

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>.

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General Information

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

Mirus Secondary School (Mirus) was developed as a unique partnership between Hesperia Unified School District and the founders of the School. The charter proposal was personally advocated for by the Director of Alternative education and introduced to the various board members. The proposal was unanimously accepted by the Hesperia Unified School Board and Mirus opened its doors to students in the Hesperia community in August 2007. Since 2007, Mirus Secondary School (Mirus) has transformed the lives of more than 4,500 academically underserved students in grades 7-12 in Hesperia and surrounding communities. Mirus offers an academic intervention program to re-engage students by guiding them to return to their school of residence after catching up in credits or into a college or career post-secondary pathway. The School dramatically reduces dropout rates – an issue critical to the nation’s future. Mirus currently serves more than 1000 students annually, with an average enrollment of approximately 251 students at CBEDS. The average length of student enrollment at Mirus is 18 months. This is due in part to the School’s re-directive nature, and also to the fact that many students enroll with Mirus as 11th and 12th grade students who need the personalized educational program provided by Mirus to achieve their academic goals.

Mirus is an independent study program that transforms students into self-motivated, self-disciplined, and accountable learners. Teachers actively engage and support students along the way, providing enrichment and one-on-one tutoring as needed. Mirus offers students an alternative to the traditional school setting. Resource Centers provide a safe and supportive environment that is centered on teaching and conducive to learning, a flexible schedule, and an around-the-year calendar to better serve student needs. To maximize student focus and ensure mastery of content while studying an academically rigorous curriculum, Mirus students are assigned only one or two subjects/courses per learning period

The goal for every student is their mastery of state standards, as well as a successful transition from high school to their post-secondary choice. This mastery and successful transition are accomplished through the School’s understanding that every student is unique in their quest for college and career readiness. Whether their goal is to attend college or enter the workforce, Mirus students work one-on-one with their teachers to develop a personalized plan that will bring them closer to accomplishing their dreams.

As of the 2019-2020 school year, Mirus is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. DASS schools must have an unduplicated count of at least 70 percent of the School's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. Mirus served a student population comprising of 72% high-risk student groups in 2019-2020.

In March 2020, Mirus transitioned to distance learning due to the COVID-19 emergency. To ensure equity and access to distance learning, school staff sent a needs assessment survey to all students and parents to gather information on overall health, mental health, academic and physical needs. School staff, including Learning Leads, counselors, social worker, and school nurses, followed-up with each family and provided resources and support based upon specific needs. From March 16, 2020 to June 30, 2020, the Mirus health department and school social worker reported 51 follow-up communications with families regarding health and wellness.

To close the digital divide, Mirus deployed Chromebooks and hotspots to families in need of home computing and internet access. Mirus commonly refers to this as the Altus Connect Program. Priority was given to Students With Disabilities to ensure access to Special Education services. As of August 14, 2020, Mirus have issued 86 Chromebooks to students. Of these 86 students, 74% are considered Socio-economically Disadvantaged, 69% are Hispanic or Latino, 14% are Students With Disabilities, 9% are English Learners, 8% are Black or African American, 16% are white, 5% are Homeless, and 5% are Pregnant or Parenting. Mirus staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis.

School staff have remained committed to mitigating loss of learning during the COVID-19 emergency. Teachers and special education case managers conduct virtual conferences, make daily phone calls, send emails and secure text messages to students and parents. Teachers have worked closely with all students to ensure they have a daily distance learning schedule. In addition to distance learning instructional time, teachers provide "office hours" to ensure that students have access to teachers for assistance and guidance. All staff communication and intervention efforts are documented in the School Information System (SIS). From March 16, 2020 to June 30, 2020, Mirus staff reported more than 28,000 communication and intervention efforts with students and families. These communication efforts include emails to students and/or parents, communication via a secure digital application, virtual conferences, and phone calls.

By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Mirus students have been able to continue their educational plan. For the 2019-2020 school year, 34 Mirus students have completed high school graduation requirements.

Stakeholder Engagement

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

Students and families have been contacted directly by teachers, special education case managers, counselors, and school instructional leaders in multiple formats including secure text message, phone calls, emails, and virtual conferences. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). The School's Data Department publish weekly and monthly contact reports that summarize frequency of interventions, methods of communication, staff involvement, and intervention purpose. Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. Collaboration is focused on finding solutions to meet the needs of all students, but with an emphasis on reengaging and supporting the lowest-achieving students. The School's Multi-Tiered System of Support (MTSS) is an integrated team of teachers, instructional leaders, counselors, school nurses, and social workers working together to review and analyze data to meet the educational, physical, emotional and mental health needs of all students.

Mirus has also used a mass notification system, Blackboard, to send English and Spanish announcements to students and parents focused on food resources, health and wellness, and access to additional supports. The School has sent needs assessment surveys and distance learning satisfaction questionnaires to families to determine specific household needs. The School's Data Department organizes the results so that school leaders can respond to each household's needs and adjust academic programs. Lastly, feedback gathered from these surveys help enhance the distance learning approach.

Students and parents are encouraged to participate in regularly scheduled Family Learning Series. The goal of these virtual meetings is to educate and support the needs of parents and family members. In collaboration with stakeholders, the School was able to identify topics most relevant to families: distance learning resources and supports, health and safety, social-emotional support, IEP support services and support for English Learners. This continues to be a setting in which the School can gather information regarding family needs and potential distance learning barriers.

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

The English Learner Advisory Committee (ELAC) and School Site Council (SSC) are notified by email and/or phone approximately a week in advance of scheduled meetings. Courtesy meeting reminders are also provided to members 72 hours in advance. Members and participants are provided agendas and technology, if needed, such as a Chromebook and/or internet hotspot to join the meeting virtually. Technology training and support is offered and made available when needed. Participation and feedback are encouraged and documented. The Learning Continuity and Attendance Plan (LCP) was presented to both the ELAC and SSC for review and comment. Participants were provided an opportunity to provide feedback during the meeting or thru follow-up communication after the meeting. Additionally, the LCP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

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

Mirus values the perspective and feedback provided by all stakeholder groups. Some of the most important feedback was collected in May 2020 when Mirus sent a distance learning satisfaction survey to all parents. Key findings are provided below:

- 99% of parents report that their child has had full access to curriculum during distance learning.
- 98% of parents report that their child's teacher sets high expectations for their student and provides the support they need to achieve.
- 97% of parents report that the School has provided their child the supports they need to engage in distance learning.
- 96% of parents report that the School has provided them with information that is responsive to their child's and family's needs.
- 97% of parents report satisfaction with the services and supports they have received during COVID-19.

