California Department of Education, July 2020

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.]

Desert Sands Charter High School (DSCHS) is a Dashboard Alternative Status School (DASS) independent study program. We serve a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our primary mindset is to build strong working relationships with students. We communicate directly with them, so we are acutely aware of the trauma our students and families are having as a result of the pandemic. We acknowledge that the COVID pandemic, has significantly impacted our relationships and all learning has dramatically slowed due to students not engaging in person with educators and peers. At DSCHS, our primary and immediate need was to see to the mental and physical well-being of our students, to ensure that their basic necessities are met. A student cannot learn if they are not in the proper mindset to learn.

Due to the COVID pandemic, many of the parents of our students have become unemployed, and the grave uncertainty negatively impacts the family dynamic. The impact includes our students' capacity to concentrate on school.   Additionally, our students who are parents themselves have struggled to make school a priority, because of the economic impact on their families. We recognize that our school can be a primary source of hope for our community in that we provide students and families positive steps moving through the crisis together. Our staff, teachers, tutors and counselors engage in outreach to engage students and families in activities (albeit remotely) that are meaningful and elicit a sense of connectedness to each other that is essential for every human being.

Stakeholder Engagement

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

Throughout distance learning, stakeholders were asked for feedback in a variety of ways. Those included virtual parent meetings, L4L Connect posts, emails, and phone calls. The parents/guardians were asked for feedback during a PAC/ELAC meeting and with a distance learning survey. Students were also asked for feedback on the LCP through a distance learning survey. Staff, while remotely working, attended multiple virtual meetings each week. Those meetings consisted of staff meetings, professional development opportunities, department meetings, and one-on-one leadership calls. Staff were asked for LCP feedback via a distance learning survey.

The English Learner Advisory Committee (ELAC) meeting was held on August 11, 2020 at 5:00PM. It was held remotely, and Spanish was spoken to maximize participant understanding and participation.

We sent out Learning Continuity Plan surveys in August to accompany our PAC meeting, which was held on August 14, 2020 at 5:00 PM.

For those parents who did not have access to the internet, our Parent Engagement Committee was able to contact them with a personal phone call and get their consultation into the key strategies of the LCP. For parents with access to the internet, we sent information and asked for their feedback via L4L Connect text message app, OneCall, emails, and Google communication.

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

The school learning community was communicated with and given the option to participate remotely via teleconferencing, L4L Connect posts, All Call, phone calls, remote board meetings, and emails. L4L Connect surveys, emails, and a virtual meeting were used for our ELAC meetings. The English Language Advisory Committee was held on August 11th, 2020. Translations were provided in Spanish in order to facilitate participation, engagement and elicit input from our English Learner parent participants.

The public meeting hearing was held during our board meeting on August 17th, 2020. Notification of the meeting was posted 72 hours in advance. Translation services were made available at the beginning of the hearing. The LCP was posted on the website for public review. The public had opportunity to provide input their written documentation by emailing the Principal or reviewing the hard copy on site. We anticipate that the board will approve the Learning Continuity Plan on September 14, 2020.

Phone calls were made to parents who might not have had access to the internet.

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

Most students reported feeling safe during distance learning, about 25% of students reported they are concerned about their social/emotional health, but only 8% report they would like someone from school to follow-up with extra support. At the same time, about 40% of those surveyed reported that it is hard to focus on school during this time. Additionally, most of the students reported that it is easy for them to connect via the internet to school, but 10% of these students find it difficult to navigate distance learning applications. Specifically, most students reported challenges navigating their math courses.

The parent feedback parallels that of the students in that their students have access to technology, but about 25% of parents believe their students are only slightly engaged at this time. As a result, most parents believe their students would benefit from virtual tutoring and extra academic support. In addition, many parents are concerned with their students social/emotional well-being.

The feedback from staff is in alignment with the other stakeholders: most are concerned about their students' social-emotional well-being, and most believe that about half of their students need extra academic support. Just as important, the Staff report that they are quite concerned about their own social/emotional well-being as they struggle to balance the needs of their students and their own.

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

DSCHS will implement the following in response to stakeholder feedback:

- To address the need for additional math support, we will hire additional math tutors.
- To provide technology guidance/support during orientation for our new families; encourage students to take a Digital Skills course to develop their technology skills.
- To ensure parents are aware of the student's progress, we will provide progress reports and a tutorial to access the Parent Portal, which provides daily updates on the student's academic progress.
- To support our Staff during this time, we have established one-on-one meetings to discuss success/challenges, established bi-monthly team building events, and we have established a mentor program to provided targeted supports to high-profile students.

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.]

DSCHS utilizes a personalized learning program to meet the unique needs of its students via a flexible learning model by design. Following an independent study model, teachers work with students one-on-one to help them understand their strengths, weaknesses, preferences, and unique needs as learners which helps students develop the necessary skills to support their own learning and ultimately be the driver of their own success. As DSCHS teachers and support staff assess students who have experienced learning loss during the shutdown due to inaccessibility to technology/internet access and/or an inability to thrive in a distant learning environment, they will seek to schedule one-on-one direct instruction on site whenever possible. This on-site instruction will include student access to their teachers face-to-face, scheduled intervention instruction with teachers and other support staff, and ongoing access to both on-site and virtual tutors.

Throughout remote teaching and learning, the state and county phases will be monitored closely for advancements and regressions to best protect the staff and students. Predictions have been made as to when sites may close or open. Staff and students are made aware of any changes to the operations of the sites through their weekly appointments, L4L Connect, school-home communication, and weekly staff meetings. When staff returned with a modified schedule, the emphasis was on serving those students while maintaining all CDC and LA County safety measures. The modified schedule consisted of half the staff working onsite to engage in one-hour weekly appointments with

each student. The other half of the staff utilized distance learning tools to engage students and to communicate with parents. Virtual tutors are available to support students in their points of confusion.

