

Learning Continuity and Attendance Plan Template (2020–21)

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|--|---|
| California Montessori Project – Shingle Springs Campus | Stephanie Garrettson, Director of Charter Compliance | sgarrettson@cacmp.org / 916-971-2430 |

General Information

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

California Montessori Project (CMP) is a seat-based charter school providing the Montessori pedagogy to students. While this pedagogy is designed to be implemented in a classroom setting using teacher guidance, hands-on manipulatives, and peer modeling, CMP quickly shifted to a Distance Learning model due to the COVID-19 pandemic. CMP closed the school facility on Friday, March 13 and began providing Distance Learning on Monday, March 16.

CMP created a Distance Learning website, which incorporated easy to find links to each classroom’s Distance Learning portals; Family Resources: Counseling, Special Education, Meal Opportunities, Child Care Options, Internet Options, Technology Support; and Student Enrichment: Visual and Performing Arts, Library, STEM Challenges, Gardening Activities, and Digital Activities from Club M (before and after school child care program) and PE.

CMP also created an Engagement Tracker to monitor the participation of students in the live lessons as well as track their engagement with the programs and learning opportunities provided. If a student was not participating in the learning opportunities, teachers and/or school administration contacted the family to determine if there were any barriers in access and seek better ways to serve the child.

CMP remained true to its vision of providing a comprehensive education that supports the academic and social-emotional development of every child:

- * Teachers provided daily recorded and/or live instruction to all students last spring and provide both daily live instruction and recorded video lessons every school day this fall.
- * Teachers provided 1:1 office hours for students and/or parents needing additional support.

- * Students continued with Social Emotional Learning lessons and Counseling services were provided virtually to students, in need.
- * Students were provided individual and/or small group interventions virtually in Reading and Math, if needed.
- * Students had access to SIPPS and Read Naturally Live for extra support in Reading.
- * Students received Physical Education virtual lessons.
- * Parents, Teachers and Students were invited to virtual technology trainings and 1:1 technology office hours from the CMP Technology Department to assist in accessing and utilizing the various online platforms.
- * Students were provided with Clever login information for ease of accessing the various online platforms with a central location to each student's individual passwords for each learning program.
- * Students in need of computer access at home were issued CMP Chromebooks.
- * Students in need of internet access at home were issued CMP Hotspots.
- * Teachers at all grade levels utilized Google Classroom to organize lesson information.
- * Students receiving Special Education services continued to receive modified services and IEP and 504 meetings were held virtually.
- * Starting this fall, students needing to take the ELPAC and receive Special Education related testing were administered the assessments on-site following the California Department of Public Health's Small Group and Cohort Guidance.

CMP disseminated online surveys designed to gain Parent/Guardian, Teacher and Staff feedback on how Distance Learning went, and to help guide planning for the 2020-2021 school year. 90% of all CMP families reported satisfaction with the Distance Learning program provided. Overall, CMP families felt that the amount of work and the difficulty of the work was manageable by the students, with support needed from teachers and parents. CMP families have reported the challenges for working parents trying to support their children's learning efforts and their children missing the sense of community that a typical school environment brings. CMP will utilize this feedback for future planning.

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

CMP has issued 8 surveys, sent to Staff, Parents and Students since Distance Learning began. Survey results have helped design key elements of CMP's learning environment for the 2020-2021 school year.

CMP Superintendent, Brett Barley, presented 2020-2021 Back to School Information Sessions for Staff and for each CMP Campus parent community. When the invitation to the meeting was sent out, Staff and Parents were invited to submit questions to be addressed in the presentation. During and following the presentation, Staff and Parents were encouraged to submit questions that would be either answered live during the presentation or addressed through a Frequently Asked Questions document.

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

Public meetings and public hearings have been held via Zoom meetings. Members of the public can access the meeting through the Zoom link or through a Zoom phone number. The meetings are also recorded and available on the CMP website.

