacks to those in need. Students will have access to increased supports both during and after school hours.

Phases of reopening include:

Phase 1: Current setting of distance learning for students with teachers delivering instruction from their classrooms.

Phase 2: Early grade students, and special needs students would be prioritized for In Person instruction with the approval of the Public Health Officials and taking safety precautions, this could include the hybrid scenario described below.

Phase 3: Gradual return of all grades, this could include the hybrid scenario described below.

During all phases, the district has contingency planning for possible quarantine requirements of staff and students that would necessitate a short-term return to distance learning.

Hybrid scenario: The hybrid scenario entails development of a schedule that accommodates for a limited amount of students at a given time. Initial planning for a hybrid scenario brings students back in 2 groups, an AM group and a PM group in a block schedule on Mondays, Tuesdays, Thursdays and Fridays. This limits the number of students on campus and leaves Wednesdays for interventions and outreach to students in need as well as time for teacher collaboration. In the hybrid scenario students receive instructional minutes in person and via distance learning. The implementation of the hybrid model will be reassessed to evaluate the latest “best practices” communicated by the CDC, as well as, state and Public Health Officials.

Learning Hubs Academic Support

Following the updated guidance for Small Cohorts, MCS is offering Learning Hubs at select locations for specific students. The purpose of the Learning Hubs is to provide academic support to students during the virtual school day by providing a physical location for students to come to that has adult supervision and guidance. MCS or ASES staff provide technology access support and lesson support to identified students. The programs are held at either identified on-campus locations or off-site locations following the established safety guidelines and protocols. The goals of the Learning Hubs include: a) support students struggling with coursework in a virtual environment to help them stay on track with their coursework, b) reduce the number of students needing academic intervention and c) be a resource for MCS families in the community.

Priority students have been identified by sites based on the following criteria: Homeless/Foster, connectivity issues that cannot be addressed, students with no parent at home, English learner students, SWDs, refugee students, specialized situations. Cohort sizes are set to no more than 14 students and no more than 2 staff per cohort. There is no mixing of cohorts. The program follows all guidelines for holding on-site operations as noted in the Framework for Re-opening for In-Person Learning, Day Camps, and Child Care Programs. MCS ASES guidelines meet these requirements.

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

Description	Total Funds	Contributing
Action 1A: Safety Measures for Re-Opening Including: plexiglass, safety partitions, HVAC filters, additional school buses, additional desks, preparation of campuses, PPE, and staff time to prepare sites. Staff including: Nurses and Health Clerks.	TOTAL: 4,794,528	N
Action 1B: Supports for English Learners, Foster Youth, Homeless Youth and Students with Special Needs. Including: Foster Youth Specialist, EL student progress monitoring, refugee assistance, Language Institute Staff, Dual Language Academy, Bridge classes, additional counselors, student support services staff.	TOTAL: \$5,231,332	Y
Action 1C: Learning Loss These actions are addressed in Actions 3A and 3B	See Actions 3A and 3B	Y

Distance Learning Program

Continuity of Instruction

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

The 2020 -2021 school year opened on August 10 through Distance Learning (DL) due to current health conditions in the county. Modesto City Schools has worked closely with key stakeholders to develop the following Distance Learning program and Modesto Virtual Academy program. Modesto City Schools extended the Independent Study Program via the Modesto

Virtual Academy (MVA). Families had the opportunity to request their student(s) participate exclusively online through the MVA or stay in the traditional setting which could be offered via distance learning or in-person as determined by following the guidance of the Stanislaus Health Department. Classroom teachers, including those teaching in the MVA, are teaching in a distance learning environment from their school sites. Teachers that have a qualifying reason (determined through following the Human Resources interactive process) are able to work remotely from home. All efforts have been made to ensure that teachers can provide full access to the curriculum with all the resources and materials as they would in an in-person setting.

District and school site offices are open with access to the public by appointment. Schools have set up outdoor areas, following safety measures, in order to assist parents and students with technical and other questions.

Launching the 2020 -2021 School Year

The focus during the first two weeks of school for both Distance Learning and the MVA will be the launching of the instructional settings. Via Schoology staff has access to grade and content specific resources including: templates and resources, routines and procedure, building relationships, diagnostic assessments, and parent communication. Students were provided essential supplies for distance learning and issued their textbooks. The Superintendent addressed and welcomed all students and staff to the new school year. The address was followed by informational videos on how to log on and access classrooms. The welcome event was highly publicized. This welcome video has been viewed by over 20,690 times.

I) Distance Learning

Our Distance Learning curriculum continues to be our California standards-based curriculum, the same used for classroom in person direct instruction adopted by the Modesto City Schools Board. Students have daily interaction with teachers through a virtual platform at specific times. Attendance will be mandatory for both student and teacher. A day for a typical student includes students logging in daily at specific times and engaging in a virtual classroom with other students. The classes taught are through virtual direct instruction. Students in specialized programs such as the Fremont Open Plan, GATE, Dual Language Academy and IB program will continue to access the specialized programs and engage with the teachers and curriculum designed for these programs. Students enrolled in Leadership. AG, Music or specialized classes at the high school or junior high schools will continue as part of their student schedule. The learning platform will focus on: Schoology, Microsoft Teams, and PowerSchool. Alternative platforms may be approved as we move forward. All staff are required to review and reply to emails a minimum of twice daily.

We have enhanced our MCS portal to offer organized access to applications, the MCS App portal provides students and staff with a single sign on for ease of use. A list of apps will appear specific to the user. The App Portal can provide critical analytics.

A) TK-6 Distance Learning Parameters

All TK-6 sites are on the same daily schedule. Students receive instruction through direct instruction (DI) and through asynchronous instruction and assignments. The instructional day begins with online morning meetings daily for a duration of 5-15 minutes. The Direct Instruction (DI) minimums have been established in the following grade spans: TK-K 90 minutes; 1st -3rd grade: 115 minutes; 4th -6th grade: 120 minutes. Asynchronous activities and instruction are provided to ensure that our students receive required instruction as per SB 98. This document has more information regarding instructional minutes in the *Pupil Participation and Progress* section. Daily instructional schedules are set for each grade span that includes time for ELA, Math, Language & Writing, Individual work, PE, enrichment, music, teacher check ins, digital breaks and a 1 hr. lunch. The TK-6 schedule includes support outside the DI schedule. DI may be live or recorded (screencast). Teachers established “Office Hours” for parent questions and assistance; these must be a set day of the week & time. The schedules include time for teachers to conduct small and individual group instruction, assessments, provide other forms of feedback, attend IEP meetings and collaboration time.