To ensure students have access to remote learning, laptops and hotspots are provided to those families who need the technology. WeBoost devices are also made available for students in rural areas who have poor cell phone reception. In addition, hard-copy curriculum and textbooks are either picked-up, safely dropped off, or mailed to families as needed.

The DSCHS academic program is designed to work with students who have already experienced learning loss prior to school closures in March. Many of the students enroll with DSCHS credit deficient and academically below grade level thus requiring personalized academic plans based on their unique needs. Student academic needs are assessed using Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in the areas of reading and mathematics. NWEA assessments provide teachers with critical information on student instructional readiness as it relates to reading comprehension and math skills. DSCHS utilizes these scores for academic planning and appropriate placement in courses, interventions, and other curricular options.

In addition, teachers also utilize assigned coursework and course assessments to measure student success and/or to mitigate student academic gaps and learning loss. For students who need more direct instructional practices, DSCHS teachers enroll them into highly engaging small group instruction (SGI) classes as well as arrange for additional one-on-one intervention time. Students are also referred to site tutors who provide additional one-on-one instruction when needed.

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

Description	Total Funds	Contributing
The school has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE). Upgraded cleaning is essential for safety. Our data shows that most of our students learn better with face-to-face engagement.	$ 29,000	N
School supplies and materials to support student coursework.	$ 20,000	Y

Distance Learning Program

Continuity of Instruction

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

The independent study learning model used by DSCHS lends itself well to a distance learning environment. DSCHS students are accustomed to completing course assignments independently with scheduled interaction from teachers during the week: therefore, the

transition to a distance learning model required only minor modifications to the existing student—teacher relationship. Student coursework incorporates detailed instruction that allow students to work independently with minimal instruction needed from teachers. Many students were provided laptops, internet access via hotspots, access to digital textbooks, and/or hardcopies of coursework as needed to ensure ongoing access to the curriculum and minimize any interruptions to their current course of study. Teachers, tutors, counselors and other support staff have been able to mimic the onsite personalized learning independent study model of instruction and services as much as possible utilizing Google Classroom, Google Hangouts, Google Meet, phone conversations, online whiteboards, Kami, Lumin, and any other means necessary to ensure students received necessary and ongoing support to include academic, social and emotional support as needed. This innovative approach to the independent study model is supported by administrators, teachers and staff communicating with one another through Email, L4L Connect, Google Hangouts, Google Meet, Zoom, texts, and phone calls.

In addition, DSCHS has developed COVID-19 specific elective courses to provide students choice and voice during this time of distance learning to help them express their journey. These elective credits range from social emotional curriculum to supplemental material that aligns with the core curriculum. And to further support students struggling with literacy, DSCHS has expanded its subscription to the electronic book service, Learning Ally, to allow all students access to audio books if needed.

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.]

DSCHS has been working since the beginning of the pandemic to secure access to devices and connectivity for all students. Working with its partner, Lifelong Learning Administration Corporation (LLAC), a process for expediently securing technology, distributing it out to students, and tracking it was developed with the goal of ensuring all students received a laptop and internet access if needed. In addition, the Community Liaison received WeBoost devices to distribute to students living in more rural areas with poor cell phone reception.

Providing students with access to technology is a top priority for DSCHS. Designated as a Dashboard Alternative Status School (DASS), DSCHS serves many students and families that are designated as economically disadvantaged and transient. The California's COVID-19 closure has compounded the lives of many of our students who are now dealing with situations of job loss and homelessness. As a result, many students no longer have access to communitive devices and/or can afford internet services. And while many internet service providers offer free internet access to students as a result of the pandemic, many students and families have been unable to take advantage of it due to local internet service provider businesses being closed during the pandemic and/or students and families not having proof of residency needed to secure the free services.

The distribution of access devices and connectivity to students is done in collaboration with administrators, teachers, support staff and the LLAC internal communication app., Learn4Life Connect Parent Square. The process begins with teachers conducting a technology needs assessment with students and requesting needed devices and/or connectivity access. Once requested devices are secured by DSCHS, arrangements are made with students and families for pick-up via a drive-through checkout system at a local site, shipments of devices via mail, or devices are hand delivered to students' homes if necessary.

In addition to providing students with access to devices, DSCHS provides ongoing support to students and families in utilizing the technology in communicating with teachers and accessing curriculum and instruction. Upon receiving access devices and hotspots, students are shown how to logon to their school's Google accounts and how to access Google Classroom. Additionally, students have access to a helpdesk that provides continued support with technology issues that may arise.

For our students with special needs, a technology needs assessment in addition to a review of students' Individualized Educational Plans (IEPs) are conducted by the special education staff in order to evaluate student technology needs and/or software a student may need to meet his/her academic needs. Once appropriate technology and/or assistive devices are secured, they are delivered to students. Students and families are than provided with training on how to access technology and any specific virtually related services needed. Virtually related services include speech and occupational therapy being conducted in a distance learning environment, and equipment such as headphones, microphones, audio books, etc. as needed per students' IEPs and/or academic needs assessments.

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.]

