

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 COVID-19 pandemic has had a great impact on the Carmel Unified School District Community. Students, their families, and staff have all felt the effects of this crisis. Since our closure in March, the district has had to quickly adjust to transform our systems of learning and supports for students and families. The district put together a Pandemic Task Force to collaborate around the needs and realities that presented themselves from this rapid shift, and began to make decisions on how to address those needs and realities. It became apparent that student access to the internet and technology was a big issue. The lack of a singular and systematic online learning platform and communication system also stood out as an issue to be addressed. It also became clear that our staff needed support and training in order to assist them in this major transition of our educational system. Keeping students connected to continue their learning and provide them social emotional support was an additional challenge. Throughout the summer months and into the fall the CUSD Administrative Council worked diligently following guidance from the California Department of Education, the California Department of Public Health, and local agencies, including the Monterey County Office of Education and the Monterey County Health Department, to develop reopening plans that took into account all of the issues and factors identified for consideration.

Stakeholder input was collected throughout the process through a series of surveys, town hall meetings, public school board meetings, direct outreach by the district to affected stakeholders, and direct outreach to site and district administration by interested and concerned stakeholder groups. As more input was gathered and planning progressed, CUSD sought to address all the issues that had become apparent. The issues that surfaced around the impact of the crisis, most of which we had already identified, had to do with student and staff safety, instructional technologies, student access to instruction- technology- and connectivity, needs for structure and uniformity in schedules - platforms - and communication, staff professional development and training needs, continuity of our instructional programs, ensuring students with unique needs are having those needs addressed, ensuring social emotional supports for students and staff, providing healthy meals to our students, and transportation issues. As a result, the Carmel Unified School District has attempted to address the identified issues and impact in our reopening plans, much of which is reflected in this Learning Continuity and Attendance Plan.

Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities. Starting soon after our closure last March, the district began to reach out to internal and external stakeholder groups to seek their input. With the new realities of distance learning, we needed to collaborate with all of our partners to ensure we could provide students with the best educational experience possible. We began to survey students, families, and staff to assess our greatest needs and issues. Our Pandemic Task Force collaborated with our employee associations on the needs and realities of distance learning and safe reopening for the fall. CUSD and The Association of Carmel Teachers collaborated around the creation of a memorandum of understanding. Within the MOU, the instructional models were agreed upon, and the amount of daily synchronous instructional time required was laid out as well. The district put out a half dozen surveys to stakeholders between March and July netting over 3,400 responses. These surveys were critical in pointing out areas that needed to be addressed and informing our plan creation.

The district held two open forum virtual town hall meetings, one on 6/25/2020 and one on 7/15/2020 to engage the public and seek critical feedback on our planning process as well as five open school board meetings between May and August. These meetings were also streamed live on youtube with closed captioning. Site based virtual school reopening orientation open forum meetings were held by the sites at the end of July (CCDC: 7/27/20, RIVER: 7/30/20, TULAR: 7/30/20 & 7/31/20, CMS: 7/29/20, CHS: 7/28/20). To meet the needs of its diverse population, Tularcitos Elementary held two forums, one in English and one in Spanish. Due to its small size, diverse population, and connectivity issues in Big Sur, Captain Cooper Elementary School used personal phone calls by bilingual staff members to families to explain plans and receive feedback. CVHS also communicated directly with families. Numerous site leadership, staff meetings, and focus group sessions were held throughout the summer to solicit staff feedback on reopening planning in relation to instructional models, schedules, and creating engagement and connectedness for students as well. Student leadership groups were met with at the high school level in order to seek feedback on student experience and needs. Site and district based advisory committees have been held to get feedback on the planning process including site councils, PTO's, ELAC, and DELAC.

All of the stakeholder input obtained was used to inform our planning process and subsequent plans. A draft of the Learning Continuity and Attendance Plan was made available for comment to the employee bargaining units, the district advisory committee, and DELAC, in English and Spanish, prior to a public hearing by the board. Plan review meetings were held by the district advisory committee on 9/1/20 and DELAC on 9/3/20. The plan went for a public hearing on Wednesday, September 9th at a regularly scheduled board meeting. Participants were able to provide input regarding the Learning Continuity and Attendance Plan Draft to the Board during the meeting. All communications about district plans have been sent via phone and text message as well as being sent by email and posted on the school and district websites.

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

The Carmel Unified School District promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways:

1. Holding public meetings via teleconferencing including the district and site town hall meetings, district advisory committees, and all meetings of the Board of Education.
2. Making public meeting accessible telephonically/otherwise electronically to all members of public seeking to observe and address our local legislative body, as consistent with Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following are trends (ideas) that emerged from our analysis:

Parent Feedback:

The ideas that emerged from our parent surveys were numerous. Some of the key ideas and priorities that emerged are as follows:

- Minimizing health risks
- Consistency of day-to-day instruction and a common platform of online instruction
- Maximizing in-person instruction (if allowed by health authorities and other state and local agencies)
- Maintaining a regular school schedule
- Providing academic rigor

Input also revealed the following perceived challenges for parents in a distance learning environment in both hybrid and pure distance learning models of instruction:

- Social isolation
- Maintaining a regular schedule in the home
- Social distractions
- Students' mental health

In addition, parent survey results indicated that parents were more concerned about child care in a distance learning environment, and more concerned about students' physical health in a hybrid model.

Parent feedback about a hybrid model indicated the great majority of parents preferred a schedule that allowed siblings within the family to attend school on the same day. Parents also indicated a preference for either an every-other-day schedule or an alternating pairs of days schedule.

Another key idea to emerge from the input was that approximately 15% of families have a need for better internet connections.

Staff Feedback:

Staff indicated that the greatest concerns were with health and safety such as following health regulations, cleanliness, social distancing, and having adequate personal protective equipment. They also wanted to ensure the instructional models would be able to allow for consistent rigor, increase student engagement, and build connections, climate, and culture. Staff members also indicated they were more comfortable with a hybrid or distance learning model rather than a full-time return to work. Classified and certificated bargaining unit members both expressed a need for training and time plan and collaborated with colleagues before opening school. Staff weighed in on needed devices such as laptops, Chromebooks, document cameras, web cameras/microphones, and other instructional technology resources through a district technology equipment needs assessment. Staff also indicated that they would like the district to be focused on supporting their social emotional well-being throughout the year.

Student Feedback:

Student feedback centered around difficulties and challenges with technology, internet connectivity, and challenges with distance learning. Students also indicated a need for school connectedness, activities, normalcy, and support.

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways:

Continuity of Learning- In-Person Instructional Offerings:

The development of the specific hybrid models of instruction at each site addressed the priorities, ideas, and trends that emerged from our stakeholders. The desire by all stakeholders to maintain a safe and healthy environment, as well as guidance from the county and state, is reflected in the health and safety measures to be implemented. Particular attention to the areas of campus access, physical distancing, hygiene practices, personal protective equipment, and cleaning and maintenance are reflected in the plan. The specific school schedules with structure, built-in student support, and the use of a common platform (Google Classroom) addresses the desires and concerns of stakeholders to ensure consistency of day to day instruction with common tools, and to support the social-emotional well-being of students as well. Stakeholders also wanted to preserve academic rigor, this is reflected in our focus on student learning and competency development.

Continuity of Instruction- Distance Learning:

As with in-person instruction, the stakeholder desire for consistency of day-to-day instruction is reflected in the schedules created for distance learning. The specific schedules were designed to create continuity between any shifts in our instruction model; in-person to distance, back to in-person, etc. As mentioned above, Google Classroom is the common platform for instruction and communication regardless of the instructional model. This reflects the desire of stakeholders to have a common platform to make it easier for students to access their class instruction and work, and it makes it easier for parents to be able to support their child's learning. The student support time and systems built into the schedule address the common theme of student support from stakeholders.

