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

Agenda Item 8.9

Board of Education Action Item
June 9, 2020

Topic:
Consideration adoption of 2020 COVID-19 Operations Report

8.9.1 Madera County Independent Academy
8.9.2 Pioneer Technical Center
8.9.3 Madera County Superintendent of Schools (Juvenile Hall and Gould Educational Center)

Background:
Executive Order N-56-20 requires that all LEAs complete a written report to explain the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency, the major impacts of such closures on students and families, and a description of how the LEA is meeting the needs of its unduplicated students. The COVID-19 Operations Written Report must be adopted with the LEA's budget, which is due on or before July 1, 2020. Once adopted by the local governing board or body, the COVID-19 Operations Written Report must be prominently posted on the homepage of the LEA's website.

Financial Impact:
None.

Resource:
Frederick Cogan
Executive Director
Career & Alternative Education Services

Recommendation:
It is recommended that the Board of Education adopt the 2020 COVID-19 Operations Report

COVID-19 Operations Written Report for Madera County Independent Academy - CDS Code: 20102070117184

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Madera County Independent Academy - CDS Code: 20102070117184	Hugo Sanchez Program Director, Career and Alternative Education Services	hsanchez@mcsos.org (559) 662-6211	5/29/20

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

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

Independent study programs are uniquely equipped to be agile in times like this. Distance learning curriculum and weekly content meetings with each student are part of our independent study program. When school closed on 3/13/20, the LEA made arrangements to provide materials and resources for relevant distance learning. Student work was distributed over three distinct phases. In the first phase, students received enrichment and remedial work to last four weeks, extending one week past spring break, covering 3/16 to 4/17. During the second phase of work distribution covering two weeks (4/20-5/1), standards-based schoolwork was on pace with the corresponding work for the academic year. Phase three distribution on 4/30/20 covered three weeks of work, and completed the year ending on 5/22/20. With the unknown viability of COVID-19, returned student work remained quarantined for five days to ensure safety of staff and teachers. This required the collection of student work starting one week earlier in the year than it would under normal circumstances. Teachers and staff supported students virtually using various forms of technology from online platforms such as Zoom, Face-Time, Google Classroom, Google Meet, Skype, Remind App, and phones, based on client availability during their previously appointed times. In addition, teachers met virtually with groups of students during scheduled seat-time classes to continue with lessons and academic routines. Work schedules for essential staff were staggered, along with workstations tailored to observe social distancing norms and protect staff as they prepared student work and conducted appointments with students virtually or via phone. The greatest detriment to students was the “school's out” mentality combined with our loss of contact with families. There were no weekly in-person meetings for students and families, no parent engagement meetings (School Site Council, LCAP plan, SPSA) to close the year, and ELPAC students were not able to be redesignated although 100% of enrolled English Learner students completed all four domains of ELPAC testing. Madera County Superintendent of Schools (MCSOS) special education teachers made contact with students at least twice a week by telephone or email. Special education teachers also offered to meet with students via virtual platforms in 1:1 sessions weekly or as often as needed to provide support in concepts and or assignment completion. In addition to the weekly contact, teachers put together individualized student work packets that focused on student goals and support what is being done with their general education teachers. With the initial school closure, in accordance with their general education peers, the goal of contact and student work packets was to review and maintain skills. Once the closure was extended, the focus was shifted to continuing progress on goals and new learning. Work packets were distributed at the school, and those not picked up were mailed home. Chromebooks

were distributed to students who needed the technology to continue progress in their classes. IEP teams continued to meet during the closure via ZOOM or conference calls to ensure timelines were met.

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

To meet the needs of our English Learners (EL), Foster youth, and low-income students, staff continued to have protected time for direct communication with students and teachers (monitored via weekly call logs). Teachers' interactions with EL students allowed for designated English language development by ensuring students interacted in meaningful ways with the English language. In particular, students learned via written English, offered opinions, explained interpretations and ideas from reading, and supported opinions orally and in written form. Teachers also focused on ensuring students' further developed English language skills by enhancing writing skills using greater detail. Student work packets contained English language standards germane to core content areas. Technology was available to all families requesting assistance; i.e. providing laptops and/or hotspots. Home visits by staff members were employed for all students and families when necessary. ELs specifically receiving fully translated communication in primary languages for Spanish speaking families and ELD instruction continued during this time via assignments in work packs. Districts continued helping foster youth families that had experienced interrupted services providing basic needs. As needs were discovered, new referrals were made to the Madera County Superintendent of Schools Foster Youth Liaison. For instance, staff discovered multiple families living in local hotels, having a great need for food and other services. These needs were met by Foster Youth liaisons.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

