



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Imagine Schools Riverside County implemented an online distance learning model upon receipt of the governor’s Stay-at-Home Order in California, last spring. This order impacted our students, parents, teachers, staff and community in several ways. ISRC teachers and staff had to quickly develop and implement systems that would allow families to continue to receive a free and appropriate education. The staff quickly organized and put systems in place for deploying Chromebooks, distributing food and setting up a daily schedule for students to learn from home.

COVID-19 changed daily teaching and learning for all stakeholders. Parents’ responsibilities changed from dropping off their child at school to picking up all items needed for their child to be on a daily academic routine. Teachers daily interaction with students decreased and a need for constant communication had to be developed to ensure all stakeholders had the tools necessary to continue to support the learning of all students.

During the first two months of distance learning, weekly morning and evening meetings were led by the school principal to provide updates and information to parents that now had to create systems at home that would mirror the classroom. Information regarding classwork and communication with teachers was provided during the meetings. The weekly communication with parents, students and families helped with providing support to students and families during the difficult transition. Communication with teachers and staff were held daily to allow for continued growth, support and to make decisions of next steps. Homework packets were made available to the families that needed them and arrangements were made to provide special education students with speech and academic services based on student IEPs.

The school website was utilized to build teacher classrooms that included daily 8AM-3PM schedules with Zoom links for daily interaction between students and teachers. Teachers used their Zoom platform to teach class and included links for daily opportunities to learn, such as See-Saw and others.

Each grade level continued to hold weekly grade level meetings to continue to enhance their planning. School teachers and administration worked together to create a grading guidance document for the 4th quarter of the 2019-2020 school year. This grading guidance reflected the policies of Governor Newsom and the Department of Education in California. Our goal was to make the transition seamless from what students were used to during in-person, traditional instruction as compared to distance learning.

During the closure, teachers continued to receive training on the use of the state testing digital library, developing weekly virtual lessons inclusive of state standards as well as academic discussions and student engagement through conversations. Grade level leader meetings as well as committee meetings have also been held. End of the year celebrations were also scheduled, such as, kinder promotion ceremonies held as a drive-thru service where families drove up while staff provided students with certificates and recognition.

Stakeholder Engagement

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

Stakeholder input was solicited through the following:

- Board members were provided with updates on the school plan and information received through California Department of Education (CDE) and Governor Newsom's guidance.
- Weekly parent meetings via Zoom in the morning and evening.
- Communication via Class Dojo, school robocalls, website updates/schedules and Parent Square.
- Daily and weekly meetings with staff, parents and teachers.
- Organized a committee of all stakeholders to develop a plan for distance learning and ensure all safety protocols were developed

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

Several options were provided for stakeholders to participate in public meetings and public hearings via Zoom, phone and surveys. Information regarding scheduled meetings included the following

- School website notifications and updates
- School calendar
- Staff participated in county meetings
- Robocalls to parents and staff
- Parentsquare

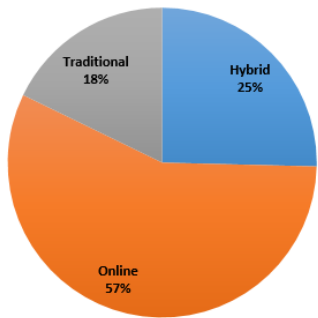
- Board Meetings
- Parent weekly meetings

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

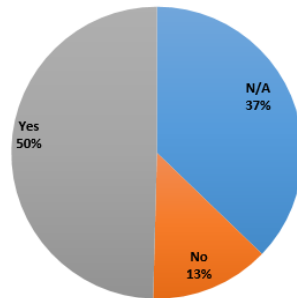
Stakeholders were provided with Edcode requirements, safety protocols required by the health department and parents were surveyed as ISRC staff sought their input.

The survey responses from parents included the following:

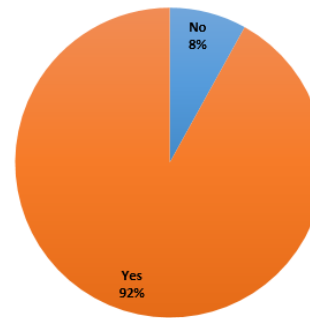
Which method of instruction do you currently prefer for this child for the coming school year?



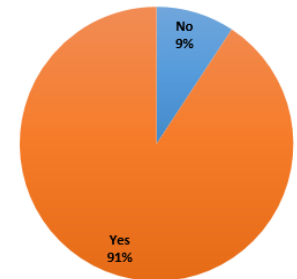
If facial coverings/masks continue to be required at the start of the school year, will your child attend school in person?