Access to Devices and Connectivity:

Stakeholders provided much input on the need for better internet connectivity, access to devices, and technical support. In response to their feedback, and reflected in the plan, we provided internet hot spots to families needing better signal. We also purchased Chromebooks for all students in grades TK-2, ensuring that we provide 1:1 devices for all students in the district in all grades. And, we have developed resources for all students, staff, and families as well as access to technical support for everyone.

Distance Learning Professional Development:

Stakeholders made it known through their input that they felt professional development was essential for staff around distance learning instructional practices and technological tools. In response to this input, the district provided and made available distance learning professional development for staff. We also provided planning and collaboration time throughout the summer to support our staff to plan for, and to develop and curate resources for distance learning.

Mental Health and Social-Emotional Well Being:

All stakeholder group input made student wellness and support a priority. As a result of this input and the inherent focus of our district, these areas are addressed in the plan. The plan addresses the district assisting students and families to access mental health supports, and district efforts to support students and staff with personal wellness. The support structures at the sites to reduce social isolation, ensure school connectedness, and academic and social emotional support are also well documented throughout the plan. The district is working to develop staff capacity around social emotional learning and character development as well.

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.]

The Carmel Unified School District is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The classroom based instructional schedule model for each of the levels is explained below: (For more information related to this section please refer to the [CUSD ReOpening Plans 2020-2021](#) "Learning Safely Together" link)

CUSD schools will adopt a hybrid instructional model when students are first allowed to return to schools with the exception of our three very small sites (Carmel Valley High School, Captain Cooper Elementary, and TK at CCDC), they will be able to bring all students on campus each day with staggered times following all health and safety protocols. The schedule models for our larger sites are very similar with some variation between the high school, middle school and elementary schools.

Carmel High School's hybrid model will have two student groups attending school on alternating days with on-line instruction used for the other two days. This will ensure all safety protocols can be followed including safe distance from others as well as regular clearing of the campus. The school will maintain a similar bell schedule as the Remote Model with block classes on Monday through Thursday with Friday set aside for Academic and Social Emotional Support check in sessions. In the Hybrid Model, Friday access to campus will be based on grade level with 9th and 10th grade students attending in the morning and 11th and 12th grade students attending in the afternoon.

Carmel Middle School's hybrid plan is similar to the high school in that students will attend school on alternating days with online instruction used for the other two days. The difference at the middle school is that the rotation of days is continuous; Fridays will not look different as they do at the high school. Student cohorts will attend either three days the first week of the cycle and then two days the second week, or two days the first week and three days the second week. Safety protocols will be a priority including maintaining safe physical distancing as well as regular clearing of the campus. The school will maintain a similar bell schedule as the Remote Model which is a modified traditional bell schedule. Students will remain in cohorts of 10-14 and move together through their classes.

Tularcitos and Carmel River Elementary Schools hybrid plans will follow the same alternating day model as the middle school. Student cohorts will attend either three days the first week of the cycle and then two days the second week, or two days the first week and three days the second week. When students are at school they will experience live instruction with their teacher. When students are at home they will have independent work to complete based on their at school instruction, will do distance learning synchronously and asynchronously with their Specialists (PE, Science, Music, Spanish, Library, Computers, Art, and Garden), and receive small group

assistance by support staff. When at school and at home students will maintain a school day schedule of 9:00 a.m. - 2:00 p.m. inclusive of breaks and lunch. Health and safety protocols will be strictly followed.

Health and Safety are the highest priorities for Carmel Unified School District. With that in mind the district in conjunction with the sites, and following all appropriate state and local guidance have developed extensive safety protocols. These guidelines are published on the [CUSD ReOpening Plans 2020-2021 "Learning Safely Together"](#) link on the district webpage. A detailed guide for staff was created called [Planning Your Return to Work](#). It details protocols for staff as well as student protocols that staff will need to teach and support. It is also posted on the district website. Our protocols center around a variety of topics including campus access, physical distancing, hygiene practices and protective equipment, and enhanced cleaning and maintenance of district facilities and vehicles. The protocols and practices are consistent throughout the district with slight variations in timing due to differing schedules across sites.

Campus access:

All district sites will follow all California Department of Public Health and Monterey County Health Department guidelines for safe return to school. Staff and students will be required to complete a health questionnaire and screening each day they are on site. Students will have their temperatures checked prior to boarding buses and entering campuses. Campuses will not be open to non-appointment visitors during the instructional day and staff will monitor students outside of class time to ensure they are following the rules. Large spaces such as cafeterias and libraries will be closed to student traffic during the school day.

Physical Distancing:

All sites will practice physical distancing measures. The practices will vary depending on the site level - elementary, middle, and high school. Classrooms will be capped as to the number of students to ensure a 6 foot separation is maintained.

Elementary students will stay in their class cohorts throughout the day and not interact with other cohorts. Classes will be assigned certain eating and play areas, and those areas will be socially distanced from other classes. Lunch, snack, and recess will be staggered to reduce the number of students outside at one time. Students will be assigned certain points of entry and exit from campus and have lines to follow to class to prevent congestion and maintain social distancing. The schools are investigating apps to assist with pick-up times and inform teachers when a student's parent has arrived to pick up their child so students are not waiting around after school.

CMS will adopt a strict cohort model ensuring both physical distancing in classrooms and on campus while minimizing the risk of viral spread by eliminating, to the extent possible, the interaction between cohort assignments. Classrooms will accommodate 10 students (with one larger cohort scheduled for 14 students in larger classrooms). A passing period of 15 minutes has been scheduled to allow for classroom cleaning between classes and lunch service will include a staggered setting with food delivered to designated eating areas or classrooms. Bathroom breaks will be pre-scheduled and assigned based on cohorts (with an additional plan to handle emergency bathroom breaks).

Due to the nature of the high school model of course requirements, variations in course sequences, and student proficiency levels, CHS will not be able to adopt a strict cohort model like the lower levels. To ensure physical distancing, staff will be positioned around campus to monitor students. Classrooms have been pre-set by staff to ensure the appropriate number of available desk spaces for each class. In the Hybrid Model the school will limit breaks to 15 minutes each period with food service done in a “grab and go” fashion.

Hygiene Practices and Protective Equipment:

All sites will have handwashing stations and hand sanitizer stations set up throughout the facilities to promote and ensure hand washing and sanitation. Teachers will instruct and regularly remind students to follow safety and hygiene procedures, and signage will be prominently posted throughout campuses to remind and promote handwashing, physical distancing, and the wearing of masks. Masks will be required to be worn at all times. Protective equipment will be provided to students and staff to help ensure a safe environment. Masks, face shields, gowns, touchless thermometers, and gloves have been acquired for all sites. Plexiglass shields have been installed in office spaces to protect employees and students.

Enhanced Cleaning and Maintenance of District Facilities and Vehicles:

Maintaining a safe and clean environment is a priority. Normal cleaning procedures will be modified and enhanced methods will be used. At least daily, and more frequently when necessary, staff will clean and disinfect frequently touched hard surfaces (e.g., tables, desks, chairs, door handles, light switches, phones, copy/fax machines, bathroom surfaces (toilets, countertops, faucets), drinking fountains, playground equipment and bus interiors. Shared objects will be limited (toys, games, art supplies, books) pursuant to CDC guidance. We will provide employees training on manufacturer’s directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable. CUSD will also ensure proper ventilation during cleaning and disinfecting by introducing fresh outdoor air as much as possible. When cleaning we will air out the spaces before students arrive. Thorough, deep cleanings will occur when students are not present.