The high levels of satisfaction that parents reported in the May 2020 survey is consistent with the feedback collected at other settings and formats, including the Family Learning Series, ELAC, and SSC. While parents are very satisfied with the distance learning program their child has received, they want the school to remain focused on the following areas:

- School safety is a key requirement for in-person instruction and distance learning.
- Continue to ensure that all students have access to Chromebooks and home internet.
- A strong school-to-home partnership will lead to student success.
- Personalized learning is now more important than ever before.

From July 1, 2020 through July 20, 2020, Mirus surveyed parents on their thoughts of returning to a pre COVID-19 blending learning environment versus a distance learning environment. Parents were asked if they would send students to in-person instructional offering at Resource Centers if students were required to wear a facial covering, complete no touch temperature screenings, practice social distancing, and frequently wash hands. Based upon the survey results, it is evident that most parents require health and safety precautions implemented at Resource Centers when it is safe to return to school. Staff sentiment regarding re-opening guidelines were consistent with parents. Staff and parents agree that the school to home partnership is critical for students to stay engaged and achieve in a distance learning environment. The daily communication of secure text messages, emails, virtual conferences, and phone calls strengthen this partnership. Lastly, staff and parents agree that students need ongoing social-emotional learning opportunities and supports during this uncertain time.

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

Stakeholder groups followed an Improvement Science protocol to determine student achievement gaps and the school's ideal rate of growth. Some of the academic achievement data analyzed was student participation rates, credit completion rates, graduation rates, chronic absenteeism rates, and math and ELA test scores. Groups considered the needs of All Students, and unique pupils. Discussion also centered on how to support student engagement and academic achievement in distance learning and/or in-person instruction. There was group consensus that the School's PPEP is an effective systematic approach that supports the unique needs of each student.

Stakeholder groups stated that while the School is making improvement in graduation rates and chronic absenteeism rates, there is consensus that English language arts, mathematics, and college/career readiness needs to be an area of focus for the 20-21 school year.

Stakeholders believe that the School can continue to improve in all California School Dashboard Indicators by utilizing many of the LCAP goals and actions from the previous year. The program goals outlined below will also be considered as the School develops the School Plan for Student Achievement (SPSA) for the 2020-2021 school year:

Goal #1: Increase student achievement in areas appropriate for a school participating in the Dashboard Alternative Status (DASS) program.

Goal #2: Provide a broad and rigorous course of study focused on 21st century skills that align to California Content Standards that is accessible to All Students.

Goal #3: Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction.

Goal #4: Provide a safe environment and supportive school culture for students to learn and teachers to teach.

Goal #5: Provide innovative, engaging and community-based Resource Centers to serve students and parents.

Lastly, stakeholder groups believe expanded social-emotional learning will lead to increase levels of student engagement and academic achievement. This increased and improved support is critical for the lowest achieving students and unique pupils, including English Learners, Students with Disabilities, Low Income Students, Foster Youth, and Homeless. The School plans to meet this need by offering the following services and supports which are consistent with School Goals #4 and #5:

- Expand School Social Worker program that offers counseling to students in need of mental and social-emotional supports.
- Continue to offer Family Learning Series to educate parents and caregivers on the academic, physical, mental, and social-emotional services and supports available.
- Continue to offer Resilience in Student Education (RISE) to all students which are focused on the Social and Emotional Core Competencies.
- Provide professional learning opportunities for staff related to social-emotional learning such as Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid Training, and AVID.

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.]

Mirus is committed to physically reopening school sites to students and staff and offer in-person instructional offerings. The School will continue to coordinate with state and county health officials to determine when it is safe to re-open school sites. When it is safe to bring students and staff back to school sites, Mirus will establish clear plans and protocols for students and staff to follow which are consistent with the guidance advocated by the California Department of Education (CDE) and San Diego County Office of Education (SDCOE). All students and staff will be required to complete temperature screening and symptoms assessment before entering school facilities. Personal Protective Equipment (PPE) will be available to students and staff along with training on how to use this specialized equipment. Students and staff will be required to wear facial coverings throughout the school day.

Mirus is an Independent Study Program which provides students with access to Resource Centers throughout the week. When it is safe to return to Resource Centers, student schedules will be modified to reduce the number of students on-site to ensure social distancing requirements are met. Staff will strategically assign students to certain learning stations within the Resource Centers to mitigate close contact with other students. Each Resource Center will have hand sanitizer stations that students and staff will be directed to use throughout the workday to ensure healthy hygiene. Resource Centers will also be equipped with cleaning and disinfectant kits which will be restocked as needed. School staff will receive training on how to properly clean and disinfect facilities after student use.

All students will have access to instructional support and tutoring at the Resource Centers. Students With Disabilities (SWD) will have access to all special education services. Additional school staff such as counselors, nurses, and social workers will be available to support students with social-emotional needs. Students with underlying health challenges who do not want to return to Resource Centers will be provided personalized distance learning and support that meet their individual needs. School staff will remain committed to making daily contact with all students thru secure text messages, virtual conferences, email messages, and phone calls to determine specific learning needs and communicate academic progress with parents and/or caregivers.

Mirus will be able to mitigate potential student learning loss by implementing the School's key process, the Pathways Personalized Education Plan (PPEP). The PPEP continues to be the key instructional process that staff use to analyze each student's current academic levels, grades/credits, educational goals, learning style/preferences, interests, and post high school pathway in order to build an individual academic plan for each and every student. This process is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader. As part of the PPEP and Instructional Plan, the School will administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language and Mathematics. Teachers and instructional leaders will use student assessment results to make data informed decisions such as increasing individual tutoring support in certain academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

One of the key elements of the PPEP is monitoring student academic progress and growth. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and supports. Mirus utilizes a Student Intervention Program which is aligned to the framework of the Multi-Tiered System of Support (MTSS). This intervention model is designed to provide instructional staff with a system that quickly identifies and matches the needs of all students. Each intervention completed by a

teacher, counselor or school support staff is documented in the school information system. At the end of each month, the School's Data and Assessment department provides staff with a Monthly Storybook that summarizes specific interventions completed. School leaders use this intervention data to monitor intervention effectiveness and ongoing student needs.

