



# Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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## General Information

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

The California Military Institute educates approximately 1,050 students in grades 5-12 who live in the Perris Valley. Almost ninety percent of CMI students are considered Socioeconomically Disadvantaged. Close to twenty percent of CMI students are classified as English Learners and approximately half a percent of the student population is considered foster youth.

The Perris Valley extends 184 square miles and is a blend of rural, suburban and rapidly developing commercial neighborhoods. Because of the central location to attractions, mild climate and affordable housing, this Riverside County community continues to attract residents from outlying counties and states. In addition, California Military Institute serves close to two hundred students outside of the district boundary from areas such as Moreno Valley and Redlands.

Educational, cultural and recreational centers are within easy driving distance. Perris, a long known center for skydiving and hot air ballooning is located near Lake Perris and Lake Skinner, which offers boating, fishing and skiing. Beaches, mountains and deserts are within an hour of Perris. Higher education opportunities are provided through: the University of California in Riverside, two Riverside Community College locations at Norco and Moreno Valley; California State University, San Bernardino, two Mt. San Jacinto Community College locations at San Jacinto and Menifee, and California Baptist University. In addition, many private colleges have satellite locations within 20 minutes of Perris.

The unprecedented COVID-19 pandemic has affected the entire Perris Union High School District community and drastically changed the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families.

The closure of schools has challenged their ability to access basic services such as child care and with increased unemployment comes the challenges to access nutritious meals and to technology and WiFi connection. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities.

The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

California Military Institute initiated an immediate transition to distance learning on March 13, 2020 by first ensuring all students had Chromebooks to utilize while at home to maintain continuity of learning during the stay at home order. Students whose Chromebooks needed repair were supported by having their Chromebooks replaced or quickly repaired. Additionally, the California Military Institute worked with the local bargaining unit to develop a consistent protocol for posting work weekly and communicating to students and families regarding daily assignments from teachers. This was accomplished via direct phone contact, email or robust social media communication methods.

California Military Institute was especially concerned about equity, and worked to ensure that the students of poverty, homeless/foster youth, English Learner, and students receiving special education services who did not have devices were served first.

During the initial phase of our transition to distance learning the District provided enrichment activities for all students that were shared virtually from the district office. This allowed for the teachers to have several weeks to plan and prepare to make the transition to distance learning. Many teachers used this time to experiment with practices and allow students to complete make up work for any assignments that were missed. Following spring break, the district rolled out districtwide distance learning for all students. This included an agreement that the assignments completed in distance learning would “Do No Harm” to students' current grades but allow for only improvement.

As we concluded the semester, we have also engaged families, students and teachers with surveys in order to collect feedback on distance learning. Our Community Engagement Specialist will continue to provide regular updates to our families in Spanish and English via Blackboard and on the district website throughout this process. Over the summer we continued to update our families regarding updates the District received regarding how educational services will be provided in the fall.

On July 8, 2020, the school board for the California Military Institute decided to open schools in the fall in a full distance learning model. During this time, the school board expressed interest in not only the distance learning mode for the fall, but also communicated that the district should plan for a transition into a hybrid model once students are allowed to return to a face to face setting.

As we transitioned to the fall, the district developed a set of common expectations for all teachers and staff to ensure learning continuity by providing training and support regarding the practices necessary to effectively transition between distance learning and face to face instruction. Included in these expectations were the tools and practices that were selected to be utilized in all classrooms to support students during distance learning. These practices and tools serve as a foundation to support remote learning and ensure instructional continuity, which

allows for the transition between distance learning and face-to-face instruction when the time comes. These practices along with the District's efforts in addressing wifi access for all students will be addressed in our learning continuity plan.

Additionally, California Military Institute has identified the social and emotional health of students as of paramount importance during this time. This has resulted in the development of a comprehensive approach to support students' mental health needs. This has included the development of specific lessons and the identifications of numerous services to support our students. California Military Institute counseling team meets virtually with small groups of students or individually where appropriate to offer support. In addition our counseling team works collaboratively with teachers to create and deliver curriculum aimed at providing social emotional support for all students.

## Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

The California Military Institute (CMI) has provided multiple opportunities for stakeholder engagement in preparation of the 2020-21 Learning Continuity and Attendance Plan. CMI has extended an open invitation to all site staff (Certificated/Classified) including the local bargaining unit groups, as well as the parent advisory groups to participate in the development of the Learning Continuity and Attendance Plan. Social media platforms were used to post survey links and digital informational flyers in both English and Spanish. Social media platforms were used to post survey links and digital informational flyers in both English and Spanish. Stakeholders without access to the internet were notified via phone and were able to contact our CMI's Community Aide to help assist them with pertinent information in both English and Spanish.

**March:** CMI made quick adjustments to promote pertinent information on all social media outlets in both English and Spanish to provide our students and families with clear communication and transparency.

**April:** Weekly video conferences were set up between Educational Services, Business Services, Human Resources and our Technology Department to create a draft guiding document.

**May:** To meaningfully engage our stakeholders, PUHSD on behalf of CMI worked together with Riverside County Office of Education Reopening of Schools Task Force. The task force was set up to prepare a comprehensive document that school districts and charter schools were able to use as a basis for creating their own plans for reopening schools. Parents, students and community stakeholders took part in the Communications and Public Information Sub-Committee, which helped prepare the section that pertains to communicating consistent key messages and strategies to ensure communication was understood and met for the intended audiences and outcomes.

As the 2019-20 school year came to a close, the District administered a Distance Learning Feedback Survey to families, teachers, staff and community members to gain their feedback on distance learning. While state and federal mandates were ultimately the ones to guide our plans, we wanted to hear from our families to be prepared as best as possible to meet our community's needs. Once we collected the stakeholder input data regarding learning options and preferences for the 2020-21 school year, we analyzed the feedback and moved forward to support our schools to close out the 2019-20 academic school year.

**June:** The District on behalf of CMI sent out a 2020-21 Instructional Models Parent Letter in English and Spanish to inform our parents and stakeholders that CMI will continue to monitor and communicate any updates throughout the summer at designated intervals to keep them informed of any changes.

**July:** A Parent Survey and Learning Models & Pre Registration for Online Learning Model were sent out to all CMI families. No action was needed.

**August:** A virtual Parent Advisory Committee and District English Learner Advisory Committee conducted in both English and Spanish. The stakeholder meeting summarized the essential components of the Learning Continuity and Attendance Plan in terms of a framework that began with the purpose of the plan in addressing how student learning will take place under COVID-19.

Following our Virtual Parent Advisory Committee meeting, we sent a survey to the committee members to provide feedback on what is needed in partnership to support students, staff, and families to meet the academic, mental health, and social-emotional well-being needs of students during the 2020-2021 school year.

The CMI's efforts to engage stakeholders has been an important component of school planning and improvement. We value the input of our community and our goal is to review and analyze the information received to identify our community's preferences for school programs, services, and student outcomes.

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

Since March 2020, the Perris Union High School District Board of Education, the district Re-Opening Task Force, Parent Advisory Committees that included the District English Language Advisory Committee and members from the District African American Committee have participated remotely using a combination of Zoom, Google Hangouts, and YouTube Live Stream. These meetings were promoted through PeachJar, Blackboard, all district Social Media, and the district website and translated in Spanish allowing for community members, staff, students and parents to actively participate in submitting any comments or concerns.

All board board meetings were made available as teleconference virtual board meetings and a language preference tool was made available on our district's webpage. In addition, a Public Comment Submission Form link was made available for all to submit comments or concerns.

The Public Hearing for the Learning Continuity and Attendance Plan is scheduled for September 16, 2020 and Board Adoption is scheduled for September 26, 2020.

A summary of the feedback provided by specific stakeholder groups.

The surveys that were sent to teachers, students, and parents provided us with great insight to guide us in developing strategies to help shape our 2020-2021 school year. The findings of our surveys revealed that a portion of our parents preferred to return to a traditional learning model for the 2020-21 school year under the safest conditions possible.

**Key findings from the PUHSD Distance Learning Survey included: 1,418 respondents**

**How is your student doing with Distance Learning:**

- My student prefers distance learning: 277 (19.5%)
- My student is doing distance learning but wants to go to class: 862 (60.8%)
- My student does not want to participate in distance learning: 279 (19.7%)

**My Student has the following:**

- Chromebook from school: Yes 1,374 / No 44
- Home Computer/Chromebook: Yes 958 / No 460
- Home Internet Access: Yes 1,370 / No 48

**Several models are being considered, please indicate your preference:**

- Traditional full-time in school instruction: 729 (51.4%)
- Hybrid model: Combination of online learning & in-school instruction: 485 (34.2%)
- Full time virtual/online learning: 204 (14.4%)

**What is the primary reason for your choice:**

- Parent/Guardian Preference: 352 (24.8%)
- Student Interest: 636 (44.9%)
- Health Reasons: 295 (20.8%)
- Childcare: 7 (0.5%)
- Other: 128 (9%)

**“Other” included the following responses: 177 responded with a comment. (Top five most common reasons.)**

1. My child has an IEP with services that I cannot provide at home.
2. It boils down to the parents work schedule. I can't have minors home alone while I'm at work. I need to provide for my family and this just wouldn't work for me. Plus the kids miss school.
3. Very difficult to work with special needs at home. Lots of issues and cannot leave home to work because she cannot be left alone.
4. I will not send my student back to school if they're required to wear a mask and may not participate in school functions or have a normal lunch outside.
5. The best learning/instruction for my child is in person by a teacher. It is very difficult to keep my child focused to complete assignments without supervision.