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

Overall Positive and Appreciative

- Immediate transition after closure
- Families felt supported
- CMP engaged in continuous improvement efforts and made adjustments
- Focus on academics and Social Emotional Connections
- Structured daily schedules with “live” and recorded activities appreciated

Opportunities for Growth

- More “live” teaching and recorded lessons
- Making it less optional, clarity around grading and feedback
- Additional arts instruction and virtual performances
- More differentiation, intervention, and clarity around Special Education
- Clarity around tracking of standards mastery

Staff Survey Summary:

- 150 Responses

- Needing Child Care – 33%
- Medical Concerns with Wearing Masks – 5%
- Preferred Schedule for 1st Week of School – 53%
- Wednesday: Group A on Campus; Thursday: Group B on Campus; Friday: All Distance Learning
- Want an Agreement of Expectations between CMP and Family – 83%

Top Ways for Staff to be Successful in Hybrid Learning Model:

- Technology
- Prep Time to Accommodate Distance Learning and Cleaning
- Clear Expectations for Staff, Teachers, Counselors, TAs
- Clear Expectations for Students and Parents
- CMP Child Care Program: Staff to Operate Program; Staff Children Have Access

Top Trainings Staff Anticipate Needing in Hybrid Learning Model:

- CMP Technology Platforms: Google Suite, Kami, Excel, iReady, Zoom
- Time Management; Daily Tasking; Creating a Daily Plan
- Technology: Chrome Books, ELMO
- How to Implement Montessori Lessons in a Distance Learning Environment
- How to Manage In-Class and Distance Learning Environments Simultaneously

Top Commitments Staff Want from Families:

- Expectations, Norms, Standards for Participation
- Complete and Submit Assignments; Daily Practice of Math, Reading, Handwriting; Follow Assigned Work Plan

- Consistent, Open Communication; Ask for Help When Needed; Read Communications From School
- Daily Attendance
- Commitment to the 2020-2021 School Year With: Open Hearts, Open Minds, Graciousness, Courage, Respect, Do Your Best Mind Set, Patience, Understanding, Mindfulness, Positivity

Parent Survey Summary:

- 1,365 Responses
- Learning Model –
 - 90% Hybrid
 - 10% Independent Study
- Special Education –
 - 12% - Independent Study Only
 - 39% - Modified Hybrid (Receive Services on Distance Learning Days)
 - 49% - Standard Hybrid (Receive Services on In-Class Learning Days)
- Preferred Schedule –
 - 56% - Group A (In-Class Mondays and Tuesdays)
 - 14% - Group B (In-Class Thursdays and Fridays)
 - 30% - Flexible
- Club Montessori –
 - 34% Need Access

Top Ways CMP Can Provide Assistance to Families:

- Club M Offered During Distance Learning Days and After School All Days

- Work Packets Provided During Distance Learning Days
- Flexibility with Learning Model Choice and Schedule Preference
- Chromebooks Offered to Students in Need
- Group Students with Consideration for Family Needs (i.e. Siblings, Carpooling, Distance Learning Co-ops, Child Care Availability, etc)
- Offer More In-Classroom Days
- Clear, Substantial, Meaningful Work Plans
- Clear Communication and Expectations for Distance Learning
- Zoom for Class Interactions and Lessons

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

CMP's Ten Commitments

- 1.We will ground our approach in Montessori methodology and equity to take a tailored approach to meeting the individual needs of each student.
- 2.We will prioritize student, staff, & community safety.
- 3.We will support the physical and mental well being of students and staff and integrate social-emotional learning into our instructional core.
- 4.We will measure student engagement; seek to keep students engaged, motivated, and healthy; and take immediate action when we see students not fully engaging.
- 5.We will continue student learning by teaching new content across a well-rounded curriculum.
- 6.We will focus instruction on the mastery of essential standards.
- 7.We will provide “live” class instruction every day (synchronous instruction).
- 8.We will provide feedback on student work through the use of rubrics and/or grades.
- 9.We will authentically engage and collaborate with each other in all phases of re-entry planning, implementation, and communication.

10. We recognize that families have different circumstances and commit to meeting families where they are and providing support to the best of our abilities.

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.]