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

Description	Total Funds	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	\$42,331	Yes
Personal Protective Equipment (PPE) and standing no-touch temperature screening systems to meet health and safety reopening requirements	\$29,788	Yes
Teachers and Certificated Teacher Resources (CTRs) to support in-person learning: train students on school social distancing requirements/procedures, ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	\$1,915,947	Yes
Special Education Case Managers to support Students With Disabilities (SWD)	\$178,005	Yes
Learning Lead to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of all students	\$98,484	Yes
Counselors to support the academic and social-emotional needs of students within MTSS	\$158,070	Yes
Classified school personnel to support the development of the Monthly Storybook	\$15,851	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	\$2,967	Yes
Edgenuity- online learning platform to deliver distance learning	\$49,669	Yes
School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	\$20,865	Yes
Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	\$4,325	Yes

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.]

Mirus recognizes that all students learn differently and possess different skills. Therefore, the School is committed to providing a personalized instructional approach to each student to meet their needs. While some students are proficient users of technology and distance learning resources, there are other students who need support in this area. To meet this need, Mirus teachers have been able to provide ongoing technology training and support to all students. In addition, teachers have been able to extend technology training and support to parents and caregivers as well to ensure that they are involved in their child's distance learning education. This ongoing technology support has strengthened the school-to-home partnership and increased equity and access to the School's full curriculum.

Throughout the COVID-19 emergency, students continue to have access to a traditional, textbook-based independent study curriculum. This curriculum is aligned to state standards and is developed by subject matter experts. Since students cannot go to the Resource Center to pick up physical materials, the School's Curriculum Department has taken steps to ensure students can access digital lesson guides and have access to online textbooks. Students and families who require hard copy materials are provided textbooks, lesson guides, and supplemental materials through no-contact deployment methods.

Edgenuity is the learning platform the School uses to deliver online curriculum. Edgenuity curriculum was offered to students prior to the COVID-19 closure if online instruction was their preferred learning style. Students have access through the Edgenuity curriculum platform to multiple scaffolds to support their learning; these are essential learning supports for English Learners and Students with Disabilities with functioning and universal tools to support all learners. Students have access to digital notetaking, transcripts of the instruction available in a variety of languages, hard copy graphic organizers that they can utilize during the instructional component of the lesson, glossary, academic language, digital sticky notes, extended time, video closed captioning, and the ability to enable text translation and read aloud text passages.

Students who did not previously have access to a computer and/or home internet have received a laptop and hotspot through the Altus Connect Program to ensure they have the same accessibility to the online Edgenuity platform from home as they would have previously at the Resource Center.

School staff remain committed to maintaining high levels of student engagement and supporting academic achievement in distance learning. Setting high expectations for students will support them with achieving their daily, weekly, and monthly goals. Some of the key instructional distance learning strategies are highlighted below:

Virtual one-on-one meetings and small group tutoring sessions: Teachers work with students virtually in both one-on-one meetings and in small group tutoring sessions to guide instruction and assess if a student has mastered content standards or if additional instruction is necessary.

Virtual office hours: In addition to weekly scheduled individual and group appointments, teachers hold virtual office hours to offer instructional support to all learners.

Online check-in: Teachers also check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools.

Distance learning math instruction continues to be a key instructional area of focus. On average, students enroll in Mirus 2-3 grade levels behind in mathematics skills as measured by NWEA assessments. To improve student math proficiency, teachers regularly provide instructional sessions in math that scaffold student skills to achieve performance targets of the courses and assessments. While instruction is claim and target-driven with a focus on both skill-building and content mastery, adjustments are made throughout each session based on formative assessment to ensure understanding for all learners. Additionally, students are grouped based on academic level data and content needs to support individual progress with the group in a safe and supportive learning environment. These sessions are interactive with online video tutorials from both teachers and field experts that engage students in real-world math application and scenarios.

Mirus has also provided increased support in English Language Development (ELD). Designated ELD sessions incorporate online tools that support English Learners and struggling readers with the purpose of increasing Lexile scores and English language proficiency. Students engage in online literacy circles that promote virtual collaboration and language development in alignment with the English Learner Plan. Throughout these sessions, students are exposed to frontloaded vocabulary, explicit and scaffolded instruction, and multiple means of representation while being able to use their home language when needed to activate higher-order thinking skills. In addition to a focus on reading comprehension, reading fluency, and writing structures, Designated ELD sessions offer English Learners an opportunity to develop oral language competency through virtual interaction in a meaningful, collaborative learning environment

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.]

To close the digital divide, Mirus has conducted multiple student and parent needs assessment and satisfaction surveys to determine which families need home technology. In addition, teachers communicate regularly with students and parents thru multiple methods, including secure text messages, phone calls, virtual conferences, and emails to identify ongoing student needs or unique circumstances. As a result, Mirus has been able to deploy Chromebooks and internet hotspots to all students in need. As new students enroll, school clerks and counselors conduct a technology needs assessment with each family, and when necessary, quickly deploy devices to these newly enrolled families to ensure all barriers to learning are eliminated.

On occasion, some of the school issued devices need repair or service. In this case, devices are collected and submitted to the School's Operations Department for repair/service. Students are issued replacement devices to ensure there are no gaps in access.

The School has also enhanced school websites and technology tools. As a coordinated effort to minimize confusion and redundancy for students and parents, the School has created an online landing page, www.altusgo.com, that provides students and families with all necessary access points to curriculum and instructional supports. From this online landing page, students can access pertinent school technology programs such as Edgenuity, Naviance, Illuminate, Achieve 3000, BrainPOP, and the Tech Tool Library. This online landing page provides students with a single access point to all the websites needed for the curriculum. Furthermore, students can use the School's online Tech Tool Library to access subject specific resources and digital tools for creativity, critical thinking, and collaboration and communication. Educational resources are presented along with instructional videos to train students on the logistics and application of the tools within learning.

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.]

Mirus teachers monitor and measure student progress and participation daily. Teachers collect metrics to determine participation, which may include, but is not limited to, evidence of participation in online activities, completion of assigned coursework, completion of assessments, and daily communication. Teachers document student academic progress and completed activities in both their web based Course of Study Record and Participation/Credit Tracker. Students are also required to maintain and submit a monthly Student Learning Log to their teacher which accounts for their daily learning. Student Learning Logs for each attendance period is reviewed by the teacher, signed, dated, and archived in the School Pathways School Information System (SPSIS). At the end of the attendance period, certificated teachers certify student attendance via SPSIS.