Would you support a delayed start to the school year for the health and safety of our students and staff?



Would you support having your child(ren) start the year in an online/distance learning format with a transition back to a traditional/brick and mortar setting, when cases have begun to decline?



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

ISRC developed an attendance policy to ensure students attend school daily. The attendance policy includes “missing in action” procedures staff will follow when students and or families have not attended in school activities and/or have not communicated with the school. These procedures shall include, but are not limited, to verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupils needing a connection line with health and social services as necessary and, when feasible transition the pupil to full-time in-person instruction.

ISRC’s protocol for students that are not participating in school and are absent is implemented during the first three days of absences and/or lack of communication between the family and school. This protocol is the Missing in Actions (MIA) protocol and it details the steps taken to support students and families when they are in need of technology, when parents are working and cannot participate, or other possible issues that may arise.



Imagine CA Schools Remote Learning Attendance Policy

Education Code Section 43503 requires that distance learning include "daily live interaction." Daily live interaction is two-way communication between a certificated teacher and student each instructional day, at the actual time of occurrence. Students are expected to attend and participate in school **daily** and that schools must offer 180 days of instruction for the school year 2020-21.

To comply with state guidelines, all Imagine students will be required to log in to their Schoology student account each day, Monday through Friday, to be counted as present for attendance reporting purposes. Attendance will be documented from students logging in daily and participating in the learning experiences designed by our teachers. Students need to log in to Schoology during the first session daily for attendance. Teachers will take attendance during every live/synchronous learning session. Students are expected to participate in all synchronous and asynchronous learning experiences.

State law requires that parents or guardians authorize their child's absences and notify the school at the time of or in advance of any absence. If the school does not hear from parents, the absence will be marked as "Unexcused." Parents or guardians will have 24 hours to dispute their students' absence by providing written or verbal notice of excuse. All notifications regarding students' attendance must be submitted to each school's registrar, **NOT** the students' teacher.

Parents/guardians: Please contact the registrar at your child's school via phone or email at:

In the event parents or guardians do not contact the school's registrar by 12:00 PM, students' absences will be coded as an "Unexcused." School notification of "Unexcused" absences will take place daily at 3PM.

At Imagine, we understand the challenges inherent in home-based remote learning and parent work schedules. Therefore, students who log in for their first class will be considered present, and their unexcused absence will be adjusted at the end of the week. We recommend parents review the schedules communicated by their child's teacher for information on regularly occurring live (synchronous) and recorded (asynchronous) lessons and all Schoology assignments. Doing so will help facilitate their child's learning experience.

Distance Learning Committee Meeting Tuesday, July 21, 2020 9:30-11:30AM

Members:

Parents:

~~Gerber-Guzman~~
Marisol Rodriguez-Guzman
Georgina Ortega

Staff:

Mr. Estrada
Ms. Chavez
Mrs. Montes
Mr. Cambron
Mrs. Catalina
Mrs. Marquez
Ms. Belmar
Campbell

Summary of Governor's New Order

Safe in-person school setting based on local health data

If schools don't meet this requirement, they must begin the year with distance learning. This means Riverside County: all private and public schools (including charter schools) are not to open with physical in-school instruction.

If no in-person instruction, there must be:

Rigorous Distance Learning

- Access to devices and connectivity for all kids
- Daily live interaction with teachers and other students
- Challenging assignments equivalent to in-person classes
- Adapted lessons for English language learners and special education students

Distance Learning Schedule

8AM-3:00PM

4 hours of direct instruction

Language Arts (2hrs.)
Designated ELD Time (30min.)
Math (1.5hrs.)
Science (45 min.)
Social Studies (45min.)

PE/ART(45 min.)

Attendance:

Virtual Learning

Teachers will develop weekly lesson plans for distance/virtual learning.

Students are expected to report to their teachers in the format or method assigned. Teachers will take attendance when students log in to zoom, assigned programs or any other communication method.

Dresscode and Responsibility-

Students wear their uniform shirt and are ready to learn when they log on. Ready to learn-students are ready with their pencil, paper and materials needed to do their lesson. Eating or having lunch or other home disruptions are not allowed unless the eating a snack or lunch is included in the schedule.

Every student will complete their own work and put forth all their effort to learn.

Students will take good care of their chromebook(device loaned from the school).

Technology-

Goal: 1 device per student and ear phones for kinder. 1 chromebook per student in grades 1st-8th grade and headphones only if needed.

Virtual Learning Agreement with parents, students and teacher and principal: Parent Compact
Uniform-Students wear their school polo and are ready to learn with materials necessary for the lesson.