DSCHS is a Dashboard Alternative Status School (DASS) providing an independent study program in accordance with Education Code provisions for a non-classroom-based independent study program's time value of student work products. As an independent study program, we measure participation and time value of pupil work through proficiency attained and skills learned per the standards aligned to their coursework. Such proficiency and skills are developed through curriculum and instruction packaged in five Learning Events Packets per semester of coursework. The learning and completion of these five Learning Events Packets and their aligned assessments signifies a student has made the appropriate progress in a course. As student learning transitioned in mid-March from a site based independent study model to a distance learning model, DSCHS was able to transition the same method for measuring participation and time value of pupil work.

The transition included moving much of the paper-based curriculum to online platforms compatible to the same formatting of the original Learning Events Packets, which now allows students to complete assignments and take assessments in a virtual setting. In addition to completing assigned Learning Event Packets, teachers, tutors, and other support staff also reach out to students at least one time per week via various platforms including Google Meet, Google Voice, phone calls, emails, and L4Lconnect to ensure that students are moving at an appropriate pace through their assigned course work and to provide supplemental support as needed. Teacher monitoring of student progress does not differentiate too much between the site based program and distance learning program other than how student work is evaluated; in the site based program, teachers evaluate student hardcopies of coursework and assessments while in the distance learning program, teachers evaluate pupil work via virtual platforms such as Google Classroom, Kami and curriculum software such as Apex and Edmentum.

For our students with special needs, DSCHS special education teachers and paraprofessionals maintain regular and frequent contact with each student. Contact and communication are tracked through a series of reporting documents which measure specialized academic instruction (SAI) minutes, related services minutes, notifications, attempted notifications, missed sessions, work assigned, and work

completed. The number of credits completed will continue to be monitored and tracked to measure adequate progress toward a diploma. Parents are updated on a regular basis as to student progress via regular progress reports on the progress made toward student IEP goals. In addition, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments are used when new students with IEPs enroll with DSCHS. The results generated by NWEA provide special education teachers with data points for IEPs, as well as provide a benchmark to assess learning and growth. During the transition to distance learning, NWEA was made accessible to students at home. This has allowed our special education teachers to continue to periodically generate information on the progress of their students and align instruction and supports to address academic deficits. DSCHS will continue to administer this assessment to assist in monitoring student academic growth.

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.]

To best support students and staff in the distance learning environment, DSCHS has invested countless time and energy in providing teachers, administrators and other student support staff with professional development opportunities, resources and trainings needed to successfully transition from a site based, face-to-face model to a virtual model. Recognizing that the teachers, much like the students, would need support in transitioning into a virtual working environment from home, DSCHS provides teachers and staff with self-enrolled, self-paced, facilitator-led, synchronous and asynchronous, pre-recorded professional development opportunities. These multiple modes of delivery are intentional in order to meet the needs of all staff and provide a wide array of flexible options and autonomous professional learning opportunities during the school day. The whole staff will meet weekly to engage in best practices and updates, and a variety of training sessions have been scheduled to explore technical tools, student engagement practices, diversity and inclusion, social/emotional wellness, and Senior readiness.

In addition, the Learning & Development Team has developed a comprehensive distance learning series of trainings to equip teachers and staff to support students remotely via G-Suite and Google Classroom. Current professional development and trainings have focused on building distance learning skills and technology-literacy among all staff and, more importantly, building virtual relationships between staff and students to meet both student social-emotional and academic needs. The distance learning courses include, in part: Building Virtual Relationships, Remote Use of the Student Information System, Virtual SGI Classroom Management, Virtual Differentiated Instruction, Kami Training for Beginners, Virtual Best Practices, and Online Curriculum for Beginners.

For the English Learner (EL) program, DSCHS in collaboration with LLAC's EL Services Department created support materials and distant learning professional development with its ELD Digital Learning Handbook, resource list of ELD online learning tools, EL Program Placement and Individual English Learner Development Program training, myNGConnect training. LLAC will also provide distant learning professional development opportunities to DSCHS with designated and integrated ELD learning strategies, EL compliance & accountably distant work process and ELAC training material. The department will use a learning management system as well as Microsoft office Teams to facilitate training.

In collaboration with Lifelong Learning Administration Corporation's (LLAC) Learning & Development Team, DSCHS has access to Brightspace, a learning management system (LMS) that houses all professional development and training offerings. Additionally, through Articulate 360 training, the team can design LMS based professional development courses. Currently, the Learning & Development Team is actively creating a broad virtual professional development library in Brightspace by converting existing face-to-face trainings and professionally designing and editing them for virtual delivery and virtual interactions. DSCHS and LLAC also continue to collaborate on staff safety trainings in preparation for site reopening and ongoing local safety compliance requirements as required by local and state authorities, Occupational Safety and Health Administration (OSHA), and California Department of Public Health (CDPH). LLAC has also been instrumental in providing staff with COVID-19 training and awareness via PayCom and on its staff information site, MYLO. At this time, an accountability system is currently being developed in which to track teacher completion of remote learning trainings with embed quizzes and checks for understanding. In addition, teachers will earn Google badges for course completion, and be provided with continued training support.

To continue to meet federal and state special education timelines and mandates, special education teachers are trained in the use of DocuSign which permits the collection of required signatures and consent for services electronically. Special education teachers are provided with guidelines on best practices for conducting individualized education program (IEP) meetings using teleconference methods. Service providers receive training on practices and approaches for virtual service delivery and assessment. A series of checklists are currently being developed to allow case managers to conveniently track and gauge the delivery of services and the progress of students.