Teachers continue to use formative and summative assessments to evaluate student learning. Teachers will use their findings to determine how best to modify curriculum and personalize instruction to improve student learning. Some examples of assessments include printed coursework, online curriculum activities, quizzes, unit tests, writing assignments, web portfolios, presentations/speeches, and end of course exams. All completed student assignments are graded by a teacher and given a letter grade based upon rubrics and exemplar responses. Evaluative feedback will also be available on all student assignments, including printed coursework. Assignments with an overall grade of less than 70% will require student learning remediation which is crafted by the teacher.

Teachers will utilize secure video conference sessions to teach specific academic subjects and topics to students. Teachers will use these sessions to provide direct instruction, create guided and individual practice with the purpose of evaluating student learning. Some of the evaluative methods used in video conference session include, but are not limited to, check-for-understanding activities, quick writes, pop quizzes, group projects and presentations.

Teachers will utilize the SPSIS Gradebook to record all completed student assignments throughout the attendance period. Teachers will also add course comments at the end of each Learning Period that summarize the student's progress and achievement. These recorded assignments and comments are available to students and parents via the School Pathways Student and Parent Portal. School instructional staff provide ongoing training and support to students and parent on how to access and view the Student and Parent Portal.

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.]

As the School transitioned to distance learning in the spring, staff was surveyed to determine potential areas of need for professional learning. Based upon these results, school leaders modified the Professional Learning system, Altus University, to be a fully online platform. Altus University is now called, AU in the Cloud, and is available to all segments of the workforce. Professional Learning through AU in the Cloud is aligned to the California Quality Professional Learning Standards (QPLS). AU in the Cloud sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each AU in the Cloud session have an evaluation for participants to provide feedback on the participation, satisfaction, usefulness, learning, and additional areas for follow up. Feedback is provided to the School's curriculum departments to use as part of their ongoing Professional Learning Communities (PLCs) and plan for additional AU in the Cloud sessions.

AU in the Cloud sessions provide instructional staff the time and space to explore curriculum content necessary to provide quality instruction to students. The instructors of the sessions build the capacity of the participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the AU in the Cloud sessions so that teachers are using formative assessment strategies to inform virtual instruction to a diverse student population. Teachers have been through Leading Edge Certification (LEC), a national certification for educational technology. Through this certification process, teachers learned how to be effective online and blended learning teachers, skills necessary during the COVID-19 closures. For new teachers, the School continues the certification process through the LEC FLEX program. Through virtual tutoring session observations, school instructional leaders provide feedback on new skills acquired through the AU in the Cloud sessions. AU in the Cloud sessions are delivered by instructors who model how to differentiate curriculum and scaffold instruction so that there is support in place for all students. The sessions uphold the School's values that kids come first by increasing the participant's capacity to strengthen students' participation, engagement, connection, sense of belonging, and emotional well-being.

Virtual instructional strategies are presented through an equity lens, ensuring access and equity for all students during distance learning. Data informing AU in the Cloud is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators. This allows for the identification of student instructional needs focused on student groups. All participants have access to AU in the Cloud Sessions through registration on the Altus University Portal. AU in the Cloud sessions are generally on the same day of the week and time so that teachers can plan virtual instruction around the professional learning session they would like to attend. AU in the Cloud sessions are also recorded so staff members who are unable to attend a live session have access to on demand sessions.

Instructors for AU in the Cloud sessions are a collaboration of Special Education, English Learner, and General Education teachers. AU in the Cloud session instructors maintain a positive learning environment for all participants. Participants can utilize the chat feature within Microsoft Teams to get answers to questions without breaking the flow of instruction and they also have an opportunity to unmute their microphone to participate verbally. Instructors of the AU sessions also engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU in the Cloud instructors understand that especially in this COVID-19 closure, student Social Emotional Learning is at the heart and focus on connection with students first, followed by content.

Staff Roles and Responsibilities

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

Mirus's credentialed and classified staff are being utilized to meet the academic and social/emotional needs of all students. Teachers, special education case managers, counselors, social workers, and nurses are actively using distance learning software and communication tools to engage families. In doing so, school staff are available to help students and families find community-based resources. The School's website also has a comprehensive resource page to make it easy for staff, students, and parents to find the resources they need.

School leadership continues to listen and collaborate with all segments of the workforce. Instructional school leaders conduct weekly Resource Center meetings with teachers, special education case managers, and counselors to discuss program updates, best practice sharing, analyze student trends, and discuss ongoing challenges and/or successes. Other school departments such as Finance, Operations and Facilities, Health and Wellness, and Human Resources meet weekly to discuss and collaborate on project management. All of the weekly school meetings are conducted thru the Microsoft Teams conferencing platform which is secure and enabled with collaboration tools such as screen sharing and chat features.

Mirus has surveyed staff multiple times to determine specific needs of individual employees and/or positions. Based upon the feedback collected, school leadership was able to modify the Professional Learning System to ensure that staff is receiving the training they need to perform new roles and responsibilities. At each professional learning session, participants are surveyed on the usefulness of the training and if they have any additional needs. The survey data is analyzed and considered when making future AU in the Cloud session topics.

The School has also created an online network, AltusWAVE, that houses the internal documents teachers and support staff need to implement each student's Pathways Personalized Education Plan (PPEP). With the AltusWAVE platform, instructional staff access all curriculum documents such as lesson guides, answer keys, and end of course exams. During the COVID-19 closure, the School's Technology Department expedited internal network files onto the AltusWAVE, a secured platform that all school employees can access from anywhere.

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.]

Mirus is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. Therefore, Mirus is an educational program designed to meet and assist all students with unique needs and circumstances by utilizing the School's key process, Pathways Personalized Education Plan (PPEP). Each student PPEP is collaboratively developed by the teacher, student, parent, school counselor, and instructional leader. The PPEP considers many factors including demographic information and student groups: Individualized Education Program (IEP), 504 Plan, Gifted and Talented Education (GATE), English Learners (EL), Foster Youth, Pregnant and Parenting, and Homeless. In addition, each student PPEP identifies educational goals, learning style preferences, career interests, daily learning schedule, and course plan. Instructional staff use the Multi-Tiered Systems of Supports (MTSS), to coordinate a personalized and enhanced intervention strategies and resources that match the needs of students. At the end of each Learning Period, the School's Data Department publish a Monthly Storybook which provides targeted, drilled down data that includes achievement and engagement indicators that relate directly to overall student success and that of student groups. Monthly Storybook results are analyzed by all levels of the organization to make data informed decisions regarding curriculum, instruction, and professional development.