School Culture

Principal News and Shout Outs—Morning announcements
SOM
Perfect Attendance
Spirit Week

Celebration scheduled in calendar. Assemblies scheduled and certificates will be mailed.

PE schedule (Mr. Cambron)

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Teacher Responsibility

- Develop weekly lesson plans.
- Meet with grade level for planning and assessing next steps.
- Keep up with weekly grades. Input in Powerschool weekly.
- Teachers can teach from home or the school as long as they create a learning environment conducive to learning from home and are responsive to parents, students and staff.

- Build communication opportunities with parents and set up parent conferences as needed for students that show a decline in grades, are not showing up to lessons, attendance issues or other.
- Report students that are MIA after attempts to contact parent have been exhausted.
- 4 hours of daily interaction with the students.

Teacher Absences:

Teachers will need to call in for a substitute request 24 hours prior to their absence. When teacher is out a substitute will fill in to step in for the zoom or other direct instruction.

Homework During Distance Learning:

Depends on grade level lessons for the week. Homework will be a practice or drill of a skill students need to master.

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.]

Currently, we offer classroom-based instruction for families serving as “essential workers.”

In addition, we offer on-site support to students/families by appointment-- specific to supporting SPED Services and in administering Acadience/DIBELS assessments.

- As health metrics continue to move in the positive direction, we will provide additional opportunities for in-person instruction. During this transition we will:
- Identify students who have experienced the most significant learning losses as a result of the school closures
 - Leverage our Local Control and Accountability Plan (LCAP) concentration funds, supplemental federal Title dollars, and federal flexibilities on programs and supports to provide intervention and support for these students identified (and other students we determine are at the greatest risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning).
 - Provide rigorous, classroom-based instruction to ensure student learning and competency development for all students (based on our master schedule)
 - Follow the safety plans and protocols we have established to ensure the well-being of our students and staff (consistent with public health guidance, including considerations for hygiene practices, proper use of PPE, physical distancing, and cleaning and disinfecting protocols in school facilities and vehicles)
 - Provide daily opportunities to foster resilience and promote the social/emotional well-being of our students.

Details and specific action steps are included in the section below.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<ul style="list-style-type: none"> - Employ a systematic cycle of assessments that includes initial screenings and benchmarks (STAR, CAASPP interim assessments, DIBELS/Acadience, ELPAC) and the consistent use of formative and summative assessments at the classroom level. - Schedule and participate in strategic planning meetings with our site and regional team members -- prioritizing budgets to provide targeted interventions and supports to students identified as most at risk. - Maximize instructional minutes in master schedule to promote essential learning in core areas. - Monitor local conditions and ensure the indicators in our health and safety checklist for physically reopening campuses for students are met and maintained. - Provide PD and resources to teachers to meet the EL needs of our students and embed 	\$13, 500.00 for EL PD	

<p>opportunities for students to get connected and practice resilience.</p> <ul style="list-style-type: none"> - Work with grade-level lead teachers and create plans to increase or improve services to foster youth, English learners, low-income students and other specialized populations of students. 		
<p>Provide adequate protection and safety equipment for staff and students:</p> <p>Staff: Our LEA believes that staff health and safety is a priority. All staff is required to wear a mask or face shield on campus at all times. A temperature check with a thermometer is necessary for all staff and visitors that come into the campus. Protective gear like masks, face shields, cleaning supplies, gloves has been purchased to assure that health and safety standards are in place with the CDC standards. There is a list on-campus that staff and visitors sign in to keep track of where they are visiting to ensure that they are sanitized after use. All staff and visitors will maintain social distancing of six feet at all times. Plexiglass barriers have been installed on all desks and offices to ensure proper safety for staff and visitors.</p> <p>Students: Our LEA believes that pupil health and safety is a priority. All students on campus are required to wear a mask or face shield on campus at all times. A temperature check with a thermometer is necessary for all students that come into the campus. Protective gear like masks, face shields, cleaning supplies, gloves has been purchased to assure that health and safety standards are in place with the CDC standards. There is a list on-campus that students sign in to keep track of where they are visiting to ensure that they are sanitized after use. All students will maintain social distancing of six feet at all times.</p> <p>Stakeholders/Visitors/Parents: In order to minimize contamination and opportunity for spread of COVID. We have set up systems in place for parents to pick up and drop off school items and/or other necessary items through drive thru system as well as door pick-up. These systems ensure distancing and disinfecting protocols.</p>		
<p>Parent Involvement: <u>APTT, Parent Conference, Back to School Night:</u> During APTT, grade levels meet to identify a skill that their grade level needs to focus on. Teachers then train parents, analyze student data, and develop goals for their individual children. They also provide parents with activities that they can do at home to focus on that specific area. A follow up meeting takes place after ninety days to review the outcome of the strategy and to monitor student progress. At this meeting, parents and teachers discuss other possible interventions to help students at home, and also to set future goals. Parent conferences are useful to communicate individual student data, such as academics and behavior. Back to School Night provides teachers and parents with an opportunity to get to know each other and to become partners in the learning of their child. Teachers also provide parents with emails, school phone numbers, and cell phone numbers for</p>	<p>Cost of Supplies needed for student individual folders and data charts. \$5,000.00</p>	

effective communication throughout the year.