CUSD will take the above actions to ensure a safe and healthy return to in-person instruction, and in addition, will focus on student learning and competency development, and address learning loss due to COVID related school closures, all the while taking into account our students’ social-emotional well-being.

Student learning and competency development is a key part of our mission; it is what we do and continue to do regardless of the situation. All of our schools at the various levels are focused on continuing our practices in this area. Our elementary schools are engaging in a cycle of ongoing assessments starting at the beginning of the year, then again at the end of each trimester to monitor student progress and determine who needs additional support. When students are identified for needing additional support, they will be placed in appropriate intervention programs. Elementary schools are also using assessment data from February 2020 (right before we went into shelter in place) to help guide decisions on who may need additional support to start the year. Our secondary schools will also continue with their traditional practices with a renewed focus on formative assessments to ensure students are where they need to be and developing appropriately. Our intervention

programs are there to assist students who exhibit a need for support. For students with exceptional needs at all levels, the special education staff will use screeners and efficient assessments, progress monitoring, and/or a reopening review form in the fall of 2020, to assist in determining if there is substantial learning regression of skills identified in the student’s IEP.

Addressing learning loss from the spring is also a focus at all of our sites. Sites have maintained records from the spring that indicate which students struggled with their learning or were disengaged, and intend to keep them in close watch, supporting their academic or social-emotional development as needed. Assessment practices mentioned above will also help to inform our staff as to which students are in need of intervention. All of our existing intervention and support programs are still in place including support for English Learners, students who are not making adequate academic progress, students on 504 plans, students on Individualized Education Plans (IEPs), and students with social-emotional and behavioral needs. Because of the learning loss factor, all of our sites made student support a priority in the schedules they developed for the fall. At the elementary level, interventions and supports can be accessed throughout the day through push-in and pull-out models. At our smallest elementary school, we even increased the intervention teacher’s assignment to full time. To address learning loss our middle school has designed co-taught and aide supported cohorts with the goal of identifying and supporting students who have struggled with learning loss as a result of school closure. In addition, the middle school has designed a daily office hours period in which all students can schedule 1-1 appointments with any teacher to obtain support in their learning. If further intervention is needed, CMS is prepared to create specific support classes in the hybrid model, allowing students to access areas of specific need to mitigate against continued learning loss. The schedule at our comprehensive high school was also designed to create more student support both academically and social-emotionally. The Friday schedule consists of multiple sets of office hours as well as a class called CHS Connect, where small cohorts of students interact with a staff member to develop social connections with their peers and adults, with a focus on academic and social emotional support. For students with exceptional needs, if significant regression of skills in the IEP are identified, a revision to the IEP may be needed to address the domain skill area. Evidence-based strategies will be shared with the parent and if appropriate. In addition, the IEP team will determine if extended school year is needed for such students prior to April 15, 2021.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Re-opening public health recommended personal protective safety equipment and supplies were purchased including signage to promote physical distancing.	\$53,544.00	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.]

The Carmel Unified School District will provide continuity of instruction and learning through the following specific ways:

CUSD created a reopening plan encompassing all of the possible learning models for the district: [CUSD School Reopening Plan](#), In addition, each school in the district created a site specific, distance learning plan presentation: [Carmel River School Distance Learning Plan](#), [Tularcitos Distance Learning Plan](#), [Captain Cooper Distance Learning Plan \(English\)](#), [Captain Cooper Distance Learning Plan \(Spanish\)](#), [CMS Distance Learning Plan](#), [CHS Distance Learning Plan](#), & [CVHS Distance Learning Plan](#).

Each plan documents instructional minutes at each grade level, the methods by which students will access curriculum, an example of the weekly schedule that students will refer to and follow; and the agreed to platform throughout the district, Google Classroom, that will serve as the launching pad for the students' schedules, classwork, feedback and communications. A summary description of what is included in the plans is included below.

Carmel High School will use a consistent bell schedule, comprising 7- 90 minute block periods twice a week (180 minutes of class time total per week for each period). The Friday schedule will consist of four blocks of 1 hour each divided into the following categories; Office Hours for students in need of support or additional time with a specific teacher of their choosing. One of those 4 hours will be dedicated to CHS Connect, a school connectedness program designed to foster both staff/student and student/student interactions with a focus on developing school culture and celebrating academic success. CHS will use Google Classroom as the primary class communication platform, Moodle for assigning assessments, Zoom for live student interaction and various subject specific tools to deliver instruction. This schedule will be modified if we move into a hybrid model to follow the same bell schedule but alternate student attendance by cohort. Students in the hybrid model will attend each class in person once a week and online once a week. Fridays will still be used for Office Hours and CHS Connect with access to campus determined by grade level.

Carmel Valley High School will also use a consistent bell schedule. Students will participate in three to five courses each day and each class is scheduled for 65 minutes each. The student schedule will be the same Monday through Friday. Each class period will begin with a mandatory Zoom meeting to check progress, assess and assign new work and also to create a chance for student to student to teacher daily interaction. CVHS will also use Google Classroom as the sole communication tool and educational platform. When the opportunity arises where we move to a hybrid model, Carmel Valley High students will follow the established schedule to create the desired consistency for the students and instructors.

Carmel Middle School will use a bell schedule similar to our in-person hybrid program with classes meeting for 45 minutes each period, 5 days a week and additional instruction taking place online while students are at home. Google Classroom will be used as the primary platform. The Student Support period and daily office hours built into the schedule will provide students more support and provide more opportunities for students to access the curriculum. When transitioning back to the hybrid model students will access the core academic program in person and elective courses will remain online providing a balance of online and in-person learning throughout the course of each instructional week. Students will maintain access to teachers in an office hours setting and additional support classes will be scheduled as needed to address learning needs.

CUSD elementary schools will follow the same number of instructional minutes at each site that meets or exceeds the state's requirements. The school schedules are 9:00 a.m. to 12:00 p.m. for kindergarten and 9:00 a.m. to 2:00 p.m. for grades 1-5. Students will have access to all of the specialist programs that they enjoyed during in-person instruction. Students will be provided with all the core materials that they previously had access to, and all schedules, assignments, feedback, pre-recorded videos and Zoom links are housed in the district's Google Classroom platform. In addition to the academic program, students will have access to and participate in socio-emotional programs and supports such as counseling services; SEL adoption; and school community enrichment. To support, reinforce and extend academic learning goals, students will utilize various online resources in the schools' web portal, Classlink. ELD, RtI and SPED supports will continue to function to reach, teach and support identified students. Services will be offered at tier one, tier two and tier three levels.

All schools will continue to use all of our district adopted instructional materials to help deliver the curriculum no matter the mode of instruction. In addition to those core resources and our existing software products, CUSD has purchased many new software products or increased the numbers of student licenses of existing products to help address the needs created to supplement and/or deliver the core curriculum, and assess student progress in a digital environment. The following software products are new purchases for this year: Edpuzzle, Reflex Math, SeeSaw, Mystery Science, Gizmos and Zoom for the entire district. We have also increased the number of licenses for the following existing software products: Raz Kids, Learning Ally, BreezinThru(music), Smart Music, and Screencastify.