Staff Roles and Responsibilities

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

The roles and responsibilities of DSCHS staff have not significantly changed in scope, but rather in focus to ensure that the learning environment remains safe and positive for all stakeholders during these times of COVID-19. All of DSCHS staff is committed to student and staff safety, academic accessibility for all students, and in meeting the social-emotional needs of students and families. DSCHS leaders and administrators have prioritized virtual planning to support students' transition to online learning as well as a system of effective communication for students, families and staff. Training and implementation included a massive shift from paper-based, face-to-face instruction to the synchronous and asynchronous use of the Google Classroom and communication through the Learn4Life Connect Parent Square app. School leaders and administrators have also shifted energy and manpower into accessing resources in the community for our families to include technology accessibility and food insecurity. With the transition, leadership has created accountability frameworks and supported staff with systems and protocols for supporting students.

The bulk of the new roles sits with the Front Desk team as they are responsible for the health/wellness screening of all staff and visitors. This consists of asking questions, taking temperatures, monitoring the proper use of PPE, and enforcing proper distancing.

Of most importance, DSCHS teachers continue to identify varying wrap-around services to support the "whole" student; teachers were trained on becoming crisis designees due to the social and emotional learning needs of many of their students during these challenging times. Wrap-around services include providing students and families with food and/or baby supplies, such as diapers and formula, for our

parenting students. In addition, our counselors provide students and families with community resources available to them for temporary housing, shelters, and health care support.

For the DSCHS special education teachers and service providers, additional responsibilities include electronically documenting student contact and the delivery of specialized academic instruction and related services to ensure FAPE. Paraprofessionals will also electronically document contact with students. The collaboration between special education teachers and paraprofessionals will be conducted virtually using synchronous and asynchronous approaches. Service providers such as speech and language therapists, school psychologists, and the adapted physical education teacher will deliver services virtually and will conduct assessments, where appropriate, virtually, as well. Special Education Case Managers will conduct IEPs using virtual platforms such as teleconference or videoconference, and will collect appropriate signatures using DocuSign, an electronic signature tool.

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.]

Instruction is differentiated or personalized always according to each student's needs. The DSCHS staff recognizes that students learn in various ways and try to incorporate several learning styles into instruction. Teachers work with students to provide appropriate instructional interventions and accommodations, never merely "providing" them with extra resources without also providing them with their personal support. At the same time the Care Team collaborates to provide weekly opportunities for small groups, and works with teachers and administrators to provide targeted supports when needed.

English Learners (ELs) will continue to receive academic support from their EL & content teachers through online virtual meeting platform or phone. This support will be individualized to meet the needs of the student and based upon English Language Proficiency Assessments for California (ELPAC) assessment data, academic assessment data, and teacher input. Teachers will provide support with the student's English proficiency levels in the areas of reading, writing, listening, and speaking by providing suggested learning activities for the EL students according to appropriate proficiency bands.

In addition to measures already stated, DSCHS is making paper packets available as needed for English learners, as well as fillable PDF versions available to be uploaded onto google classrooms. Laptops and hotspots are being delivered to student homes as some have been unable to make it to the learning center for pickup. Teachers with English learners have bilingual support staff to aid in communication with parents. Communications regarding school as well as other resources to aid families during these trying times are translated into the family's primary language as well.

For Special Education students with exceptional needs the additional supports, approaches, and activities that will be used are organized into three categories – communication/contact, delivery of instruction and student supports, and technology.

1.) Communication and contact with students and their families allows us to determine when additional supports are working or whether different approaches should be considered. All communication and contact will be tracked and monitored.

- Special Education instructional staff will collaborate with General Education teachers in content areas to ensure accommodations are being provided.
- Parents will have access to Google Classroom, an instructional platform, so they can see student progress and check on due dates.
- Teachers and paraprofessionals will set-up assigned days and times to help students/ families learn the new technology components and systems.
- Teachers and paraprofessionals will conduct daily check-ins through text to make sure students know that they are there and available if they need to connect.
- Virtual calendars with appointments scheduled will be shared with students and parents.

2.) Providing instruction and ensuring learning are the fundamental elements in supporting Students with Disabilities. Special Education teachers and paraprofessionals provide dedicated one-on-one personalized instruction and small group opportunities and are supported in this endeavor by general education content teachers and tutors. Opportunities will exist for multiple sessions per week with teachers and instructional staff to specifically ensure the delivery of Specialized Academic Instruction.

- Teachers will informally evaluate each student's response to a platform to determine which one best supports the student. Certain platforms allow the teacher to provide immediate feedback. Paraprofessionals will participate in group virtual instruction and can hold a breakout room to offer more support.

- Ongoing collaboration with General Education teachers will allow for strategizing regarding student needs by ensuring accommodations are appropriately implemented and Students with Disabilities have access to the General Education curriculum.
- The instructional staff will use the built-in checkpoints in instructional units and assignments to check for understanding and determine whether to reteach or move forward.
- Mastery-based instructional credit packets will employ references to videos and apps for additional assistance where appropriate.
- Students with Disabilities will be able to access language-based supports in Spanish, etc., as needed.
- Instructional staff will continue to offer real time instruction which can be coupled with pre-recorded lessons. This allows for pre-teach, reteach, scaffolding, differentiated instruction, and multiple review opportunities for students.
- Support and assistance in mastery-based instructional credit learning will be structured with supports like study guides, videos, personalized instruction.

3.) Program Specialists will train and retrain teachers on reconceptualizing what constitutes Specialized Academic Instruction so that opportunities are maximized.

Foster, homeless, and parenting students are kept connected to our school though multiple methods aimed at establishing and sustaining contact. Specifically, the DSCHS Social Worker holds weekly group sessions to keep students engaged in safe collaboration. At the same time, she collaborates with the teacher, administrators, and community partners to provide on-going resources for the students.