Distance Learning Program

Continuity of Instruction

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

To ensure continuity of instruction during the 2020-21 SY, our Imagine teachers are creating the content/lessons during distance learning -- using the same instructional resources during remote and in-person/traditional instruction. (This will allow for easier transitions between in-person and distance learning platforms.)

Regardless of platform, lessons and content are based on the most important or critical state standards expected in each grade level/course.

To provide a uniform platform for our teachers to create, store and share digital content, we are using Schoology as our Learning Management System (LMS) during remote learning and when we return to in-person/traditional instruction.

Schoology serves as our central means to:

- Disseminate information and learning materials to students and families
- Monitor and track student progress and communicate between teachers, students and families
- Tracking system for attendance
- Support registration and track attendance and participation
- Secure procedures and protocols for assessing students' progress -- as students access online tests and graded assignments
- Centralized grading of assignments

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 goal of our LEA is to ensure that all of our students have a device and access to the internet to support distance learning. Initially, technology surveys were sent out to parents to get data and information on technology/device needs. Based on results, we ordered more than two hundred Chromebooks and two hundred hotspots through the CARES Act to provide students with technology to access our distance learning platform. Accommodating parents' work schedules, we provided several opportunities for students/families to pick up a Chromebook device and/or hotspots (for

students/families in need of internet accessibility).

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.]

We acknowledge the “equity” challenges inherent in home-based remote learning (including students/families access to technology tools and the internet, the varied levels of family supervision to support students during remote learning, and the factors unique to distance learning that situate students as “at risk” – requiring targeted and proactive supports).

Our approach to remote instruction is grounded in providing quality learning experiences in the form of:

- Teacher directed on screen learning activities that include “live” (synchronous – using Zoom) and recorded (asynchronous) learning experiences, and
- Student directed off screen/non-digital educational experiences that maximize opportunities for students to engage in learning while completing assignments (i.e. reading, journaling, preparing for live learning sessions, practicing critical standards not already mastered, project-based learning, etc.)

We acknowledge that:

- many educators around the globe recommend K-12 students (*especially* the youngest students) should not be expected to participate in school activities for the length of time equivalent to a typical, in person school day
- many students and families hope for more structure and “normalcy” during distance learning this fall (reflecting traditional in-person school schedules)
- various stakeholders recommend educators provide more rigor in lessons and schedules to maximize student learning as we return to school

In response to these factors and to ensure compliance, Imagine Riverside County teachers and students will adhere to schedules that reflect the following required instructional minutes at each grade level:

Instructional minutes reflect the time students are expected to spend learning in online (synchronous and asynchronous) instruction and time spent working on offline, independent assignments. (To complete assignments, students may be expected to work beyond the minimum expectations for instructional minutes.)

Students’ schedules will prioritize core coursework in English Language Arts, Math, Science and Social Studies at all grade levels.

To ensure a well-rounded education, students will participate in at least one special area (i.e. Music, Art, Physical Education, Technology, Library, World Languages, etc.) multiple times per week at every grade level across our schools during remote instruction. (Specials/electives offered at our schools vary based on programs and teachers specific to each site.)

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.]

Imagine Schools begins each year with a “Forum” hosted in each region of the country. For 20-21, our theme is “Turning Potential into Purpose.” Our 20-21 Southwest Forum, hosted remotely, highlighted the importance of Social/Emotional learning.

Areas of focus for Professional Development for teachers (2020-21) include:

- Evidence Based Instructional Recommendations for each core content area – specific to California’s curriculum frameworks and guidance documents on how to utilize the Universal Design for Learning (UDL) practices in instructional planning and delivery.
- Best instructional practices specific to remote teaching (including how to design virtual lessons that promote student participation and engagement)
- Understanding and meeting the social/emotional learning (SEL) needs of our students (unique to this context)
- Using feedback and formative assessment successfully – in ways that serve to motivate students
- Successfully using Schoology as our Learning Management System (and ensuring safe and secure digital learning experiences for our students), and
- Understanding and meeting the unique needs of our students identified as specialized populations.