English Learners (Newcomers, LTELS, RFEPs) TK- 6: All English Learners follow the same instructional schedule which consists of a morning meeting and direct instruction in English language arts, mathematics and language and writing. During the language and writing portion of the schedule, all English Learners will receive designated language instruction. During designated language instruction teachers use the district adopted curriculum- Wonders. The curriculum is aligned to the ELD standards and also allows teachers to differentiate for newcomers, emerging, expanding, and bridging students. Additionally, there is time in the schedule in which teachers may hold small group instruction for English Learners needing additional support. English Learners in MVA also receive designated and integrated instruction.

B) 7-12 Distance Learning Parameters

Student will have their scheduled classes, each class is 80 minutes in length, the minimum of direct instruction per class is 30 minutes. Support provided during the additional class period i.e... individual and/or group. Set virtual office hours (1-hr / week). Wednesdays: Small group, individual sessions. Teacher collaboration is based on calendar. Schedules are set on a block schedule with periods 0,1,2 and 3 on Monday/Thursday and periods 8, 4/5, 6 and 7 on Tuesday/ Friday, all periods occur on Wednesday for support and check in. Wednesdays are typically teacher collaboration minimum days.

English Learners (Newcomers, LTELS, RFEPs) 7-12: All English Learners follow the same instructional schedule which consists of a block schedule with periods 0,1, 2, and 3 on Monday/Thursday and periods 8, 4/5, 6, and 7 on Tuesday/Friday. All English Learners will receive designated language instruction during their designated ELD period; teachers use the district adopted curriculum- Edge. Additionally, teachers have time in the schedule to hold small group instruction for English Learners and RFEP students needing support. Newcomer students have specialized classes- Foundations of Language and Foundations of Literacy; these classes support newcomer students in reading and writing, as well as speaking and listening. Besides the specialized classes, there is a newcomer coordinator that supports students and families. English Learners will also practice listening, speaking, reading and writing daily during their integrated classes. English Learners in MVA also receive designated and integrated instruction.

C) Students with Disabilities - TK-12

Modesto City Schools extended the Independent Study program via the Modesto Virtual Academy (MVA), also includes access for families of students with disabilities in grades K-12. Our families were included in the opportunity to request their student(s) participate exclusively online through the MVA with related services provided through their homeschool support providers, or to stay in the traditional distance learning setting.

Classroom teachers and service providers are currently providing service and instruction through a variety of media in the Distance Learning Model, including the digital platforms adopted by the District, tele-conference, and consultation with students, staff, and families. Additionally, teachers and support staff are able to present lessons in whole group, small group, and individual settings through use of this technology.

Efforts have been made to ensure that students have access in their home environments to the supports needed in accessing their instruction. This includes task boxes, manipulatives, vocabulary cards, visual supports, AAC devices, modified/accommodated supports and curriculum appropriate to a student's specific needs. Teachers are able to provide access to the curriculum, support students in accessing core curriculum, and provide instruction using resources to support students in the current setting. IEP teams have worked to review each student's current IEP to determine the appropriate plan for learning in a Distance Learning environment. This has occurred in conjunction and in collaboration with families, students, staff, and providers to thoughtfully review the focus of instruction and methodology for service provision and instruction. Additionally, sites are supporting families in their access to the digital platforms by scheduling opportunities for training and support with their student's teacher.

D) Early Childhood Education

All site based ECE programs will begin with distance learning. Students will have the opportunity to interact with their teachers on a daily basis through virtual circle time/class meetings. Teachers will also schedule individual meetings with their students at least twice per week. Attendance will be mandatory for both students and teachers. Continued learning packets will be distributed monthly and the ECE website will provide developmentally appropriate activities for all ECE students and families. At this time, ECE programs are not 1:1, and students will not receive devices. If families are in need of a device for their ECE student, they can contact the ECE office for support.

E) Adult Education

We are continuing Adult Education offerings using distance learning for our Adult Secondary Education classes. For the Adult Basic Education classes, we are using Florida Virtual School curriculum. For English Language Acquisition classes, we are using Burlington English curriculum. Both of these are online curriculum. We are purchasing for devices for distribution to all our adult Learners. The instructors will be holding classes remotely following the distance learning model. We are also continuing via distance learning our CNA courses and coding class.

II) Modesto Virtual Academy TK-12th

The Modesto Virtual Academy is an independent study program. Parents in Modesto City Schools were provided the opportunity to participate in this instructional setting. The district developed guides for parents to understand the difference between the MVA and Distance learning. Interested parents were contacted by a school administrator and offered information about the MVA and the degree of parental and teacher involvement. This intake process was offered in the primary language of the parent. The parent and student will work through the curriculum together and meet with the teacher once a week for an hour. Work completed is reviewed by the teacher during the once a week meeting to determine completeness. This one hour a week is mandatory for both student and teacher. The curriculum for the MVA is a California standards based, online designed curriculum purchased through Florida Virtual School, approved by Modesto City Schools Board. Modesto City Schools teachers facilitate the learning process through once a week meetings. Students receive assignments from the teacher during the once a week meeting (either virtually or in person). The student will be expected to complete the assignments by the next week's appointment. The once-a-week meeting can be attended with the student, so parents/guardians can review progress. In addition, if there are concerns, teachers are available by email. MVA students will continue to be identified as a student of their home site. As an independent study model, resources will be made available for students needing extra support, however, this program is designed for a student that is an independent and motivated

Learner. Parent involvement is crucial to the success of the student. All extra-curricular activities that are available at the school site are available for MVA students as well. The courses taught in MVA are A-G approved, including the lab sciences. Any student receiving *special ed services* will require an IEP meeting prior to the referral being made. This meeting will allow for the IEP team to determine if independent study is an appropriate placement for the student. These meetings take place AFTER the start of the school year. Parents will be contacted by the site staff to schedule the meeting at a mutually agreed upon time. Students on an IEP will start on the distance learning model and be switched after the change of placement IEP determines a change of placement is appropriate. *English Learners* have the option to receive instruction either through distance learning or the MVA. If English Learners select the MVA, students will receive their integrated curriculum through Florida Virtual School; students will also receive designated ELD curriculum that incorporates listening, speaking, reading and writing. Parents can explore the option of switching to in person learning (or distance learning if schools are not open) at the trimester (grades TK-6) or semester (grades 7-12). If the choice is made to switch to in person learning (or distance learning if schools are not open), a shift back to the MVA will not be an option.

