

# 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	Stephanie Garrettson, Director of Charter Compliance	<a href="mailto:sgarrettson@cacmp.org">sgarrettson@cacmp.org</a> / 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, as well as provided 1:1 office hours for students and/or parents needing additional support.

\* Teachers collaborated within grade level teams to share lesson plans and recorded videos.

- \* 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 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.
- \* 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.

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.

## Stakeholder Engagement

[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 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.

[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 Club M – 33%
- Medical Concerns with Wearing Masks – 5%

- Preferred Schedule for 1<sup>st</sup> 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
- Club M: 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.]

Before the change of guidelines from the Governor and California Public Health, 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. CMP will continue to research and monitor the most recent direction from the Governor and California Public Health. Until we get permission for in person learning for our most impacted students who have experienced significant learning loss due to school closures and severe students with special needs, services will be conducted via distance learning. The service providers will continue to monitor to determine any online strategies that may need changed or updated.

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 the 2020-21 school year begins, on-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 [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Cleaning and Safety supplies to ensure the safety of CMP Students and Staff.	[\$ 0.00]	[Y/N]
Personal Protective Equipment, including plexi-glass shields, masks, gloves, etc	[\$ 0.00]	[Y/N]
Additional janitorial staff hired and/or increased services from contracted janitorial companies	[\$ 0.00]	[Y/N]
Handwashing Stations	[\$ 0.00]	[Y/N]
Reading Support for Students who have experienced significant learning loss – Read Naturally Live, SIPPS and Sondag programs and staffing to offer services	[\$ 0.00]	[Y/N]
Math support for students who have experiences significant learning loss – additional staff hired to offer services	[\$ 0.00]	[Y/N]

## Distance Learning Program

### Continuity of Instruction

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

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 8 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.

### **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 any students who needed a device and Hotspots to families without stable access to internet or with access to phone hotspots only.

We sent a survey to every family in our network along with several reminders and announcements at all parent events prior to the start of school. We also sent a follow up email with contact information for tech and provided devices to families who reached out via email after the deadline.

We have 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. We continue to have an open tech desk for families to email and respond within 24-48 hours to parent inquiries.

If any Student does not regularly participate in Distance Learning, we will reach out to them. If their issue is access to internet or a device, one will be provided to them along with a hotspot.

### **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 is required to provide daily live interaction with students for attendance and instruction. 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; Work packets picked up at campus, and submitted back to campus.

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.]

CMP Teachers and TAs receive Professional Development the week prior to the beginning of the school year. To prep for 2020-2021 school year, Professional Development around Distance Learning was provided. Topics included:

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, and Teachers are 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.

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 bunch times 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 and interventions 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 its 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 is providing staff to provide support and interventions in Reading, Math and English Language Development to assist Students with unique needs and who need additional support.

CMP will continue to provide Chromebooks to any student who need 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, those services will be conducted via Distance Learning until we receive permission from the Governor and California Public Health to serve students with special needs on site.

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 the English Learners are being met during Distance Learning.

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

Description	Total Funds	Contributing
DIY Montessori materials and work packets	[\$ 0.00]	[Y/N]
Additional technology: chromebooks, ipads, webcams, laptops, hotspots	[\$ 0.00]	[Y/N]
Technology licenses: Zoom, Reading A-Z, Accelerated Reader, Adobe-Sign, School Mint, ParentSquare	[\$ 0.00]	[Y/N]

Description	Total Funds	Contributing
Professional Development: provided through CMP Deans, Central Administration and Technology Department, Curriculum Associates	[\$ 0.00]	[Y/N]
Distance Learning Setup Support: Central Administration and Campus Administration time spent in preparing for the return of Teaching Staff and Students	[\$ 0.00]	[Y/N]
Reading Support for Students who have experienced significant learning loss – Read Naturally Live, SIPPS and Sonday programs and staffing to offer services	[\$ 0.00]	[Y/N]
Math support for students who have experiences significant learning loss – additional staff hired to offer services	[\$ 0.00]	[Y/N]
Digital TCI textbooks	[\$ 0.00]	[Y/N]
Ready Classroom online for CMP-Elk Grove and CMP-San Juan	[\$ 0.00]	[Y/N]

## Pupil Learning Loss

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

CMP Teachers will assess students at the beginning of school year using Montessori assessments and the iReady 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.

## 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. Extra Support Staff have been trained in these programs to provide support to Students experiencing learning loss.

CMP will provide math support and intervention to those experiencing learning loss. 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 will be provided with updated curriculum maps which are aligned to the essential standards. This curriculum map will ensure Teachers know which areas to focus on for each Student.

CMP is in the process of creating a bank of recorded lessons accessible to CMP Teachers and Teaching Assistants. 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.

CMP will offer after school tutoring to Students in need, focusing on Students receiving Special Education services, English Learners, Low Income and Foster Youth.

## **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 Teaching Staff to track the progress made by Students and will allow time to implement new strategies, if necessary.

If a CMP Student is receiving additional supports and interventions, those intervention programs have progress monitoring tools embedded within. The CMP Staff providing the support and interventions will assess the Student's progress through these assessments.

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

Description	Total Funds	Contributing
Reading and Math Interventions	[\$ 0.00]	[Y/N]
I Ready Trainings	[\$ 0.00]	[Y/N]
Ready Math Workbooks	[\$ 0.00]	[Y/N]
Teaching Assistant Salary - Intervention	[\$ 0.00]	[Y/N]
Special Education Department – Additional Staff Salaries	[\$ 0.00]	[Y/N]
Summer Reading Programs	[\$ 0.00]	[Y/N]
Summer Extended School Year	[\$ 0.00]	[Y/N]
English Language Development	[\$ 0.00]	[Y/N]
After School tutoring program	[\$ 0.00]	[Y/N]

## Mental Health and Social and Emotional Well-Being

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

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 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. CMP will be evaluating student assignments.

Per CDE guidelines, students will receive daily live interactions with their teacher.

CMP will follow an attendance review process using tiered re-engagement strategies to ensure students are able to engage in Distance Learning.

We strive to find ways to support our families and want each student to be successful. If you have specific concerns, please reach out to your Campus Principal.

## **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.

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

Section	Description	Total Funds	Contributing
School Nutrition	CMP is projecting participation in the school nutrition program will increase and is preparing to supply food accordingly  Loss of perishable food from spring	[\$ 0.00]	[Y/N]
Mental Health and Social and Emotional Well Being	Counselors provided at each CMP site; Second Step Curriculum; bullying component	[\$ 0.00]	[Y/N]

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

### 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 purchased additional technology devices and hot spots to ensure to all students have access to an online learning platform. Once the school year begins, staff will reach out to Students who are not participating in Distance Learning and will ensure that technology is not a barrier for access.

In looking at 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 will prioritize and offer counseling services to Foster Youth, Homeless Students, English Learners and Low-Income Students. CMP Counselors will ensure that every family that reaches out for services 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.]

[Provide description here]

DRAFT