In addition, we have:

- provided training for our employees to understand Imagine Employee COVID policies (This involved reviewing our benefits packages to ensure our employees are aware of the supports available from our Employee Assistance Program, and providing training on Safety protocols we will use in accordance with local, State and federal guidelines.)
- shared recommended, open source instructional resources with our teachers to promote rigorous learning experiences during distance learning.
- shared “Tips for Success” for students and for parents during distance/remote learning.

Staff Roles and Responsibilities

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

Imagine Schools Riverside classified and certified staff members have taken on new responsibilities and roles during the COVID-19 Pandemic. The LEA is providing instruction remotely through a distance learning platform. Certified staff members are teaching live classes through Zoom and Google Classrooms and are using Schoology as the learning platform. Classified staff members are working to support students and teachers using the distance learning platform.

As was referenced previously, we created a Missing in Action attendance policy to document and account for student absences in the distance learning platform, identifying staff members to reach out to families. Responsibilities of staff members have also been extended to include more time distributing school lunches in a grab-and-go format. Further, instructional aides are assisting teachers and students with the challenges of online learning and testing.

We added more technology support to address the technological needs of students and parents (including responding to parent questions and concerns with logins and use of tech resources and devices).

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.]

As a public charter school, Imagine has a legal and moral obligation to provide a Free Appropriate Public Education (FAPE) to all students – regardless of instructional platform. All Imagine students identified with special needs will receive required services and accommodations from qualified staff during remote instruction (and as we transition to provide in-person learning.)

General education and special education teachers will collaborate on the lessons, assignments, and feedback for special education students.

Specially designed instruction, including pre-teaching and re-teaching by SPED teachers, will be coordinated with general education teachers during remote instruction and in person teaching.

Accommodations and modifications listed in the Special Education students’ IEPs and the 504 students’ plans will be incorporated.

In keeping with the California English Learner Roadmap Policy all English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

As we return to schools, we will leverage the Local Control and Accountability Plan (LCAP) concentration funds, supplemental federal Title I, Title III, and federal flexibilities on programs and supports to accelerate learning for our students identified as EL. We will work with our parent community to engage our parents and community as partners in the academic progress of our students.

We recognize that our English learners’ English proficiency level may have decreased during school closures as some students experienced limited instruction for an extended time – and that school closures and reopenings likely have impacted reclassification. We will administer the English Language Proficiency Assessments for California (ELPAC) based on the guidance provided by the CDE -- closely monitoring English learners and students who were previously reclassified as fluent English proficient to evaluate whether students need additional services to recover any academic losses incurred during school closures.

Collaboration is key to supporting our English learners during distance learning and throughout the transition to reopening schools.

For each action related to the Distance Learning Program, please enter the following information in the table

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

Description	Total Funds	Contributing
All areas: PARENT INVOLVEMENT: 1. Coffee and Donuts weekly meetins with the principal. 2. Survey parents three times throughout the stay at home order to gain information regarding return	N/A	

<p>to school options.</p> <ol style="list-style-type: none"> 3. Continue parent meetings to continue to support parents and their needs. 4. Resource Center has been established at the school with a lead counseling support staff to provide resources for parents that need it. 5. Build relationships with students and families beyond considerations for instructional content. 		
<p>SPED:</p> <ol style="list-style-type: none"> 1. Review IEPs to determine individual student services and needs and ensure distance learning and in-person schedules ensure extra support/contacts take place. 2. Schedule weekly meetings/collaboration and planning for general education and special education staff. 3. Track accommodations and modifications. 4. Monitor student progress and communicate with families. 5. SPED students that need to attend school for testing or completing complex tasks are scheduled at the school for support with SDC, RSP, speech therapist and/or SPED instructional aides. 6. Provide Hotspots and chromebook devices for individual students as needed 	<p>Cost of staff to provide extra support for students with additional tutoring support for academics. \$25,000.00</p>	
<p>EL:</p> <ol style="list-style-type: none"> 1. Use multiple measures to assess students' language strengths and needs. 2. Provide each teacher with student ELPAC, CAASPP and internal assessment results to ensure they differentiate for students as needed. 3. Identified curriculum and strategies to use during designated and integrated ELD time. Will be utilizing a AVID Excel for 6th-8th grade students that are long term EL students. 4. Emphasize oral language development by creating opportunities for students to speak, think/pair/share, complete sentences, etc. 5. Explicitly teach students language learning strategies that they can use to support their learning independently or virtually. 6. Provide opportunities for students to practice using technology and software to develop language and literacy. 7. Provide opportunities for face-to-face interaction -- allowing time for students to practice with the language. 8. Identify and provide appropriate linguistic supports and scaffolding -- based on student's language strengths and needs. (Provide more visuals, video, leveled text, graphic organizers/thinking maps, word banks, sentence starters, paragraph frames, etc.). 9. Identify consumable materials which are part of current curricula – that can be sent home for students to practice language skills during virtual learning time. 10. Provide ELPAC results and offer support through tutoring services for students that are not improving language. 	<p>Purchase of training and AVID Excel training \$7,000.00</p> <p>ELD tutoring for students that are not achieving language proficiency \$10,000.00</p>	