III) Additional Support to all Teachers and Students

Additional support is provided by specialty groups. Our school counselors provide additional support via a hotline 2 hours per week. Intervention Center Teachers are providing lessons to address equity issues. MTSS Coaches are providing additional assistance with Distance Learning and professional development. Computer Literacy Teachers are providing additional assistance with Distance Learning tools and applications. Prep provider teachers are supported students with social-emotional/ character development lessons and support.

IV) Transition to Shelter in Place

In the event that our County or State is placed on a Shelter in Place order, we recognize that planning and communication is key and will provide guidance from District leadership to ensure district wide communication. Site leadership will be informed as to the communication they should provide to staff and students. In a shelter in place scenario, all staff may be ordered to work from home. District and site leaders will survey staff to ensure that staff has access to materials and technology to provide instruction from their homes such as computers, curriculum, etc. The District will establish the communication protocols for sites such as forwarding school phone calls to site administrators and identified classified staff in order to ensure customer service for our community. All efforts will be made with the goal of a seamless transition. Should we transition into shelter in place, *students with disabilities* will continue to receive their related services through tele-therapy, consultation, or facilitated support. Specialized academic instruction, access to core, and supports provided through distance learning or through brick-mortar, would continue. One on one assessments would be postponed if MCS has to transition into a shelter in

place, *English Learners* including newcomers and LTELS will continue to receive designated and integrated services. If in a shelter in place during assessment windows, if possible, MCS would conduct assessments remotely, if not, assessments would be postponed until deemed safe to do so in consultation with public health. *Foster/Homeless Youth* will continue to receive an additional layer of support and outreach from the Foster Youth Specialist and Homeless Coordinator.

V) Transition between in-person instruction and distance learning

The phases of reopening are described in the prior section “In Person Instruction”. *For students with disabilities*: self-contained Special Education classes would be prioritized to return as part of a phase 1 transition to in-person instruction. *English Learners (Newcomers, LTELS, RFEPs)*: English language Learners would transition back to in person instruction according to their grade level. Whether in distance learning or in in-person instruction, all English Learners would continue to receive appropriate instruction and services. For students that selected the *Modesto Virtual Academy*, a transition to a shelter in place model will not have a significant impact. Currently, teacher/student meetings are taking place virtually and all submission of student work is accomplished via the online curriculum. These meetings and work submission can continue in a shelter in place environment.

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.]

All TK- 12th grade students in Modesto City Schools received a device in the 2019-2020 school year. All new students to MVA have received a device to ensure full access to distance learning by the first day of school. Two weeks prior to the start of the 2020 -2021 school year, for any student that did not have a district-issued device, arrangements were made for him/her to pick the device up at the school of residence.

To ensure WiFi availability for all students, families that received devices also received a packet during distribution that included information on low cost and free internet access options. When parents call for assistance with WiFi, our staff engages them in a 3-step process to determine carrier access coverage based on location. Our local WiFi providers have free and low income options for families, this information has been widely distributed to families. If a student is determined to be homeless, they are immediately informed to pick up a hot spot. We will continue to offer Mobile Hotspot Parking Lot Zones through external Wireless Access Points. WiFi coverage for can be accessed by users who are parked near the designated parking lots at the following school locations: Hanshaw, Mark Twain, Fairview, Robertson Road, La Loma, Martone, El Vista, Beyer with more sites coming in the future.

To ensure that special populations such as homeless students and English Learners have WiFi, school sites reached out via phone to each student's family to inquire as to their WiFi needs and provide WiFi resources. As needed, families were issued WiFi devices.

To ensure access and a safe online experience, we have improved our security systems with a new secure file sharing tool. We have invested significantly in improving our Help Desk System. Many issues can be addressed remotely, through a chat feature with a technician and we have a searchable knowledge base. As needed, staff and families can use our "drive up" tech support at our central office as well as at satellite service sites will be at the following locations: Downey, Enochs, Gregori and Hanshaw.

We have significant enhancements to Microsoft Teams to ensure we have all the tools needed for effective remote meetings and teaching. Through Real-Time Edtech Management staff and school leaders can monitor how individual students and an entire class is using the internet, apps and Ed Tech license in real time. This can be used to turn the internet on/off, set usage rules and even push websites out to student devices. Student screen viewing is available as well as usage reports. All these tools will assist staff in determining engagement, progress and needs.

Students with Disabilities: All PK-12 as well as adult students with disabilities were provided a 1-1 device in order to access the distance learning model for the 2020-21 school year. In addition, students with more severe cognitive impairments were provided with a digital access card to support their ability to log into their device without the ongoing requirement of needing to

remember a username and password. Additionally, all families that have students with disabilities have been contacted to ensure that the students have access to consistent WiFi in order to ensure equitable access.

English Learners (Newcomers, LTELS, RFEPS): All English Learners have a 1-1 device in order to access the distance learning model or to access their MVA curriculum. Site staff and the English Learner department contacted English Learner families to ensure that students had internet access. In addition to the calls, if parents/students needed additional computer supports, home visits were made. The English Learner department also assisted parents of English Learners to accommodate their work schedule and/or access the internet in their work location. The newcomer coordinator also assisted in making phone calls and appointments for newcomer students and families in order to support them with connectivity; Language Link, an interpretation service, was utilized to ensure that communication was effective.

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.]

For the 2020-2021 school year, SB 98 provides that LEAs must comply with the minimum number of instructional days per school year, set forth under the Education Code and certain regulations. However, SB 98 modifies the instructional minute requirements, imposing minimum instructional minutes by grade level ranging from 180 minutes for kindergarten, 230 minutes for grades one through three, and 240 minutes for grades four through twelve, with variances specified under SB 98. SB 98 also provides that LEAs shall not be required to offer the minimum physical education minutes set forth under the Education Code. SB 98 provides that LEAs may meet the minimum instructional minute requirements by in-person instruction or through distance learning, or through a combination thereof. SB 98 further provides that for in-person instruction, "instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the LEA who possess a valid certification document." For distance learning, "instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the LEA who possesses a valid certification document." For combination programs, the LEA would add the time from in-person instruction and distance learning assignments. Under SB 98, in order to meet the required 180 instructional days (175 days for charter schools), an "instructional day" is a day in which all students are scheduled for the length of the day established by the governing board/body of the LEA in a classroom under the immediate supervision of a certificated employee or in distance learning that meets the requirements set forth above.