All summer CMP was preparing to bring back students with the most severe and impactful disabilities for in person learning in a manner that followed regulations and protected students, families, and staff. As the school year approached it became clear that El Dorado County’s testing infrastructure was not ready to meet the requirements of bringing students back to campus. It was also unclear whether El Dorado County would be placed on the state’s “county watchlist” prior to the start of school. Due to this uncertainty CMP elected to begin the school year Distance Learning. We are using this time to prepare for a return to campus in an appropriate manner when the county is better positioned to test and contact trace. While distance learning CMP will follow the California Department of Public Health’s small group and cohort guidance and begin providing services to students who are at the greatest risk of experiencing learning loss due to school closure.

Throughout the COVID-19 global pandemic CMP has been guided by public health guidelines. Our reopening plans are consistent with the most recent federal, state, and local guidance. There are three anchor documents that CMP has used to craft its plans: the California Department of Education “Stronger Together Plan”, the California Department of Public Health “COVID-19 Industry Guidance: Schools and School-Based Programs”, and the Sacramento County Office of Education “School Year Planning: A Guide to Address the Challenges of COVID-19”.

When students are able to return to campus, school will look much different than previous years due to new health and safety measures. If a student is attending school in-person families can expect the following:

Screening at Home and School

- Families are recommended to take temperatures daily before going to school. Anyone with a fever of 100.4 F or higher should not go to school.

- Fever screening will also occur prior to the start of school by staff via touchless thermometers.
- Students and adults should also screen themselves for respiratory symptoms such as cough or shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.

Arriving at School

- Staff will be wearing face coverings.
- Parents, volunteers, and visitors will have limited access to the school campus (i.e. access only to the front office and pre-scheduled, essential meetings).
- Arrival and dismissal times may vary depending on grade level to limit group size at car loops.
- Arrival procedures will include fever screening.

General Safety Precautions Throughout the Day

- CMP will follow disinfection guidelines developed by local public health and the CDC
- Physical barriers will be installed in each school's front office.
- All students and staff will be encouraged to wash and clean hands regularly
- Handwashing stations with soap and/or hand sanitizer will be made available in all classrooms.
- Teachers shall ensure all students wash their hands using hand sanitizer or soap and water whenever entering and leaving the room.
- Students shall be taught and prompted to wash their hands using sanitizer or soap and water prior to eating, after coughing or sneezing, and before and after using the restroom.
- CMP will limit sharing of supplies and disinfect between uses when sharing is unavoidable.
- School facilities will be disinfected each day with CDC approved cleaning solutions and deep cleaned between cohorts (if in Hybrid Model).
- All drinking fountains will be turned off, and students will be encouraged to bring a water bottle that can be filled at a classroom sink or water bottle filling station.
- HVAC systems will be set to maximize circulation of air from outside buildings.
- Windows and doors will be kept open to the extent possible to keep fresh air flowing through indoor spaces.

Other Safety Precautions

- Face coverings will be worn by staff and students, unless the staff member or student has a medical condition that would preclude them from wearing a face covering. Students and staff that cannot wear a face covering will wear a face shield.
- Students are encouraged to bring their own washable and reusable face covering. If a family does not have access to a face covering CMP will provide one.
- Gloves are not recommended for use by students.
- All members of the public entering school offices are required to wear a face covering.
- Community snack will no longer be provided and birthday circles will be celebrated without food.

Social Distancing

Local public health departments are requiring that schools maintain six feet of social distancing between students and/or staff. To do so they recommend modifying schedules, limiting visitors, keeping students in smaller groups, serving meals in small groups, spacing desks or student work spaces further apart, keeping student cohorts from mixing, staggering lunch/recess/transition times, not holding large assemblies and dances, and identifying a sick room for students that are not feeling well to minimize contact.

Actions Related to In-Person Instructional Offerings

(Some expenses may also be captured in other budget charts.)

| Description | Total Funds | Contributing |
|---------------------------|-------------|--------------|
| Janitorial Services | \$ 20, 265 | Y |
| Educational Software | \$ 5,790 | Y |
| Instructional Aides | \$ 128,888 | Y |
| Non-Capitalized Equipment | \$ 26,373 | Y |

Distance Learning Program

Continuity of Instruction

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

To meet the diverse needs of CMP families, CMP originally planned to offer both full time Distance Learning and in-person learning (the scale of which would be dependent upon public health guidance) during the 2020-21 school year. When surveying families, it was clear that families were very mixed on whether they wanted In-Person or Distance Learning for their child(ren). Because of that, CMP wanted to ensure families were provided with options, and that students would receive the same level of education in each learning model.