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

Description	Total Funds	Contributing
Purchased 300 additional laptops and 100 hotspots for students, to ensure that our students have equal access we purchased computers and hot spots for to be able to connect to Google Classroom and communicate with their teachers. This increased the capacity for students to access the curriculum.	$200,000	Y
Students, parents and staff identified the need for additional academic support. In response, the tutoring program will be enhanced by hiring additional tutors for Math and improving the quality of the program through professional development in trauma informed practices and Kami (the virtual tutoring platform) in order to more effectively reach out and support academic tutoring online.	$2,000 for PD $50,000 for additional tutors	Y
Student outreach will be improved as our Student Retention Support personnel participated in professional development to improve their trauma informed practices and implementation of a multi-tiered strategy for improving student engagement.	$2,000	Y
Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students.	$20,000	Y
Professional development and support for all staff will improve their capacity to effectively serve students' unique needs in a distance learning context. We anticipate using Brightspace and Articulate 360 for PD platforms.	$16,000	Y

Pupil Learning Loss

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

DSCHS students complete supplemental and diagnostic assessments to track growth and establish a more comprehensive picture of individualized student needs. Students attending DSCHS participate in NWEA Map testing, Illuminate assessments, and credit-based mastery assessments. Moreover, intervention students are assessed through the Reading Inventory and Math Inventory assessments which coincide with Read 180 and Math 180 intervention programs, respectively.

NWEA Map assessment is one of the most widely used norm-referenced assessments in the nation, providing schools with critical information on student instructional readiness through the utilization of the RIT scale (Rasch Unit). DSCHS utilizes these scores for academic

planning and appropriate placement in intervention and other curricular options. Additionally, students are assessed and reassessed at selected intervals throughout the year to track skill growth. While taking into consideration the targeted credit deficient and recovered student dropout population, DSCHS believes the NWEA Map assessment proves to be a more sufficient tool for measuring growth. This computer adaptive assessment provides performance data around skill strengths/weaknesses; it is not bound to a specific set of grade/course level standards. As such, NWEA Map has the capacity to paint a better picture of how DSCHS is bridging skill gaps and moving the needle on academic growth.

The Reading Inventory and Math Inventory assessments within DSCHS intervention programs track student Lexile and Quantile growth, reading and math skill scores. Students in this program routinely take the inventory assessments as they progress through the program at specific intervals, upon completion of every 3rd credit. The goal for monitoring this data is to ensure the selected intervention model is working for each individual student, as well as fast track their progress to reach grade equivalent levels in reading and math. Upon reaching a targeted Lexile or Quantile range, students transition into a non-intervention core course to increase the level of rigor and challenge students to continue to grow.

The selected assessment menu and model that DSCHS implements supports knowledgeable and purposeful curricular and instructional programing across the school. Teachers and administrators have the data they need to make informed and quick decisions to pivot their practices. At the leadership level, the selected assessment model provides the school with a comprehensive overview of how DSCHS is closing the achievement gap and improving skill acquisition in various ways, articulating the true value that DSCHS is bringing to the opportunity youth student population.

The English language arts and Math Curriculum and Instruction teams developed both student and teacher instructional videos to support distance learning resources and tools. Learning Ally, Kami, Whiteboard, TurnItIn, Illuminate and other digital resources were expanded upon and tied to English and Math curriculum to support students at various levels. Engaging videos are embedded within the curriculum so students are exposed to a plethora of avenues targeted to support skills and standards based around essential questions. As well, the Mathematics team ensured that flipped videos were created for highly used courses such as Algebra I, Geometry and Algebra 2 to deliver instruction to all students.

Realizing that students were at a physical, mental, and social disadvantage during this crisis, teachers adapted with our English language arts and Math curriculum to focus on student growth and completion/understanding of content through homework checkpoints and performance tasks which reflected the content they had been studying in the unit. A significant change in our pedagogy was to waive multiple choice and/or online testing in favor of direct engagement and HQT teacher-based assessment.

All instruction for students with an IEP, or 504 Plan, is differentiated depending on the student's specific learning needs. Supervising Teachers and Small Group Instructors, along with the Special Education Case Managers, will continue to provide support so that a student success in their course work. Some strategies used to help students with an IEP include providing the necessary modification and accommodations such as guided instruction, reading aloud, having the test read allowed to them, the use of graphic organizers or visual aids on assessments, administering tests in sections, reduced workload to streamline standards-based content, extra time on lessons or tests, or altering the format of an assignment/exam to meet their needs.

Pupil Learning Loss Strategies

Our data indicates that students are not pacing towards graduation at the same rate as before COVID-19. As a result, completing coursework in both English Language Arts, English Language Development, and mathematics may be impacted by learning loss. To combat the negative outcomes that COVD-19 has caused, we are employing the following strategies:

- Individualized Learning Plan based on each student needs, with goals and awards
- One-on-one instruction from a Supervising Teacher assigned to each student in a strong coach/mentor relationship
- Virtual Tutors, trained in outreach and trauma informed practices, are assigned to coach and monitor the progress of students, who are taking courses in ELA, ELD, and mathematics
- Socio-emotional support is system-wide with our Trauma-Resilient Educational Communities (TREC) platform, from first contact into job placement.
- Utilizing data to inform appropriate course placement and monitor progress
- Intervention courses are virtually accessible (including Read 180, Math 180)
- Student Learning Teams with the Student Retention Support staff, teacher, tutors and counselors discuss each student and employ response to intervention for engagement and credit competition.