Modesto City Schools has designed instructional programming that extends beyond the SB 98 minimum requirements. Grades TK-6 meet in designated blocks of time on M, T, Th, F, from 8:30 am - 1:00 pm. During this time, they will have direct synchronous instruction with a live teacher, as well as opportunities for small group pullouts, independent practice, enrichment, music, PE and more. On Wednesday, students start the day with a live synchronous morning meeting. During the

rest of the day there will be opportunities for small group pullouts, independent practice, enrichment, music, PE and more. Students in grade 7-12 will meet on M, T, Th, F, from 9:15 am - 2:30 pm. There will be three 80-minute period blocks daily. During this time, they will have direct synchronous instruction with a live teacher, as well as opportunities for small group pullouts, independent practice, and collaborative teams. On Wednesday, students will meet for 25 minutes with each period.

Students in grades K-3 will be progress monitored using DIBELS 8. Teachers will engage students and check for student understanding throughout lessons using a variety of strategies and Ed Tech tools. Teachers will monitor student progress and facilitate daily small group work sessions of structured instruction to assist students in need of intervention. Additionally, teachers will hold office hours to meet with students and provide feedback. Benchmark assessments will be administered following the district assessment timeline. Teachers will continue to maintain accurate and complete records of student attendance and progress.

MVA students: As an independent study program, work completion is used to measure progress and mastery of concepts. The program is paced by the teacher with weekly assignments to stay on track with our In Person/Distance Learning pacing guides. The instructional program has built in assessments. Each student in the MVA will have once a week meetings with their teacher. Teachers must fill out Class Attendance Audit reports accurately according to percentages of work completed on Student Assignment Forms. “Y’s” will be used for work completed and “N’s” will be used for work not completed. MVA teachers submit the Class Attendance Audit reports to the Alt Ed Data Entry according to the attendance deadlines. Student Assignment Forms covering ALL days of attendance on the Class Attendance Audit and work samples for the reporting period must also be turned in at that time. Plans are being developed for parent specific training so that parents can support students. Supports will include instructional videos for parents to access. Options for parents to attend Parent Education nights have been scheduled for parents of Transitional Kindergarten students. Parents will learn to navigate the platform, learn the difference and significance of Phonemic Awareness and Phonics and how to best support their child enrolled in MVA.

Students with Disabilities: progress in core content and IEP goals will be monitored throughout the instructional minutes and related service time provided by teachers and service providers. This will be done through a variety of methodology including the use of formative assessment, benchmark assessment, trial and observational data, as well as consultation with the parent. Class schedules for our students with disabilities mirror the general education schedule implemented during distance learning, as do the monitoring and reporting periods. Grades Pre K-6 will meet in designated blocks of time on M, T, Th, F, from 8:30 am - 1:00 pm. During this time students will be provided with direct synchronous instruction with a live teacher, as well as opportunities for small group pullouts and/or individual supports from paraprofessional staff who also will have technology to access students as well as teacher instruction while it is being provided. Enrichment, music, P.E., and direct service provider support will also be provided in the afternoons and on Wednesday following the synchronous morning meeting. Students in grades K-6 receiving resource or mild/moderate services will be progress monitored in literacy development using DIBELS 8

in addition to the checkpoints within the SRA Corrective Reading and Reading Mastery Curriculum. Teachers will engage students and check for student understanding throughout lessons using a variety of engaging instructional strategies as well as implementing when appropriate and applicable. Teachers will monitor student progress and facilitate daily small group and/or individual work sessions of structured instruction to assist students in need of more intensive support. Additionally, teachers will hold office hours to meet with students/parents and to provide feedback as well as assistance. Benchmark assessments will be administered following the district assessment timeline. Teachers will continue to maintain accurate and complete records of student attendance and progress.

English Learners: Participation will be monitored through daily attendance rates. Progress in core content classes will be monitored through the use of formative assessments, benchmark assessments, teacher observations, and consultation with parents. Students in grades K-6 receiving designated ELD will be progress monitored in language and literacy development using DIBELS 8. Teachers will engage students and check for student understanding throughout lessons using a variety of engaging instructional strategies. Teachers will monitor student progress and facilitate daily small group and/or individual work sessions of structured instruction to assist students in need of content and/or language support. Additionally, teachers will hold office hours to meet with students/parents and to provide feedback as well as assistance. Benchmark assessments will be administered following the district assessment timeline.

Early Childhood Education Students: Site based Head Start and Preschool classes will meet during designated blocks of time with live instruction from the teacher and paraprofessionals. Individualized support and instruction will be provided to all students and their families through scheduled conferences twice per week. During these meetings, teachers will follow up on the whole class lessons, provide support for individual goals, and connect families to educational resources.

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.]

In 2019 -2020 our district launched rigorous professional development for effective, research based direct instruction. Several days of intensive PD were offered in early June in preparation for the 2020-2021 school year. During the summer of 2020, over 2900 hours of self-paced PD were accessed by our teachers and staff on topics related to technology and effective practices in distance learning environment. Additionally, we offered PD the week prior to the start of the school year. This direct instructional model will continue to be supported through PD in 2020-2021 including in the Distance Learning setting. In the first four weeks of the school year, teachers will access refresher EdTech Video Resources to ensure fidelity with the direct instructional model. We continue to offer professional development for Distance Learning with a focus on pedagogy, technology, and social emotional topics. In 2020-2021 we are launching intensive PD on diversity, race and social justice topics. PD can be accessed through our digital library in a self-paced setting, as well as through virtual/online live sessions. In person PD will be very limited and offered only if absolutely necessary following all health precautions.

TK-12 Distance Learning teacher supports include coaching, curriculum pacing, templates, ed. tech recommendations, coaching office hours, content newsletters, identified Professional Development as needed, and our Math “Swun” specific PD. Embedded content area coaches and Instructional coaches provide new teachers with support that also included office hours at the school sites, training on curriculum and self-help tools as well as access to numerous resources.

Teachers working with the MVA program have been provided professional development in the Florida Virtual Academy curriculum, as well as professional development in the independent study accountability requirements and how to support students and parents in this instructional setting.

Professional development for teachers and service providers of students with disabilities access the same rigorous professional development as their general education peers. Content based on curricular supports, evidence based practices, Universal Design for Learning, as well as specialized trainings focused on specific special education practices have also been made available to all staff, both certificated and classified.

Teachers of English Language Learners, including newcomers, LTELS and RFEPS are provided with curriculum supports, scaffolds, and ELD standards. In addition, ELD teachers were provided with the opportunity to participate in LTRS training. They have been provided access to multiple language support applications and are being supported by instructional coaches specialized in language acquisition.