Part of the district strategy to ensure continuity of instruction between in-person and distance learning is to increase student supports and improve progress monitoring. Our schools are keeping their traditional supports and progress monitoring in place, while also making innovative adjustments for the realities of schooling during COVID. Carmel High School will use a tiered method of intervention that includes teacher phone calls home, a Student Support team made up of Classified staff and administration who will triage student needs as they are identified and school counselors and social workers who will offer ongoing support to students and families. Counselors will identify open office hours during the week for "drop ins" via zoom. The school will keep a record of intervention in Aeries so it is catalogued and can be examined for overall trends and needs as they arise. Carmel Valley High School numbers are small with an average of 8 students per class. Consequently, teachers find it possible to create greater connections with students and are able to address the individual. The school has access to a socio-emotional counselor to support student needs, as well as access to Monterey County Mental Health services for all of our resource students. All teachers have open Zoom meetings and a student can access any of their instructors during school hours. To address the realities of this year, Carmel Middle School developed an innovative approach to support and progress monitoring by placing student cohorts with exclusive teacher teams for core academics. This will allow for a small group of teachers to collaborate and act in support of their shared students. This in

addition with the daily office hours mentioned above will help to ensure student success. The elementary schools will continue to utilize the school adoptions, focus on priority learning standards, and incorporate online resources to support and augment student instruction as evidenced in the online apps housed in the schools' Classlink web portal. The schools will also continue to employ staff and services that comprise the tiered (RtI) method of support. Diverse staff representation will continue to be represented on School Success Teams to discuss, monitor and assign resources to assist at-risk students. The teams will include school based counseling and county therapist support to address the needs of students who struggle in the model. Parents will have access to the student's Google Classroom where they can daily check student schedules, assignments, feedback to students and access additional resources such as teacher created videos, links and academic apps in the Classlink web portal.

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.]

The Carmel Unified School District will ensure access to devices and connectivity for all pupils to support distance learning in the following ways:

First, we ascertained the needs of students by understanding access to devices and connectivity from our families and our teacher by:

- Conducting ongoing parent surveys since the shelter in place order began in March to determine needs for internet connectivity and access to computer devices.
- Including questions in the annual mandatory "Parent Data Confirmation" process regarding students' need for internet access and devices.
- Providing an ongoing help desk process for staff, students, and parents to submit requests for technical support.
- Gathering information from staff regarding families who were experiencing challenges in accessing instruction.

We provided technical support (including training on how to use the devices and how they allow for access to the curriculum and participation in learning) to ensure access to devices and connectivity by:

- Creating step-by-step guides for connecting district-provided hotspots and Chromebooks.
- Offering telephone and email support through the help desk system to students, parents, and staff.
- Producing video instructions about key district systems such as Google Classroom.
- Hosting online training via Zoom for students, parents, and staff.

We also made efforts to ensure students and families with unique circumstances had access to devices and connectivity by:

- Providing AT&T or Verizon hotspots for all families who expressed a need, and for families who came to our attention through a report by staff.
- Offering in-school child care with Internet access for families for whom a cellular signal was not feasible.
- Providing a Chromebook for every student in grades TK-12. This required us to order 475 Chromebooks for students in grades TK-2, who would not otherwise have received a device. Previous to COVID-19 distance learning, the district's standard for providing 1:1 device only extended from grade 3 through 12. Note that these additional devices are necessary whether the district is operating in a distance learning or in-person mode.

We used a variety of methods to reach students and families who were unable to access devices and connectivity following the school closure in the 2019-2020 school year, such as:

- Soliciting reports from teachers, counselors and other staff who worked with students and parents to identify families in need of technical equipment and/or support.
- Delivering or arranging for pickup of hotspots for families without internet access.
- Reaching out to foster and homeless youth to understand and respond to their unique needs.

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.]

The Carmel Unified School District will track and monitor student progress through both live contacts and synchronous instructional minutes. Teachers and staff will measure pupil participation in the following way(s):

Synchronous learning will be measured by the attendance of students during live instruction and asynchronous learning will be measured by assignment completion for independent work or evidence of assigned work time completion recorded in online platforms as determined by certificated staff.

At the secondary level, teachers will use our Student Information System, Aeries, to record attendance and will maintain their Aeries gradebooks to account for student participation, assignment completion and performance monitoring. At least 33% of total instructional time per period will be done synchronously to ensure live contact, participation, and to address student progress monitoring. This may be done in the form of live lectures, small group interaction or one-on-one student support sessions as determined by the teacher. Instructional times are calibrated by departments and grade levels by taking the time value synchronous instructional time and combining that with an assigned amount of asynchronous work as determined by certificated staff to ensure the mandated instructional minutes are met.

Similarly at the Elementary level, attendance based on participation in synchronous instruction will be documented in Aeries. Elementary students will be engaged in synchronous and asynchronous instruction from 9:00 a.m. - 2:00 p.m. daily. Teachers will work as grade level teams to produce content and create instructional videos. Students will start the morning with a class meeting over zoom where they will take

attendance. Teachers will then engage students in whole-class, small group, and individual instruction and support throughout the day and monitor students completion of work through online monitoring and work submission over different apps as well as physically returned work. Grade level teams will calibrate the time values of synchronous and asynchronous instruction and work required to meet the mandated instructional minutes. Daily participation logs will be kept by teachers in order to closely monitor students.

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.]

Beginning in the spring of 2020 and continuing throughout the summer months, stakeholder input has driven our decision making around professional development, our professional development planning process, and our resource development and curation. Our Curriculum and Instruction team continued to work from last spring into this school year putting together resources and training in order to support our staff in the implementation of a high-quality distance learning program. The professional development opportunities and resources that we developed are rooted in the guidance provided by the “Professional Learning and Relationships” section in the CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>). We also supported staff to take part in outside professional learning opportunities related to distance and hybrid learning like those provided by the Bureau of Educational Research and other professional organizations.

In June the CUSD Curriculum and Instruction Department offered a Summer Institute for staff training around distance learning. Staff were engaged in developing an understanding of online learning pedagogy, the use of Google classroom as a platform for communication and learning, synchronous (live) learning using Zoom, and asynchronous (not live) learning through the use of instructional videos using products like Screencastify. Teachers were also introduced to various sites and resources related to online learning. The same live Summer Institute training was held again at the end of July to provide more staff access to the professional learning. For those staff members who could not attend the Summer Institute, we provided an asynchronous version of the training throughout the month of July in the form of online modules to bring them up to speed.

The C&I team continued their support in the development of a high quality distance learning program when staff returned for the fall. Led by the instructional coaches, faculty and support staff from across the district were provided three days of professional development training and collaboration time in August. There were level specific training sessions provided for elementary, middle school and high school employees. These sessions were designed to build on the initial learnings from the Summer Institute and to ensure consistency of implementation across our system. The following are topics and ideas covered over the three days: Pedagogical shifts and best practices around distance learning, re-thinking assessment, understanding by design and lesson planning, synchronous vs. asynchronous learning, effective strategies for synchronous instruction (Zoom), delivering meaningful asynchronous instruction (Sceencastify, Ed Puzzle, Nearpod and other support tools),

community building, authentic school connectedness strategies, Social Emotional Learning, and the use of Google Classroom as a singular learning platform for effective communication and classroom resource management.

Self developed and curated distance and blended learning resources have been made available to faculty and support staff on the instructional coaches Google Classroom pages. Key resources and guides are also posted on our public distance learning support website (<https://cytochromec.net/distancelearning/>), but we are shifting to using Google Classroom for a staff intranet for housing guides and resources.

The Technology and C&I departments continue to work closely together. Technology issues that teachers are having are discussed. Some can be resolved with more training and coaching support on specific topics, others are limitations of or problems with hardware/software that the tech support staff can work to fix, and some are a combination of both. This close partnership helps teachers get the right support and keeps the Technology Department informed of how to best support the curricular needs.