Mirus served 553 students during July 2020. Of these 553 total students, 69% are Hispanic, 17% are White, and 5% are Black or African American. 9% of students are other ethnicities. In addition, 50% of students are Socio-economically Disadvantaged, 9% are Students with Disabilities, 10% are English Learners, 1% are Homeless, and 11% are identified as GATE. There are 2 foster youth students enrolled at Mirus.

Mirus utilizes a teacher created curriculum that is developed within the Universal Design Learning (UDL) framework to ensure equity and access for all learners. UDL principles are integrated into curriculum design to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. Teachers utilize this curriculum feature to personalize curriculum for each learner.

Mirus school staff provide distance learning instructional sessions that are data-driven and implemented strategically to support specific learner needs. A thorough data collection and analysis process for all students as well as individual student groups (low-income, SWD, English Learners) helps inform instructional sessions and the overall Instructional Plan. These tutoring sessions utilize an extensive variety of instructional strategies to aid in increased academic engagement as well as a variety of methods in which students interact with the content of the curriculum. Teachers utilize virtual technology tools to provide instructional modeling and tutorials specific to the session topic in a manner that is engaging and tangible for online learning.

English Learners are engaged effectively in learning through Integrated and Designated ELD supports that align to the implemented English Learner Plan. Based upon Mirus's 2019 California School Dashboard, 60% of English Learners are making progress towards English language proficiency. This is considered a high-status level. Mirus's comprehensive English Learner Development (ELD) Program includes integrated and designated ELD.

Integrated ELD: Integrated ELD ensures that English Learners are accessing ELD standards while engaged in CA standards-based curriculum. Curriculum is developed in consultation with the ELAD (English Learner Achievement Department) and aligned to both CA ELD standards and CA Common Core standards.

Designated ELD: Designated ELD ensures that ELs are developing language and literacy skills separate from core instruction. Students are enrolled in Literacy courses (aligned to CA ELD standards), receive virtual ELD instruction through literacy circles, and engage in online learning programs that develop reading, writing, listening, speaking skills.

Students with Disabilities continue to receive an equitable education that is in alignment with acceptable practices as recommended by the U.S. Department of Education. Students with disabilities are provided a free and appropriate public education (FAPE) through the implementation of services, accommodations, modifications, and supplementary aids and services as outlined in each student's individualized education plan (IEP). Specialized Academic Instruction (SAI) is provided for each student by an Education Specialist through distance learning methods including virtual and telephonic. Related services are contracted through a CDE approved Non-Public Agency (NPA) and are delivered through virtual and telephonic methods. Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms. Case managers check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools. Case managers consult with general education teachers to implement accommodations and modifications in core curriculum and to customize curriculum to ensure accessibility through principles of Universal Design for Learning.

Special education case managers work with students virtually in both one-on-one sessions and in small group break-out sessions. Students are identified to participate in small group SAI sessions based on IEP goals, social-emotional needs, and grade level/topic assignments. Key components of SAI include: establishing structure/routine, student training on virtual platforms and digital tools, integrated social-emotional learning, use of multiple modalities to engage learning styles virtually, and implementation of accommodations and modifications.

Special education case managers ensure full student accessibility to virtual SAI and online curriculum through implementing principles of Universal Design for Learning (UDL):

Multiple Means of Representation: Use of video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and

symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.

Multiple Means of Expression: Throughout SAI and assessments, students are provided options to answer multiple choice questions, highlight text, complete surveys, create visual representations, use tactile digital tools, and fill out graphic organizers. These multiple means of expression appeal to multiple learning styles and allow students to demonstrate their knowledge in a variety of ways.

Multiple Means of Engagement: Self-paced coursework that is customized based on student interest is a motivating for students. Teachers present course concepts in ways that are relevant to students' lives. Case Managers promote self-regulation with creation of visual schedules, weekly calendars, goal-setting activities, and provide regular progress updates.

Due to the COVID-19 emergency, school staff understand that some students may be at greater risk for potential learning loss. Potential vulnerable student groups include low-income, foster youth and students experiencing homelessness. For that reason, school leadership have remained committed to mitigating learning loss by taking specific actions: daily follow-up calls and emails from support staff, secure reliable technology devices and connectivity, providing social-emotional support, food assistance, and additional supports as needed. In addition, teachers have received ongoing specialized professional learning focused on researched-based instructional strategies which support vulnerable student groups. Teachers have received training on Trauma Informed Practices (TIPS) and use these instructional engagement strategies to support the social-emotional needs of students. TIPS strategies include empathy, active listening, and providing a sense of safety and connectedness. Teachers also partner with the school social worker to provide social, emotional, and behavioral support systems to students and families. The social worker provides services and facilitate referrals to support student academic and social/emotional needs.

School staff participated in professional learning led by a Protective Services Supervisor with Child Welfare Services which focused on mandated reporting in a distance learning school environment. Topics included department trends, considerations within the new environment, recent case examples, and how to proactively protect the physical and mental wellness of students.

Mirus has been able to engage and support all students during the COVID-19 emergency by providing a whole-child educational approach. This approach prioritizes engagement, safety, health and access to support and resources.

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

Description	Total Funds	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	\$42,331	Yes
Teachers and Certificated Teacher Resources (CTRs) to support distance learning: ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	\$1,915,947	Yes
Special Education Case Managers to support Students With Disabilities (SWD)	\$178,005	Yes
Learning Lead to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of all students	\$98,484	Yes
Counselors to support the academic and social-emotional needs of students as key member of MTSS	\$158,070	Yes
Classified personnel to support the development of the Monthly Storybook	\$15,851	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	\$2,967	Yes
Edgenuity- online learning platform to deliver distance learning	\$49,669	Yes
School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	\$20,865	Yes
Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	\$4,325	Yes

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.]

As students continue distance learning, instructional staff need to monitor what students are learning and where they need additional support. Additionally, the school understands that some students have been disproportionately impacted by COVID-19 and need increased services and supports. By using a Data Integration System, the school will be able to accelerate individual student learning by focusing on resources where they are needed most. The School's Data Integration System is comprised of several formative and summative assessment tools administered throughout the school year. To start the school year, all students will be given an initial diagnostic assessment, NWEA Measures of Academic Progress (MAP), that measures students skills in Reading, Language and Mathematics.