To continue high quality learning from a distance, independent study packets based on adopted curriculum were provided to students on a regular schedule of drop off and pickup days. To support this continued work, teachers met with students during their scheduled times through virtual platforms such as Zoom, Face-Time, Google Classroom, Google Meet, Skype, Remind App, and phones. The goal was to continue focusing on weekly teacher and student communication while leveraging their relationship to continue working toward academic proficiency across content areas. The staff also continued to meet and have regular communication through weekly Zoom meetings that deliberately focused on updates, problem solving, standards, instructional and grading practices. A parent survey was deployed to help determine current needs of all clients and what level of access to technology they had so we can better identify and meet the future needs of our clients.

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

The students' home districts provide multiple meals, multiple times per week at all elementary school sites throughout the Madera Unified School district.

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

Being an Independent Study charter site where parents are familiar with their student attending one-hour weekly meetings and the remainder of their time being under parent supervision, supervision was not practicable for our students.

COVID-19 Operations Written Report for Pioneer Technical Center

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Pioneer Technical Center	Scott Ellingson - Principal Alan Macedo - Program Manager	sellingson@mcsos.org 559--661-4636	5/5/20

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

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

Independent study programs are uniquely equipped to be agile in times like this. Distance learning curriculum and weekly content meetings with each student were already in place. When school closed on 3/13/20, student work distribution took place over 3 distinct phases: Enrichment and remedial work was issued from 3/13 – 4/17, extending one week past spring break. The 2nd and 3rd distributions (4/20-5/1 and 5/4-5/22 respectively), were all standards-based and credit earning assignments. Staff supported students virtually using various forms of technology from online platforms (Zoom, Remind, FaceTime, Skype, Google meets, Hangouts, and via cellular devices) to landline phones, based on client availability. Staggered work schedules for essential staff were created, along with workstations tailored to observe social distancing norms and protect staff as they prepared student assignments and conducted appointments with students virtually or by phone. The greatest detriment to students was the “school’s out” mentality, combined with the loss of contact with families, no weekly in-person meetings for students and families, no parent engagement meetings (School Site Council, LCAP plan, SPSA) to close the year, and our EL students were not able to be re-designated (although 95% of English Learner students had completed 75% of ELPAC testing). During the COVID-19 school closures, Madera County Superintendent of Schools (MCSOS) special education teachers made contact with students at least twice a week by telephone or email. Special education teachers also offered to meet with students via virtual platforms in 1:1 sessions weekly or as often as needed to provide support in concepts and or assignment completion. In addition to the weekly contact, teachers put together individualized student work packets that focused on student goals and support what is being done with their general education teachers. With the initial school closure, in accordance with their general education peers the goal of contact and student work packets was to review and maintain skills. Once the closure was extended the focus shifted to continuing progress on goals and new learning. Work packets were distributed at the school and those not picked up were mailed home. Chromebooks were distributed to students who needed technology to continue progress in their classes. IEP teams continued to meet during the closure via ZOOM or conference calls to ensure timelines were met.

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

To meet the needs of our English Learners (EL), Foster youth, and low income students, staff continued to have protected time for direct communication with students and teachers (monitored via call logs completely weekly). Teachers’ interactions with EL students allowed for

designated English language development by ensuring students interacted in meaningful ways with the English language. In particular, students learned via written English, offered opinions, explained interpretations and ideas from reading, and supported opinions orally and in writing. Teachers also focused on ensuring all students further developed English language skills by enhancing their writing skills with greater detail. Student work packets contained English language standards germane to core content areas. Technology was available to all families requesting assistance; i.e. providing laptops and/or hotspots. Home visits by staff were employed for all students and families when necessary. ELs were specifically receiving fully translated communication in primary language for Spanish speaking families and ELD instruction continued during this time via assignments included in student packets. Districts continued helping Foster Youth families that had experienced interrupted services providing for basic needs. As needs were discovered, new referrals were made to the Foster Youth Liaison. For instance, staff discovered that multiple families were living in local hotels and showed a great need for food and other services. As needs were identified, the liaison ensured these needs were met.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

To continue high quality learning from a distance, standards aligned coursework continued to be made available to students on a regular schedule of drop off and pickup days. To support this continued work, teachers met with students during their scheduled times through virtual platforms like Zoom, Remind, FaceTime, Skype, Google meets, Hangouts, and via cellular applications and devices. The goal was to continue focusing on weekly teacher and student communication while leveraging the relationship to continue working towards graduation goals. Staff continued to meet and have regular communication through weekly Zoom meetings that deliberately focused on COVID-19 updates, problem solving strategies, standards, instructional and grading practices. Grading focused on maximizing our credit recovery options and allowing students to earn partial credit for semester courses; unlike a comprehensive school site. The deployed parent survey helped determine the needs of our clients and what level of access to technology they had so we can better identify and meet future client needs.