**Do you have any questions or comments regarding potential 2020/21 models of teaching and learning you would like us to consider. 473 responded with a comment. (Top five most common reasons.)**

1. Students need the interaction in person for their mental health. They already have lost so many social skills with the use of technology today so to implement distant learning will only increase their loss.
2. Those that want to stay home school let them otherwise traditional school needs to happen.
3. For health reasons I think we need to reduce the amount of physical contact students and staff have with each other. However, the online instruction and curriculum needs to be consistent across the board so that all students can continue learning and expanding their knowledge despite the circumstances. There cannot be some teachers assigning homework or projects while others are not. Obviously the work and lessons must be more deliberate to ensure nobody is cruising through with some classes and failing others.
4. I want them to be safe but I also feel like if they're home they're not doing their homework and they're not learning as much.

5. How will you create social distancing with 3,000+ students? My daughter's mental health needs her back in school on a normal schedule participating in sports.

**Key Findings from the Student Distance Learning Feedback Survey included: 1,977 responses**

**How are you currently doing with distance learning?**

- I prefer distance learning: 346 (17.5%)
- I am doing distance learning but want to go to class instead: 1,254 (63.4%)
- I don't want to participate in distance learning: 377 (19.1%)

**I have the following devices:**

- Chromebook from school: Yes 1,925 / No 52
- Home Computer/Chromebook: Yes 1,218 / 759
- Home Internet Access: Yes 1,901 / No 76

**Several learning models are being considered, please indicate which option you are most interested in:**

- Traditional full-time in school instruction: 1,086 (54.9%)
- Hybrid model: Combination of online learning & in-school instruction: 729 (36.9%)
- Full time virtual/online learning: 162 (8.2%)

**What is the primary reason for your choice above?**

- Home situation: 175 (8.9%)
- Miss spending time with friends/other students: 1,295 (65.5%)
- Health Reasons: 118 (6%)
- Other: 389 (19.7%)

**“Other” included the following responses: 421 responded with a comment. (Top five most common reasons.)**

1. I still don't feel it's safe to go back to school this fall, because flu season is coming and coronavirus could get worse, I would feel safe going back until they have an injection to cure Coronavirus.
2. Distance learning makes it harder to learn. Instead of participating in class, we have to watch videos or figure out assignments on our own. Even if we can only attend class for a day or see our teachers for a shorter period of time, I think that having the extra guidance of a teacher in presence will help immensely.
3. I can't seem to focus in school because I'm always with my friends and this distance learning has shown me that I work better being able to focus by myself.
4. I feel like it would be better if we could do both because it's harder for some students to learn and home and like hands-on learning better in a classroom.

5. I don't want to have to go to school if there's no incentive to go. All the things that made school easier to get through (sport events, pep rallies, and other large gatherings) will probably not be allowed next year. The removal of these activities creates a "boring" environment that really won't be enjoyable at all. Therefore, if traditional schooling is to be changed in any way, I would definitely prefer to just do online distance learning instead.

**How comfortable are you using the different online platforms/tools your teachers use (Google Classroom, Canvas, Ed Puzzle etc)?**

**Rate from 1 - 5 (1 Not Comfortable At All to 5 Very Comfortable)**

1. 139 (7%)
2. 231 (11.7%)
3. 580 (29.4%)
4. 597 (30.3%)
5. 425 (21.6%)

**What have been the biggest barriers keeping you from completing work in Distance Learning? 1,928 Responses**

- Technology issues (no internet, device not working etc.): 312 (16.2%)
- My grade was fine so I didn't need to do the work: 876 (45.4%)
- Homelife (taking care of brother/sister, no place at home to complete work): 615 (31.9%)
- It has been difficult keeping up with all the different assignments: 1,165 (60.4%)
- Other: 161 (8.4%)

**Do you have any questions or comments regarding potential 2020/21 models of teaching and learning you would like us to consider?**

**744 responded with a comment. (Top five most common reasons.)**

1. As a senior next year, I am concerned with all the activities I have been waiting for. I understand the current health concerns but it makes me very sad. I want a new senior year.
2. I honestly would just like to return to school, even with like the 6 ft apart, but just go back.
3. Will you keep distance learning to avoid infection? I don't want to bring this home to my family and grandparents.
4. I can't learn anything from a screen and not from a teacher.
5. If we have to be under a ton of rules involving the virus, we might as well not start school until it can go back to normal. It'll be a terrible experience and everyone will just have a bigger chance of getting the virus.

**Key Findings from the Teacher Continuity Rubric Survey included: 242 Responses**

**COMMUNICATIONS: Please rate your readiness for distance learning with regards to communications:**

- In general, I do not use digital communication tools, including video conferencing services to facilitate class discussion forums: 32 (13.2%)
- I use digital communication tools to facilitate individual, small group, or class discussion forums: 127 (52.5%)

- I demonstrate advanced facilitation skills using email, text messaging, social media platforms, and other digital communication tools, including audio: 83 (34.3%)

**CONTENT DELIVERY: Please rate your readiness for distance learning with regards to content delivery**

- I use instructional strategies that are dependent on traditional face-to-face delivery models in a classroom setting during normal school hours: 17 (7.1%)
- I have experimented using technology to support instructional strategies that differentiate learning for students: 129 (53.8%)
- I use a variety of technology to support instructional strategies that differentiate learning for students that are not dependent on face-to-face delivery models during normal school hours: 94 (39.2%)

**CURRICULAR MATERIAL: Please rate your readiness for distance learning with regards to curricular material**

- I use a physical textbook as the primary curricular resource for students and supplement it with other print material: 11 (4.7%)
- I use a physical and/ or online textbook and I am beginning to use online content, tools, and resources to expand curricular options for students: 112 (47.9%)
- I have extensive experience using a mix of offline and online content, learning materials, and resources to expand curricular options for students that are designed to increase engagement and personalize training: 111 (47.4%)

**TECHNOLOGY SKILLS: Please rate your readiness for distance learning with regards to technology skills**

- I have basic computing skills and can make online purchases, conduct Internet Searches, access social media sites, use presentation software, a word processor, and a spreadsheet tool: 19 (7.9%)
- I have moderate computing skills and I am able to perform more complex tasks, such as uploading files, installing software, managing student information system (SIS) data, and use cloud-based tools such as Google: 132 (54.5%)
- I have advanced computing skills and have experience integrating a variety of productivity, data, and educational software apps, including online platforms such as learning management systems (LMS): 91 (37.6%)

**LEARNING COMMUNITIES: Please rate your readiness for distance learning with regards to learning communities**

- I have a basic understanding of how to use online tools and resources to create learning communities: 48 (20.1%)
- I am beginning to use online tools and resources to create class learning communities that are designed to exchange information and collaborate: 149 (62.3%)
- I create a range of dynamic, online and blended learning communities to enable students and teachers to exchange information, conduct research, collaborate, investigate, and co-create within local and global communities: 42 (17.6%)

**ADAPTABILITY: Please rate your readiness for distance learning with regards to adaptability**

- In general, I use a fixed schedule with required hours spent on topics based on a traditional school calendar using asynchronous delivery model: 23 (9.6%)
- I am beginning to use real-time and on-demand delivery models to adapt to the diverse learning styles and needs of students: 139 (57.9%)
- I use real-time and on-demand delivery models to adapt to the diverse learning styles and needs of students and support flexible pacing,



as well as learning spaces beyond the classroom: 78 (32.5%)

**ASSESSMENTS: Please rate your readiness for distance learning with regards to assessments**

- In general, I use paper and pencil assessments and rely heavily on physical cues or observations to assess student understanding: 34 (14.3%)
- I make use of third party formative computer-based and/or online assessments and use the results to adjust teaching strategies: 130 (54.9%)
- In addition to using third-party online assessments, I have experience using software apps and online tools to create customized assessments. I use assessment data to adjust in-person and online instructional strategies: 73 (30.8%)

