



Downtown College Preparatory (DCP) Learning Continuity and Attendance Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Information for the public: Each school in California is required to develop a Learning Continuity and Attendance Plan for the 2020-21 school year. This plan is required due to SB98/AB77, and takes the place of the Local Control Accountability Plan (LCAP) that we usually complete each year to describe how we will meet the needs of our students. In creating this plan, DCP is trying to plan for what will happen during the time when students must remain at home for distance learning, and for when we will return to school for in-person learning.

DCP offers this plan today knowing that as we learn more about the ways in which COVID-19 affects our health and communities, the plans will need to shift and change. DCP remains committed to adjusting our plans in response to new information and keeping our families, students and staff aware of the changes as they occur.

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

General Information

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

Downtown College Preparatory (DCP) is a charter organization of three schools with four campuses that serves approximately 1750 students, with 83% of students in households considered socio-economically disadvantaged. Our collective DCP community has been dramatically affected by the health and economic impacts of the COVID-19 pandemic.

DCP responded to family needs as soon as shelter in place was ordered to understand the specific impacts of the COVID-19 pandemic in our community. Five surveys were disseminated to families from March 19, 2020 to April 28, 2020, with the last survey collecting 1,140 responses. The surveys provided DCP staff with immediate information related to family access to communication, technology (laptops and internet), food services, and other financial impacts. The following resources were most commonly requested by families: distance learning (32%), paying for utilities (27%), food pantry/food access (25%), healthcare access (20%), internet/technology access (20%), immigrant rights and protections (20%), and unemployment/benefit support (16%). DCP was able to support families with Chromebooks and internet information, and established



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partnerships with local nonprofit organizations such as Sacred Heart Community Service to run a food pantry from our DCP campuses starting on May 30. DCP also expanded these efforts by establishing the Parent Outreach Project over the summer to ensure that every family received a phone call to discuss challenges with navigating their child’s learning and the economic impact of the COVID-19 pandemic on their families. DCP was better equipped to communicate with families in the drafting of the Learning Continuity Plan through the start of school in August as a result of our efforts to connect families to resources they urgently needed to navigate the COVID-19 pandemic.

12/2020 This plan was initially approved and operational September 30, 2020. Over time changes have been examined and are proposed here.

Stakeholder Engagement

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

Overall Strategy

Since mid-June, DCP has been engaging stakeholders to better understand their needs while preparing for multiple reopening scenarios. The pre-work DCP completed through family surveys and staff feedback helped to shape the initial drafts of the Learning Continuity Plan and to complete multiple revisions before the plan was finalized. DCP reached out to all stakeholders by way of virtual meetings, email, and phone blasts/calls/text messages in an effort to engage as many families as possible, including those without internet access and who speak languages other than English. DCP activities for engaging stakeholders is outlined below; the information gleaned from these outreach efforts is described later in this document.

Efforts to reach out	General Description
<p>Pupils:</p> <ol style="list-style-type: none">1. Student Input Survey2. Advisory/CCR Daily Self-Assessment	<p>Student Input Survey in Advisory/CCR</p> <p>A survey was designed by DCP Directors to gather information on student perceptions related to obstacles for learning while in distance learning, preferences for learning activities, and school schedule during distance and in-person learning. The survey was administered August 19-28 with 930 responses captured thus far.</p> <p>Daily Self-Assessment</p> <p>DCP students participate in our Daily Self-Assessment protocol to support our attendance and daily participation process. These daily check-ins allow teachers to gather necessary information to support student</p>

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	<p>needs relative to technology, academic progress, and mental health through our Advisory/CCR program. Students can complete these check-ins independently, or if needed, with the assistance of teachers, parents, or para-professionals to ensure that all students have an opportunity to inform their teachers of their needs.</p>
<p>Families:</p> <ol style="list-style-type: none"> 1. General communication including: <ol style="list-style-type: none"> a. Phone blasts / Text messages b. Family Outreach Project 2. Surveys (<i>Every two weeks</i>) 3. <u>Zoom meetings</u> 4. Written Communication 	<p>General Communication</p> <ul style="list-style-type: none"> ● Phone Blasts/Text Messages/Email Messages DCP sent one-way communication alerting families to planning efforts to solicit further participation every two weeks. ● Family Outreach Project DCP sought external resources to implement the Family Outreach Project to make phone calls to every DCP household starting in early July. The calls were made by trained, bilingual staff who surveyed families on topics including economic challenges, wellness resources, and student learning experiences. <p>Surveys DCP families were surveyed every two weeks from June 15 to August 14, 2020 to gather input on their preferences for learning models, access to resources, and wellness. The participation rates by survey are as follows:</p> <ul style="list-style-type: none"> ● Org-Wide Survey #1 (6/14/2020), 636 responses on preferences for in person or distance-learning scenarios ● Org-Wide Survey #2 (6/30/2020), 457 responses on preferences for bell schedules and daily live instruction ● Site-Based Surveys #3 (7/15/2020), 1,594 responses on preference for bell schedules and families seeking exemptions for in-person learning due to medical conditions ● Org-Wide Survey #4 (7/30/2020), 1,288 responses on reopening phases and daily live instruction <p>Zoom Family Feedback Meetings DCP scheduled ten 45-minute presentations to engage interested families on various topics related to the elements in the Learning Continuity Plan and offered the opportunity to submit feedback through surveys. The topics included:</p> <ol style="list-style-type: none"> 1. Mental Health & Social Emotional Wellbeing (8/18/2020) 2. Homeless and Foster Youth Supports (8/18/2020)