Through these varying curriculums and instructional models, teachers are encouraged to differentiate instruction and scaffold curriculum in order to best support students including those with IEPs, 504s and English Learners. Throughout all coursework, students and staff use academic language and students prove their learning by being an active learner throughout their packet-based and virtual work with their teacher. Due to our personalized learning model, the teacher/student relationship allows for the teacher to tap into the student's prior knowledge to broaden their understanding on a topic. Teachers focus on the language and reinforce the academic vocabulary consistently throughout their lesson deliveries. Throughout all the curriculum, students must complete listening, speaking, reading, and writing components. Teachers are encouraged to engage students in higher depth of knowledge questions to elicit higher order thinking responses.

All instructional materials used to support ELs with language development are aligned to the 2012 ELD/ELA California standards. The charter uses Cengage Learning EDGE as their primary instructional materials for ELD. EL teachers have four different levels of Edge to choose from which they correlate to the ELs proficiency level. HMH System 44 is provided to students who need support with phonics and HMH READ180 is available to students who require more support with reading comprehension. ESL Reading Smart is available to students who need foundational literacy support. General Education teachers also use various strategies to differentiate curriculum based on student need – graphic organizer, scaffolded assignments, Tiered curriculum, etc. All English Learners receive content instruction designed to meet their linguistic and academic needs through Specially Designed Academic Instruction in English (SDAIE). Students shall have access to grade-level content standards in mathematics, science, and social studies courses.

Students in special education receive instruction with highly qualified general education teachers as a means for inclusion in the general education program, as well as specialized academic instruction with a highly qualified education specialist. The education specialist

collaborates with the general educator in teaching the standards-based Common Core curriculum, instructs the student in IEP goal areas, and implements the necessary accommodations and modifications for the student. The department also sends out reports indicating progress towards the student's academic and post-secondary goals.

Foster and homeless students are provided the same supports and curricular options as all students who attend DSCHS. To ensure success within the program, the counseling team is in greater contact and has provided further social-emotional resources for this subgroup of students. Student support has included providing food, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning.

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.]

DSCHS engages in a monthly cycle of continuous improvement. Each month, the team measures growth towards targeted goals: credit completion, percentage of students engaged, grades, and graduates. In addition, students will complete supplemental and diagnostic assessments to track growth and establish a more comprehensive picture of individualized student needs. Students attending DSCHS participate in NWEA Map testing, Illuminate assessments, and credit-based mastery assessments. Through these assessments and tracking of credit completion, DSCHS can determine which students are experiencing a loss in learning.

Other on-going measures for monitoring student progress will assess the effectiveness of the distance learning program using digital resources. In our intervention courses, students will be assessed regularly through their respective course. These assessments include reading inventory, and math inventory. Students may also be evaluated on course progress though Illuminate course and benchmark assessments. Google Classroom data will be collected and monitored, ensuring students engage and make adequate progress on their assigned courses. Our tutors will track tutorial sessions with each student to track impact on increasing students' overall academic progress, especially in ELA, ELD and mathematics courses. In addition, our Care Team will track the number of Foster, Homeless, and Parenting students who are engaged and making progress towards their diploma.

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

Description	Total Funds	Contributing
Purchase new version of Read 180 curriculum	$25,000	Y
Virtual Tutors to provide support in ELA, ELD and Mathematics	$50,000	Y
Diagnostic Testing for students through NWEA	$5,000	Y
Creation of pandemic reflection courses and Digital Skills courses to help students with mastery in a digital realm.	$2000	Y

Mental Health and Social and Emotional Well-Being

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

The DSCHS Trauma-Resilient Educational Communities (TREC) school development model advances individual and organizational health through trauma-informed education by developing an understanding of trauma, building positive supportive relationships between and among staff and students, cultivating mindfulness and compassion, and embracing diversity and inclusion. Following the lead of Gavin Newsom's call for truth telling and Nadine Burke-Harris's (California Surgeon General) call for trauma-informed practices across all public health and helping sectors, the TREC model ensures that all of our school's programs, systems, and offerings are infused with evidenced-based educational and professional practices, especially guided by Adverse Childhood Experiences (ACEs) science, HeartMath, and our foundational themes of relationships, compassion, mindfulness, equity, inclusion, and growth-mindsets. All our staff is trained in the TREC model as well as have access to our Bridge to Wellness professional development modules which include offerings in: Self-Care, Mindfulness, Social Restorative Justice, and Equity & Inclusion. Our staff will be trained in the early fall on proactive comprehensive strategies to support students when it comes to race and trauma. The Diversity and Equity Inclusion training will address bias and privilege while supporting the students through these conversations of race and racial events. Furthermore, to ensure that we are providing relevant and engaging curriculum, we are working with the LLAC to embed diverse narratives within the curriculum.

Our primary systems for monitoring and supporting mental health and social and emotional well-being of our pupils (and staff) is facilitated by our school leaders and our full-time Care Team which includes our counseling staff, student retention specialists, psychologists, JAG specialist, and social worker to provide targeted social-emotional support for students and staff. All these partner staff are also included in our TREC training and school development model to ensure consistency of social-emotional services for our students. We have also been working with our partner organizations to contribute to and provide needed physical resources for our students and community during the COVID-19 epidemic which includes but is not limited to laptops, WIFI hotspots, baby formula, and diapers. Staff members along with our community liaison have been diligent in finding resources in the community to continually keep our families informed of offerings (food and school supply drives, mental health services, etc.) in the area. DSCHS is working on a partnership with the AV Dream Center to support our families with a variety of food items (fresh fruits and vegetables, frozen, dairy, non-perishable, etc.) The distribution will occur the second Thursday of every month at the site.