**RELATIONSHIPS: Please rate your readiness for distance learning with regards to relationships**

- I rely almost exclusively on face-to-face interactions to build relationships with students, parents, and colleagues: 35 (14.5%)
- I have begun to augment face-to-face interactions with one-to-one digital communications as a strategy to strengthen relationships with students, parents, and colleagues: 105 (43.4%)
- I recognize the value of personalized one-to-one and group digital communications as an effective strategy to build relationships and share feedback. I use a mix of face-to-face and digital communications with students (age appropriate), as well as with parents and colleagues: 102 (42.1%)

**Key Findings from the Parent Advisory Committee Survey included: 39 Responses**

- Teachers: 5 (12.8%)
- Support Staff: 7 (17.9%)
- Administrator: 5 (12.8%)
- Parents: 22 (56.4%)

**School Sites Participated:**

- California Military Institute: 9 (23.1%)
- Pinacate MS: 3 (7.7%)
- Heritage HS: 9 (23.1%)
- Paloma Valley HS: 9 (23.1%)
- Perris HS: 5 (12.8%)
- District Administration: 4 (10.3%)

**Committee Involvement**

- AAPAC (African American Parent Advisory Committee): 4 (9.8%)
- DAAPAC (District African American Parent Advisory Committee): 5 (12.2%)
- ELAC (English Learner Advisory Committee): 7 (17.1%)

- DELAC (District English Learner Advisory Committee): 5 (12.2%)
- PAC (Parent Advisory Committee): 7 (17.1%)
- BAC (Business Advisory Committee): 2 (4.9%)
- PELI (Parent Engagement Leadership Institute): 2 (4.9%)
- SSC (School Site Council): 3 (7.3%)
- None of these apply: 6 (14.6%)

#### **How do you like to receive information from California Military Institute**

- Email: 35 (39.8%)
- Text Message: 24 (27.3%)
- Website: 5 (5.7%)
- Phone Call: 11 (12.5%)
- Facebook: 9 (10.2%)
- Twitter: 1 (1.1)
- Instagram: 3 (3.4%)

#### **How do you PRIMARILY access the internet**

- Cell Phone: 17 (44.7%)
- Home Computer: 9 (23.7%)
- Work Computer: 12 (31.6%)

#### **Rate the importance for students to receive high quality rigorous distance learning in the following areas:**

- Teachers:
  - Extremely Important: 28 (71.8%)
  - Very Important: 5 (12.8%)
  - Important: 5 (12.8%)
  - Somewhat Important: 1 (2.6%)
- Access to Laptops:
  - Extremely Important: 25 (64.1%)
  - Very Important: 7 (17.9%)
  - Important: 6 (15.4%)
  - Somewhat Important: 1 (2.6%)
- Access to Online Curriculum:
  - Extremely Important: 24 (61.5%)
  - Very Important: 8 (20.5%)
  - Important: 6 (15.4%)
  - Somewhat Important: 1 (2.6%)
- Small break out group time for students to work together online:

- Extremely Important: 12 (30.8%)
- Very Important: 10 (25.6%)
- Important: 11 (28.2%)
- Somewhat Important: 4 (10.3%)
- Distance Learning workshops for families:
  - Extremely Important: 15 (38.5%)
  - Very Important: 11 (28.2%)
  - Important: 10 (25.6%)
  - Somewhat Important: 3 (7.7%)
- Instructional support specific to meeting the needs of students with disabilities:
  - Extremely Important: 27 (69.2%)
  - Very Important: 5 (12.8%)
  - Important: 6 (15.4%)
  - Somewhat Important: 1 (2.6%)
- Instructional support specific to meeting the needs to English Learners:
  - Extremely Important: 27 (69.2%)
  - Very Important: 5 (12.8%)
  - Important: 5 (12.8%)
  - Somewhat Important: 2 (5.1%)

**If there are other supports or resources NOT LISTED ABOVE that you would recommend in order for students to receive high quality rigorous distance learning, please respond below. 4 responded with a comment:**

- Extra support for teachers so they have access to best programs and material and strategies to share it with students(no busy work).
- One centralized portal for teachers to interact with parents. Assignment tracking.
- Inquiry and standards based instructional approaches and strategies.
- Break out rooms with special ed instructors if needed.

**CMI provides opportunities for families of students to pick up Grab and Go meals from one of the school distribution sites. How important is this service?**

- Extremely Important: 63.2%
- Very Important: 18.4%
- Not Important: 10.5%
- Nether Important or Not Important: 7.9%

**In support of student's mental health and social-emotional well-being, students need access to:**

- Mental Health Clinicians:
  - Strongly Agree: 26 (68.4%)
  - Somewhat Agree: 8 (21.1%)

- Somewhat Disagree: 2 (2.6%)
- Neither Agree or Disagree: 3 (7.9%)
- School Counselors:
  - Strongly Agree: 33 (89.2%)
  - Somewhat Agree: 3 (8.1%)
  - Somewhat Disagree: (0.0%)
  - Neither Agree or Disagree: 4 (2.7%)
- Social-emotional learning lessons:
  - Strongly Agree: 27 (71.1%)
  - Somewhat Agree: 7 (18.4%)
  - Somewhat Disagree: 2 (2.6%)
  - Neither Agree or Disagree: 3 (7.9%)
- Interactions with other students:
  - Strongly Agree: 30 (76.9%)
  - Somewhat Agree: 7 (17.9%)
  - Somewhat Disagree: 1 (2.6%)
  - Neither Agree or Disagree: 1 (2.6%)

**If there are other supports or resources NOT LISTED ABOVE that you would recommend in order to support student's mental health and social-emotional well-being, please write them below.**

1. Extracurricular activities that are of interest to students.
2. Cool talks and motivational speeches
3. Resources for parents
4. Trauma responsive approaches
5. Access for educators to have wellness support
6. Peer support group on positive mind-sets
7. Cutting edge technology for students and/or better internet access

**Do you have any comments you would like to share?**

**Parent Comments:**

*"I feel that the asynchronous time each day is not utilized by all teachers, therefore leaving students idle time in between the synchronous classes. I honestly feel a schedule that keeps the students going in a constant movement would better serve them. For example, have live classes from 8 to 12 Monday thru Thursday and teacher office hours the latter part of the day would keep students from being frustrated with idle time. Those who have jobs could go to work earlier, students who wish to get outside and practice a sport can do so earlier and screen time would be less each day. The screen time would be cut down, as I find in speaking with other parents the students are either on their phones watching videos, face timing, playing games and other stuff on social media. As an hour is not really time enough to start engaging in other*

*activities, homework etc. Our students right now need to be engaging with other students in person as their families see fit. Taking up 3 hours 4 hours a day waiting for the next class to start is not healthy. I know that distance learning is not ideal, and I pray everyday we return to school sooner than later. However, in the meantime we need to put the mental health of our students at the top of the list. I have had other parents share with me their students schedules that include 4 straight hours of classes and they feel that their students are engaging with this module well.”*

*“I would personally love that there would be better financial help to get food like the card I have received to buy food at home and be able to cook our children healthier and fresher foods for their health and this would help to be more complete in their learning approach, since we have them at home we can give better food by cooking a variety of food and more nutritious and substantial drinks. By creating that, it will be much more beneficial for all families and the importance it has for them.”*

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

The specific stakeholder input received throughout the summer months has significantly influenced the district’s Learning Continuity and Attendance Plan both through the impacts on development and through direct feedback on the plan itself. The district has collected data, analyzed survey results from the Re-Opening Task Force; Professional Development for Staff feedback form; and stakeholder surveys. As a result the following supports had been implemented: Distance Learning Website; expansion of the Technology Department and Chromebook distribution and repair; offering multiple locations for Nutrition Grab and Go Meals; new Safety Protocols for cleaning and disinfecting; increased Mental Health resources for students. As this is a fluid situation, CMI will continue to respond to the needs of all stakeholders and make appropriate accommodations as needed.

## **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.

CMI will follow the lead from the California Department of Education (CDE), Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in Riverside County permit us to return to in-person instruction in the upcoming school year. CMI had begun this process soon after school closures in March and will continue to review and refine the plans using the Re-Opening Task Force, and the input from all stakeholder groups. CMI understands that when school resumes in-person many parents may opt to keep their children home due safety concerns and recognize that students will need additional support to recover from any learning loss that might occur.

CMI is addressing student learning loss not only during distance learning but in-person instruction in the following ways: during the first four weeks of school and , students in all grade levels completed interim assessments in both math and English to identify the learning gaps for

students. The assessment data is being used weekly in Professional Learning Communities and collaboration time with teachers to provide best instructional practices to remediate learning gaps for student groups, including English Learners, Students with Disabilities, foster youth and homeless. Formative assessments are used on a continuous basis to monitor student progress. Instructional teams are working together to align instruction to group and individual student learning needs. Teachers continue to focus on essential learning standards and provide ongoing formative assessments to ensure students are making progress toward learning outcomes. The District instructional coaches provide ongoing support to teachers for lesson design and delivery for the various delivery models.