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	<ol style="list-style-type: none"> 3. Phases of Reopening (8/19/2020) 4. Pupil Learning Loss / Differentiated Learning Groups (8/19/2020) 5. Remote Special Education (8/20/2020) 6. Live vs Asynchronous Learning (8/20/2020) 7. 504 Supports (8/21/2020) 8. Parent input - what is needed to support their student during distance learning (8/25/2020) 9. Health & Safety Protocols (8/25/2020) 10. English Learner Support (8/26/2020) <p>DCP Directors were supported by our bilingual Family Engagement Manager to answer questions and gather input through surveys and live responses.</p> <p>12/2020 Update An additional workshop was offered for families on November 18. Over 125 people attended the work shop and a total of 282 people completed the survey seeking feedback on the proposals.</p> <p>Written Feedback DCP parent leaders submitted letters and written feedback to DCP leadership and teachers outlining feedback for reopening DCP schools.</p>
<p>DCP Teammates (Educators/Staff):</p> <ol style="list-style-type: none"> 1. Summer Planning Groups 2. Reopening Question Gathering and Communication 3. Leadership Retreat 4. Professional 	<p>Summer Planning Groups</p> <p>Teachers and staff were invited to participate in summer planning groups to plan for DCP reopening efforts and to provide feedback on programming for students and families. Planning groups included: Advisory/CCR, differentiated learning, reopening planning, and site leadership teams.</p> <p>For certain small educator stakeholder groups (e.g. counselors), additional review of recommendations specifically related to their roles were held during team meetings at the beginning of the year. Feedback was given directly to the Director of Student Services to utilize in updating planning and protocols.</p>

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<p>Development</p> <ul style="list-style-type: none"> 5. Site Leadership Teams 6. 12/20 Update: Return to In Person Staffing Survey 7. SBEU Bargaining 	<p>Reopening Question Gathering</p> <p>DCP leadership created a process for teachers and staff to submit questions about school reopening plans from May to July to identify the areas of concern related to reopening and distance learning.</p> <p>Leadership Retreat</p> <p>DCP engaged lead teachers and administrators at the Leadership Retreat July 22-23, 2020 to review the initial proposals for learning continuity and reopening models. The retreat provided operations, administrative, and teaching staff an opportunity to consider a wide range of issues related to how DCP would offer distance learning while we are unable to provide in-person instruction, and plans for an eventual return to in-person and hybrid instructional models.</p> <p>All-Org Professional Development</p> <p>DCP teammates received training on the Learning Continuity and Attendance Plan guidelines from the county and state at our virtual, org-wide professional development on August 7, 2020. DCP leadership shared a second draft of daily participation and instructional planning monitoring, allowing sites to discuss plans and provide written feedback.</p> <p>12/2020 Update- An Org-Wide PD session dedicated to understanding the health and safety protocols in place at schools for the return to in-person instruction.</p> <p>Site Leadership Teams</p> <p>Principals were encouraged to gather feedback from their site administrators and department leads. Principals also used this time to review protocols related to the Learning Continuity Plan and implement pilot activities such as the Daily Self-Assessment in Advisory/CCR.</p> <p>Return to In Person Staffing Survey</p>
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	<p>Our HR team surveyed all staff to identify which staff would request accommodation to work remotely as we prepared to return to school for in person instruction.</p> <p>SBEU Bargaining</p> <p>In May 2020, DCP teachers elected to form a union, South Bay Educators United (SBEU), under the California Teachers Association. Although the union hasn't been officially recognized, DCP has engaged in bargaining with SBEU to plan for school reopening. To date, bargaining has focused on distance learning. Bargaining continues to address terms for in-person instruction. An MOU between DCP and SBEU is currently in development</p> <p>12/2020 Update- The MOU between DCP and SBEU was not executed and negotiations were re-opened. Negotiations are currently underway and have not yet resolved.</p>
<p>Other Stakeholders</p>	<p>No additional stakeholders were identified.</p>
<p>Those Without Internet Access</p> <ol style="list-style-type: none"> 1. Phone blasts/ Text messages 2. Phone calls 	<p>Communication Surveys</p> <p>All DCP families had at least one phone call from trained, bilingual DCP staff through the Family Outreach Project to meet DCP's goal to engage 100% of families prior to the first day of school. Through DCP's survey efforts, text messaging and emails were identified as the preferred form of contact for the majority of families. Families continued to receive updates via text or phone blasts on additional engagement opportunities.</p>
<p>Those Who Speak Languages Other Than English*</p> <ol style="list-style-type: none"> 1. Translated material 2. Bilingual presentations 3. Designated Spanish-speaking staff member 	<p>Trained Bilingual Staff and Bilingual Resources</p> <p>DCP's Family Engagement Manager is tasked to ensure families have access to translated written material and presentations in English and Spanish, the primary language for more than 80% of our families. The manager also trains bilingual (Spanish and English) staff to make phone calls and prepares scripts when appropriate. DCP has also identified Vietnamese-speaking families who preferred material and communication in their language. DCP works with contractors to provide Vietnamese translation and interpretation for critical material when possible.</p>