A key component of our TREC model is the infusion of social-emotional resiliency learning and best practices into elements of our core curriculum and student offerings to promote resiliency and overall wellness among our student population. Our resiliency programs have focused on checking in with students and providing virtual spaces for them to express themselves and their current needs regarding COVID-19 and the quarantine. Students and their families were emailed a survey where they were able to inform of their individual needs. Care team members followed up by contacting each family to further discuss their needs and linked them to the necessary resources. DSCHS will continue to survey students on a weekly basis to assess their needs of support. Our Helping Our Parenting students Excel (HOPE) team has been regularly delivering much needed baby and food supplies to our pregnant and parenting students. Our resiliency programs also

employ pre- and post- surveys to assess our students' social-emotional skills so that we can more effectively address student needs in this area.

In response to COVID-19, and the civil unrest that our country is currently experiencing, we have developed various programs and offerings for both students and staff. The Grief Response Intervention Team (GRIT), facilitated through our network, has led live webinars for our staff and is available to conduct more offerings in response to our team's needs. The GRIT webinars focused on identifying and managing grief, coupled with discussions of the stages of grief, identifying what to do/say, breaking bad habits, and recognizing the importance of self-care. We also have available 20 mindfulness video offerings produced by the Wellness Initiative Network, as part of our school systems. To aid in our staff dealing with these stresses, our coordinator of psychological services conducted a seminar titled "A Grieving Nation". This training allowed our staff to identify their current feelings and how it attached to the grieving process as well as tools on how to work through them. It also identified how our students and their families were processing the same emotions and gave them the framework on how to best support them. Our school has also developed a safe space for student voice, dialogue, and reflection. Students can express themselves and organize their response to the racial injustice which is currently at the center of our country's attention. Our leadership team and Care team members ensure to be in these weekly sessions to provide follow-up care if needed and/or requested by the student(s).

For DSCHS students who currently receive mental health services designated in their IEP, the school psychologists will continue to provide all services virtually. They will monitor student progress and well-being and will take appropriate measures to increase services or supports when they have determined a student is struggling or is in crisis. School psychologists will continue to have a weekly check-in with the Psychological Services Coordinator to discuss progress and give the opportunity to troubleshoot any challenges in order to receive suggestions for addressing situations and student needs. Furthermore, school psychologist will be on call for emergency and unexpected situations. School psychologists, school counselors and the school social worker will increase their collaboration so there is overlap of services and supports available for students and staff. There will be an increase in the offering of Mental Health First Aid Training for staff members. This training provides valuable information to help our staff recognize students who may be suffering from a mental health challenge and/or who are in immediate crisis and teaches them a research-based approach to intervening, de-escalating, and supporting students in need. Furthermore, an elective course for students is being developed and addresses social-emotional learning.

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.]

We recognize that our students have become more disengaged from school because of on-campus closures caused by COVID-19. To re-engage students, our school is making additional efforts to outreach and diversify our educational experience, keeping students connected and support them in continuous academic progress. One of our re-engagement/educational accessibility strategies is to ensure students have access to on-line curriculum and instructional support through Google classroom. All courses have been transitioned from a paper based independent study format and digitized into a Google classroom shell course. In addition, we recognize that students may not have

the necessary training or intuitive skills to seamlessly transition to a virtual model. As a result, we have rolled out an elective course that improves computer literacy and competency with digital tools they will be using during distance learning. Lastly, our school has expanded our outreach team to include tutors in our efforts to re-engage students. Our tutors will focus on contacting disengaged students with the aim of helping them complete a credit with each contact, then scaffold that support with a gradual release towards confident virtual independent learning. We have added more virtual tutors to help our students access the curriculum.

To help address the ever-growing need of mental health support and services, our Care Team has started to implement virtual workshops to inform the students and their families of some of the most prevalent issues they are facing during COVID-19. Some of the issues include depression, cyber bullying, cabin fever, and suicide awareness. Workshops are held separately for the students and their families and are tailored to fit the needs of the listeners. Additionally, our counselors hold daily interactive workshops to help engage and motivate their students via virtual communications. Some of their topics include interviews with professionals to promote career interests, motivational and mindfulness workshops, and information on colleges. To support our parenting and foster students, our social worker holds weekly workshops to aid in addressing and supporting their specific needs. This also allows our students to engage with their peers who are struggling with similar situations. Our Wellness Committee will be implementing a weekly (held on Wednesdays) wellness activity which will be voted upon by the students. These activities will include yoga/meditation, Tabata, Zumba, and a bootcamp workout with the company's wellness managers. The purpose of these sessions is to promote mental and physical awareness and give the students a place where they can release their negative feelings in a positive way. Staff is included and encouraged to take part in these sessions as well to promote self-care. The school is implementing a virtual mentorship component to help our students reflect and discuss any trauma that they may be experiencing due to social situations they may be experiencing.

When our instructional staff have determined that a student with disabilities is not connecting with our distance learning approach, the staff will identify potential causes for lack of participation or engagement. These causes could be difficulties suffered in their home lives such as disruptions in their living or housing arrangements or parental or employment status. Students could be experiencing personal social/emotional distress making it difficult for them to respond to attempts to engage them in their education. Students could have made early attempts to participate in the distance learning model but experienced challenges and became disheartened. And finally, the lack of participation could be associated to a very practical reason such as lack of technology or technology support. To assist with determining the cause, special education teachers will convene the team to hold a special IEP for students who are not engaging in the current distance learning program to discuss additional supports that may be necessary for the student and to problem solve obstacles hindering learning and engagement. All IEP's will be held in a virtual or phone format to provide safe and contactless access to the meetings.