CMI has been deliberate with professional development to ensure teachers are prepared to pivot from one delivery model to another based on health department guidelines. Upon the return to face-to-face instruction, teachers will continue to use assessment cycles and data to inform instruction and provide interventions to address learning loss.

The return to in-person instruction will begin with a hybrid learning model, contingent upon the classroom size and space available.

### **Hybrid Model**

- Classroom instruction **combined** with independent learning at home.
- 2 days a week of classroom instruction
- 3 days a week of supported independent learning at home.
- Flexible learning schedule

### **Guiding Principles for Blended Learning**

#### **Safe and Healthy Environment**

- Set clear and concise protocols for hybrid learning
  - learning from home
  - learning expectations classroom participation
- Build routines that support all teachers, staff, students, and parents to stay healthy

#### **Focus on Social Emotional Learning**

- Provide SEL supports and MH resources.
- SEL around health and hygiene practices
- Ripple Effects- online counseling support

#### **Balanced Approach to Teaching and Learning**

- Ensure high-quality teaching & rigorous learning experiences through essential standards and formative assessments
- Support access, engagement, and achievement of students and support the development of independent learners

#### **Accommodate the Needs of all Student Learners**

- Collaboration and alignment across content areas, curriculum, and instruction
- Integration of blended hybrid learning strategies to reach all student learners
- Family engagement - small groups and virtual events

#### **Supports and Accommodations**

- Provide necessary support for the following student groups:
  - Low Income Families
  - Special Education Disabilities

- English Learners
- Foster Youth / Homeless Students
- Other Vulnerable Groups
- For students who have difficulty learning online, prepare alternative methods of learning (printed packets, online tutoring, virtual study groups) to mitigate learning deficits

#### **Traditional Learning Model**

- Classroom instruction 5 days a week at your school site
- Full day structured learning with traditional schedule
- School based and extra curricular activities

The CMI is planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

#### **FACILITIES:**

- **Practice Physical Distancing:** Place desks with the maximum distance between students according to physical distancing guidelines.
- **Cleaning and Disinfection:** Enhanced cleaning and disinfection protocols at all school facilities.
- **Indoor Air Quality:** Continue to ensure all spaces have proper airflow exchange, proper operation of HVAC units, and frequent filter changes.
- **Common Areas:** Provide hand sanitizers stations at each entry, create signage and/or markers to indicate the distance between students, and adjust capacity so it aligns with public health guidelines.

#### **SITE OPERATIONS:**

##### **OPERATIONS:**

- **Practice Physical Distancing** protocols by all staff
- **Face Coverings** as recommended by public health
- **Establish District Protocol** for notifying exposure of confirmed cases
- **Cleaning and Disinfection Measures** will be elevated to meet or exceed public health guidelines
- **Frequently Re-Evaluate** for infectious disease management
- **LIMITED VISITORS AND VOLUNTEERS (INCLUDING PARENTS) ON CAMPUS**

##### **NUTRITION:**

- **Health and Hygiene Guidelines** will be followed by staff and students
- **Physical Distancing** with signage and/or markers to indicate the distance between students
- **Disinfecting Hands** upon entry and exit will be encouraged
- **Once done eating** students will throw all food and utensils in the appropriate receptacle
- **Sharing** of consumables are not permitted

##### **TRANSPORTATION:**

- **Boarding the Bus** by lining up while practicing physical distancing

- **Face Coverings** may be required as recommended by public health
- **Disinfecting** follow disinfecting schedules for any/all vehicles driven
- **Riding the bus** windows may be left open for ventilation, practice physical distancing with seating as practicable, siblings and household members required to be seated together

**TECHNOLOGY:**

- Provide equitable access to learning experiences for all students.
- Students use a CMI managed device.
- Students may use a personal device to access CMI platforms
- Student devices should not be shared.
- Abide by all CMI technology usage guidelines.
- Adhere to data security, privacy and safety.
- Use of District’s preferred communications platforms.
- Ensure technical support is available, accessible, and well-prepared for all users.
- Provide high- quality technology infrastructure
- Create opportunities for collaboration across departments.
- Assess, reassess and prioritize to meet new needs as they arise
- Support PUHSD’s Scholar+ Desired Outcomes.
- Instructional continuity:
  - Use of effective educational technology tools and techniques for all instructional models:
    - Distance Learning, Blended/Modified, No Restrictions

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. CMI recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district’s efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

**Actions Related to In-Person Instructional Offerings**

Description	Total Funds	Contributing
Risk Management: Personal Protective Equipment: face coverings, face shields, gloves, vomit bags, hand towels, nurses bags, infrared thermometers	\$1,500	N
Risk Management: Cleaning equipment and supplies: disinfectant and sprayers, cloth wipes, hand sanitizers,	\$2,000	N



Maintenance & Operations: plexiglass, hand sanitizer stands, 6 Karcher Misters, electrostatic hand held sprayers/4 electrostatic BackPack sprayer, 30ncases of Vital Oxide, 1 ES Sprayer	\$5,100	N
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## 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 District on behalf of CMI adopted curriculum and resources that will be used in all instructional settings throughout the school year regardless of the instructional delivery. Teachers have pacing guides, assessments calendars, and resources documents to support implementation of the adopted curriculum with fidelity and equity. Access to standards based, core curriculum is accessible by all students both during online and in person instruction through the use of Classlink, a program launchpad that connects students to online materials provided by the District adopted curriculum publishers. The PUHSD Scholar Plus program provides 1:1 Chromebook access to all students. Students having 1:1 access allows students to participate in learning opportunities regardless of delivery method. The use of Google Classroom and Canvas learning management systems are being used consistently by teachers to deliver quality instruction to students in all grade levels. These tools and practices listed below contribute to the continuity of instruction in all learning models and will support the transitions between learning models.

**TEACHER PROFILE via SCHOOL WEBPAGE** - This is a public facing page on the district website that provides important information for parents, students, and others. The teacher profile webpage is similar to a single page brochure that communicates to parents course information regarding course content, the daily schedule and teacher contact information.

**CANVAS LEARNING MANAGEMENT (LMS)** - A fully featured LMS provides teachers the ability to create course structure and embed meaningful learning experiences. Canvas can be a single stop shop that can launch students to the various assignments and other instructional platforms designed into a course. The District on behalf of CMI will continue to offer training throughout the year on Canvas and the topics will include how to get started, cross listing rosters, issuing assignments, building new content, copying content from other sources, gradebook sync etc. Teachers are still allowed to use Google Classroom as their primary LMS at this time.

**GOOGLE APPS FOR EDUCATION** - Applications like docs, sheets, slides, and others are the “workflow” and productivity suite for students and teachers. Google Apps for Education works well with an LMS. Google Classroom is an application that can also manage teaching and learning and can be a complement to Canvas LMS.

**COURSE SYLLABUS** - This is an opportunity for teachers to provide clear and concise expectations for students and families as we begin the new school year in distance learning. Course syllabus should be utilized as a guide for course learning outcomes, policies, practices, student expectations, and the learning plan (calendar) for the semester. In order to help teachers save time and ensure key components are included, the District provided a template and a checklist with the items that should be included in all course syllabus.

The Director of Curriculum and Instruction and the district and site Instructional Teachers On Special Assignment (TOSA) have provided online instructional training for teachers, counselors, and administrators. These trainings focus the use of instructional platforms and resources

available for staff in each of the content areas. The district/site instructional TOSA's have created online resources to support teachers, families, and students that have been made available on the district website. Teachers are meeting virtually via Google Meet for Professional Learning Communities on Fridays to share lesson plans, resources, and instructional strategies that support all students. Each month, the Director of Curriculum and Instruction is meeting with department Subject Area Council (SAC) teams to evaluate programs, share resources, and problem solve site and district challenges. These monthly meetings ensure continuity within each on the content areas and ongoing communication with any updates or changes.

### **Access to Devices and Connectivity**

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

In August of 2013, PUHSD launched the Scholar+ Teaching and Learning Initiative. There are many points to Scholar+ but one of the main things is that PUHSD provides modern tools for teaching and learning. For students, this means that each and every one of them have a Chromebook to use in and out of school. CMI is 100% 1:1 and this includes students taking the devices home over breaks including summer. The district budgets for Chromebook stock and has a refresh cycle each year to ensure sufficient devices. The district also does all warranty and repairs in-house to ensure each student has a working device.

Prior to PUHSD going to distance learning in the Spring that shutdown the face-to-face instruction on campuses, the district was performing a regular "tune-up" Chromebook check to ensure student devices were in good working order. Due to the Chromebook tune-up process and the ongoing Chromebook stock process, PUHSD had and will have sufficient Chromebook stock and sure that each student has a working device daily. All Chromebooks have an internet filter and have a self-harm alert system that cannot be removed.