Early Childhood Education teachers and paraprofessionals have been provided professional development on the ECE Distance Learning Model and Expectations. Ongoing support will be provided through coaching, lesson templates, Creative

Curriculum professional development, intentional Teaching and Learning Community collaboration meetings. Technology training will be provided in the areas of Microsoft Teams, Google sites, and be offered through a virtual platform. All ECE teachers have access to the Professional Development Catalog, which offers a variety of self-paced and virtual learning opportunities as well.

Technical support for teachers is offered in a variety of options, each tailored to the needs of the teacher and or staff member. For issues with hardware, software and applications, staff submit a ticket to the Help Desk. Staff at the Help Desk address tickets in a timely manner to ensure that staff can receive support with minimum interruption to instruction. Additionally, each school trained staff that assist in person if needed as our teachers are instructing from their classrooms. For support with the use of software and applications, the district has Instructional Coaches and a Director of Educational Technology that have developed videos and other training materials to assist staff.

DRAFT

Staff Roles and Responsibilities

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

Memorandums of Understanding (MOUs) and Letter of Agreements (LOAs) with bargaining unit partners allowed for reassignment and/or assignment of alternative duties.

MCS assembled a COVID-19 Taskforce which is a cross-disciplinary team to triage COVID-19 reporting by staff related to positive tests or potential exposure situations. The Supervisor of Environmental Health & Safety has dramatically increased focus on preparing physical environments to account for physical distancing per Department of Health guidelines. The Supervisor of Compliance, Human Resources has dramatically increased focus on interactive process to review employee medical restrictions and determinations of high risk status and determine appropriate modifications and/or accommodations. Modesto Virtual Academy (MVA) teachers have a separate MOU for this instructional setting. The Alternative Education department increased in staff, added duties to the Supervisor and added 31 who teachers shifted to MVA. The Supervisor of Employee Benefit Programs has dramatically increased focus on assisting employees with leave provisions, including new, emergency leave provisions per the Families First Coronavirus Relief Act (FFCRA). Health Services department has dramatically increased networking within the district and with outside health agencies. Reporting COVID-19 cases, testing and contact tracing are becoming part of the day to day work. Nutrition Services Staff transitioned from cafeteria-based food distribution to food distribution from satellite locations throughout the community, including maintaining precautions while interfacing with students and parents. A hotline was created to support parents while in distance learning, the hotline option for Spanish speaking families is staffed by bilingual staff members from several departments. In order to support refugee students, an additional bilingual community aide is being hired to support students and families who speak Farsi/Dari during distance learning. Support provided by instructional coaches has expanded to be offered in a distance learning environment.

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.]

Foster and Homeless Youth

Foster and Homeless Youth have both academic needs and needs related to basic resources such as food, clothing and housing. Social emotional support, materials distribution and computer device distribution all contribute to the support provided. Administrators and site staff received information and guidance on maintaining school stability and best interest for these student groups. Foster and Homeless Youth will continue to receive support and assistance from the Foster & Homeless Youth Liaison, Foster Youth Specialist, and Homeless Coordinator. Part of their work includes determining additional needs either for the whole student group or needs unique to each family. The Foster Youth Specialist and Homeless Coordinator also work to provide specialized which support include: (a) increased communication and check in with students, families and caregivers by phone, email or other methods, (b) ensuring students' school of origin is maintained even if placement changes to another school or district's area of attendance, (c) ensuring students know how to engage in distance learning provided by the district including providing resources to support students with technology and District applications, (d) connection with information and resources for improved communication with teachers to ensure students know where to access live instruction and schoolwork, (e) increased communication on available social emotional resources, (f) collaboration with Stanislaus County Office of Education, student caseworkers, and community agencies to meet individual needs of foster and homeless youth, (g) ensuring students and families are aware of the District's Nutrition Services meal pick up locations, and (h) tutoring is offered to Foster Youth through the Stanislaus County Office of Education (SCOE) Foster Youth Services Program (FYSP).

English Learners (Newcomers, LTELs, RFEPs)

In the TK-6th grade daily schedule, ELD will occur during the "Language & Writing" instructional segment. Schools will use their EL Data & Teacher Lists to ensure that each EL student is provided the required Federal and State Expectations including ELPAC testing, RFEP goal setting & RFEP Monitoring, ELD: Integrated & Designated as per Senate Bill 98. The following grade spans will use the identified board approved ELD curriculum for designated ELD: K-6 Wonders ELD, 7-8 StudySync and 9-12 Edge. In addition, newcomer students have two additional classes (Foundations of Language and Foundations of Literacy) to ensure that language and content is acquired. Integrated ELD occurs through content area instruction.

Additional Special Populations

Refugee students will continue to be offered specialized support and monitoring through a bilingual community aide specialist. Migrant students will continue to be offered specialized support and monitoring through Migrant Education Region III. Dual Language Academy students will continue to receive Spanish and English language acquisition classes and supports.

DELAC & ELAC

DELAC & ELAC will continue to meet and be offered information pertaining to EL instructional offerings and support for their feedback.

Translation and Interpretation

Translations & interpretation will continue to be offered through the district translator and Language Link support.

Students with a Section 504 Plan

Site 504 Coordinators will ensure the following: (a) annual review and update for 504's not completed in the Spring of 2020 due to school closures will occur beginning in August, 2020, (b) for all other students on a 504 plan, a phone call check-in with parent/guardian to take place with a discussion of the current plan as it relates to Distance Learning; any concerns will be addressed and needed adjustments made to the plan, and (c) phone check ins will be documented on a log sheet & placed in the students' 504 file. Students with a 504 plan whose parents elected to be placed in MVA will participate in a 504 meeting to determine if the MVA placement can serve the student's needs. Accommodations will be reviewed and adjusted in MVA is determined to serve the student's needs.

Students with Disabilities

Teachers use the same schedule in working with students with disabilities as the general education schedule. Itinerant specifics are provided to staff, students and parents. Assessments for IEPs are conducted in a 1-1 Setting (assessment centers are provided with proper PPE). Distance Learning Plans are to be updated within the first 45 days and added to the IEP document. These are to be completed in consultation with the parents. SPED providers complete a log of contacts and/or registers to document time. related services are provided through teletherapy, video conferencing, family support and other methodologies as needed. Students have access to required curriculum as well as tactile learning supports provided through

needs specific task boxes to ensure access to IEP goals and objectives. Resource teachers and other providers are working collaboratively to ensure that gen ed teachers provide access through modifications and accommodations the student may require in DL. Students with Mild/Moderate disabilities whose parents elected to be placed in MVA will do so via the IEP process to determine if the MVA placement can serve the student's needs. Case load services are provided by the home site case load (Resource) teacher. Home site Resource teacher consults with the general ed (MVA) teacher as needed. The district reviews, and makes arrangements for any students with Moderate/Severe disabilities placed in MVA via their IEPs. This is a rare occurrence that required special arrangements.