Distance Learning

From our surveys we have seen that ten percent of CMP families would like to remain in Distance Learning during the 2020-21 school year. CMP has developed a program to meet the needs of these families.

CMP students participating in full time Distance Learning will continue to be a part of the CMP community they have come to know and love. We will provide virtual learning to students whose families would like their children to remain at home. They will participate with their classmates in Distance Learning lessons five days a week from home.

We have improved upon our Distance Learning program from this past spring by providing more physical textbooks and workbooks that lend themselves well to Distance Learning, purchasing more internet equipped technology devices, providing teachers and teaching assistants with additional Distance Learning training, enhancing our virtual extracurricular offerings, and providing live support to students by their teacher or teaching assistant during regular school hours.

In-Person Hybrid Model

CMP surveyed our staff and families and determined that if we are not able to maintain the six feet of social distancing we would implement a hybrid model that limited the number of students on site each day. If CMP were required to choose a hybrid model 71% of our campus administrators, after discussing with their staff, said they would prefer a two-day rotation. If CMP were required to choose a hybrid model, 67% of families said they would prefer a two-day rotation. After multiple discussions and surveys with staff, families, and the CMP Board we selected a model that prioritizes both in-person learning and safety. The model allows students to attend two full days of school, participate in three days of at-home learning, and provides CMP with a full day to clean and disinfect our schools between cohort groups.

Full Time In-Person Learning

A CMP school site(s) may be able to offer Full Time In-Person learning five days a week if enough families select full time Distance Learning and there is sufficient space to comply with the six-foot social distancing requirements.

CMP family responses to our end of the summer survey will provide us with the information we need to determine if Full Time In-Person Learning is possible.

CMP will survey families and staff again in September and October to see if opinions have changed now that the school year has begun in Distance Learning and have more experience with Distance Learning from which to guide planning.

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.]

CMP provided Chromebooks to all students who needed a device and Hotspots to families without stable access to internet or with access to phone hotspots only.

A survey was sent to every family in the network along with several reminders and announcements at all parent events prior to the start of school. CMP also sent a follow up email with contact information for the Technology Department and provided devices to families who reached out via email.

CMP has a help email line for any technical assistance, provided resources documents and training videos to families and also provided a live Tech Training and Q&A. CMP continues to have an open technology helpdesk for families to email and respond within 24-48 hours to parent inquiries.

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.]

CMP was already planning to provide daily live instruction to students prior to the passage of SB 98. CMP continues to do so, in many cases, multiple times a day. In addition, lessons will be recorded for students who cannot participate in the live lesson. The details of assignment dissemination and submission will vary by campus, but some examples, may include: weekly work plans on the Distance

Learning websites; assignments disseminated and submitted through Google Classroom; and work packets picked up and returned at the school site.

CMP adopted the CDE Weekly Engagement and Daily Participation tracking document and utilizes both on a weekly basis.

If a student does not participate in live lessons/meetings and/or completing assignments, CMP will need to initiate a re-engagement process with the Parent.

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.]

California Montessori Project offered staff 6 days of preservice meetings that allowed campus administration to inform, train and support staff during the transition to the digital platform for distance learning. Training was offered on the online programs and platforms that will be utilized. Time was provided for grade level teams to collaborate after training and for individuals to process the information and prepare Google Classrooms and the work for the students.

Topics included: safety, distance learning model and website, attendance, Special Education services, Teacher Assistant training, interventions/MTSS/RTI, parent communication, new curriculum guides, priority standards, new curriculum, ways to support students and parents, etc.

CMP Teachers will also have access to a bank of pre-recorded video lessons to utilize in their classroom. Teachers are invited to submit their own recorded lessons to be included. Teachers were also provided with a link of recorded Montessori lessons from Trillium Montessori.

Staff Roles and Responsibilities

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

Most CMP staff were able to continue with their same role prior to COVID. Responsibilities and job functions shifted to working from a remote location and to serving their population remotely.