When CMI went to distance learning in the Spring, the technology department adjusted the Tech Help Desk platform to make a clearer path for students to reach out and get tech help. If for some reason a student was unable to use those online student tech help tools, the students are helped via telephone. Also, at each school site, face-to-face tech help was and is provided for things that could not be handled remotely.

Another part of the Scholar+ Teaching and Learning Initiative is to get families connected. Over the years, PUHSD has been informing parents of Lifeline, Everyone On, or other programs to help families to get free or low cost connectivity. When the federal government announced the Keep America Connected pledge, the district had a single point of contact with service providers to gather their program details and get that info to parents. The Keep America Connected pledge states that for a certain number of days Internet service providers will not terminate service due to inability to pay bills, will waive any late fees, and pledges to provide free broadband and Wi-Fi For 60 Days to homes with K-12 and college students. Many of our families were able to get connected under those programs.

Also prior to CMI going to distance learning in the Spring, the district partnered with human-I-T to solve problems in our community. One of those problems is that families have been having to deal with the various internet service providers on their own to get access to free or reduced pricing on home internet. Another problem is that even though CMI is 1:1 with Chromebooks, families need additional devices. human-I-T is providing assistance in connecting families to reliable home internet. Families can go to the human-i-t website and they provide support in navigating the available free or low-cost internet offers by identifying a specific provider that suits their needs, answering questions, and helping sign up families. human-I-T specialists are available in both Spanish and English on the web, email, via phone or text. PUHSD's partnership with human-I-T have allowed families to get stable connectivity for the household.

PUHSD has a partnership with T-Mobile. Using T-Mobile’s EmpowerED program, CMI is providing hotspots to families. This service will include online content filtering to ensure our students are browsing safely. Using government data on families that have no or insufficient connectivity at home and using in-district estimates approximately 15%- 20% of the students in the district have connectivity issues. Each school site has an administrator that oversees the hotspot rollout and the administrator or parent liaison does a consultation with the parent to review the hotspot program. When the hotspot is issued, it is configured to work on the CMI Chromebook.

CMI has also purchased LTE enabled Chromebooks. The plan for these devices are to issue them in circumstances in which families might live in locations where the T-Mobile wireless carrier does not reach. The district has contracted with Verizon to provide the connectivity to these devices.

**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.

Teachers will adhere to CA Ed Code 43504 requirements for taking and reporting student attendance through student participation in both synchronous and asynchronous instruction, verifying daily participation, tracking assignments, and determining time value of student work. The time value of student work is the instructional time it would take a student to complete the work during in-person instruction.

CMI’s distance learning plan will include a combination of synchronous and asynchronous learning. CMI acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support. Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction. This resembles a real classroom as much as possible in the virtual setting. Learners can ask questions and receive feedback simultaneously and allow for collaboration between teacher and students, as well as students with other students. Teachers can provide immediate feedback, assessment, and make adjustments as needed. Synchronous learning can occur using computer interaction through Google Meets or video options through Canvas. Asynchronous learning occurs separately and without real-time interaction. The learning is directly aligned to live instruction and allows teachers to provide feedback and opportunities for questions. Students can learn content at their own pace during this time. The time allows for more flexibility in scheduling. Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

Students are expected to participate in all forms of instruction and complete all assignments and activities on synchronous and asynchronous instructional days. CMI has an approved calendar for asynchronous and synchronous learning that identifies type of instruction for each period each day of the week. Students check in to the district student information system and teachers verify student participation during synchronous instruction. Teachers use various methods to assess pupil progress in asynchronous instruction.

**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.

CMI will maintain the multiple layers of professional development with content teams and technology support with the addition of more specific professional development for distance learning. CMI is invested in professional development during the summer this year for all instructional coaches and technology coaches to attend distance learning specific training. All coaches participated in the “Distance Learning Playbook” training through Corwin (Doug Fisher, Nancy Frey, and John Hattie). The focus is teaching for engagement and impact in the distance learning setting.

The professional development with all teachers to start the school year focused on two specific areas; “The First Days of School” and “Building Relationships” in the distance learning format. It was important that teachers were set up for success as the year began with students learning from the online setting. Following the start of the year, teachers will participate in district professional development each month focusing on an additional focus area from the Distance Learning Playbook, in addition to technology use and support training.

Individual Tech Support and Content Area Support is a strong focus during this time. District Technology Coaches and Instructional Coaches provide time slots for staff to receive additional support in developing the tools and resources (teacher webpages, Canvas, Google Classroom, Course Syllabus, lesson design and pacing) while developing their online courses. Time with the coaches can be scheduled with individual teachers or teams of teachers. This is done during collaborative team planning time/PLC time designated by the district through the bell schedule. Teachers are encouraged to collaborate with content teams and not work in isolation for the best opportunity to design lessons and share the workload. Every Friday, teachers have minimum days for professional development for content and technology opportunities.

For the English Learner population, various training will be provided to support English Learners during Distance Learning. Continued Instructional coaching will be provided by the District English Learner Instructional Teacher on Special Assignment (TOSA) as well as contracted structured coaching provided by the English 3D Instructional Coaching teams. Emphasis will be on how to support English Learners in a Distance Learning environment using the available and new resources within the English 3D Curriculum. Monthly training will continue for the English Learner Leadership taskforce and will focus on instructional support for teachers and students during distance learning. Designated ELD Teachers and counselors continue to work collaboratively during Professional Learning Communities and designated structured collaboration time every week.

Special Education has engaged in various training to support distance learning. each week the Director and Coordinator of Special Education met with all of the paraeducators in the district and conducted training in the following: navigating an IEP from A-Z, Behavior intervention: the who, what and how on supporting students through behavior, navigating Google and like resources to support students and addressing the needs of our students struggling with Autism. In addition, the Director of Special Education held weekly training's with the teachers supporting our students designated in our behavior programs including: center based instruction, social emotional curriculum, classroom management and expectations and referring students in and out of the behavior program. The Coordinator of Special Education held weekly training's with the moderate to severe teachers focusing on center based instruction, navigating the needs of moderate to severe disabilities in the virtual environment, curriculum support through Unique Learning System. All special education teachers were also trained in completing thorough IEP documents.

## Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff.

**Central Office Administrators:** Develop and provide curricular, instructional, social-emotional, and professional learning resources and support; Support and provide human resources, business services, communication services and research and accountability services; Establish systems and structures to support virtual school-based leadership.

**Principal:** Ensure communication to all families is consistent between and among teachers; as appropriate, use established communication mediums to keep parents and students informed of system and school messages; Monitor emails and respond quickly; establish a schedule for teachers and school-based leadership teams, monitor feedback from ClassLink.

**Teachers:** follow synchronous and asynchronous schedules; use curricular resources with students using ClassLink or Google Classroom; provide feedback on student work.

**Special Education Teacher:** IEP teams are holding IEP meetings for every student in their caseload in obtaining parent participation addressing distance learning plans. Concurrently, Special Education Teachers supported by paraeducators are providing daily interaction with students. Special Education Teachers align content standards and IEP goals, objectives and accommodations in providing instruction through an online platform. In addition, Special Education Teachers are collaborating with General Education Teachers supporting students who are mainstreamed as determined by the IEP team. Special Education staff including related service providers, Paraeducators and Special Education Teachers are implementing the services noted in the students IEP and are participating in amendment, annual, initial and triennial IEP meetings.

**Student Support and Health Services Staff:** Actively model and support all required public health measures. Consult with Riverside County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.

### Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system, attendance at live, synchronous instruction, and other forms of contact determined at the site.

Attendance staff will be continuing all of their main functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model.

**Maintenance & Operations/Custodial Staff:** Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Enhanced cleaning and disinfection protocols at all school facilities including: routine disinfecting of all high-touch areas on a daily basis. Practice physical distancing including adjusting space capacities according to the public health guidelines. Continue to ensure all spaces have proper airflow/air exchange, proper operations of HVAC units, and frequent filter changes. Common areas will have sanitizer stations at each entry, create signage and/or markers to indicate the distance between students, and adjust capacity so it aligns with public health guidelines.

**Food Service Staff:**

Nutrition Services will ensure all necessary measures are taken place to abide by the CDC’s recommendations for proper personal protective equipment, face coverings, and frequent hand washing. Nutrition Services Staff has also been trained on proper sanitation and hygiene etiquette to ensure all safety measures are taken. Each kitchen has been equipped with floor markers that maintain social distancing between nutrition services staff.