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

Description	Total Funds	Contributing
Action 2A: Devices and Connectivity Including infrastructure for technology, technological staff, devices, staff to support internet connectivity, hot spots, LTE Internet Access System.	TOTAL: \$21,306,625	Y
Action 2B Supports for English Learners, Foster Youth, Homeless Youth and Students with Special Needs (Funded in 1B)	See Action 1B	Y
Action 2C: Instructional supports for Distance Learning and MVA Software licenses, technology coordinator, full day kinder with paras, student packets, PE supports, virtual labs, theatre digital scripts, K-6 Music software, student supplies, MVA curriculum and classified staff, MVA workstations, remote teacher access to students, library services. Distance learning curriculum support: Curriculum Coordinators are funded in Action 2D	TOTAL: \$14,354,681	Y
Action 2D: Professional Development in DL Lesson planning, professional development, curriculum coordinators, instructional coaches, site leadership teams, mics for PD.	TOTAL: \$10,664,496	Y

Pupil Learning Loss

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

Diagnostic assessments are being administered to all students in all core content areas to determine learning loss. Diagnostic testing data will be for teacher use only to drive formative instruction and measure gains/losses during school shutdown. Teachers will monitor student progress and facilitate daily small group work and intervention as needed. MTSS coaches will identify students in need of intervention and ensure those students receive specific intervention based on the needs of the student.

Our SST process will continue. During the first six weeks of school a full review of incomplete SSTs from 19/20 will take place to determine if the process needs to continue, this will include reaching out to the parents and teachers.

Students with Disabilities: Because we are aware that all students will demonstrate regression from the Spring 2020 school closure Special Educators will look to measure students' current learning progress based on a comparison of students' learning at the start of the 2020-21 school year measured against the report of progress collected prior to going out on school closure in March 2020.

English Learners (Newcomers, LTELS, RFEPs): For students that were able to complete the Summative ELPAC assessment, ELPAC growth comparison will be used to identify language development strengths, growths, and language development gaps. All English learners will participate in the diagnostic assessment to drive formative instruction and measure gains/losses during school shutdown. Furthermore, designated language development teachers will monitor student progress in language development; teachers will ensure that they facilitate small group instruction and interventions as needed.

MVA student learning loss will be measured by pretests so that the student, parent and teacher have a baseline to determine needed supports to access the independent study curriculum. The curriculum has skill building supports that can be provided to students identified with learning loss. When a student has a significant gap in skills, the family will be counselled to move the student to In Person/ Distance learning as more supports are available in this setting.

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.]

Foster and Homeless Youth: A trauma informed approach is used in support of Foster and Homeless Youth. Teachers and staff have trauma informed professional development available to them in support of students. School supplies and materials are provided for families in need. Internet hotspot devices are provided to homeless youth lacking stable Internet service. Modesto City Schools assists students in foster care needing tutoring services with a connection to Stanislaus County Office of Education (SCOE) Foster Youth Coordinating Program (FYCP). The Foster Youth Specialist and Homeless Coordinator provide outreach and assistance to students in helping them navigate technology, academic, and social emotional support. High School students who are deficient in credits, work with their counselor in determining a remediation plan to make up courses. Make up opportunities exist both in Extended and Regular Summer School.

Students with Disabilities: The District is working to develop additional supports for students with disabilities to be offered after school hours when Distance Learning concludes. Additionally, the District is looking to purchase an on-line independent learning support program for students in grades K-8 to assist with basic skill regression. This same concept is being investigated to assist with Discrete Trial Training for students while off campus through a digital platform. As IEP teams meet to discuss potential learning loss, student progress and needs, determining additional supports, services, and aids will be a component that the team is charged with reviewing and addressing.

English Learners (Newcomers, LTELS, RFEPs): To address learning loss for English Language Learners, teachers are expected to monitor English language learners during designated ELD and also during English Language Arts small group instruction. Teachers have built in time to provide additional supports and assistance and can refer students to additional interventions.

MVA students: As an independent study program online program, actions to address learning loss will include the students being offered access tutoring and extended day support (Extended Summer School) at their comprehensive sites.

Additional Supports to address Learning Loss

Modesto City Schools offers an after-school program called RISE: Rigorous Intervention for Student Excellence. This program is a targeted academic intervention program for students in grades 1-6 needing extra help, it is available free-of-charge to families. RISE staff is committed to student excellence and continually looks for ways to help each student reach their greatest potential. RISE will be offered through video conferencing when in Distance Learning, the program begins in September. The District is currently offering other forms of after school assistance to students in need of remediation. Additionally, the District is looking to purchase an additional on-line learning intervention program for students in grades K-8. This program will allow students to receive targeted intervention in both English Language Arts and mathematics.

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.]

Modesto City Schools has established an assessment calendar for TK-6, 7-8 and 9-12. In preparation for launching the school year via distance learning, we have merged and updated our database in Schoology and made both dashboard and website updates. These tools will assist us with having timely data to support our students and measure their progress. Our new MODD internal dashboard provides enhanced tracking of student engagement in the district adopted Learning Management System, Schoology. District and school staff will be able to access student level drill through data and Key Performance Indicators for evaluation of online attendance, discipline, and distance learning engagement. Teachers will progress-monitor students to ensure that the instruction and supports being provided will address the student's needs. Beginning of year diagnostic assessments were provided so that teachers would evaluate the extent of learning loss. Students engaged in intervention groups will be monitored every five lessons to be sure they are making appropriate progress. An internal counselor dashboard has also been developed to provide performance indicators including enrollment in A-G, Advanced Placement, Career Technical Education, International Baccalaureate program, and college credit coursework. Additional developments will allow staff to monitor the progress of students toward completion. Counselors at school of residence will remain to manage their same caseload regardless of instructional model.

MVA students: Weekly meetings take place with teachers. Effectiveness of the implemented strategies will be determined by teacher evaluation of assignments submitted by the student. Instructors will note completeness and correctness of the work and corrective actions will be taken.