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

Our students' home districts provided food services, multiple times per week, at designated Madera Elementary Schools and Chowchilla districts' sites.

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

Being an Independent Study Charter Program, parents were familiar with their children attending 1-hour weekly meetings. The remainder of the time students were under parent supervision, thus, additional supervision was not practicable for our clients.

COVID-19 Operations Written Report for Madera County Superintendent of Schools (Endeavor / Voyager and Gould Educational Center)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Madera County Superintendent of Schools (Endeavor / Voyager and Gould Educational Center)	Hugo Sanchez / Jessica Drake Program Director - Career and Alternative Education Services / Executive Director	hsanchez@mcsos.org / jdrake@mcsos.org (559) 662-6211 / (559) 662-4669	5/6/20

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

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

COVID-19 especially impacted students in correctional facilities. Correctional and educational staffs worked collaboratively to implement measures to ensure the physical and emotional safety of students and staff. Many incarcerated students were credit deficient and worked on courses independently, or students came to the facility from other CAES division schools, familiar with working on independent study packets. When school closed on 3/13/20, students received enrichment and remedial work to last four weeks. Beginning 4/20, teachers went to the correctional facility weekly, wearing appropriate PPE to ensure safety of students. While teachers were at the site, they monitored student progress, collected student work, and issued work for the following week. Extra packets were given to correctional staff to provide to new students. With the unknown viability of COVID-19, all returned student work was quarantined for five days. Aside from on-site visits, teachers also called correctional staff members to monitor student progress. When teachers were at the facility, they worked in their individual classrooms, away from students and other staff to prepare and assess student assignments. Students continued working in the open areas of each pod, while maintaining a safe distance from one another. Many of the policies in place imposed on the correctional facility and that ultimately impacted the educational program, differ from other CAES sites. Under normal circumstances, new students are moved directly to their pods within a day of incarceration, but during the COVID-19 crisis, students had to be quarantined and monitored from the main pods until it was safe to be incorporated. Teachers prepared additional packets for these students as well. During the COVID-19 school closures, Madera County Superintendent of Schools (MCSOS) special education teachers who work with students placed in Juvenile Hall put together individualized student work packets that focus on student goals and support what is being done with their general education teachers. With the initial school closure, in accordance with their general education peers, the goal of contact and student work packets was to review and maintain skills. Once the closure was extended, the focus was shifted to continuing progress on goals and new learning. Work packets were delivered directly to Juvenile Hall. The special education teacher was also able to meet in person with students weekly, once medically cleared. IEP teams continued to meet during the closure via ZOOM or conference calls to ensure timelines were met. All students served by the Madera County Superintendent of Schools (MCSOS) Gould Educational Center are students with moderate to severe disabilities. This is a regional program that serves students from the various school districts within Madera County. The instructional staff

began making plans for a distance learning program the week of March 16th in response to the closure on March 13th. Instructional staff began communicating with students and families that week and packets were distributed the week of March 23rd. Again, the students served by the Gould Educational Center are students with disabilities and each one has an Individualized Educational Plan (IEP) that addresses every aspect of their education including their English language development needs if they are an EL student and needs that may arise due to being in the foster care system or coming from a low income family. Accommodations for a student's needs are written into the IEP and the individual distance learning plan for each student was designed to meet the needs for each student and allow for the accommodations needed to have educational benefit. Students served by MCSOS received their meals from the district that houses each classroom. Families were made aware of the meal distribution plan for each of their districts of residence. MCSOS aided families who may have needed accommodations to access the meal distribution. School psychologists, counselors and behaviorists were made available to help support families who may be experiencing an increase in student behaviors at home. Students who were receiving individual counseling continued to receive those services via telephone or virtual platform. Administrators remained in constant contact with their instructional staff, sharing information and offering support. Trainings were developed and offered to aide teachers in the development of Google Classrooms. Students in need of a technology device to access their distance learning plan were offered Chromebooks. MCSOS is working with various school districts within Madera County and Madera County Public Health to develop a plan to reopen schools for the 2020-21 school year.