**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.

Distance Learning support specific to **English Learners:**

All English Learners were administered online standards based diagnostic assessments in order to identify learning gaps and improve instruction during distance learning. The diagnostic assessments allow teachers to get instant feedback on non constructed response items and identify which standards students are struggling with so that they can develop their instructional plans accordingly and focus on the targeted standards. Constructed response items are then analyzed and scored by the teachers to get a better understanding of individual student performance. CMI is a 1:1 Chromebook school where teachers have received sufficient professional development on the online platforms specific to English Learners, these include but are not limited to: English 3D, Cengage EDGE, HMH Reading Inventory, Newsela, and the Read 180 student app. Teachers are also participating in the Leading Edge Certification for Online teaching, and the Distance Learning Playbook training from Corwin Press.

The English Learner Leadership Task Force includes a Full Time district level Title III English Learner TOSA, the Director of Learning Support Services, Literacy Coaches and EL Leads from each site, dedicated EL Counselors from each site, and an administrator from each school. This team meets formally every month with informal meetings in between to develop best practice instructional support for English Learners. With the transition to Distance Learning, the emphasis has been on supporting both teachers and English Learners in a Digital environment. Reduced Designated ELD class sizes (25:1) allow for additional student monitoring and interventions. Some of our teachers have been able to make personal contact with all of their families outside of class and help them navigate digital resources for all of their classes. Several years prior to the school closures, the district adopted a Newcomer Guidance course that supports the needs of Newcomer ELs in terms of Social Emotional, Digital Citizenship, and Academic/Study skills. CMI AVID Tutors provide structured but modified AVID Tutorials for students to support them with all of their classes. This is proving to be more necessary in a digital environment. The Educational Services department is also working in coordination with the IT department to identify Newcomer/Migrant students in need of HotSpot access. All students at CMI are provided with a district issued Chromebook.

The English Learner Task Force is in the process of developing next steps in a Digital Environment to include follow up training and guidance with Online Standards Based Diagnostics and Data Analysis. Our District EL TOSA and site Literacy coaches are participating in the RCOE Remote Learning Guidance Task Force and ELA/ELD taskforce. We will continue Professional Development on Universal Design for Learning in Digital Environments, focused on access for all, flexible approaches, and identifying and removing barriers. The coaches have also created and continue to enhance instructional tutorials in Spanish for different platforms for students and families.

Distance Learning supports specific to **Students with Disabilities:**

The IEP teams are holding IEP meetings for every student in their caseload in obtaining parent participation addressing distance learning plans. Concurrently, Special Education Teachers supported by paraeducators are providing daily interaction with students. Special Education Teachers align content standards and IEP goals, objectives and accommodations in providing instruction through an online platform. In addition, Special Education Teachers are collaborating with General Education Teachers supporting students who are mainstreamed as determined by the IEP team. Special Education staff including related service providers, Paraeducators and Special Education Teachers are implementing the services noted in the students IEP and are participating in amendment, annual, initial and triennial IEP meetings.

Accommodations and modifications will be discussed by the IEP team in determining how these supports will be addressed and provided through distance learning.

Accommodations allow a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. **Accommodations do not alter in any significant way what the test or assignment measures.** For example completing odd or even problems of a given assignment.

Modifications are an adjustment to an assignment or a test that **changes the standard or what the test or assignment is supposed to measure.** For example in lieu of writing a response to a question our student selects a response from a field of multiple choice options.

Our related service professionals will provide virtual services as determined by the IEP team, which will include but are not limited to our Speech and Language Pathologists, Occupational Therapists, Educationally Related Mental Health Providers, Physical Therapist and Adapted Physical Education Specialist all to the extent possible.

If a student is unable to perform a function or activity safely in the home setting, without the supervision of trained therapists, various accommodations/ augmentations will be suggested by the professional to maintain student safety and support the needs of the student.

Teachers will utilize electronic platforms when available in assigning work so that students will be able to submit work electronically minimizing lapse time from scanning constraints. This will allow staff to monitor student progress, provide additional lessons if necessary and maintain data on student progress and benefit as well as adjust lessons as applicable to the needs of our students.

Our focus will incorporate a center based modality through a virtual platform. This will entail teachers and paraeducators providing virtual direct instruction and support. In addition to other means of communication (telephonic, email and virtual) staff will check in with students on an ongoing basis to address educational needs and benefits.

Center based instruction incorporates grouping of students based on either educational need, subject matter or grade level instruction. Teachers will be able to provide distance learning instruction and paraeducators will follow up with students to address educational needs and benefits.

Distance Learning supports specific to **Foster Youth** will include:

- Foster Youth 1:1 Initiative. Every foster youth in our schools will be assigned a personal mentor/coach.
- This will be a caring adult to check in with them every two weeks to talk with them, support them, and ultimately advocate for them if they are struggling in any way
- Bi-Weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

Distance Learning supports specific to **Homeless Youth** will include:

- Coordination & communication with shelters to engage students in distance learning.
- Coordination & communication with homeless agencies to make them aware of SCUSD Homeless Services.
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communication with schools/teachers & parents/students to locate ‘missing’ students or students who are not engaged in distance learning, and identification of special needs or services.
- Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer.
- We have recruited social work Interns this year. One is specifically assigned to support Foster and Homeless students.
- The first priority will be to contact those with precarious shelter and provide linkage resources to food banks, clothing, county programs, and medical support. A sincere attempt will be made to locate each student and provide each one a backpack and school supplies.

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

Description	Total Funds	Contributing
Provide access for all teaching staff to the Learning Management System: CANVAS and Google Classroom, G-Suite	\$3,539	Yes
Provide devices and connectivity to all students including Chromebooks, Interactive Tablets, Monitors,Laptops, power cords and adapters, and WiFi Hotspots	\$543,411	Yes
Professional Development: Distance Learning Playbook, RCOE Google Camp, Leading Edge Flex Online Certification (RCOE)	\$4,204	Yes



Instructional materials and supplies to address virtual learning platforms: eBooks, online resources to support READ 180, EDGE, English 3D, System 44, MS Science, software licenses	\$146,352	Yes
AVID tutors to provide academic support for students in AVID classes	\$122,000	Yes
Instructional support: Technology TOSAs (1)	\$138,816	Yes
Technology support: Tech III (1)	\$80,591	Yes
Counseling support: ES/MS School Counselors	\$106,602	Yes
Hazard pay for Classified staff working to maintain clean and sanitized facilities	\$17,479	No

## 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.

English, ELD, and Mathematics teachers administered online standards based diagnostic assessments in order to identify learning gaps and improve instruction during distance learning. The diagnostic assessments allow teachers to get instant feedback on non constructed response items and identify which standards students are struggling with so that they can develop their instructional plans accordingly and focus on the targeted standards. Constructed response items are then analyzed and scored by the teachers to get a better understanding of individual student performance. Since we were a 1:1 Chromebook district prior to the school closures, teachers regularly administer online assessments using iO Education/Illuminate, The Smarter Balanced Interim Assessment Blocks, Pearson Online Curriculum assessments, and the Canvas Learning Management System for formative assessments. Districtwide assessments are typically every 4 to 6 weeks with department/site based assessments in between. District assessments are based on the standards and similar to the SBAC IABs where teachers analyze student achievement data by question and standard. The district assessment system can be applied in a Distance Learning, Traditional, or Hybrid Instructional setting with no additional configuration or set up required and can easily be adjusted should the instructional delivery model change.

## 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.

The Director of Learning Support services and the district English Learner (EL) Instructional Teacher On Special Assignment (TOSA) have provided online training for teachers, counselors, and administrators via virtual English Learner Leadership training. These trainings focus on regulatory items to ensure compliance for ELs as well as instructional supports and the opportunities for school leadership teams to share best practices given the current situation. Teachers are also meeting virtually via Google Hangouts for Professional Learning Communities on Mondays and Fridays to share lesson plans, resources, and instructional strategies that support ELs, foster youth, and low income students. Counselors are available via phone or Google Hangouts to help students navigate Distance Learning and have provided additional guidance

for families during the physical school closures. The district EL TOSA has created online resources to support teachers, families, and students with a section focused on ELs.

CMI provides 1:1 Chromebook access to all students including English Learners, Foster Youth, and Low Income students. All teachers have the ability to check out district laptops and the district has partnered with Human IT to help support the aforementioned student groups with discounted internet services and technical support at home. Designated ELD instructional platforms allow students access to online curriculum including English 3D and National Geographic EDGE. The district already provided supplemental instructional resources such as Rosetta Stone for Newcomer ELs and NewsELA to specifically support ELs, Foster Youth, and low-income students to improve reading comprehension specifically with Informational Text and these resources are available to students at home.