Individual student score reports will be shared with students and parents in private conferences with the focus on a growth mindset. School leaders will work closely with teachers to analyze each student's assessment data and adjust curriculum and instruction to accelerate learning in those areas. Students identified as below grade level in Reading and Language will be assigned a specialized literacy program, Achieve3000, to improve ELA skills. Students scoring below grade level in Mathematics will be assigned an Edgenuity MyPath Math course to accelerate learning or provided increased math instruction in one-on-one and/or small group settings. Professional learning opportunities will be made available to teachers throughout the school year that establish clear protocols on how to effectively support English language development, including the use of Achieve3000 and BrainPOP ESL, and evidence-based math instructional strategies focused on accelerated learning such as the use of Edgenuity MyPath Math.

The School will also administer NWEA MAP in the Spring semester. The NWEA MAP spring administration will serve as a post-assessment and measure student growth over the course of the school year in the domains of Reading, Language and Mathematics. Teachers and school leaders will follow similar data analysis protocols conducted in the Fall semester and conferences will be conducted with students and parents to discuss learning results.

The School also plans to administer the Smarter Balanced Interim Assessments to students in the fall to evaluate mastery of grade level standards in English Language Arts and Mathematics. Student scores will be analyzed by instructional staff at multiple venues such as Resource Center Meetings, Instructional/Staff Meetings, and AU in the Cloud sessions. Data analysis will be an integrated team approach, including school instructional leaders, teachers, special education case managers, and subject matter experts such as the math specialists focused on the development of systematic methods to improve student learning.

As students make progress in their assigned courses, whether it is a traditional textbook curriculum, online, or blended, students are required to complete a variety of formative assessments. These formative assessments include, but are not limited to, writing assignments, quizzes, virtual labs, presentations, and end of course exams. The School's curriculum departments have also embedded Illuminate Learning Checks into each specific subject and grade-level to ensure that students are meeting key standards and learning topics. Teachers also use formative assessments when conducting virtual tutoring sessions such as verbal checks for comprehension, peer discussion, journaling, exit slips, and projects. These continuous formative assessments inform teachers about student progress and if their practices are effective while at the same time building student capacity to be self-aware of their learning.

Mirus will continuously assess student English Language Development (ELD) throughout the school year. The School will use multiple assessment tools to evaluate student language proficiency in reading, writing, listening, and speaking. ELD assessments will include administering the Summative ELPAC, ELPAC Practice Tests, and ELD Assessments embedded in the curriculum. Virtual designated ELD sessions will be offered to English Learners and struggling readers to teach content and provide a check-in opportunity with students. In this setting, students will be able to interact with peers and build interpersonal skills. Teachers will also follow protocols to evaluate student reading skills, comprehension, and fluency, and writing skills as well.

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.]

Mirus will continue to personalize learning programs to meet the needs of all students, with special emphasis on student groups that may have been disproportionately impacted by COVID-19. School staff understand that students cannot learn until they feel safe. To ensure student safety, school leadership and teachers will use questionnaires to survey student connectedness to peers, relationships with adults, and overall mental health. Mirus will also focus on ensuring students have access to distance learning curriculum, support for family and student well-being, and access to social-emotional support.

Mirus's curriculum has been uniquely designed to ensure equity and access for all learners. Universal Design Learning (UDL) principles are integrated into the curriculum to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. Moreover, Mirus utilizes both Integrated and Designated ELD to support language proficiency. Teachers work closely with their school instructional leaders to determine how and when to use Integrated and/or Designated ELD. While MIRUS's Integrated ELD ensures that English Learners are accessing ELD standards while in core curriculum, Designated ELD is focused on language development skills separate from core instruction. As students make progress in their courses and participate in virtual literacy tutoring sessions, teachers use assessments to monitor changes in student proficiency levels. Adjustments are made to both the curriculum and instructional strategies based upon the needs of the student.

Teachers will hold frequent meetings with students and parents to discuss their Pathways Personalized Education Plan (PPEP). At these meetings, teachers will provide progress reports focused on academic engagement, class grades, and progress towards grade level promotion or graduation. Teachers will also provide guidance on how to access the School Pathways School Information System (SPSIS) Student and Parent Portal and where grades are reported. Teachers are also able to setup weekly Edgenuity progress reports sent directly to the parent's email. Students who do not make adequate progress, instructional staff will utilize the Multi-Tiered System of Support (MTSS), a collaborative intervention approach that match the needs of students with appropriate resources and services. In some cases, students and parents meet with counselors, school nurses, and social workers to address areas of needs. As school staff engage students and parents within the MTSS, the goal is to create an educational partnership focused on improving student learning during the next phases.

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.]

Mirus will use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. School instructional leaders and staff have collaborated to determine the feasibility of formative and summative assessments this school year. There is agreement that the NWEA MAP is an effective and viable assessment tool to gauge student academic skills in Reading, Language, and Mathematics. At the end of the NWEA MAP fall testing window, teachers along with their instructional leaders will follow data-analysis protocols to determine how best to support students in specific academic domains. The School as a whole, instructional leaders, staff, and

students/parents believe that the spring NWEA MAP (post-assessment) will be an effective tool to evaluate what students have learned in the 20-21 school year and what academic domains and topics need targeted intervention in the summer months.

The instructional program will place special emphasis on evaluating Illuminate Learning Checks and End of Course Exams (EOCs). Illuminate assessment are fully integrated into the core curriculum. As students are introduced to content standards and topics in their assigned courses, Illuminate Learning Checks evaluate student understanding and ability to apply knowledge. In addition, Illuminate Learning Checks and End of Course Exams are aligned to grade level state standards and Smarter Balanced Summative Assessment practice items. Teachers will be provided the time and space at Resource Center and Instructional/Staff Meetings to analyze student data, reflect on instructional practices, and connect with peers and subject matter experts.

Illuminate will serve as an instructional database where each student has a profile, updated with demographics, so that instructional staff can analyze academic achievement by student groups. This will ensure that instructional staff can identify gaps in achievement and increase the appropriate services and support to meet the needs of all students. Ongoing professional learning will be provided to instructional staff on how to administer Illuminate assessments to students, grade constructed responses, and evaluate student data. In addition, the School has an Illuminate department, comprised of teachers and special education case managers, who regularly lead AU in the Cloud sessions and provide coaching as needed for new and experienced teachers. AU in the Cloud sessions regularly review the data collected, summarize results, and discuss how to effectively respond to data trends.