Staff Roles and Responsibilities

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

As a result of COVID-19, the Carmel Unified School District has had to adapt staff roles and responsibilities to meet the academic and social emotional needs of students especially when their original role or responsibility is not feasible in a remote environment.

High school classified staff have been reassigned to new roles to address needs of student support. Campus supervisors, attendance clerks and secretarial staff have been divided into three teams; Attendance, Student School Connectedness and 504/IEP Support. They are an integral part of our Early Alert Program - a tiered support system focused on supporting learners who are at risk 1) of falling behind academically, 2) socio-emotionally and/or 3) behaviorally. The Attendance group is overseeing school attendance by tracking data input into Aeries by teachers during their Zoom class meetings and making phone calls to parents when students do not log in. Another team will oversee the 504 and IEP students and ensure they are given weekly check ins to assess if accommodations are being met. The Early Alert Team will be tasked with engaging with students who are identified by teachers as not actively participating in remote schooling. This team may refer students to their counselor, the school social worker, the school resource officer, or site administrator to address next steps to engage students back into the learning.

Middle school classified staff have been reassigned to address the needs of student support. Some have been reassigned to child care centers and learning centers on campus. In these centers classified employees supervise and monitor student learning, provide tech support, and manage small student cohorts. The school librarian, a credentialed teacher, was reassigned to the role of classroom teacher in order to keep the cohort numbers small to accommodate the safety requirements needed for hybrid instruction.

Elementary classified staff have also been reassigned to address the needs of student support. Many have been assigned to child care centers and learning centers on campus. In these centers classified employees supervise and monitor student learning, provide tech support, and manage small student cohorts.

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.]

Additional support will be given to assist students during distance learning. The supports address the needs of all student groups as well as the unique needs of groups mentioned below:

To meet the needs of all students regardless of subgroup, the district has made student support a focus for the year. The district is implementing a new wellness website to reduce the stigma of asking for help. On this website, resources will be provided for students, families and staff. There will be a crisis text number for teens shared on the website, the suicide crisis hotline will be provided, and mindfulness strategies. A crisis mobile team contact number will also be shared with families. The school counselors are actively reaching out to families and students who were identified as having a challenging time in remote learning during the spring of 2020.

All levels and sites have developed schedules and systems designed to support all students. The high school schedule includes a Friday schedule that is set up for both academic and social emotional support. The creation of the Early Alert team was designed specifically to provide additional supports for students. The middle school's schedule using teacher teams for cohorts of students, a daily Student Support period, and daily teacher office hours allows all students the opportunity to schedule meetings or individual tutoring sessions with any of their classroom teachers. and provides for constant monitoring of student progress. This also ensures that students and teachers have time to check in around academics and social-emotional issues. The middle school counselors will be holding weekly activity Zooms to provide a fun place for students to connect. They have also created a virtual classroom with a Google form that allows students to request a one-on-one phone call or Zoom to check in. The elementary school schedules are also designed with student support in mind. Students will engage in Social-Emotional Learning, counselors will push in lessons as well as provide one-on-one support to students, and the Response to Intervention (RTI) programs will continue.

English Learners:

In addition to our traditional designated and integrated ELD programs, English Learners will be provided additional support. The case carriers and paraprofessionals will increase communication with students and families in support of student learning. Pupils who are English Learners will now have access to remote audiobooks through Learning Ally. This is one of the key pillars to support students with reading challenges as described in the CA. Dyslexia Guidelines and for students with reading challenges. Students do not need an IEP or an 504 to have access to the accommodation provided by Learning Ally. Once a book is downloaded onto the students digital device, the student will not need internet

connection to access the audiobook. Specific goals for time on task reading will be monitored by the site instructor and the district. We will also provide our 5th-12th grade English Learners and recent reclassified English proficient students with an online tutoring service called Paper. With Paper, students receive Unlimited 24/7 one-on-one tutoring for all subjects, delivered by a live educator through Paper's Classroom in both English and Spanish.

Pupils with Exceptional Needs Served Across the Full Continuum of Placements:

An emergency distance learning service plan will be developed for each student with exceptional needs and shared at the regularly scheduled IEP team meeting. This plan will communicate how the team will continue to service the students IEP goals in the event of an emergency. Students will continue to have frequent contact with their special education providers. For students with significant behavior challenges, our special education instructional aides and behavior intervention assistants will also be fully engaged by closely collaborating with the case managers, students and parents. Frequent checking in, continuous engagement in virtual settings, and progress monitoring will be supported by our classified staff.

Pupils with exceptional needs will have access to remote, audiobooks through Learning Ally. This is one of the key pillars to support students with reading challenges as described in the CA Dyslexia Guidelines.

Pending Assessments and reassessments for special education will continue during the distance learning model. The district is actively contracting with high quality assessment tools that will allow our school psychologists to conduct virtual and digital psychoeducational assessments. This will allow the district to make appropriate educational decisions for pupils within the given context. Annual IEP meetings will also continue to be held through virtual platforms with students and parents.

The district has acquired 20 licenses for Goalbook Toolkit, a product that will assist special education providers to design and develop learning goals and instructional plans (aligned with state standards and research based frameworks); as well as provide resources to teachers and parents during distance learning. Staff received professional development on August 28, 2020.

Foster and Homeless Youth:

CUSD traditionally has a very small population of students in foster care and those experiencing homelessness. Our Foster Youth and Homeless students are closely monitored by our counseling staff, are frequently checked in with, and are connected with services as needed. These students have access to all academic and extracurricular programs the district offers. Homeless and Foster Youth students who are experiencing academic challenges will receive the necessary support through the district's intervention programs. We also provide school supplies, personal care items, and fee waivers to all homeless students. Foster Youth and Homeless students were also prioritized to receive technology and internet connectivity from the district. Unfortunately, due to the recent wildfires in our community, we will have a slight increase in Homeless students. CUSD is committed to provide all of the support necessary to assist these students and their families.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Purchased HotSpot devices and subscriptions and distributed to provide greater connectivity for families without internet access including low-income, homeless and foster youth to access distance learning from various vendors including AT&T, Verizon, and Kajeet.	\$109,203	Y
Purchased Zoom Video Conference Platform to support synchronous instruction and live connection between staff, students, and families.	\$16,400	N
Purchased Explore Learning's Reflex Math. The program helps students develop math fluency through math games. The program allows for teachers to monitor student progress. This program assists all of our unduplicated student groups to develop and progress in their math fluency.	\$6,981	Y
Purchased Gizmos software to facilitate Science instruction in an online environment.	\$5,513	N
Purchased additional licenses for Smart Music. Smart Music is a software solution used to assist music instruction and student development in an online environment.	\$6,740	N
Purchased Pearson Assessments to provide virtual and digital special education psychoeducational assessments.	\$3,900	Y
Purchased Assessment Technologies/Measure that provides a Computer-Optimized Multimedia-Integrated Test (C.O.M.I.T.) which is a standardized Psychoeducational Assessment Battery for students requiring a special education assessment.	\$1,998	Y
Purchased Seesaw Learning Elementary software license to assist with online communication at the primary grade levels	\$2,475	N
Purchased additional Screencastify Licenses for district wide use for teachers to create asynchronous instructional video content.	\$3,000	N
Purchased Edpuzzle for district wide use for teachers to create interactive video lessons.	\$5,800	N
Purchased additional Raz Kids Licenses for K-5th grade district wide for access to an online leveled reading program that gives students access to ebooks and quizzes in English and Spanish to help build and track reading comprehension and student progress. This product helps to support language development for English Learners.	\$6,297	Y
Elementary teacher teams participated in virtual Teacher training related to instructional best practices for distance learning put on by the Bureau of Educational Research.	\$11,439	N
Purchased additional chromebooks so all students Transitional Kindergarten through 12th grade would have a device for distance learning.	\$295,525	N
Purchased additional computer monitors, web cameras, document cameras, microphones, headphones, and connection cables for teachers and instructional staff to provide distance learning.	\$16,847	N
Professional Development Stipends for teachers to participate in a Summer Institute in July and for July and August	\$60,450	N