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

Pursuant to the provisions of Governor Gavin Newsom’s Executive Orders N-29-20 and N-33-20, Across the Bridge Foundation dba Downtown College Prep (DCP) Board Meetings are being held via teleconferencing using the Zoom platform. Members of the public can participate via phone or via web browsers.

During the regular board meeting on July 29th, 2020, Amy Fowler (DCP’s Chief Academic Officer [CAO]) presented an update on DCP’s reopening plans. The update included an introduction to the Learning Continuity Attendance Plan requirements, the timeline for direction and template access from the California Department of Education (CDE), and the timeline for seeking input from stakeholders (August 17th to August 27th). The presentation also included a description of how DCP would seek stakeholder input. For example, students would be surveyed through their advisory classes, family input would be through multiple forums and events including Site Councils, ELACs, family webinars, case manager outreach and email comments to the CAO. Staff would also be surveyed and given the opportunity to provide input during professional development days in August.

On September 2nd 2020, the Downtown College Prep (DCP) Board of Directors held a public hearing on the Learning Continuity and Attendance Plan. The agenda for the meeting was posted on our website and publicly posted at school sites on August 28th, 2020. The agenda informed members of the public on how to send comments to the Board: “Those wishing to address the Board regarding items on the agenda may do so, in writing, prior to the meeting or during the meeting by emailing publiccomments@dcp.org.” In addition, during the meeting, the public could ask to make comments to the Board at the beginning of the meeting as well as before agendized items.

On September 23rd, 2020, the Downtown College Prep (DCP) Board of Directors held a public meeting to adopt the Learning Continuity and Attendance Plan. The agenda for the meeting was posted on our website and publicly posted at school sites on September 18, 2020. The agenda informed members of the public on how to send comments to the Board: “Those wishing to address the Board regarding items on the agenda may do so, in writing, prior to the meeting or during the meeting by emailing publiccomments@dcp.org.” In addition, during the meeting, the public could ask to make comments to the Board at the beginning of the meeting as well as before agendized items.

12/2020 Update

On October 27, 2020, the Downtown College Prep (DCP) Board of Directors held a public meeting to discuss the opportunity to review and revise this Learning Continuity Plan. The agenda for the meeting was posted on our website and publicly posted at school sites on October 23, 2020. The agenda informed members of the public on how to send comments to the Board: “Those wishing to address the Board regarding items on the agenda may do so, in writing, prior to the meeting or during the meeting by emailing publiccomments@dcp.org.” In addition, during the meeting, the public could ask to make comments to the Board at the beginning of the meeting as well as before agendized items.



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On December 9, 2020 the Downtown College Prep (DCP) Board of Directors held a public meeting to adopt the Learning Continuity and Attendance Plan. The agenda for the meeting was posted on our website and publicly posted at school sites on December 4, 2020. The agenda informed members of the public on how to send comments to the Board: “Those wishing to address the Board regarding items on the agenda may do so, in writing, prior to the meeting or during the meeting by emailing publiccomments@dcp.org.” In addition, during the meeting, the public could ask to make comments to the Board at the beginning of the meeting as well as before agenda items.

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

Summary of Feedback:

Across stakeholders, several trends have emerged related to distance learning and returning to in-person instruction. Among them, we see:

- Parents, students and staff are more comfortable returning to in-person instruction when cohorts of students are smaller rather than larger.
- No matter the circumstances, substantial percentages of families prefer a distance learning option and substantial percentages of families would like more in-person learning than we can offer.
- Substantial percentages of parents, students and staff are concerned about how students will get their educational needs met, but also don't want to return to traditional in-person learning before it is safe to do so.
- Substantial percentages of parents, students and staff report apprehension over their physical and mental health during the pandemic and potential return to in-person learning.

12/2020 Updates-

- Families continue to request options for in-person instruction (roughly 50%) and for distance learning (50%).
- Given the rising levels of covid-19 infection rates in our county, significant numbers of staff do not have the confidence that we can re-open for in-person instruction safely and provide rigorous instruction.
- In addition, staff have requested accommodation to work remotely in numbers that preclude our ability to adequately staff to meet the demands of hybrid instruction.