Teachers will provide small group virtual tutoring focused on grade specific subjects and topics. Throughout these tutoring sessions, teachers will utilize a variety of assessment strategies to evaluate student performance. Teachers will incorporate various instructional strategies and approaches in these virtual sessions including learning hooks, check for prior knowledge, direct instruction, guided practice, and individual practice. At every stage, teachers will utilize both innovative and traditional methods to evaluate student acquisition and application of knowledge. School instructional leaders will periodically join these virtual tutoring sessions and conduct observations. Teachers will be provided feedback on their ability to plan instruction, use relevant and age-appropriate curriculum, engage the audience, and create opportunity for students to interact and dialogue. These tutoring observations will ensure that all students are receiving quality services and supports that meet their individual needs.

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

Description	Total Funds	Contributing
Teachers and Certificated Teacher Resources (CTRs) to evaluate pupil learning loss by utilizing the Data Integration System	\$212,883	Yes

Description	Total Funds	Contributing
Learning Lead to support the implementation of the Data Integration System and design protocols for teachers to continually evaluate student learning using both formative and summative assessments to inform instructional strategies with special emphasis on student group achievement and English Language Development	\$49,242	Yes
NWEA- assessment program to measure student academic levels in Reading, Language, and Mathematics in the Fall and Spring semesters	\$2,967	Yes
Achieve 3000- educational program designed to improve student literacy skills for English Learners and Struggling Readers	\$3,950	Yes
Edgenuity MyPath- educational intervention program that offers data-driven differentiated instruction in Mathematics and English Language Arts	\$2,714	Yes
Illuminate- online instructional database that school staff use to assess student learning and analyze achievement	\$1,952	Yes

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 mental health and social and emotional well-being of students, their families, and staff is a top school priority. School leaders understand that the pandemic has created traumatic experiences for many, to various degrees. Therefore, the School has developed trauma informed crisis response systems which are sensitive to the emotional needs of students, families, and staff. A key component of the crisis response system is forging strong school-to-home relationships, centered on trust and two-way communication. Staff have remained connected with students and their families by using secure texts, emails, video conferences, and phone calls to conduct informal conversations focused on social-emotional needs. School leaders who supervise staff remain committed to staying connected as well to evaluate the social-emotional needs of staff and how best to support them. In addition, Mirus have utilized multiple surveys to assess students, their families, and staff needs. School leaders analyze the recorded data, collaborate with appropriate professionals to determine how best to support each individual case, and document follow-up efforts and referrals.

To support the social-emotional learning needs of students, Mirus has provided a series of live, interactive video broadcasts for students, called Resilience in Student Education (RISE). RISE sessions are aligned to Social and Emotional Core Competencies and serve to enhance a student's capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges. Mirus understands how important it is to attend to the social and emotional needs that arise during times of crisis and challenge and will continue to offer social-emotional learning topics that are essential to mental health and wellness during this pandemic.

To further train and equip staff, Mirus teachers have completed the Youth Mental Health First Aid training (YMHFA) certification program. YMFHA is designed to educate adults who work with youth on how to identify risk factors and early signs of mental health challenges common amongst adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder. Mirus instructional staff use the YMHFA framework to support youth developing signs and symptoms of mental health challenges. New Mirus teachers complete the YMHFA as part of their new teacher training so that they have the skills and knowledge to support the mental health needs of their students.

Teachers also employ Trauma Informed Practices (TIPS) in instructional engagement strategies. Some of the key strategies include empathy, active listening, and providing a sense of safety and connectedness. The school social worker partners with instructional staff to provide social, emotional, and behavioral support systems to students and families. The social worker provides services and facilitates referrals to support student academic and social/emotional needs.

To educate and support the needs of Mirus parents and families, the School has provided weekly trainings focused on distance learning expectations, health and safety, social-emotional support, IEP support services and support for English Learners. These specialized trainings are called Altus University: Family Learning Series and are offered on Tuesdays at 2:00pm. School staff notify families of these trainings by sending flyers to parents with the virtual meeting links so that they do not need to pre-register and can easily participate. Participants who attend the live broadcast can ask questions and collaborate with others in the meeting chat feature. Lastly, each session is also recorded so that it is available on demand for families who are unable to participate in the live event.

Pupil and Family Engagement and Outreach

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

Engagement and outreach are ongoing through instructional staff communication with students and their families. This strong school-to-home partnership has been the norm prior to COVID-19 and is a key pillar of the Pathways Personalized Education Plan. Teachers and special education case managers are in regular communication with their students regarding course progress, assignment grades, tutoring support, and available curriculum resources and tools. Communication methods include secure text, voice phone calls, virtual conferences via Microsoft Teams and Zoom, and emails. Bilingual staff assist with contacting families whose primary language is not English. The School continues to provide information to families in both English and Spanish regarding community-based resources for health and wellness, food options, distance learning tools, and other basic needs.

Mirus is an independent study program designed to monitor and measure student progress and participation daily. Teachers have been trained on how to determine student attendance by evaluating evidence of participation in online activities, completed assignments, completed assessments, and daily communication. The School uses a Multi-Tiered System of Supports (MTSS) to improve student engagement and meet the social-emotional needs of students. All students receive universal supports which include daily tutoring support in all subjects, access to support staff, frequent progress reports, and other supports and services. Students who do not meet attendance requirements are immediately contacted by their teacher. Teachers document these interventions efforts in the School Pathways Student Information System (SPSIS) and identify the communication method they used (i.e., virtual application, email, text, phone call). The School's Data Department provides instructional staff with weekly contact reports that summarize intervention efforts and trends. Some students who need additional supports and services will be contacted by the school counselor as a Tier II intervention, along with other support staff, based upon their individual needs. These students are carefully monitored by both the teacher and counselor moving forward to determine if the increased interventions are effective. Students who do not reengage in school are contacted by the school instructional leader as Tier III intervention, along with other support staff, to collaborate and discuss additional school services and/or referrals to community-based agencies organizations.

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.]

Mirus has provided information to families regarding available community food resources by mailings and website postings. Mirus' website has a COVID-19 resource page which outlines available food locations, daily pick-up times, and contact information. All students are offered free Grab & Go meals Monday-Friday at the locations listed on the school website. The school's main office line has also been answered since the beginning of the COVID-19 emergency and staff have been able to provide families with community-based food resources and services.