planning and collaboration time for staff. The district Instructional Coaching Team put on a one day version of the June institute for staff training around distance learning for those who could not attend in June. Staff were engaged in developing an understanding of online learning pedagogy, the use of Google classroom as a platform for communication and learning, synchronous (live) learning using Zoom, and asynchronous (not live) learning through the use of instructional videos using products like Screencastify. Teachers were also provided planning and collaboration time, as well as an asynchronous version of the July Institute to help them prepare for launching in a hybrid or distance environment.		
Professional Development Stipends for teachers to participate in a Summer Institute in June and planning and collaboration time for staff. The district Instructional Coaching Team put on a two day institute for staff training around distance learning. Staff were engaged in developing an understanding of online learning pedagogy, the use of Google Classroom as a platform for communication and learning, synchronous (live) learning using Zoom, and asynchronous (not live) learning through the use of instructional videos using products like Screencastify. Teachers were also provided planning and collaboration time in June to prepare for launching in a hybrid or distance environment.	\$93,940	N
Professional Development stipends for instructional coaches to develop the Summer Institute program as well as to work with individuals and groups of teachers to help them develop their distance learning practices and resources.	\$22,851	N
Purchased Mystery Science software license to assist with science online in instruction by providing video content for teachers to use at the primary grade levels.	\$2,997	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.]

The Carmel Unified School District will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status in all content areas, with a focus on the following content areas; English Language Arts, English Language Development, and mathematics. A key component of addressing learning loss is having a solid foundation of curriculum, instruction, engagement, support and intervention. Students will receive grade-level instruction following the core curriculum. Cycles of assessment, instruction, intervention, and progress monitoring will be used to accelerate learning and to mitigate learning loss.

At the elementary level, students will be taking the STAR reading assessment as a screening tool to pull awareness as to students who might be coming in with a substantial learning loss. Elementary teachers will also be using pre-assessment tools to determine where students are at before starting a new unit and formative assessments (formal and informal) as well to check for understanding at each stage in student learning. Assessment frequency will follow the units in ELA and Math with progress monitoring occurring each trimester in ELA and every six weeks in

Math. The assessment tools range from teacher-created formative assessments, instructional program assessments (McGraw Hill ConnectEd Wonders for reading and writing, Savvas EnVision in conjunction with ST Math, Reflex Math, Imagine Learning Math for mathematics) as well as the Initial and Summative ELPAC assessments as well as teacher created assessments for English Language Development. Other assessments being used at the elementary level include Heggerty, Fountas and Pinnell, and DIBELS. Some assessments will be administered through paper-pencil and others via computer or phone depending on the learning environment. Student data will be evaluated by teachers and administrators, identifying students in need of support, following the MTSS model with tiers of support and intervention. The Student Success Team (SST) model will also be followed with (virtual or in-person) meetings with parents, teachers, administrators and other staff, as appropriate.

At the secondary level departments will use self developed diagnostics and common formative/summative assessments as well as instructional program assessments to determine student learning and potential learning loss. Locally developed math assessments are given in the fall to inform instruction and identify students for intervention. In the fall and again in winter, Smarter Balanced Interim assessments in ELA and Mathematics are used to monitor student learning and inform instruction and intervention. Site developed benchmark assessments will also be given throughout the year to assess pupil proficiency, inform instruction, and to illuminate learning loss issues. Initial and Summative ELPAC assessments as well as teacher created assessments are used for English Language Development.

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 Carmel Unified School District will address the learning loss and will accelerate learning progress for all students. Specific actions and strategies for all students and specific student groups are as follows:

As mentioned above, a key component of addressing learning loss and accelerating learning is having a solid foundation of curriculum, instruction, engagement, support and intervention. All students will receive grade-level instruction following the core curriculum. Teachers are using the priority standards to determine what is most important to teach students in-depth and as a guide from which to plan instruction and learning around. Cycles of assessment, instruction, intervention, and progress monitoring will be used to accelerate learning and to mitigate learning loss. A key strategy that CUSD is using for all students is the focus on student engagement, outreach, and supports. The schedules, early warning systems, smaller class sizes, and student supports (support classes, office hours, counselling) designed into the students' experience have been thoroughly laid out in other sections of the report, and are important components in addressing learning loss and accelerating learning for all students.

English Learners:

First and foremost, English Learners will receive designated and integrated ELD instruction. This is the basis of accelerating their learning and mitigating learning loss. The EL team will closely monitor students and their academic progress and language development. Outreach to students and families will be used to ensure two way communication about student learning and progress. All of the school early warning systems and reengagement strategies will be applied to English Learners as well. At the secondary level, there are additional dedicated sections in the master schedule beyond the designated ELD class to support the needs of EL students in the area of reading, writing, speaking and listening. Additionally, staff are trained in best practices for addressing the needs of EL and RFEP students. Another way we are attempting to accelerate learning and mitigate learning loss for our English Learners in grades 5-12 is by providing those students with a 24/7 chat based individualized tutoring program called Paper. Since the platform can be accessed in both English and Spanish, students at all proficiency levels will be able to get extra help in all of their subjects, and Spanish speaking parents can also help to support their child using the service. English Learners will now also have access to remote audiobooks support challenges that they may be experiencing with reading.

Pupils with Exceptional Needs:

During the Fall 2020, the special education staff will assess the potential regression of students specific to goals in the IEP. Staff will utilize embedded screeners from Goalbook and other formative assessments to determine regression and whether or not the students have been able to recoup skills in a specific domain area. All students with IEPs will have access to audio textbooks and case managers will monitor the use of the audiobook. In addition, learning plans from Goalbook Toolkit will be shared with parents to support not only the student, but to communicate with parents the strategies that are effective for their child's specific needs. Our special education instructional aides and behavior intervention assistants will provide frequent check-ins and will support the student during virtual classes and during asynchronous work.

Low-income Students, Foster Youth, and Pupils Who are Experiencing Homelessness:

Students that fall into these groups will benefit from the cycles of assessment, instruction, intervention, and progress monitoring that have put in place; and the district's focus on student engagement, outreach, and student support. They will be monitored closely by their teachers, counselling staff, and site administration. These students will be targeted for extra support if signs of learning loss, academic struggles, or social emotional difficulties arise.