Students with Disabilities: Modesto City Schools established assessment calendars and monitoring timelines are used in supporting our students with disabilities as well. Our updated Schoology and dashboard platforms provide ongoing updates to provide information regarding student progress, attendance, and access to our digital platforms for staff, site administration, and central office staff. We are developing tools so that staff will be able to access student level data and Key Performance Indicators for evaluation of progress towards content mastery and goals. Teachers will progress monitor students to ensure that the instruction and supports being provided will address the student's needs. Students engaged in intervention groups, and/or SAI small group support using SRA, will be monitored every five lessons to be sure they are making appropriate progress. Additionally, for our students with disabilities, a review of progress on goals each trimester through formative assessments and observation will allow us to identify areas of potential growth/concern for students. Should areas of regression or a lack of progress occur, IEP teams will review students' information to determine the addition of, or adjustments to supports and services.

English Learners (Newcomers, LTELS, RFEPs): The effectiveness of student loss or student gain for English learners will be monitored through data in MOSIS, Schoology, PowerSchool and the MCSs MODD dashboard. Teachers of English learners will monitor progress to ensure that the instruction and support being provided will address the student's needs. English learners engaged in language groups and support groups will be monitored every few lessons to ensure adequate progress.

Foster and Homeless Youth: Modesto City Schools utilizes an assessment calendar for at the elementary, junior high and high school levels. Assessment data is available in SchoolCity with 'drill through' capability to monitor student performance for unique student groups. Additionally, the Modesto Data Dashboard will also provide 'drill through' data and Key Performance Indicators for evaluation of progress towards content mastery and goals. Grades and units earned are monitored by teachers and counselors. Site teams meet to address academic areas of concern with follow up and outreach provided by the Foster Youth Specialist and Homeless Coordinator.

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

Description	Total Funds	Contributing
Action 3A Addressing Learning Loss RISE: Rigorous Intervention for Student Excellence, intervention centers, credit recovery, remediation programs, MTSS, counselors for G230 Academy and for Elliott, AVID Excel, Freshman Seminar, EL Summer School.	TOTAL: \$8,533,777	Y
Action 3B Supports for English Learners, Foster Youth, Homeless Youth and Students with Special Needs (Funded in 1B)	See Action 1B	Y
Action 3C Assessing Learning Loss Assessments: benchmark, formatives, baseline	TOTAL: \$255,297	Y

Mental Health and Social and Emotional Well-Being

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

It is imperative that we use staff to support student needs during these trying times. Teacher and counselor understanding and empathy is critical to support students whose trauma experiences have been magnified. We have an 'all hands on deck approach' to tier 2 and 3 interventions. The District has developed and made available social emotional resources for both students and staff. These are housed on the District website as well as within the District's Learning Management System - Schoology. The District maintains a social emotional hotline for students and families. The hotline is manned by counselors who can assist students in need. Support and resources are provided based on each student's unique needs.

We continue our partnership with the Center for Human Services (CHS) with providers and information provided to all school sites. Our shifts to Distance Learning supports maximizing usage of the Student Assistance Specialist (SAS) to provide short term, individual counseling as well as small group counseling. The role of our clinicians continues to be in place to support students. CHS staff is also assisting with increased communication efforts through monthly newsletters, video workshops on social emotional wellness topics for staff, students and families.

Focusing on Children Under Stress (FOCUS) supports children exposed to violence and trauma through improved communication and collaboration between first responders (law enforcement, fire fighters, emergency medical responders, etc.), schools and community resources. When exposure to a traumatic incident occurs (i.e. domestic violence, child abuse, death in the family, witness to a crime, loss of home due to a house fire, etc.), the child's information is included in a FOCUS notification sent directly to the school district and school of attendance. The "FOCUS Notification" alerts the school that this child may have been exposed to a traumatic incident and may exhibit or develop academic/behavioral problems. No specific details about the incident are given, just one simple request: To focus on the child and handle them with care. The site administrator alerts the child's teacher or counselor who utilizes trauma sensitive interventions as deemed appropriate.

Students with Disabilities: Students with disabilities will continue to receive therapy as indicated on their IEP throughout Distance Learning. This will be conducted through teletherapy and includes individual counseling, group counseling, and social skills training. IEP and SST teams will continue to meet to discuss and address any concerns related to a student's mental health through the IEP team process. Referrals, addition of services, or adjustment of supports will continue to occur during Distance Learning.

English Learners (Newcomers, LTELS, RFEPs): English learners can receive support through MCS' partnership with the Center for Human Services and SAS supports. Refugee students also have access to specialized support through a

partnership with the Center for Human Services. In addition, the newcomer coordinator is setting up 1-1 meetings with newcomer students; in those meetings social and emotional well-being is discussed.

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 is not engaging in instruction and is at risk of learning loss.]

We have developed a protocol to implement with fidelity the California Department of Education and Modesto City Schools' requirements specific to attendance tracking in the Distance Learning (DL) environment. We utilize a two-prong approach: attendance and participation/engagement. In this new, dynamic educational environment, Modesto City Schools will continue to update staff as the CDE continues to define and outline Distance Learning expectations.

Student Attendance Procedures

We keep attendance tracking separate from participation/engagement. Teachers track daily student attendance through PowerSchool. Teachers mark students absent when a student misses an entire instructional day (TK-6) or the entire class period (7-12). If a student logs-in after being marked absent, the student shall be marked "tardy." In the DL environment, provided the students has engaged at any point, the student is to be marked "present" or "tardy". Students that are not present at the beginning of an instructional period will be marked tardy.

The above attendance procedures acknowledge that in a DL environment a student may be late to class for reasons outside of their control (i.e., internet/computer issues; lack of support at home; etc.). If a teacher suspects a student is taking advantage of the attendance taking procedures, the teacher should first make contact with parents and students to address the student's attendance and participation/engagement issues. If this does not remediate the issue, the teacher should generate a referral (process outlined below) for additional support.

The process to address students demonstrating inconsistent Distance Learning participation/engagement will be: (1) First, teacher conference with student, (2) teacher contact home/parent-teacher conference, (3) teacher generates MOSIS referral,

“Behavior”: click the “Other” category, “Reason for Referral”: describe the distance learning concern(s) or issue(s), (4) Site support staff and/or administration will contact home. Document supports and interventions.

Distance Learning Re-Engagement Plan

The district has developed and provided to all administrators training and information on the Distance Learning Re-Engagement Plan. The plan outlines the steps as to be taken to ensure adequate and timely intervention and support. This includes contacting families, home visits, and support from staff including: attendance liaisons, attendance clerks, medical procedures specialists, paraprofessionals, campus supervisors, campus assistants, yard duty staff and health clerks.