**Actions and strategies addressing learning loss and accelerated learning progress for Students with Disabilities:**

Special education teachers have adopted a center based instruction modality to assist students in small groups based on need and/or subject matter focused on small group instruction. This will allow teachers to provide individualized attention and support to address the goals determined by the IEP team and the standards determined by the state. A center based model will provide individualized instruction to focus on a layered level of support from the teacher to the paraeducator and peer for our students to have access to the curriculum and lessen the academic gap for our students while providing the individualized attention with core content standards. In addition, this year our district opened a social emotional academic support (SEAS) classroom at each comprehensive school site to support our students who are struggling with social, emotional and/or behavioral constraints that are interfering with the students ability to benefit from their education. This allows students to be educated at their home schools instead of crossing attendance boundaries while staying with their peers to build on their social skill relationships. In the SEAS program every student will have an educationally related mental health assessment to determine the level of individualized support provided by a mental health provider and a functional behavior analysis to address the necessary environmental, curriculum and support to address the maladaptive behaviors and reactive strategies in case the primary supports are not effective. Our moderate to severe classrooms have access to the SANDI to assess the needs of the student and determine individualized targets to support the student. The district also adopted the Unique Learning Suites curriculum for our moderate to severe programs to focus on addressing state standards modified to the individualized needs of our students based on the results of the SANDI.

**Actions and strategies addressing learning loss and accelerated learning progress for Low Income Students:**

COVID-19 school closure also had a profound impact on the learning of low-income students. Approximately 90.3% of CMI students are identified as coming from low-income homes. CMI recognizes that students who are from low-income families will likely have less access to technology that will be essential in the remote learning settings associated with the 2020-21 school year. CMI staff are working to proactively reach out to families to make sure that they have the devices (Chromebooks and/or Hot Spots) needed to participate in remote learning. As is the case for our English learners, students with reading deficiencies from low-income homes will be prioritized for supplemental reading intervention provided by the site intervention team via small group instruction. Additional strategies to mitigate learning loss for students include access to a designated teacher for one-to-one academic support every Friday and 24/7 online tutoring services in all content areas and offered in English and Spanish via live chat with a tutor trained in the socratic method. Throughout the year, CMI will closely monitor the progress of our students from low-income homes utilizing multiple sources of data including pre-assessments integrated into each lesson, other curriculum-based assessments, and district-created assessments. Our goal will be to accelerate learning so that no learning loss is present by the end of the 2020-21 school year.

**Actions and strategies addressing learning loss for Foster Youth and Homeless Students:** All actions and strategies are first directed at improving outcomes for Low-income, Foster Youth and Homeless students. Technology and access to extend learning beyond the school building and day are ensured by providing a device to each student and Wi-Fi access to families without connectivity to ensure more equitable access to learning, no matter the place or time of day. CMI serves a very small number of students that reside in foster care and students experiencing homelessness. The Pupil Services Department is able to provide a very high level of support for these students and their families. Pupil Services and site Administrative teams track the academic achievement, attendance, and social emotional progress of these students. The teams connect with these students' classroom teacher(s) on a regular basis, connect students with CMI counselors and Social Worker interns, and help connect students and their families with support from outside agencies through CareSolace as needed. CMI will ensure that these students have access to Chromebooks, hot-spots, and any other instructional materials needed to ensure they have everything needed to succeed. CMI staff will conduct a needs assessment upon students enrolling or starting the school year, will work to connect with these students, and will keep detailed records of their contacts with the students - as well as the support that are being provided. Students identified as living in foster care or experiencing homelessness will be prioritized for academic and social-emotional intervention. In the event that a foster youth or homeless student is also identified as an English learner with "emerging level" English language skills, they will be prioritized for frequent ELD support. Our goal will be to accelerate learning so that no learning loss is present by the end of the 2020-21 school year. Strategies for Foster Youth include bi-weekly check-ins with students and their foster parents via phone, zoom, and e-mail. As well as providing every foster youth in our schools will be assigned a personal mentor/coach. Additional strategies to mitigate learning loss for Foster Youth and Homeless students include access to a designated teacher for one-to-one academic support every Friday and 24/7 online tutoring services in all content areas and offered in English and Spanish via live chat with a tutor trained in the socratic method.

**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.

The effectiveness of the services provided to students will be measured through grade level assessments. Diagnostic assessments, common assessments, district benchmarks and the use of state Interim Assessments (IABs) have and will be administered. In addition to formative and summative assessment data, academic grades will also be reviewed against historical achievement to inform the overall picture of student progress.

Data will be analyzed using the Professional Learning Community (PLC) model where teacher colleagues work in collaborative groups and reflect on data with a focus on student learning. PLC groups will also discuss and strategize effective strategies to close the learning gaps among various students and student groups; including foster youth, English Language Learners, and low income students. Teachers will then be able to provide appropriate strategies and interventions to close the learning loss gaps that have occurred due to COVID-19 school closures.

**Actions to Address Pupil Learning Loss**

Description	Total Funds	Contributing
Increase access to IO assessment Management System that supports interim and benchmark assessments	\$7,595.30	Yes

Consultant Contract: Paper.Co online tutoring services principally directed to English Learners, Homeless, and Foster Youth	\$76,807.50	Yes
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## Mental Health and Social and Emotional Well-Being

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

The district on behalf of CMI has created a one stop Website that outlines student and family resources to respond to mental health needs.

The district on behalf of CMI has partnered with CareSolace that is an advocacy agency to assist families and staff in locating and utilizing mental health services.

The district on behalf of CMI has formed a partnership with an online counseling platform, RippleEffects, that is accessible 24/7 for students to explore mental health concerns and guides them to reach out to their counselors or administrators for additional help or services.

The district on behalf of CMI has developed a Crisis Response Protocol for students expressing self harm in a virtual setting and created a training video to guide all district staff in the new protocol.

The district on behalf of CMI has provided professional learning opportunities that are designed to build and expand staff capacity to implement SEL practices. This work incorporates new content from The Distance Learning Playbook by Fisher, Frey, and Hattie.

The district on behalf of CMI is in partnership with local universities including Cal Baptist University and Cal State San Marcos University School of Social Work. Both universities have provided the district interns to support all of our students. Our Directors of Pupil Services and Special Education have developed a referral process for parents, teachers and staff to refer a student to a social work intern who is supervised by our Director of Special Education who is also a licensed marriage and family therapist and credentialed school psychologist.

The Director of Special Education has developed a curriculum in the area of anger management, motivation, empathy, grief, social skills, self-advocacy and empowerment in which the interns will utilize when running groups. Interns will also provide individual, family and linkage support.

CMI counselors regularly check in with students on their caseloads to support the social and emotional well-being.

CMI has established a weekly check in with students every Friday where a teacher meets with one class for academic and emotional support. This is not a specific academic course, but rather an engagement session. CMI counselors regularly check in with students on their caseloads to support the social and emotional well-being. In addition, the district is developing surveys to monitor social emotional wellness and school connectedness. The surveys will be used to drive social emotional support curriculum and support by identifying areas of need.

CMI has regularly sent out flyers and email reminders to update employees regarding the Employee Assistance Program which offers mental health support benefits. Staff members have been surveyed numerous times after professional development sessions to gauge the success of the training and to inquire other areas of needed support. Staff members who are struggling with personal or family hardship under distance work have been invited to have one on one meetings with human resources in order to develop accommodations and support. We have also

extended our contract with CareSolace which includes online support, resources, and referrals as well as the mental health support system to employees.

# Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

Attendance and engagement in schools are paramount for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any learning model. This will be true regardless of what school looks like as students and staff return this fall. CMI does not only want students to be present or “logged in,” we want them to be engaged: interacting, thinking and connecting. The district has created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed.

CMI has an expectation for each stakeholder group for attendance and engagement that include:

- Students and families:** Attend/engage daily with their teacher and report absences for ANY school day to the school.
- Teachers:** Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
- Attendance Staff:** Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
- Administrators:** Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the Attendance Office.

CMI will implement the following tiered procedures for re-engagement and monitoring of students who are absent from distance learning for more than three days or 60% of the instructional days in a school week.

**PUHSD Foundational Supports:**

- PUHSD has worked hard to help all students access equipment and connectivity. We are a 1-1 district. Every student has been issued a chromebook and has assistance to through our technology department ensure they are connected. PUHSD created an advisory period every Friday where teachers meet with one class of students to listen and support.
- PUHSD created both a synchronous and asynchronous schedule to assist all students to have regular classes at a scheduled time.
- All students have access to a 24/7 tutoring support system.
- All teachers were trained prior to the start of distance learning in student engagement strategies. These training sessions were based on strategies provided in The Distance Learning Playbook by Fisher, Frey and Hattie.

**Tier 1 Universal Prevention:**

Assistant Principals over attendance run a weekly report for absent and/or non participating students. Students who have missed three or more consecutive days receive a phone call to offer interventions and supports before students fall into the chronically absent range. In

addition, PUHSD provides informational postcards regularly to inspire students to attend. Given distance learning an initial push was made to contact any student who failed to show up to school as expected in the first two weeks. An effort was made to contact every no show student personally by phone. A script was created for those reaching out, which offered interventions and support particularly to discover if students were struggling with connectivity.