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

To meet the needs of English Learners (EL), Foster youth, and low-income students, teachers and EL Instructional Aide voluntarily met weekly with EL students on an individual basis.Teachers' interactions with EL students allowed for designated English language development by ensuring students interacted in meaningful ways with the English language. In particular, students learned via English text, offered opinions, explained interpretations and ideas from reading, and supported opinions orally, and in writing. Teachers also focused on ensuring students' further developed English language skills by enhancing writing in greater detail by providing more details. Student work packets contained English language standards germane to core content areas. District personnel continued helping foster youth families that experienced interrupted services by providing for basic needs. Students who are designated as EL students have linguistically appropriate goals written into their IEPs. Student work packets and weekly communication and lessons have been individualized to address these as linguistically appropriate goals in addition to their other IEP goals. Student assignments included scaffolded lessons and assignments to ensure student achievement. Again, all students served by the Gould Educational Center are students with moderate to severe disabilities and their IEPs address their English language development needs and any other needs that may be due to being considered a foster youth or low-income student. The student work packets were designed for each student individually to ensure assignments were targeted to their unique circumstances and needs. IEP goals and accommodations are written to address a student's English language development needs and were addressed in the distance learning plan. For families who are Spanish speaking, communication was done in Spanish with the help of an interpreter, and letters and documents were translated into Spanish. When families checked out Chromebooks, a startup guide was given in English and Spanish.Spanish speaking instructional staff have been in communication with families weekly. Communication has been via telephone and other virtual platforms such as Zoom or FaceTime. All documents coming from MCSOS have been translated into Spanish. School psychologists, counselors and behaviorists were made available as well if students and families needed behavioral or mental health support.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

To continue high quality learning from a distance, independent study packets for each student, based on adopted curriculum, were individualized to satisfy specific credits required for each student to fulfill graduation requirements. Teachers voluntarily went in to the facility to meet with students individually on a weekly basis to help keep students motivated and allow students to receive updates on their progress. The goal was to continue focusing on teacher-student communication while leveraging the relationship building as students continued working toward academic proficiency across content areas. At Gould Educational Center, Madera County Superintendent of Schools (MCSOS) special education teachers made contact with students at least twice a week by telephone, various virtual platforms or email. Teachers have met with students individually or in small groups for lessons. In addition to the weekly contact, teachers put together individualized student work packets that focused their class curriculum and the goals that were written into their Individualized Education Plans (IEP). Staff was brought in the first week of the school closure to create student work packets and they were distributed at the start of the second week of the closure. Communication with families began the first week of the closure. With the initial school closure, in accordance with their general education peers, the goal of contact and student work packets was to review and maintain skills. Once the school closure was extended, the focus was shifted to continuing progress on goals and new learning. Work packets were distributed at school sites and those that were not picked up were delivered to students homes. Students who have additional services to their specialized academic instruction received work and contact from their other services providers such as speech and occupational therapy. Parents were surveyed as to their access to technology devices and internet access. Chromebooks were distributed to students who needed technology to continue progress on their academic and IEP goals. The students served by MCSOS have moderate to severe disabilities so technology needs were determined on an individual basis. Progress for students is based on a student's progress on individualized IEP goals. IEP teams have continued to meet during the closure via ZOOM or conference calls to ensure timelines were met. The 2019-2020 extended school year will be distance learning as well.

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

Correctional facility provided all daily meals to all students. Students served by MCSOS were provided school meals through their districts of residence. Depending on the district of residence, students were able to pick up meals once or twice weekly, or daily. All students were able to pick up breakfast and lunch Monday through Friday. Pick up locations varied by district, the majority of the school districts in Madera County had multiple school site locations. Meals were served in a "grab and go" format. School districts were also willing to make accommodations for students with moderate to severe disabilities when appropriate. In order to help support the families of the students served by MCSOS, parents were made aware of the various locations and times meals were distributed in their district of residence.

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

Correctional staff provided supervision to ensure the safety of all students.The Program Director and Executive Director communicated with staff weekly, if not daily, to monitor staff and student well-being, and student progress. At this time, arranging for supervision of students during ordinary school hours was not necessary. In weekly communication with families, teachers spoke with families about their children as a whole; which included their mental health and well-being. As needs arose, GEC worked to support students. Our school psychologists, counselors and behaviorists have made themselves available to help meet those needs. Teachers and Administrators also helped families

with other identified needs. Some of our teachers helped families get access to the internet. Administrators met with staff regularly to assess their well-being. Based on feedback from staff, training on Google Classrooms were developed to help support the transition to distance learning. During the COVID-19 school closure, students continued to receive their individual counseling services via telecommunication. School psychologists and counselors continued to work with students to address student mental health needs.