MVA Students: Attendance in an Independent Study environment is determined by the percentage of assigned work completed. A weekly record of assignments completed percentage is kept, as well as missed appointment, and an evaluation will be performed at a minimum at the end of each grading period (semester/trimester) as to the appropriateness of the students continued participation in MVA. Absences and lack of engagement will be documented and referrals for the counselor to follow up.

Students with disabilities: Students with mild to moderate disabilities will follow the same procedures as general education with regard to monitoring and tracking attendance. If a student misses more than three days of school, the school site will conduct a home visit. In addition, the case manager will work to schedule an IEP meeting with the family to discuss the requirements for attending school and participating in distance learning. For students with moderate-severe disabilities that are unable to participate in Distance Learning, daily attendance is tracked by the special education teacher and support staff through contact logs. SPED teachers utilize their contact log to appropriately denote attendance in PowerSchool.

English Learners (Newcomers, LTELS, RFEPs): English language learners, including newcomers, LTELS, and RFEPs will follow the same procedures as general education in regards to monitoring and tracking attendance. If a student misses more than three days of school, the school site will contact the families. In addition, the newcomer coordinator will support in contacting families if newcomers students are absent or late.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

All TK-12 students will be offered Nutrition Services Meals. All sites in Modesto City Schools are participating in the Community Eligibility Program (CEP), this program provides meals free of charge to all students. During Distance Learning we have curbside meal pickup locations at 20 sites. All curbside meal locations are open for pick-up between 10:35 am – 12:30 pm. Student daily schedules provide an extended time of 1 hr. for lunch to provide ample time for lunch pick up. Students enrolled at Modesto City Schools, regardless of the school they are enrolled at, can pick-up meals at ANY of the locations. Barcoded ID cards unique to each student are used to get meals. Nutrition Services staff will be using cafeterias / multipurpose rooms for meal preparation daily from 6:00 am – 3:00 pm.

For families that do not speak English, all communication from MCS regarding meal distribution is sent in English and Spanish; any dialers that are sent, are also recorded in English and Spanish.

Upon school re-opening, in person meal distribution will be determined with the MCS COVID-19 Task Force to ensure the safety of staff and students. Training to staff and students will be conducted on the procedure to be followed, adequate signage will be posted with instructions to assist staff and students in following the guidelines.

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

Section	Description	Total Funds	Contributing
N/A	Action 4A: Community & Parent Outreach Increase parent engagement, district wide translator, typist clerk translators, community aide, Student Parent and Community office, communication plan.	TOTAL: \$1,949,843	Y
Mental Health and Social and Emotional Well-Being	Action 4B: Mental Health & Social & Emotional Well-Being Positive Behavior Intervention and Supports (PBIS), Behavioral Coach, Behavioral Intervention Specialist, Center for Human Services.	TOTAL: \$3,252,597	Y
Pupil and Family Engagement and Outreach (Attendance)	Action 4C: Attendance Campus assistants, campus supervisors, attendance liaisons	TOTAL: \$ 2,446,864	Y
School Nutrition	Action 4D: School Nutrition Additional funds to address the unique needs during COVID.	TOTAL: \$1,591,857	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.96%.	\$66,668,384

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.]

Modesto City Schools is strategically targeting resources to improve outcomes for all students but that are principally directed toward our high population of unduplicated students. The District's overarching goal of increasing and closing the achievement gap of underserved students is focused on providing services in the eight state priority areas. While all students may benefit, actions and services are directly related to our unduplicated students.

Targeted areas include:

1. Increasing staff and services to meet the needs of our struggling students and families by providing increased socio-emotional supports and parent outreach. The needs of foster youth, English Learners, and low-income students are prioritized in determining additional staffing needs. Additional staffing is effective in meeting the needs as they have received targeted professional development to support the need of our most at-risk students. These supports are monitored to determine if additional efforts are needed.
2. Updating technology infrastructure and facilities to provide safe learning environments that engage and support student learning. Providing students opportunities to learn 21st Century Skills through computer access. We ensured that each student has a device. Targeted outreach was done to reach foster students and homeless students. For English Learner students, staff reached out to each family to inform them of how to pick up a device. When needed, devices were delivered to student's homes. At-risk student populations are prioritized to receive hot spots for internet connectivity.
3. Providing structured training to teachers to increase knowledge of new standards and the implementation of effective instructional strategies. Distance learning PD sessions included how to access scaffolds and other supports. Instructional coaches are available to support teacher in creating re-teaching and intervention instruction as needed.
4. Providing enrichment opportunities that our socio-economic disadvantaged (SED) students, foster youth, and English Learners (ELs) are less likely to have access to in their home environment. During distance learning this includes virtual science labs, music instruction and our ASES program.

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

During distance learning we prioritized providing at-risk students with access to digital curriculum with embedded scaffolding. The following actions are directly related to meeting the needs of our subgroups to have technology access and using it proficiently: • Upgrade infrastructure for technology • Purchase computers and screens for classrooms as teachers are instructing from their classrooms and 1:1 student devices • Support Future Ready; expand digital school model to all high schools • Support an elementary computer literacy program.

The District recognizes our underserved students may come from homes that can benefit from additional outreach to increase their participation. Therefore, concerted efforts are made to improve services through outreach to our families of our SED and EL students: • Resources for parent involvement with a focus on distance learning • Parent Leadership classes • Spanish Hotline.

We expanded and improved services for our English Learners to meet their unique needs. In addition to maintaining programs to support ELs, the LCP provides the following staff and support systems: • Provide above base funded positions to increase translators • Adding Instructional Coaches to support EL PD • Expanding our Dual Language Academy • Promoting multilingual proficiency at high schools • Paraprofessionals • Social emotional support for Language Institute students • Administrator for DLA • PD for teachers on ELD standards in online instruction.

Our unduplicated students have greater instructional needs. The District responded by adding additional remediation opportunities and providing focused PD on strategies for struggling Learners. These students need additional assistance in learning career and post-graduation options. While all students benefit, the increased actions are directed to our SED, EL and foster youth: • Provided PD on effective instructional strategies for sub-groups • Supplemental instructional materials aligned with standards • Increase Curriculum coaches and instructional coaches.

Additional staff is providing guidance and social emotional supports to allow for more students to access academic or mental health counseling. Additionally, many of our unduplicated students have medical needs that require attention. While all students benefited, due to the high percentage of SED students, these actions were principally directed toward meeting their needs: • Increase nursing staff • Expand social emotional counseling • Provide health clerks for elementary and Elliott Alternative High School • Provide guidance counselors • Increased college counselors.