Teaching Staff expectations have been redesigned to incorporate the requirements of Distance Learning. Teachers are supporting the shift to Distance Learning by developing daily and weekly work schedules that provide for synchronous and asynchronous instruction, outlining when live interaction and independent work times will take place, scheduling interventions and learning support times, organizing individual meeting times between staff and parents and/or students. Teaching Assistants have been trained to deliver math and reading support and interventions for students experiencing learning loss under the guidance of the certificated teacher in the classroom.

Counseling Staff expectations have also been redesigned to incorporate the requirements of Distance Learning. Counselors have shifted to serving students and staff remotely and to providing social emotional lessons in a virtual platform. Counselors have also set up virtual lunch groups to make themselves more accessible to the student population during the Distance Learning school day.

CMP Club Montessori Staff have needed to shift their role and responsibility within the organization. Club M staff have been trained to provide support to students, have assisted with administrative tasks, have curated DIY Montessori materials for students to utilize at home, preparing and building work packets for students, providing virtual enrichment activities and will provide supervision of staff children while the parent is working on site.

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.]

CMP recognizes that students have unique needs, which need to be met whether students are served in-person or through Distance Learning. The method of learning dissemination will affect how to meet these needs, and CMP teaching staff have the knowledge, tools and resources to support their students.

CMP purchased Ready Math workbooks. These workbooks are designed to be used in conjunction with the iReady assessment tool, already in use by CMP teachers and students. These workbooks will provide an alternative mode of learning to students who may have unstable internet and/or who need to have a break from learning over a computer device.

CMP staff will provide support and interventions in Reading, Math and English Language Development to assist students with unique needs who need additional support. These robust programs are offered through evidence-based programs according to the specific implementation requirements of those programs. For example, for students in need of additional reading support those students participate in the appropriate program four days a week for at least 30 minutes a day.

CMP will continue to provide Chromebooks to any student who needs a device and Hotspots to families without stable access to internet or with access to phone hotspots only.

For our students receiving Special Education services, CMP has received limited approval to provide some small group support services on site and it is CMP's intention to offer in person services to students with disabilities to the extent possible. CMP has created a plan in conjunction with the Yuba County SELPA, CDC and County Health Officials to serve CMP students on site. This plan takes into consideration guidance from local health agencies and attorneys, directions from the state, CDC guidelines for cleaning and safety, and the health, safety, and wellness of our students and staff. CMP will begin servicing students using a phased in approach to services, focusing on services that benefit the most from being completed in an in-person setting, such as Occupational Therapy.

CMP is committed to fulfilling the offer of free and appropriate public education on the Individualized Education Plans (IEPs) of students with disabilities. Parents are in the process of being contacted by special education administration and the students' own case managers to obtain parent input regarding their children's distance learning needs. If students have specific needs during distance learning, that are not already reflected in the IEP, case managers are scheduling IEP amendment meetings to address those needs and place additional services

or supplementary aids and supports on the paperwork. The special education teams are working with families and students to select the best blend of synchronous and asynchronous learning modalities that serve the students best. Additional assistive technology applications or devices have been ordered to help students access their online learning to the greatest extent possible. Case managers are planning on increasing contacts with families to make sure the level of support continues to be appropriate for their child(ren).

CMP will distribute packets of supplies to families in need, focusing primarily on foster youth and homeless students.

CMP will continue to offer World Language via the online Rosetta Stone platform. English Learners are provided access to English through this program, which is easily accessed through a Distance Learning environment.

CMP has established an English Learners Advisory Committee. CMP Administration will work in partnership with the Committee to ensure that the needs of our English Learners are being met during Distance Learning.

Actions Related to the Distance Learning Program

(Some expenses may also be captured in other budget charts.)

| Description | Total Funds | Contributing |
|-------------------------------|-------------|--------------|
| Materials and Supplies | \$ 12,920 | Y |
| Computers | \$ 14,733 | Y |
| Educational Software | \$ 5,790 | Y |
| Administrators | \$ 34,964 | Y |
| Classified SPED Salaries | \$ 21,091 | Y |
| Instructional Aides | \$ 128,888 | Y |
| Textbooks and Core Curriculum | \$ 21,090 | Y |

Pupil Learning Loss

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

Knowing the impact that our school closures due to COVID could have on students, CMP maintained our reading intervention program during the summer of 2020 for any interested students to help prevent summer learning loss.