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Efforts to reach out	How stakeholder engagement was considered in the Learning Continuity and Attendance Plan
<p>Pupils:</p> <ol style="list-style-type: none"> 1. Advisory/CCR Daily Self-Assessment 2. Student Input Survey 	<p>Daily Self-Assessment DCP student responses have made clear that student experiences within distance learning do not remain constant. For many families, technology needs — whether needing an additional device, charger, or connectivity issues — can vary over time and the daily invitation to ask for assistance has made it possible for DCP to respond in real time. In addition, students are using the assignment to provide real-time information regarding their successes and academic needs during distance learning. Student responses and our subsequent ability to meet their needs has led us to formalize this process in our Learning Continuity and Attendance Plan.</p> <p>Student Input Survey in Advisory/CCR The summary of the results are outlined below:</p> <ul style="list-style-type: none"> ● Preference for Distance Learning Activities: The majority of students expressed their preference for 50-75% live instruction and 25-50% on their own, confirming our plans for providing both live instruction and asynchronous learning schedules. This was similar to requests from families but a greater amount of live instruction than staff recommends. ● In-Person Learning Phases: 57% of students would return to in-person learning for phase 1 (3-4 students) and phase 2 (6-8 students) and 50% of students would return for phase 3 (14-16 students), confirming students slight preference for smaller cohorts of students. This was similar to family and staff responses on the same topic. This is also confirmatory that DCP should offer families the option to return for in-person learning or not as the community is nearly divided over returning at any stage. ● Learning Options: When asked how students perceive their learning in different types of learning activities, students reported learning the most when they worked directly with the teacher through whole class and small group instruction and from their independent learning tasks. ● Challenges in Distance Learning: Fewer than 5% of students reported “big problems” related to distance learning. The challenges with the highest ratings of “big problem” or “small problem” included 44% of students who experience distractions at home and 33% of students with internet connectivity challenges, confirming feedback from families around support needed in these areas. ● Desired Learning Allocations: Students were asked to consider a single course as having 5 hours of instruction. Overall, their recommendation is to spend more time in zoom/hangout with a teacher-led

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	<p>virtual class or small groups and working independently. Students preferred less time be reserved for group work and community-building activities. This information is reinforcing of student desire for more live instruction.</p>
<p>Families:</p> <ol style="list-style-type: none"> 1. General communication including: <ol style="list-style-type: none"> a. Phone blasts / Text messages b. Family Outreach Project 2. Surveys (<i>Every two weeks</i>) 3. <u>Zoom meetings</u> 4. Written Communication 	<p>General Communication</p> <p>Family Outreach Project: The outreach team gathered data from family responses over the phone that allowed DCP to prioritize resources, programming, and distance learning support for students and families reflected in the plan.</p> <p>Pre-Planning Surveys</p> <p>The data from these surveys confirmed family preferences: 56% preferred a hybrid learning model, 56% needed a computer, 25% needed internet access, and 56% were prepared for the first phase of in-person learning when conditions allowed. DCP moved forward with a plan that met family technology needs, safety concerns, and schedule flexibility to allow for distance learning and hybrid learning schedules.</p> <p>Zoom Family Feedback Meetings</p> <p>DCP scheduled 10, 45-minute presentations to engage interested families on various topics related to the elements in the Learning Continuity Plan and offered the opportunity to submit feedback through surveys. The topics included:</p> <ul style="list-style-type: none"> ● Mental Health Social Emotional Wellbeing (8/18/2020) ● Homeless and Foster Youth Supports (8/18/2020) ● Phases of Reopening (8/19/2020) ● Pupil Learning Loss / Differentiated Learning Groups (8/19/2020) ● Remote Special Education (8/20/2020) ● Live vs Asynchronous Learning (8/20/2020) ● 504 Supports (8/21/2020) ● Parent input - what is needed to support their student during distance learning (8/25/2020) ● Health & Safety Protocols (8/25/2020) ● English Learner Support (8/26/2020)

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12/2020 Update

An additional workshop was offered for families on November 18. Over 125 people attended the workshop and a total of 282 people completed the survey seeking feedback on the proposals.

Approximately 50% of families that participated in the workshop prefer distance learning and the hybrid option at both schools.

	Prefer Distance Learning	Prefer Hybrid Option
ARMS	27	29
ARHS	16	17

Parents who selected hybrid instruction generally felt that the proposed phases provided too little or just the right amount of live instruction. Parents of distance learning, tended to feel that the amount of live instruction was appropriate regardless of the phase. The percent of respondents is shown below.

	Purple- Distance Only			Red- Advisory Only			Orange- Blocks Only			Yellow- All Classes		
	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much
ARMS												
Hybrid	52	38	0	29	55	8	15	55	4	41	55	3
Distance	26	52	7	15	60	4	41	59	26	15	67	19
ARHS												
Hybrid	35	65	0	24	71	6	19	76	25	24	71	6
Distance	50	38	13	19	63	19	18	56	6	31	50	19

Parents who selected hybrid instruction generally felt that the proposed phases provided too little in person instruction regardless of the phase it was offered. Parents of distance learning, tended to feel that the amount of in person instruction was appropriate regardless of the phase but a sizeable percent felt it was too much even as their children would not be participating. The percent of respondents is shown below.