<p>English Learners:</p> <p>Designated and Integrated ELD program.</p>		
<p>English Learners:</p> <p>Employ a director to guide, train and continue to promote our English Learner Plan among the school. The director will be responsible for providing English Learners with services and coordinating tutoring, guide data driven meetings with staff and teachers, develop and coordinate trainings for staff on working with English Learners.</p>	<p>Director of Academics and English Learner Services \$88,000.00</p>	
<p>Leadership and Grade Level Teams to focus on EL needs by:</p> <ul style="list-style-type: none"> • Determine how instructional assistants will support students. • Select technology-based resources that can be used to maximize engagement, learning, and collaboration. • Identify materials (sets of student texts, workbooks, etc.) to send home with students. • Determine if the current curriculum has a digital integrated or designated ELD component for which the LEA already has a digital subscription. • Contact publishers and vendors to ask if free full access to components that support distance learning are available. • Consider a hybrid model for at-home learning (virtual learning and/or assignment packets). • Survey families to determine internet accessibility and provide guidance on how and where to get internet access. • Rural areas with no internet access will need alternative methods such as packets, public television and other services. 		
<p>Foster Youth:</p> <ol style="list-style-type: none"> 1. Review of current student populations needs and attendance. 2. Survey to parents to find out if they need additional service. 3. Missing in Action procedures-Our leadership team met and developed a Missing in Action Protocol that allows our Resource team to conduct homevisits and find out if students fall under the foster youth system or have other needs. 4. Prepared with systems in place to support our foster youth with priority to providing the following as needed: <ul style="list-style-type: none"> • Transportation • Uniforms • Breakfast and Lunch • In school tutoring help • SST process if academics decline or absences become prevalent. • 	<p>Foster Youth Liasion/Parent Resource Center Officer 50% of Salary for Operations Director \$30,000.00</p>	

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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.]

At Imagine, we place a strong emphasis on progress monitoring our students. We know it is essential to accurately assess their readiness levels to plan to meet their needs.

In addition to class/course level assessments that may be used to assess students' progress towards mastery of standards and inform instruction, the following benchmark tests will be administered during the 2020-21 school year (regardless of learning platform).

- Grades 1-8 will take three STAR Enterprise Assessments from Renaissance Learning (in ELA and math).
- Grades K-3 will be assessed using Acadience three times per year (Reading/ELA).
- Grades 1- 8 will take the three quarterly interim benchmark assessments aligned with CAASPP.

STAR Renaissance and Acadience assessments are norm-referenced, reliable measures that will assist teachers with planning and addressing each student's individual needs.

CAASPP interim benchmarks are aligned to CA State Standards (and we have aligned our Imagine pacing guides in math and ELA to the CAASPP test). Benchmark scores are used formatively – designed to show students' progress towards mastery on standards taught each quarter.

We intend to give each of these tests in person, if circumstances allow us to be teaching in person during the test windows.

We will give assessments to all students online/remotely if circumstances do not allow our schools to be open during a testing window.

We will ensure students who opt to remain in distance learning platforms participate in assessments remotely – or come into designated testing centers at schools to take these assessments – during the testing windows we've established.

Grading Practices to Support Learning:

We recognize the outside factors beyond the control of our schools during remote instruction and encourage opportunities for students to make up, redo work or retake assessments to show progress.

We recognize the value of feedback in distance learning and in-person instruction – acknowledging that feedback is often more effective (and motivational) in promoting student learning, than assigning a “grade.”

Our teachers provide consistent, specific, actionable feedback during instruction.