**Tier 2 Early Intervention:**

Assistant principals and attendance clerks continue to run 3 day absence reports and personally contact students by phone. The names of students that cannot be reached by phone are provided to the district and attendance specialists make continuous calls to reach families. If those calls are unsuccessful for three attempts, at different times of the day, then the specialists will make a home visit using appropriate social distancing measures. Specialists are advised to stay at least six feet from the door and to leave documentation to be read by the family.

**Tier 3- Intensive Intervention:**

Pupil Services sends letters home. Letters are sent at 18 period absences, 36 period absences and 54 period absences. Students that are found to be chronically absent, 10% or more absenteeism, after the first six weeks will be invited to a virtual School Attendance Review Team (SART) meeting to be conducted via phone or a virtual venue by the school site. After the SART meeting students will be monitored and any student who continues to be chronically absent will be invited by Pupil Services to attend a formal SARB hearing to listen to the plight of individual families and offer support.

**CMI Family Engagement:**

To ensure that our parents are prepared for Distance Learning and the importance of daily participation and attendance, CMI will be creating virtual workshops and informational videos in both English and Spanish that will teach parents how to navigate the online learning platforms used by teachers. CMI will utilize all social media platforms, PeachJar, Blackboard, and district and school websites to disseminate all pertinent information in both English and Spanish language.

# 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.

During the school closures that began in March, Nutrition Services had implemented procedures that allowed for safe and effective grab and go meal service. Procedures were followed based upon the CDC’s recommendations for cloth face coverings, proper hand hygiene and six feet of social distancing. The grab and go meal service that was implemented, allowed for students and families the opportunity to pick up meals through curbside or walk-up service which would lessen the amount of exposure to both the Nutrition Services staff and families picking up the grab and go meals.

With the new school year beginning under a full Distance Learning Model, Nutrition Services, from the direction of the United States Department of Agriculture and the California Department of Education, will be operating under the Seamless Summer Option (SSO) which allows meals to be provided free to children 18 years of age and under. The Seamless Summer Option is an extension of the USDA’s meal

waiver that was first available to School Foodservice Authorities when the COVID-19 pandemic first began in March. The extension of the SSO meal waiver will be provided until December 31, 2020. Grab and Go meals will consist of five days of breakfast and five days of lunch. Meals will also be provided with a variety of fruits, vegetables, milk and juice. Students do not need to be present to pick up their grab and go meals. All meals provided, meet the nutritional guidelines set forth by the USDA and the CDE to make for a full reimbursable meal.

Meal applications will continue to be collected during the school year to determine student meal eligibility for Free or Reduced priced meals.

Once CMI moves into a blended learning program, the Nutrition Services Department will continue to provide breakfast and lunch for students who are attending both in person and the online distance learning model through grab and go meals. Nutrition Services will continue to abide by all CDC guidelines for cloth face coverings, proper hand hygiene and six feet of social distancing. Grab and go meals will be provided through the same procedure for curbside or walk-up service for either blended or online learners. During the blended learning model, students who are on campus will be allowed to pick up a week's worth of meals through the student cafeteria. The cafeteria will continue to provide procedures that would limit the amount of exposure between the student and staff. A limited amount of students and staff will be allowed in one area at a time. Proper sanitation will be followed during and after meal service through the cafeteria. All meals provided will continue to meet the nutritional guidelines set forth by the USDA and the CDE to make for a full reimbursable meal. Student meals will be reimbursed according to the students meal eligibility status during the blended learning model dependent upon the extension of the SSO meal waiver. Cash transactions will not be taking place within any of the school sites cafeterias and only online payment accounts using MySchoolBucks.com will be allowed.

CMI is currently working with GoldStar Foods to incorporate a Farm to Family Food Box which would provide families with additional food items to take home to their families. Boxes may content bulk meats, fresh fruits, fresh vegetables, and dairy items.

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Positive Solutions, Tinya Holt, CareSolice (Addiction Treatment Technologies), Ripple Effects	\$9,900	Yes

## 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
34.80%	\$3,049,774

## 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.

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

While all students may receive some of the services, 90.3% of students in the district are low-income, Foster Youth, or English Learner students and the actions and services outlined in this plan are prioritized to support these student groups; and services are principally directed at increasing or improving services for these unduplicated students. Internal data points indicate these students are at greater risk of not meeting state standards, with increased chronic absenteeism and tardiness; higher levels of personal trauma; and limited access and connectivity to technology and devices. These data points are monitored and reported internally to ensure the focus and determination of effectiveness on outcomes for Foster Youth, English Learners, and low-income students. Since school closure in March 2020, efforts to limit or reduce student learning loss, specifically for these unduplicated students are represented in the actions and services listed below.

Actions/Services supporting **Distance Learning Program** are providing training and support for math and Literacy across the curriculum in all content areas. These actions are being provided on a district wide basis in an effort to improve the achievement of all students. However, the targeted services aim to provide more opportunities for teachers to continue to revise and implement the new ELA and math curriculums, and learn strategies to target the students with the highest need, our unduplicated student groups, in an effort to increase their success rates more significantly and expeditiously. Academic support for rigorous learning and professional development for teachers in English language development (ELD) are two of the main ways we are working to meet the needs of English learners.

- Provide access for all teaching staff to the Learning Management System: CANVAS and Google Classroom, G-Suite
- Provide devices and connectivity to all students including Chromebooks, Interactive Tablets, monitors, and WiFi Hotspots
- Professional Development: Distance Learning Playbook, RCOE Google Camp, Leading Edge Flex Online Certification (RCOE)
- Instructional materials and supplies to address virtual learning platforms: eBooks, online resources to support READ 180, EDGE, English 3D, System 44, MS Science, software licenses
- AVID tutors to provide students with academic support
- Instructional support: Technology TOSAs (1)
- Technology support: Tech III (1)
- Counseling support: ES/MS School Counselor

Actions/Services supporting **Pupil Learning Loss** are principally directed towards English Learners, Foster Youth, and low-income students. Students continue to receive additional opportunities via summer school, Saturday school, and credit recovery classes to make-up failed courses and recovery credits, to remediate any A-G required classes, and recover any lost credits towards graduation requirements. 24/7



Online tutoring services will be available in both English and Spanish allowing students the access and opportunity to live chat with a tutor trained in the Socratic method anytime day or night. Reviews of student performance during distance learning in which the unduplicated student group who participated in these intervention programs indicates the need to maintain intervention and support to improve outcomes for these student groups.

- Increase access to IO assessment Management System that supports interim and benchmark assessments
- Consultant Contract: Paper.Co online tutoring services principally directed to English Learners, Homeless, and Foster Youth

Actions/Services supporting **Mental Health and Social and Emotional Well-Being** are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These services, while continuing their previous work, will adapt their range of supports for staff and students during distance learning.

- Positive Solutions, Tinya Holt, CareSolice (Addiction Treatment Technologies), Ripple Effects

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

CMI is committed to prioritizing the needs of English Learners, Foster Youth, and low-income students. The 34.80% to increase or improve services is reflected in the actions and services outlined in this plan.

Actions described in the plan represent an increase or improved service above and beyond the level that would be provided otherwise, with the increase intended to primarily benefit unduplicated students, a brief description of how these services are increased and/or improved include:

1. Providing access for all teaching staff to the Learning Management System: CANVAS and Google Classroom, G-Suite.
2. Providing devices and connectivity to students that are lacking access to devices and technology including Chromebooks, Interactive Tablets, Monitors, Laptops, power cords and adapters, and WiFi Hotspots.
3. Providing Professional Development opportunities to build teacher capacity to improve instructional practices supporting students most in need: Distance Learning Playbook, RCOE Google Camp, Leading Edge Flex Online Certification (RCOE).
4. Providing students access and opportunities to additional instructional materials and supplies to address virtual learning platforms: eBooks, online resources to support READ 180, EDGE, English 3D, System 44, MS Science, software licenses.
5. AVID tutors to provide academic support for students in AVID classes.
6. Increase in personnel to build teacher capacity in developing effective instructional strategies and support instruction: Technology TOSAs (4), ELA/Math TOSAs (2).

7. Provide staff and students with various technology support that includes hardware and software support: Tech III (10), System Analyst (1)
8. Teachers have increased access to the IO Assessment Management System that supports interim and benchmark assessments to monitor student progress and address any trends or patterns that occur.
9. 24/7 online tutoring services principally directed to English Learners, Homeless, and Foster Youth allowing them to seek academic support anytime of the day or night.
10. Students have more opportunities for intervention and student support services through summer school, credit recovery, and Saturday school.
11. Increased services for students suffering from emotional and/or physical trauma, lack of participation and engagement, or issues with attendance are counseled and/or referred to various professional services that include services from: Blue Water, Positive Solutions, Tinya Holt, CareSolice (Addiction Treatment Technologies), Ripple Effects, Smiles for Students.