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	Purple- Distance Only			Red- Advisory Only			Orange- Blocks Only			Yellow- All Classes		
ARMS	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much
Hybrid	72	28	0	69	31	0	69	28	3	65	34	0
Distance	22	69	20	30	44	26	11	59	26	11	67	22
ARHS	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much
Hybrid	76	24	0	59	41	0	53	41	6	35	65	0
Distance	25	63	13	13	50	37	6	56	38	6	63	31

Parents were also asked if they would support having students reassigned to different teachers if that meant that more parents could have their request for hybrid or distance learning. Overall, parents requesting Hybrid were more willing to have schedule changes to meet their request than to stay with the same teachers at both campuses. For ARMS, distance parents were more committed to staying with their teachers than honoring family choice and were evenly divided at ARHS

	I would rather families be able to choose between hybrid and distance learning even if that means my child might have different teachers.	I would rather my child stay with the teachers they have now even if that means that families cannot have the hybrid or distance learning option.
ARMS		
Hybrid	79%	21%
Distance	25%	75%
ARHS		
Hybrid	76%	24%
Distance	56%	44%

Typical Comments from Alum Rock parents included

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	<p>Hybrid Families</p> <ul style="list-style-type: none"> • The children need to be back in school full time. You're causing more harm the longer you keep them out of school. • My child is Not doing the best with this distance learning. It's Quite Very SAD ! • Children need more hours of class. 45 minutes on Monday Tuesday 2 classes of 45 minutes Wednesday there is nothing Thursday 45 minutes Friday 2 times of 45 minutes is not enough the children are falling behind more. • Just want my children back in school learning, I know school will take all precautions <p>Distance Families:</p> <ul style="list-style-type: none"> • I do not agree with learning in person, it is better to finish at a distance for the safety of students and school staff • I believe it is too risky for the kids to be in school. I don't agree at this time with the in person learning. I would not want my child to get sick and risk his life or others. <p>Written Feedback The letters generally requested more instructional minutes, increased time dedicated to live instruction and clarification regarding health procedures when we eventually return. These data have informed our plan as written.</p>
<p>DCP Teammates (Educators/Staff):</p> <ol style="list-style-type: none"> 1. Summer Planning Groups 2. Reopening Question Gathering and Communication 3. Leadership Retreat 4. Professional Development 5. Site Leadership 	<p>Summer Planning Groups Staff directly contributed to the creation of practices and protocols put forward in the Learning Continuity and Attendance Plan.</p> <p>Reopening Question Gathering A list of approximately 161 questions were submitted and reviewed by DCP leadership to shape the priorities for re-opening in each category (wellness, postsecondary, instruction, governance, and operations). The questions asked and the subsequent answers have led to DCP's approach to reopening and returning for in-person instruction.</p> <p>Leadership Retreat Information gleaned from this meeting shaped the process by which DCP monitors daily participation and attendance of students, the instructional schedule, development of the weekly engagement record, procedures for being on campus and strategies for attending to the mental health and well-being of students and staff.</p>

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<p>Teams</p> <p>6. SBEU Bargaining</p>	<p>All-Org Professional Development</p> <p>DCP teammates received training on the Learning Continuity and Attendance Plan guidelines from the county and state at our virtual, org-wide professional development on August 7, 2020. DCP leadership shared a second draft of daily participation and instructional planning monitoring, allowing sites to discuss plans and provide written feedback. The feedback was shared by lead directors to determine changes to the plan.</p> <p>12/2020 Update: following an all organization training, staff were asked how confident they felt regarding 7 safety measures put into place at their school related to a return to in-person instruction and then given an opportunity to provide open-ended feedback. Ratings ranged from “1-not at all confident” to “4-totally confident.” A summary index of these ratings was created to assess staff confidence. In total, nearly 50% of staff are not at all confident or somewhat confident in the safety protocols.</p> <table border="1" data-bbox="506 782 1959 1040"> <thead> <tr> <th>Site</th> <th><2.0 Low Confidence</th> <th>2 to <2.5 Low-Medium Confidence</th> <th>2.5<3.0 Medium Confidence</th> <th>3.0-3.5 Medium-High Confidence</th> <th>3.5-4.0 High Confidence</th> </tr> </thead> <tbody> <tr> <td>ARHS</td> <td>11%</td> <td>46%</td> <td>25%</td> <td>14%</td> <td>4%</td> </tr> <tr> <td>ARMS</td> <td></td> <td>33%</td> <td>21%</td> <td>38%</td> <td>8%</td> </tr> </tbody> </table> <p>Comments indicative of concerns from ARMS and ARHS include:</p> <ul style="list-style-type: none"> • Just not certain how it will work and or play out once we are actually here with students • Being on a shared campus we are dependent on outside entities for hvac. We also only have access to one bathroom. • My main concern is coming back too soon. As for the specific items, I'm confident we'll do everything we can to enforce physical distancing, wearing masks, etc., however I'm not sure we can ensure that everyone physical distances or wears masks 100% of the time. Again, it comes back to when we return and how widespread the virus is at that time. • My concern deals with the students' interaction, forcing teachers to be monitoring versus teaching. If the students have to maintain distancing, I am concerned with their engagement levels. Students shared in the Town Hall, if they can't interact with friends, then why return to school? It will be good at first, but with six feet social distancing protocols, they would prefer to stay in distance learning. 					Site	<2.0 Low Confidence	2 to <2.5 Low-Medium Confidence	2.5<3.0 Medium Confidence	3.0-3.5 Medium-High Confidence	3.5-4.0 High Confidence	ARHS	11%	46%	25%	14%	4%	ARMS		33%	21%	38%	8%
Site	<2.0 Low Confidence	2 to <2.5 Low-Medium Confidence	2.5<3.0 Medium Confidence	3.0-3.5 Medium-High Confidence	3.5-4.0 High Confidence																		
ARHS	11%	46%	25%	14%	4%																		
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- I am overall confident that my site will do whatever is in their control. The items I am not confident in are items that I do not completely understand or that require me to completely trust others (people sharing if they have symptoms, using hand sanitizer, etc.).
- How do we address if a staff member is not following rules or sick?
- Health monitoring and response just seems like a hard balance between privacy and transparency, as well as having cohorts quarantine when exposed. Will students still be sent to school if they are exposed? How will we know
- It's hard to know what will happen once we're actually on campus. The measures seem like they are properly aligned but if we do not continue to push them once we actually go back it seems meaningless.