To promote learning during remote instruction:

- Our teachers will give daily formative feedback as students work through homework and participate in discussions (live or through discussion boards)
- Formative assessments we'll use include: Verbal retellings and polling to respond to questions, virtual retellings and polling to respond to questions, practice tests, virtual exit slips, online discussion forums, short assignments/homework to check for understanding, and opportunities for students to

- self- assess/evaluate
- Students will be expected to submit 1-3 artifacts/assessments per week – based on the essential standards at each grade level.
- Students may also be assigned short, daily assignments – to afford opportunities for practice and to document student progress/learning.
- Summative assessments we'll use include: Discussion based/oral assessments, course/class assignments, discussion based/oral assessments, proctored tests, presentations, projects, portfolios, videos, and podcasts.
- Teachers will provide feedback and “grade” for summative assessments within a week of completion.
- Students and families can monitor progress weekly (as teachers will update grades at least weekly during remote instruction). Students and families can expect teachers/schools to share directions on how to log into and access gradebooks during the first weeks of school.

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.]

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.]

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

Description	Total Funds	Contributing
<ol style="list-style-type: none"> 1. Provide additional PD for teachers to learn about standards in each core course/content area. 2. Review pacing guides with teachers – identifying the essential standards students need to know each quarter. (Math and ELA) 3. Use pacing guides with all leaders, coaches and teachers to guide instruction during remote and in person/traditional learning. 4. Develop/identify and administer pre-assessments to identify students' level of mastery of standards – prior to the start of each unit of instruction. 5. Provide opportunities for teachers to collaboratively develop lessons and assignments that expect students to complete artifacts/assessments each week – based on the essential standards. 6. Provide motivational formative feedback and summative evaluations to students - reflecting their progress towards mastery of standards. 7. Communicate students' progress towards mastery to families and enlist their partnership and support. 	\$25, 500.00 for PD	
<ol style="list-style-type: none"> 1. Provide opportunities for Gen Ed, Special Ed and Support Staff to collaboratively review data and plan interventions. 2. Provide intervention in the form of additional time and/or supports for students not mastering standards AND students that are disengaged in either learning platform – and offer opportunities for enrichment for those that are. <p>Begin the SST process for students who show significant learning losses from any of the above</p>	N/A	

actions.		
1. Weekly Grade Level Meetings 2. Quarterly Grade Level Data Chats	N/A	
Use assessments to monitor students' progress before they complete CAASPP: DIBLES and IDEL Interim Assessments Benchmark and Curriculum Embedded Assessments	N/A	
Intervention Team to work with students deficient in Spanish or English literacy skills. Employ a three reading interventionist to work with students in small groups through TIER 2 intervention. Monitor progress through assessments and ensure students are showing progress.	\$80,000.00	

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 COVID-19 pandemic has highlighted the need for social emotional learning and endorsed the role schools can play to support the social and emotional well-being of students.

At Imagine, we fuse together character education and social-emotional development, guided by our shared values of justice, integrity and fun. These elements are foundational to our approach and belief in educating the whole child. While each Imagine school is uniquely tailored, the integration of character development and social emotional learning with academics distinguishes Imagine experiences from other schools.

We are intentional in our efforts to meet the Social and Emotional (SEL) needs of our students -- promoting self-awareness, improving attitudes and relationships, reducing stress, and encouraging responsible decision making.

All Imagine students will experience daily lessons on character and social emotional development during remote instruction and during in-person instruction (as teachers design and share explicit lessons or integrate lessons into core academic content areas).

We have created materials and professional development to help our educators learn more about SEL and how to infuse social and emotional supports into every child's school experience.

We recognize the positive impact that counseling services can have in building resilience and coping skills to allow our students to thrive. At this time, we are advertising to hire a counselor to support students enrolled at our campuses. Until then, we have created a Family Resource Center to allow us to connect with families and share information about community organizations and counseling services to assist with basic needs and support mental health.)

Pupil Engagement and Outreach

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

To track attendance and participation, all Imagine students are required to log in to their Schoology student account each day, Monday through Friday.

Attendance will be documented from students logging in daily *and* participating in the learning experiences designed by our teachers. (Teachers will take attendance during every live/synchronous learning session, and students are expected to participate in all synchronous, asynchronous and offline learning experiences.)

Parents or guardians are expected to authorize their child’s absences and notify the school at the time of or in advance of any absence. If the school does not hear from parents, the absence will be marked as “Unexcused.” Parents or guardians will have 24 hours to dispute their student’s absence by providing written or verbal notice of excuse. All notifications regarding attendance must be submitted to each school’s registrar, NOT to student’s teachers.

We shared our Attendance policy previously in this document. As part of our MIA plan, teachers will notify school leadership teams when students are not demonstrating adequate engagement. Site leadership teams will involve support staff to reach out to students and families to remedy any barriers to successful engagement for students.

Parent Surveys are an integral part of the decision making process.