Communication with parents of English Learners in their primary language is essential. The school will provide parents written communication, in their primary language, when fifteen percent or more of students speak a language other than English as indicated on their annual language census. This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, report cards, and other parent notifications. Also, ELAC meetings, ELAC officer training and ELAC agendas. Like IEP's and workshops, our ELAC meetings will be virtual to provide safe and contactless access to the meeting contents. In cases where families are not literate in their native language, oral communication will be provided. Each year during individual parent-teacher conferences, parents of ELs are informed of their student's progress towards ELD re-designation.

Because virtual learning requires an even greater understanding of virtual platforms, we have implemented a series of workshops for our parents to attend. These workshops contain strategies and techniques for parents and student to help them navigate and engage with the curriculum. These workshops encourage parent engagement into the student's education. Workshop topics include, but are not limited to goal setting, accessing virtual platforms and resources, available school resources, student motivation, depression, cyber safety. The school also sends all families an extensive list of community resources available to help during distance learning.

Students who were disengaged were supported through a 3-tiered process. Tier-1 consisted of a preventative meeting between the teacher, student, and parent/guardian. Within these meetings, the team determined what was keeping the student from completing the work and what supports the school could provide to the family. Teir-2 consisted of an Attendance Intervention Meeting between the teacher, student, parent/guardian, and Student Retention Specialist (SRS). This type of meeting discusses the same items as in tier-1 but adds the support of the SRS. The SRS has additional resources that can support the student. For example, the SRS can make additional phone calls home and can drop off work at the student's home. Tier-3 consists of the SRS doing a home visit. These visits are typically made for students who are unresponsive to phone calls and other forms of communication home. The SRS will visit the home to ensure the student and family are doing well, remind the student about attending school, and provide any supports the student and family need to be successful.

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.]

School meals were offered early during the crisis at our sites. Currently students and families have been directed to visit their local district neighborhood schools. When we offered meals, one family could enter the campus at a time. These were pre-packaged meals and were distributed to students by staff wearing gloves and face masks. Furthermore, staff informed students and families of the additional support available through various food banks and other local resources. Our school will begin monthly food distribution to families through the AV Dream Center. Parents, as well as community members will be able to come to our site and receive bags of perishable and non-perishable goods. The school is following the advice of relevant governmental authorities. Social distancing practices are visibly posted at all sites.

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

Section	Description	Total Funds	Contributing
School Nutrition	Establish a partnership with AV Dream Center to distribution groceries to families once per month	$10,000	Y
Pupil Engagement and Family Outreach	Student Retention Support personnel to help with reengagement	$36,000	Y

Professional Development	Additional PD for First Aid Mental Health and Trauma Informed Practices in a COVID setting	$10,000	Y
Socio-emotional well-being	HOPE Program and supplies for students who are parenting	$40,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.80%	$4,380,953

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.]

We carefully evaluated the needs of our students when the pandemic closed our centers. We serve a highly mobile and credit deficient population that were especially impacted because they could not engage with their teacher face to face. Ensuring that there was continuity in learning for all of our students, and especially our English Learners, foster youth, low income and homeless students, was a priority. Our independent learning model was able to be adapted for distance learning. Monitoring and supporting students closely helped us to quickly adapt and adjust as necessary to the unique needs of our students for connectivity, specialized curriculum, socio-emotional supports such as counseling, academic supports like virtual tutoring, and effective outreach supported by student retention services.

To better serve our at-risk and highly mobile population, the Learning Continuity and Attendance Plan includes the following possible additional actions and services such as, but not limited to:

- Provide students with devices to ensure connectivity to remote learning
- Implement a multi-tiered Response to Intervention for Reengagement
- Implement a Credit Completion RTI in a distance learning setting
- Virtual Tutoring Program is available to every student, even off hours
- Online Curriculum through Google Classroom and Illuminate
- Small Group virtual instruction program for Read 180
- Small group virtual instruction program for Math 180
- Trauma informed practices, training and implementation
- Additional staff and/or services for socio-emotional support

- Student Retention and Support services were employed
- Nutritional services for students as needed
- Additional training for staff and teachers in distance learning practices
- Early monitoring and interventions for potential graduates
- Incentive and recognition program for completing schoolwork and earning credits

These actions have the potential to impact student learning by increasing student connectivity and engagement. They are also aimed at meeting student's specific academic and socio-emotional needs. The boost in supports through Virtual Tutoring and student retention services means students will receive the extra attention they require to be successful in the learning.

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

The school implements a personalized learning experience for English learners, low income, Foster Youth, and Special Education students that is strategically integrated with their unique academic and socio-emotional needs. Student have an individualized learning plan and their learning gaps are identified and addressed throughout the implementation of their learning plan. We have been successful in graduating students who were behind in their academics.

English Language learners, foster youth, homeless and low income students will receive additional tutoring through a robust Virtual Tutoring program. They will also have increased connectivity to the internet and have digital devices that provide them access to their teachers during distance learning.

Foster youth and low income students who experience low attendance and engagement will receive additional outreach through dedicated personnel like student retention services, tutors, counselors and teachers. There is bilingual outreach for students who are behind in completing their school work. There are multiple socio-emotional and trauma services from the school and local community that we partner with to support the wide range of needs and challenges our students are facing.

Students have unique needs that most educators are not trained to address in a distance learning setting. There is additional professional development for teachers to support them during distance learning. Google Classroom is being used for online learning. With the addition of Brightspace and Articulate 360, teachers will have access to specific training platforms that are available when they need access to training. Supporting our teachers, tutors and paraprofessionals with specialized professional development is crucial to our students' success.