Additionally, DCP held an input session for staff who are not members of SBEU to gather feedback on the recommendations for the revised plans. In all tiers, school staff felt that there would be too many students on campus each day.

	Too few students	Just right number of students	Too many students
Purple- 0 students on campus	0	100%	0
Red- Between 45 and 75 students on campus	0	14%	86%
Orange- Between 90 and 150 students on campus	0	14%	86%
Yellow- Between 90 and 150 students on campus	0	29%	71%

Site Leadership Teams

Principals were encouraged to gather feedback from their site administrators and department leads. The feedback was brought forward to the EdTeam directors as needed. Principals also used this time to review protocols related to the Learning Continuity Plan and implement pilot activities such as the Daily Self-Assessment in Advisory/CCR.

Return to In Person Staffing Survey

The results of our staffing survey indicated that individuals in a wide variety of roles requested accommodation to work from home. While the overall distribution of requests to Opt out at ARMS and ARHS appears to accommodate the 50% of families requesting instruction, they were not evenly distributed across grade levels and subjects. As a result, to accommodate parental request to re-assign students to different teachers and teachers to different courses than what they had been planning to teach.

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		Request to “Opt Out” /not be on campus for in-person instruction	Ability to provide/be on campus for in-person instruction.
	ARMS	24%	76%
	ARHS	44%	56%
Other Stakeholders	No additional stakeholders were identified.		

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

The process used to write the Learning Continuity and Attendance Plan has been iterative and has changed over time. Families were very supportive of DCP offering them the option to choose in-person/hybrid or distance learning. While some families requested that this option be flexible, we ultimately determined that families need to choose for the semester to accommodate planning to meet their needs well.

When DCP first began planning, we had proposed to return to in-person instruction occurring for 50% of students on each day in standard academic scheduling. Through the process of negotiations with SBEU, we arrived at a different model which provides in-person support and instruction through the advisory/CCR course for the first semester in a phased in model that will include no more than 25% of students coming to campus each day. For (65%) of families opting to return to in person learning, this was a decision that aligned with their comfort level. For 35% of families opting to return to in person learning, this is not a sufficient amount of in person learning and they wished for more.

Additionally, while families explicitly stated a high level of trust in DCP to implement sound safety procedures to protect their children’s health, many expressed concerns that students would not follow those protocols well. In response, DCP increased the duration of Phase 1 to include multiple opportunities to practice procedures in very small settings to increase student’s abilities to meet expectations and implemented an inspection procedure between Phases 2 and 3 to address parent concerns.

The expectations for distance learning (described below) were developed as a result of input from families requesting specific schedules and more live instruction while simultaneously holding a standard that is achievable for staff in a regular workday. Many families asked for more devices and support with internet connectivity which has led to increased budget allocations for student use. Staff also asked for upgrades to technology including responsive platforms for distance learning and hardware to support them. These also have been included in the plan.



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Families also expressed concerns related to potential student learning loss and a need to support and accelerate learning. In response, our plan incorporates instructional plans that provide dedicated time for office hours, additional small group instruction and supplemental instructional programming for summer 2021 and 2022 to support students in regaining the skills that may be negatively affected due to distance learning or to address skill gaps that existed prior to closure as well.

Families and staff have both contributed to the development of our plans to track student participation in distance learning and to re-engage students who may struggle to participate consistently. Families have expressed a desire to clear information related to whether or not their child is participating appropriately and to approach families of students who are struggling with an approach designed to support the student and family rather than taking a punitive approach. While this was consistent with DCP's proposed approach, the clarity of parent sentiment has led to an even more robust commitment to this orientation.