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 Carmel Unified School District will measure the effectiveness of services and/or supports provided to address learning loss by an examination of assessment data relative to the strategies and supports provided. Site staff (departments, grade levels, counselling, and administration) will collaborate around student assessment data in order to first examine the core instructional practices. These groups will

continuously evaluate the effectiveness of their practice, structures, and support models in relation to the data. Using student data, best practices will be identified by the collaboratives and shared to enhance positive change and growth for students. Periodic stakeholder surveys will be another way that the effectiveness of services and supports will be measured. The information gleaned from these processes will also inform the nature of the support being provided. Staff will use that information to iterate or adapt the practices as appropriate.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Contracted Services with Paper Education Inc to provide a 24/7 chat based individualized tutoring program called Paper Inc. to provide additional support to students in need including low-income, English Learners, Foster Youth, and Homeless students.	\$12,000	Y
Purchased Learning Ally Software subscription to provide students (e.g., Students with disabilities and English Language Learners), who struggle to read due to a reading deficit with equitable access to all the books they need to and want to read, including curriculum-aligned text books and literature, popular fiction and more. With an extensive library of human-read audiobooks and a suite of educator tools and resources, will help struggling readers become engaged, independent learners.	\$5,876	Y
Increased Captain Cooper Elementary intervention teacher’s assignment by .2 to make position full time. This teacher will provide support to predominantly low-income students and English Learners.	\$20,623.68	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 Carmel Unified School District will support the mental health and social-emotional well-being of students and staff during the school year. Social-emotional well-being support was made a focus of one of our pre-school year professional development days for staff in August, and our district has been focusing on student wellness as a priority over the past two years as part of our MTSS framework. We will continue to support our staff through professional development opportunities in this area. Starting last spring and into this fall, we enrolled two of our instructional coaches, one elementary and one secondary, in the Social-Emotional Learning and Character Development certificate program through Rutgers University in order to help build capacity in our staff to support our teachers in their implementation of social emotional learning practices and programs. They will work with individual teachers and teacher/staff groups throughout the year in this area. Starting last year, the

leadership team at the middle school that includes another instructional coach was trained on the Character Strong program in order to begin training staff and implementing the program for this fall. This area continues to be a focus for the district.

Our sites teams have developed systems and programs to address supporting students' social-emotional development and needs.

At Carmel High School all students will be enrolled in our new CHS Connect program. These cohorts are no more than 20 students, organized by grade level, and are paired with a faculty member who conducts weekly check-ins on students. The program is designed to address academic support, logistical needs in navigating remote schooling, and to celebrate student success. This will foster a sense of community both as a small cohort and as a way for the student groups to push in the larger school culture. To address those students in need of Tier 2 support, CHS has developed an Early Alert Program (EAP) where teachers identify students who have not engaged with class on a regular basis. The EAP team, made up of administrators, counselors, and classified support will conduct outreach calls and offer support to reconnect the student to the academic community and/or connect them to others supports needed to address their mental health or social emotional needs. Students who do not respond to these interactions will be referred to an SST for additional intervention. CHS also has a full time social-emotional counselor to work with individual students and groups of students who need additional support. Staff wellness is being addressed by adjusting the weekly schedule to allot additional prep time for class preparation and review of best practices. Instructional coaches are also available to support staff, problem solve class delivery issues and, in turn, help to alleviate stress.

Carmel Valley High School, our continuation high school, intentionally keeps class sizes very low with approximately 8 to 9 students per class. Our low class sizes make a high level of attention possible to the students that need support the most. CVHS holds weekly Response to Intervention meetings which involve each teacher, the teaching principal, the school psychologist, the resource specialist teacher and at times the social-emotional counselor. Families are immediately contacted when students disengage or exhibit social-emotional issues. Staff will work with the student and family to provide needed support.

At our middle school, teachers and counselors will provide Tier 1 support to students during our daily office hours. This time can be mandatory or voluntary depending on the situation. This provides a time for teachers and counselors to address the needs of the student immediately. To address those students in need of Tier 2 support, the middle school has also implemented an Early Alert Program (EAP) as described above in the high school section. The high school social-emotional counselor can be made available to middle school students when Tier 2 interventions are not succeeding. Similar to CHS, staff wellness is also being addressed by adjusting the weekly schedule to allot additional prep time for class preparation and review of best practices. Instructional coaches are also provided in support of teachers.

Elementary school teachers will continue to teach Second Step SEL lessons to students in a distance learning format. School counselors will provide social and emotional support to identified students. The school data review process also looks at SEL information and the SST process will be used to develop SEL plans for students as needed. Behavior intervention specialists will connect with families and students, as designated in SST, 504 and IEP plans.

The Carmel Unified School District will also provide the following resources for students and staff to address trauma and other impacts of COVID-19 on the school community by the creation of a COVID-19 resource page on the district website. During the Fall of 2020, this page will also include a Wellness Resource page for students, staff, and families. This page will include resources for stakeholders to that will address

quality of life during COVID-19, developmentally appropriate crisis contacts for students, the National Suicide Hotline, and community resources. Students and families will also be provided with access to their students counselors and school site through this webpage. The district has also partnered with Monterey County Behavioral Health and the MCSIG Wellness Program. Staff will have an opportunity to participate in the MCBH Self-Care series and obtain a reward toward their MCSIG Wellness program. The Self-Care training for staff will cover strategies for addressing one's social emotional wellbeing and how to reduce stress and anxiety. The district is also committed to continued collaboration with staff around meeting and supporting their social emotional and wellness needs during this difficult time.

In the Fall of 2020 the district will partner with Care Solace, a resource that will assist students and staff to “ensure students, families and staff can access reliable, ethical and high-quality mental healthcare services - no matter the circumstances - within 1 to 24 hours.” Care Solace will provide 24/7 Care Concierge assistance with: Accessing vetted mental health providers, discover virtual therapy options, assessing provider availability, reduce wait times into care, navigate insurance or no insurance, schedule appointments, respond within 15 minutes or less, and provide case management and tracking for district staff.

Pupil and Family Engagement and Outreach

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

The Carmel Unified School District will continue to provide engagement and outreach to students who are absent from distance learning. The tiered reengagement strategies we will use for pupils who are absent from distance learning are as follows:

Consistent with our practices in full in-person learning, all students will be marked for attendance in all of their synchronous class periods or required class meetings during distance learning using Aeries our Student Information System. For students marked absent, automated calls, emails and text messages will go to parents/guardians to inform them of their child's absence from any class or class period, and to provide them school contact information and directions to contact the attendance secretary. The communications will be delivered in either English or Spanish depending on what language the family has indicated is their preferred one for communication. Teachers and site staff will also monitor student attendance and make phone calls home or email communications to families regarding the importance of attendance. The Early Alert Teams at the secondary level and site leadership teams at the elementary level will closely monitor student attendance data; the data will be evaluated by teachers and administrators, identifying students in need of support, following the MTSS model with tiers of support. When a student is absent from distance learning form more than three school days or 60% of the instructional days in the school week, further outreach will be prompted. The site teams will ramp up their reengagement efforts by scheduling meetings with the student and their families. The team will work with the student and their family to come up with solutions and strategies to ensure the student participates and engages in the learning process. Social-emotional or mental health issues will be addressed and supported if relevant to the situation. All of the outreach will be provided in the preferred language of communication as indicated by each family. If the reengagement efforts at this level fail to achieve desired

results, CUSD may request home visit welfare checks by our school resource officer or begin the referral process to the county truancy abatement program.

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.]

The Carmel Unified School District will continue to provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, for both in-person and distance learning in the following ways:

In-person learning:

Students will be served freshly prepared meals in the classroom or in designated outdoor areas per classroom cohorts of no more than 12 students. Meals will be packed in individual coolers and delivered at meal time to each of the principal designated areas for meals to ensure social distancing of students and staff during meal times.

The highest standards of food safety and sanitation will be applied by serving securely packaged items that include freshly prepared food, fresh fruits, vegetables, and milk.

Safety and sanitation protocols as outlined on pages 43-44 of CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>) will serve as the guide to ensure safety for those preparing and distributing food, and in the preparation of food.

A monthly menu is posted to the district website on the Nutrition Services page.

Distance Learning:

CUSD has made it a priority to ensure that students who rely on district meals are provided the opportunity to pick up meal packages once a week that includes 5 nutritious breakfasts and lunches that meet the nutrition guidelines as established by the National School Breakfast and Lunch Program. The highest standards of food safety and sanitation are applied by serving securely packaged items that include freshly prepared, and/ or frozen reheatable food, fresh fruits, vegetables, and milk. Milk is provided in half gallon containers for the week. Safety and sanitation protocols as outlined on pages 43-44 of CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>) are implemented. A monthly menu is posted to the district website on the Nutrition Services page.