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

Section	Description	Total Funds	Contributing
Continuity of Learning	Microsoft 365 licenses for students and families to communicate via Outlook and Teams with teachers	\$5,844	Yes
Continuity of Learning	Technology services- configuration of Chromebooks and hotspots for student educational use, including repairs and troubleshooting services	\$4,674	Yes

Continuity of Learning	Curriculum and Professional Development Coordinator, Technology Integration Learning Lead and Math Specialists to facilitate professional learning opportunities for all staff	\$59,268	Yes
Continuity of Learning	School clerks to support with the enrollment of new students and attendance reporting	\$69,717	Yes
Mental Health and Social and Emotional Well-Being	School Nurse, Social Worker, School Psychologists to support the needs of students and staff	\$23,023	Yes
Mental Health and Social and Emotional Well-Being	Educationally Related Mental Health Services (ERMHS) to support student academic progress related to an IEP	\$45,540	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.82%	\$615,899

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.]

Mirus is identified by the CDE as participating in the Dashboard Alternative School Status (DASS). As of 2019-2020, Mirus served a student population comprising of 72% high-risk student groups. Mirus is uniquely designed to provide an innovative and personalized learning program to meet the needs of 'At Promise' youth. Mirus has an enrollment of unduplicated pupils which exceeds 69% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: foster youth, English Learners, and low-income. Mirus is committed to improving the lives of all students and families by providing them with a high-quality education that leads to graduation and a successful transition to college or the workforce.

To prioritize the needs of English Learners, Foster Youth, and Low Income, Mirus have taken the following targeted steps to support each student group.

English Learners:

- Curriculum design that is developed with the Universal Design Learning (UDL) framework to ensure equity and access for all learners.
- Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge.
- Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency.
- Utilization of Achieve3000 and BrainPOP ESL programs to develop reading, language, writing, and speaking skills.
- Ongoing ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement.
- Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) and AVID which are focused on improving English Learners literacy skills and academic achievement.
- Instructional staff developing and implementing research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills.
- Administering the initial ELPAC to incoming new students to determine current language skills.
- Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students.
- Engaging stakeholders to seek feedback on existing programs and identify potential barriers to learning.
- Provide English Learners with an opportunity to access accelerated coursework, honors classes, and Advanced Placements (AP).
- A Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including participation and credit completion.
- Increase student and parent participation in English Learners Advisory Committee (ELAC) to engender robust conversations focused on English Learners advocacy, development of ELD Program, and needs assessment.

Foster Youth:

- Foster youth were contacted first by instructional and support staff to address their academic, physical, mental health, and social-emotional needs during distance learning.
- Incoming foster youth students were immediately enrolled and provided with an appropriate course of study plan.
- School clerks tagged foster youth in the School's Student Information System to enable the school social worker to follow-up with each student and caregiver.
- Ongoing monitoring of foster youth participation and credit completion made available to school staff via the Monthly Storybook.
- Teachers utilizing Trauma Informed Practices (TIPs) to support the unique needs of foster youth.
- Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.

Low Income:

- Continue to develop and refine curriculum to ensure it is multicultural and diverse.
- Provide professional learning to school staff on implicit bias and continue the discussion and reflection in Instructional and Staff Meetings.
- Provide Chromebooks and/or internet hotspots to students in need of home technology.
- Ongoing Family Learning Series to educate parents and caregivers on the School's distance learning program and resources available to support student achievement.
- Notifying students and families of food resources, health and wellness, and access to additional supports.

- Ongoing updates to the School's COVID-19 resources page.
- Supplemental Mathematics and English Language Arts tutoring.
- Monitoring low income student participation and credit completion via the School's Monthly Storybook.

Mirus plans to continually monitor the effectiveness of the targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in the English Learners Advisory Committee and School Site Council. Mirus will also carefully monitor student groups engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, and ELPAC. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

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

Mirus offers an individualized learning experience for all students, with special emphasis on supporting students who have not exceeded in a traditional educational setting. By offering students a rigorous curriculum, aligned to state standards, and high-quality teachers in a safe and supportive environment, Mirus can reengage and help students meet their academic goals. Mirus has an enrollment of unduplicated pupils, foster youth, English learners, and low-income students which exceeds 69% of total enrollment. Mirus recognize that these student groups are more likely to have experienced traumatic experiences, to various degrees, and are disproportionately impacted by school closures. As Mirus plans instructional actions and services, the needs of the lowest-achieving students always take priority and met using evidence-based practices.

By conducting a needs assessment, engaging stakeholders, and reviewing the California School Dashboard results the School determined that there is a need to improve unduplicated pupil performance in the following Engagement and Academic Performance Indicators: Chronic Absenteeism, Graduation Rate, English Language Arts, Mathematics, English Learner Progress, and College/Career. The School plans to increase and improve services to unduplicated pupils by taking the following actions for each of these indicators:

Chronic Absenteeism and Graduation Rate:

- Instructional methods: Differentiated math and English language arts tutoring opportunities.
- Broad and rigorous curriculum: counseling time to support the academic, emotional, and personal needs of students.
- Professional learning: implicit bias training and professional learning communities for staff.
- Safe and supportive environment: social-emotional learning services and supports (school social worker, trauma informed practices, RISE).

English Language Arts, Mathematics, English Learner Progress, and College/Career:

- Instructional methods: Math and English language arts tutoring opportunities focused on state standards and Smarter Balanced Summative Assessment Blueprint, Claims and Targets.
- Professional learning: English Language Development (ELD) training focused on integration of Achieve3000 and BrainPOP ESL literacy programs into curriculum, instruction, and assessment.
- Broad and rigorous curriculum: Integration of WRITE and AVID strategies into curriculum, instruction, and assessment.
- Broad and rigorous curriculum: Provide first generation students to enter college with additional counseling opportunities.
- Engagement strategies: Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the instructional program.
- Engagement strategies: Provide parent training thru the Family Learning Series to educate families and seek feedback regarding potential barriers to learning.

Effectiveness of these increased and improved services will be monitored by instructional staff throughout the 20-21 school year. Instructional staff will analyze multiple metrics, including student surveys, formative assessments, language development assessments, Smarter Balanced Interim Assessments, participation rates, and credit completion rates, to determine trends and adjust practices to enhance the approach.