Lastly, families noted that the partial day schedule for in-person learning creates a hardship for working parents and it is sometimes challenging to provide transportation to students. As a result, we reserved a portion of our Learning Loss Mitigation Funds to support student attendance and access to nutrition by purchasing clipper cards for their use.

12/2020 Update

In developing our plans, we utilized feedback from our stakeholders and find that we have an incompatible mix of preferences.

1. Families preferring distance learning find that what is offered in all of our phases meets their needs.
2. Families preferring hybrid instruction are dissatisfied with the amount of instruction their children can receive in person at each phase.
3. DCP staff reports are that they would prefer fewer students on campus each day, that they lack confidence in the ability to enforce, or know that all members of the school community are complying with, the safety protocols and generally support distance learning over in person learning.

As a result, DCP has come to the difficult conclusion that we cannot offer both a hybrid and distance learning program for families and instead should remain in distance learning for the remainder of the academic school year. The updates that follow amend the Learning Continuity and Attendance Plan to support this conclusion.



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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.]

DCP is committed to meeting the needs of our families. As soon as we are allowed to do so, DCP will begin offering in-person instruction to our students who wish to come to campus. We anticipate that our plans will need to change as conditions in Santa Clara County change. The following phases have been identified on assumptions related to community health information available in August. We assume that there is no known vaccine and that community spread continues to be prevalent in Santa Clara. Should those conditions change, DCP's plans would require revision.

Overview

In developing DCP's in-person learning schedule, we have utilized the most current information from public health, guidance issued by CDC, [Santa Clara Reopening Guidance](#), and [Reopening of Santa Clara County K-12 Schools guidance](#). Our operations teams have secured the necessary supplies and developed the necessary procedures to ensure that when we are authorized to do so, we can safely open our campus to our families.

At the beginning of year, we offered each family the opportunity to choose for their children whether the child would participate in distance learning for the full fall term or come for in-person learning when it was made available. Families who selected in-person instruction were also asked to indicate their preference for a Monday/Thursday or Tuesday/Friday schedule. DCP is striving to accommodate all parent requests.

12/2020 Update- DCP is no longer able to accommodate parent requests for hybrid instruction.

Safety Plans

DCP is committed to ensuring the health and safety of all constituents by evaluating campus building access, providing training and education on hygiene practices and physical distancing, and following Santa Clara County Department of Health recommendations on cleaning and disinfecting school buildings. In collaboration with the [state and local health officials](#) and recommendations and guidance from [COVID-19 Prepared: Reopening of Santa Clara County K-12 Schools](#), DCP is prepared to implement and meet the safety standards set forth.



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At the beginning of the school year, DCP staff were trained on social distance protocols which included basic information regarding Covid-19 disease, screening symptoms, watching for symptoms, individual control measures and screening, proper handwashing and hand sanitizing protocols, and cleaning and disinfecting protocols.

Physical distancing will be required on campus and in the building. Health screenings will be conducted and all DCP staff and students will be screened for symptoms each day before entering campus. Visitors, DCP staff, and students will be required to wear cloth face covering at all times while on campus unless they have underlying health reasons. Daily cleaning protocols will be followed and adhered to by all employees of DCP. DCP staff will clean and disinfect frequently touched hard surfaces and shared objects pursuant to CDC guidelines.

Returning to In-Person Learning

12/2020 Update

DCP will work to create a plan for a return to in-person instruction for Fall 2021. Until that time all students will participate in distance learning.

Distance Learning

Beginning the school year, all students are learning remotely. We have surveyed all families to identify whether they intend to be in-person or remote learners for the first semester. The results then have been used to assign these students to in-person or remote cohorts of students by advisory/CCR course. Instruction in all content courses will be provided by distance learning for the duration of the first semester.

Middle School

The daily schedule for Monday, Tuesday, Thursday and Friday is consistent for each day. Students are expected to be available for “live” instruction with the teacher and to be working on completing their asynchronous learning activities. Each student has time scheduled for their advisory class, humanities block, STEM block, and enrichment. Additional time is also reserved for teachers to pull small groups of students or to provide additional instruction through conferring in the afternoon.

On Wednesdays, teachers meet with their advisory students for a “live” instruction meeting and then with small groups of students to provide “differentiated learning groups” with additional instruction intended to address learning loss, English language development, or academic needs.



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Each week, teachers provide their students with an overview of the weekly learning experiences to allow plans to be responsive to the instructional plans and needs of students. In some weeks, it may be necessary to have more live instruction, particularly if the area of study is being introduced or is one that students are struggling with. In other weeks, it may be more beneficial to meet with students in smaller groups to review their progress in meeting learning goals.

Across the week, the average student will be provided with instructional experiences that exceed 240 minutes per day; 1200 per week. Some students may require greater time to master the same learning tasks as others and be offered additional meetings depending on resources and student need. Based on parent and student requests, DCP will offer a minimum of 30 minutes of live instruction for students in each STEM and Humanities Block (2 per day) on Monday, Tuesday, Thursday, and Friday. DCP will offer a minimum of 25 minutes of live instruction for students in each Advisory and Enrichment classes.