Email, robo-call messaging, information on the district website, and principal newsletters were used to provide information to all families in the district. Individual phone calls were made to all families that qualify for free and reduced meals to ensure parents were made aware of the program offered by the district. Families that participate may choose from 5 location areas convenient to them to pick-up the meal package for the week. If there is enough interest, early evening delivery will be arranged for parents that are unable to pick up meals during the day due to work schedules.

Tablets loaded with the district’s nutrition software allows food service staff to record meals provided to each student as required by the Federally funded program. Families that do not qualify for free and reduced meals, may purchase meal packages for delivery to the designated pick-up locations.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Emotional Social Well-Being	Care Solace will allow the district to connect students (e.g., students at-risk/ELL, pupils with exceptional needs), families and staff to reliable, ethical and high quality mental healthcare services within 1 to 24 hours. A multilingual Care Concierge team of experts will be available 24/7 to help staff and families through the process of accessing community-based mental health programs and resources or virtual therapy options.	\$5,173	Y
Mental Health and Emotional Social Well-Being	Monterey County Behavioral Health will assign county therapists, for the provision of onsite (and remote) mental health services for all students including those with exceptional needs, low-income students, and students who are homeless and in foster care. Services shall include, individual therapy, group therapy, family therapy, parent and/or teacher consultation, treatment planning, teacher training, parent education, and referrals for crisis intervention as needed due to COVID-19 and the recent fires.	\$129,161	Y
Behavioral Support and Intervention	Contract with TUCCI to provide intensive behavioral support, Board Certificated Behavior Analyst (BCBA), and Coordination from a Non-Public Agency (NPA) for pupils with exceptional needs.	\$300,000	N
Mental Health and Emotional Social Well-Being	Funded 2 CUSD Instructional Coaches to attend the Rutgers University Social-Emotional Learning and Character Development Online Certificate Program	\$2,030	N
Distance Learning Program	Purchased Kami Teacher Plan licenses for Math that creates an interactive learning experience.	\$280	N
Distance Learning Program	Purchased Presence Learning software to provide live, online special education related services such as, occupational therapist, speech pathologist and language therapist, behavior, and/or mental health.	\$10,000	N

Distance Learning Program	Purchased Languagenut Elementary Spanish software license to assist with elementary Spanish instruction and student development in an online environment.	\$1,785	N
Distance Learning Program	Purchased Edulastic Math Software licenses needed for online assessment tools with technology-enhanced items like SBAC, AIR and PARCC which provides a complete, instant view of student learning and growth.	\$600	N
Distance Learning Program	Purchased Vernier Software interactive virtual lab licenses for the science department for distance learning.	\$3,206	N
Distance Learning Program	Purchased various consumable supplies to support distance learning including headphones, bags to distribute materials, exercise bands, and science kits. These supplies help to support the needs of our low-income, Foster Youth, and Homeless students.	\$7,901	Y
Distance Learning Program	Purchased Musicplay software to provide music instruction and support student development in an online environment.	\$162	N
Distance Learning Program	Purchased Soundtrap software as a solution to facilitate the digital music program.	\$3,078	N
Distance Learning Program	Purchased additional licenses for Nearpod which includes interactive lessons, videos, and formative assessments for K-12.	\$4,000	N
Distance Learning Program	Purchased Enome Goalbook Toolkit which guides educators working with specialized student populations to vary the levels of instructional support.	\$11,900	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.20%	\$665,270

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.]

CUSD considered and responded to the needs and conditions of English Learners, low-income students, foster youth, and students experiencing homelessness, as well as students with disabilities during the COVID-19 pandemic. As the district transitioned to distance learning, each action below is founded on the considerations that access to internet devices was essential for pupils to access curriculum, that access to reading materials and tracking of reading comprehension and fluency were necessary to monitor and address pupil learning loss, and that social-emotional supports provided by trained staff were needed to build strong and healthy relationships between students, families and our school communities. Each action below is contributing to increasing and/or improving services for these students, and is expected to demonstrate effectiveness through positive measurable outcomes in weekly participation rates, daily attendance rates, and increase in comprehension and reading levels.

- CUSD purchased HotSpot devices and subscriptions and distributed them to provide greater connectivity for families without internet access including low-income, homeless and foster youth to access distance learning from various vendors including AT&T, Verizon, and Kajeet.
- CUSD purchased additional Raz Kids Licenses for K-5th grade district wide for access to an online leveled reading program that gives students access to ebooks and quizzes in English and Spanish to help build and track reading comprehension and student progress. This product helps to support language development for English Learners. Supports provided for students with disabilities in the area of digital assessment and monitoring.
- CUSD is providing additional personalised support services, via 24-hour online tutoring access and additional instructional assistant supports. These additional services will provide additional learning support primarily for our English learners, but will also serve low income, foster youth, and students experiencing homelessness who have been identified for this support.
- CUSD will provide access to mental health and behavioral health support to ensure students are healthy, safe, and are attending school regularly, in both synchronous and asynchronous lesson models. These services are principally directed towards English learners, low income, foster youth, and students experiencing homelessness, but will also serve the entire CUSD community.
- CUSD will provide Explore Learning's Reflex Math at the elementary level. The program helps students develop math fluency through math games. The program allows for teachers to monitor student progress. This program assists all of our unduplicated student groups to develop and progress in their math fluency, and it serves all student groups as well.
- CUSD has increased Captain Cooper Elementary School's intervention teacher's assignment by .2 to make the position full time. This teacher will provide support to predominantly low-income students and English Learners, but will service all of the school's students requiring support.

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

The actions and services provided above are the most effective use of these funds to meet our district's goals for our English learners, low-income students, Foster Youth, and students experiencing homelessness, as well as students with disabilities during the COVID-19 pandemic. Research has proven that personalized instruction from qualified educators will help to lessen pupil learning loss, and will increase student academic achievement. Social emotional support is also vital to ensure students build positive relationships with adults at a school site. Frequent formative and summative assessments are vital to help teachers/staff plan the best instructional next-steps for students.

In addition to the actions listed in this Learning Continuity and Attendance Plan, CUSD staff will continue to increase and improve services by the percentage required by:

Goal 1 in 2019-2020 LCAP

- Staff will analyze student mathematics results (California Assessment of Student Performance, CORE Data, and Local Measures) in order to develop short and long-term strategies addressing math instruction, including universal supports, and intervention
- All students identified for intervention (targeted support) will receive targeted strategies for support.
- All students will receive instruction that is challenging for their assessed abilities.
- Continue with the planned implementation of the data/assessment system (Illuminate) including identification of specific data and timelines related to monitoring of student progress as well as professional learning targeting site "Data Drivers".

Goal 2 in 2019-2020 LCAP:

- All CUSD students will receive programs and services that address their social-emotional behavioral needs as appropriate.
- District and site staff will begin implementation of Multi-Tiered systems of support (MTSS) for social-emotional, behavioral, and academic success for all students by establishing site leadership teams, completing Tiered-Intervention Matrices & identifying and training site "Data Drivers".

Goal 3 in 2019-2020 LCAP:

- Provide teachers & site leaders access to professional learning focused on instructional strategies supporting all students, including UDL (Universal Design for Learning), with particular attention to English Learners, special needs, disadvantaged and advanced learner students. Provide all teachers with time, protocols, and resources for vertical articulation related to their content areas, with increased emphasis on the upper elementary to middle school and middle school to high school articulations focused on narrowing achievement gaps.