CMP teachers will assess students at the beginning of school year using Montessori assessments and the i-Ready diagnostic and assessment online tool. These assessments will help teaching staff understand whether each student has experienced any learning loss from the prior year. Those students who do experience learning loss and/or are not performing at grade level will be provided with intervention supports in Math and/or Reading, based on the diagnostic results. Once students are enrolled in the intervention support programs, the support staff will provide follow up diagnostics to ensure the students are progressing.

CMP's digital programs are also computer adaptive and create unique, student specific pathways that meet students at their "just right" level and either help them catch up or accelerate them to more advance content.

Classroom teachers will also look for trends in unfinished learning across their class to see where they need to reteach content and fill in gaps. CMP has a robust curriculum map that backwards maps Montessori lessons to the grade level specific content standards and our supplemental curriculum that can be used to support targeted, standards aligned instruction.

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.]

CMP will provide reading support and intervention through Read Naturally Live, SIPPS, and Sonday both virtually and in person (when permissible). During 2019-20 CMP trained dozens of additional staff members in these programs to provide support to students experiencing learning loss.

CMP will provide math support and intervention to those experiencing learning loss. This intervention support can be done both virtually or in person (when permissible) and groups students with similar abilities to provide evidence-based instruction. CMP also purchased additional math materials to support learners who need to learn independently of a computer program.

CMP teaching staff commits to serving students in whole-group, small-group and one-on-one virtual lessons.

CMP has curated DIY Montessori materials for students to use in their home to supplement the Montessori lessons.

Prior to the beginning of the 2020-2021 school year, CMP teachers were provided with updated curriculum maps which are aligned to the essential standards. This curriculum map shows teachers which areas to focus on for each student.

CMP is in the process of creating a bank of recorded lessons accessible to CMP educators. This bank of recorded lessons will include videos from CMP teachers as well as Montessori lessons from other Montessori schools and/or organizations. This shared resource will provide options for teachers to provide a multitude of lessons to each student.

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.]

CMP will use the i-Ready online assessment and diagnostic system. I-Ready assessments will be provided multiple times throughout the school year. These assessments will allow CMP to track the progress made by students and will allow time to implement new strategies, if necessary.

Actions to Address Pupil Learning Loss

(Some expenses may also be captured in other budget charts.)

| Description | Total Funds | Contributing |
|--------------------------|-------------|--------------|
| Educational Software | \$ 5,790 | Y |
| Materials and Supports | \$ 12,920 | Y |
| Instructional Aides | \$ 128,888 | Y |
| Classified SPED Salaries | \$ 21,091 | Y |

Mental Health and Social and Emotional Well-Being

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

The LEA will monitor and support mental health and social-emotional well-being of students and staff during the school year by providing a comprehensive guidance and counseling program, which includes SEL lessons for all students, as well as small group and individual

counseling services for students that staff and parents identify as having additional social-emotional and mental health needs. Students are referred to the campus school counselor via a teacher-driven referral system based on parent concerns and teacher observation, and also directly referred by students and parents via a Virtual Check-In and Request form which is sent out to staff and families, as well as being linked to the Distance Learning website. School counselors will be presenting workshops periodically throughout the year for staff and families which address the trauma and other impacts of COVID-19 on the school community, and ways to mitigate that trauma. Lastly, mental health resources have been made available to staff and families on the Distance Learning website, as well as some resources being sent through ParentSquare, our staff/parent communication platform.

CMP has also adopted an evidence-based Social Emotional Curriculum (Second Step). Counselors will provide lessons to classrooms both virtually and in person (when permissible).

CMP has hired School Psychologists to serve the school communities. The School Psychologists intend to offer a virtual series of mental health webinars directed toward the CMP Parent community.

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.]