Imagine Schools Riverside County

Local Control Accountability Plan

Modelo del Plan de Control Local y Rendimiento de cuentas y de la Actualización Anual
Parent Questions / Pregunta a los padres

- 1. Pupil Engagement/Pupil Achievement:** How can Imagine help more students attend school regularly and be on time? *Participación Estudiantil/ Logro Estudiantil: ¿Cómo puede Imagine ayudar a los estudiantes para aumentar el índice de asistencia y que lleguen a tiempo?*
- 2. Pupil Achievements/Standards Implementation:** How can Imagine help more students be successful with their schoolwork? *Logro Estudiantil/ Implementación de los estándares académicos: ¿Cómo puede Imagine ayudar a los estudiantes a ser más exitosos en sus trabajos escolares?*
- 3. Pupil Engagement/Pupil Achievements:** How can Imagine help more students be better prepared for the transition to high school? *Participación Estudiantil/ Logro Estudiantil: ¿Cómo puede Imagine ayudar a los estudiantes para estar más preparados en su transición a la escuela secundaria?*
- 4. Course Access/ Pupil Achievement/Standards Implementation:** How can Imagine help more students prepare for college and careers? *Acceso a los cursos/Logro Estudiantil/Implementación de los Estándares Estables: ¿Cómo puede Imagine ayudar a los estudiantes a prepararse para el colegio y carreras?*
- 5. Parent Engagement:** How can Imagine help more parent to become involved in our students education? *Participación Activa de Padres: ¿Cómo puede Imagine ayudar a los padres estar más involucrados en la educación de nuestros estudiantes?*

Our staff attempts to live out Imagine Schools' Shared Values of Integrity, Justice, and Fun.	62	93.5%	53.2%	40.3%	6.5%	0.0%
I am given opportunities to make contributions beyond my area of primary responsibility.	62	93.5%	51.6%	41.9%	6.5%	0.0%
The programs and resources at this school are adequate to support students' learning.	61	93.4%	50.8%	42.6%	6.6%	0.0%
The principal celebrates our staff recognizing individual and collective achievements.	59	93.2%	47.5%	45.8%	6.8%	0.0%
My school leader or direct supervisor works with me to evaluate my performance and helps me identify areas of growth to target my professional learning opportunities.	60	90.0%	48.3%	41.7%	10.0%	0.0%
At this school, everyone (students, teachers and administrators) treat each other with respect.	62	88.7%	48.4%	40.3%	9.7%	1.6%
I have been given an opportunity to become familiar with our school's budget and financial standing.	55	56.4%	30.9%	25.5%	34.5%	9.1%

Our Parent survey results are reviewed to gather input as school decisions are made.

2020 Shared Values Survey: (90% of responses always/often-90 respondents)

According to Shared Values 3-year trend, we have hold steady in the 90 percentiles from our Spring yearly surveys, even though, we shown an increase in respondents from 72 to 90. This attributed to the steady retention trend over the 3-year period. Overall, it is an area of concentration for this year.

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.]

ISRC participates in the National School Lunch Program (NSLP) and follows all guidelines associated with the program, including the revised guidelines to accommodate the COVID pandemic -- ensuring we are able to serve a breakfast and lunch to any and all of our students at ISRC. The following outlines how we are providing meals for our students during remote learning and, at some point, in person instruction.

ISRC serves pre-packaged meals (breakfast & lunch) using a grab and go system at the school site, and we distribute meals within the community by delivering via our school buses (Meals on Wheels). These methods of serving our students will continue for as long as we provide instruction through distance learning.

Once the school transitions towards a hybrid/in-person model, the school will continue with the grab and go breakfast and lunch for those families choosing to continue remote learning (through our Meals on Wheels program). For those students that participate in on campus/in person instruction, pre-packaged food (breakfast and lunch) will be delivered to each classroom.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	<p>We know that stress has a major impact on the developing brain – and that many of our students have experienced high levels of stress as a result of extenuating circumstances surrounding the pandemic. We will be intentional to provide additional PD to our teachers to understand the context of our students – and then expand supports and services to our students to promote “rebalance” that allows for meaningful learning and growth to take place.</p> <p>Our parent liaison will be attending the wellness training offered in the fall and will implement strategies with stakeholders to improve schools culture.</p>	\$33,000.00	

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
33.12%	2,581,479

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.]

The needs of our foster youth, English Learner and Low-Income students are taken into consideration first as these groups of students tend to fall behind in academics due to other issues impacting their environment and living situation.

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

Actions previously described in our plan provide details on how we will increase (quantity) or improve (quality) the services and support to the specialized populations of students identified.

All Imagine students identified as subgroup populations of students will receive support services to ensure their success.

Site leadership teams and teacher leaders will verify that systems of support are in place and provided at each of our schools.