CMP will be taking daily attendance and measuring student engagement through the CDE provided template. When campus staff see that a student is not engaging CMP will take the following steps:

Tier I - Attendance AAs and Teachers will be involved

- Attendance AAs will make their calls to families of absent students each day as they always have (use Attendance Notes to document relevant information)
 - o As part of the call, AAs should inquire to find out if the reason for lack of engagement
 - For device or connectivity issues – contact IT and let them know this family needs support

- For parent work schedule issues or students have a consistent need to do their learning during non-school hours – contact your admin team to develop a written attendance action plan with the family for completion of work so all parties are on the same page
- For social emotional issues – contact the Counseling department and let them know this family/student needs support
- At the end of each week after attendance (or Monday for the week prior), AAs will identify who has 3 or more unverified/unexcused absences via the Student with Absences report in Aeries
 - o Attendance AAs to contact teachers of students on the list so they know to follow up with families
 - o Also provide this report to Deans/Principals for review/reference each week as they will be working with families in the next tiers as needed

Tier II – If a student has two instances of missing three days (or 60%) of the week, Deans will contact the family to start an SST

Tier III – If a student has three instances of missing three days (or 60%) of the week, the Principal will initiate the SART process

Tier IV – If a student has four instances of missing three days (or 60%) of the week, Deans/Principals will request a well check or contact social/health services

CMP will be evaluating student assignments and providing daily live interactions with the student's teacher. Teachers will be available for student or family office hours each day to remain connected with students and families and support engagement.

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.]

CMP has partnered with each authorizing School District in providing access to meals for students. Through the CMP Distance Learning webpage and Parent Square communications, parents will be provided information on how to access these meals.

Currently meals are all grab-no-go from curbside at designated locations. Some Districts offer a bulk meal pickup, while others are offering a daily pickup.

Starting September 8, 2020 meals are free for all children. Paperwork and enrollment are not necessary to receive meals.

The U.S. Department of Agriculture, USDA, is expanding access to free meals to all children 18 years and younger, regardless of school enrollment. This will allow the previous summer meal program provided by the Districts to continue serving free meals to all children into the Fall months, while Distance Learning is in place.

Buckeye Union School District will be distributing a week’s worth of meals at all school sites on Mondays, from 11:00-1:00.

Families may also access other neighboring Districts meal opportunities. Please check the District’s website for specific information on meal distribution.

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Funds | Contributing |
|---------|--|-------------|--------------|
| N/A | Allowable expenses included in prior charts. | | |

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 | | |
| 5% | \$ 113,280 | | |

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.]

In preparing for the different models (Distance Learning, Hybrid, In-Person) of disseminating learning to students, CMP has kept the needs of Foster Youth, English Learners and Low-Income Students at the forefront of decision making.

CMP dedicated a great deal of staff, staff time, and resources to ensure we had the capacity to serve students below grade level in reading and math with evidence-based interventions. Over the past several months CMP has purchased more licenses for intervention programs

and trained dozens of staff members to deliver those interventions. CMP began servicing students in person in 2019-20 and were able to adapt these programs, with additional training and licenses, to be successful in distance learning in the spring of 2020. These interventions continue to be of interest to families over the summer of 2020 to prevent summer learning loss that could have been exacerbated by the longer than normal time away from in-person learning.

CMP purchased additional technology devices and hot spots to ensure to all students have access to an online learning platform. CMP foster youth, English learners, and low-income students were more likely to have technology barriers. Once the school year began, staff began to reach out to students who are not participating in Distance Learning and to ensure that technology is not a barrier to accessing Distance Learning.

In looking at student performance data, Math is the subject that these particular subgroups needed the most support with. CMP purchased Ready Math workbooks to support the continuity of learning 2020-2021 school year. In our analysis these subgroups were the least likely subgroups to have access to a stable internet connection. A physical work book and other hands on materials will be readily available if internet is providing challenges.

Each student will be provided with packets of schoolwork, if needed. CMP recognizes that some students learn better in a non-virtual environment, and requires hardcopies of work. CMP also recognizes that some students live in households where internet access is not stable, and as such require hardcopies of work. CMP will support these students and their needs.

CMP now has a lead counselor to serve across the network and a counselor assigned to every school. CMP foster youth, English learners, and low-income students are most likely to be adversely impacted by COVID-19 and Distance Learning. As such, counseling services to Foster Youth, Homeless Students, English Learners and Low-Income Students will be prioritized. CMP Counselors will ensure that every family that reaches out for support will receive that connection.

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

Services for foster youth, English learners and low-income students are being increased or improved by the additional materials and supports listed above.