High School

The daily schedule for Monday, Tuesday, Thursday, and Friday is consistent for each day. Students are expected to be available for “live” instruction with the teacher and to be working on completing their asynchronous learning activities. Each student has time scheduled for their advisory/CCR class, and each of their four other courses. Additional time is also reserved for teachers to pull small groups of students or to provide additional instruction through conferring in the afternoon.

On Wednesdays, teachers meet with their advisory/CCR students for a “live” instruction meeting and then with small groups of students to provide “differentiated learning groups” with additional instruction intended to address learning loss, English language development, or academic needs.

Each week, teachers provide their students with an overview of the weekly learning experiences to allow plans to be responsive to the instructional plans and needs of students. In some weeks, it may be necessary to have more live instruction, particularly if the area of study is being introduced or is one that students are struggling with. In other weeks, it may be more beneficial to meet with students in smaller groups to review their progress in meeting learning goals.

Across the week, the average student will be provided with instructional experiences that exceed 240 minutes per day; 1200 per week. Some students may require greater time to master the same learning tasks as others and be offered additional meetings depending on resources and student need. Based on parent and student requests, DCP will offer a minimum of 20 minutes of live instruction for students in each content course (4 per day) on Monday, Tuesday, Thursday and Friday. DCP will offer a minimum of 20 minutes of live instruction for students in each Advisory/CCR course.

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Distance Learning Schedule	<p>ARMS</p> <p>The schedule is currently being revisited to come into alignment with ECMS but will match the requirements above.</p>	<p><u>ARHS</u></p>
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Social–Emotional Well-Being

DCP has utilized and will continue to utilize an MTSS framework and information from [Santa Clara Reopening Guidance](#) when planning for the social-emotional well-being of students throughout our re-opening phases.

Tier 1

All students are part of an Advisory/CCR cohort that meets daily. During this period, students and teachers address core Tier 1 social-emotional learning (SEL) skill building and support needs that are grounded in positive relationships with students and families. Advisors will gather and review well-being data from their students regularly to help them assess whether students are in need of additional support. In addition, the Advisor is responsible for conferring with students about academic progress, social-emotional well-being, and their pathway toward college. Advisory will continue throughout all reopening phases in order to provide much needed consistency in support of the social-emotional well-being for students as they transition through the changes from remote to hybrid to in-person learning.

By mid-September, training will have been provided to staff in Psychological First Aid as a Tier 1 support and to help staff better connect with students directly and provide connections to additional supports as needed. Additionally, all staff has been provided with mandatory suicide prevention training in line with state law and DCP Board policy. Finally, staff will be given the opportunity to receive additional training on SEL, restorative practices, and trauma-informed practices throughout the school year through site level PD in partnership with site and Central Office admin. Again, in connection with [Santa Clara Reopening Guidance](#), SEL professional development and practices will be grounded in the CASEL framework on SEL, with particular emphasis on support for learners with unique needs including, but not limited to, English Learners, students with disabilities, homeless, foster and migrant youth.

In the lead up to school reopening, all DCP families were provided with the opportunity to attend meetings and workshops where social emotional well-being for themselves and their students is discussed and best practices and resources are provided. These workshops will be



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repeated throughout the year to assist families in meeting their needs. Additionally, resources will be sent home to families and provided on the DCP website to ensure as much outreach to families as possible. Families will continue to be given the opportunity for input on specific areas of need for support.

Tier 2 and 3

Tier 2 and Tier 3 school-based interventions for social emotional wellness needs will be managed in partnership between the Assistant Principal and the counseling staff at each site (including social work interns), as well as members of the Central Office. Student-specific interventions at these tiers may include, but are not limited to, telecounseling, case management, and psychoeducational groups.

Members of the DCP social emotional/mental health counseling team (including interns) will be provided with additional training on mental health interventions that fit within the scope of school-based practices with students in a distance framework. Counseling team members, in conjunction with the Central Office, will continue to provide referrals to outside agencies for families in need of greater services in both direct mental health support and collateral services such as food, shelter, etc. in recognition that these needs impact social-emotional well-being.

More specifics on plans for student well-being, including information on crisis and response to a death in the school community due to COVID-19, can be found in the Mental Health and Social and Emotional Well-Being Section later in this document.

Student Learning and Competency Development

As a result of the abrupt school closures in March, we know that the possibility of significant learning loss is high. To help identify the needs of our students and any potential learning loss, within the first few weeks of school we are administering a screening assessment for all students in reading and math (NWEA for grades 5-8, and the SBAC ICA [Interim Comprehensive Assessment] from the previous grade level for grades 9-12). These assessments have historically been used to provide DCP staff with the information they need to tailor instruction to individual student needs. More details for how these assessments are used to address learning loss are described below.



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

Description	Total Funds	Contributing
CARES Funds- All necessary materials to meet the safety plan requirements including, but not limited to PPE (masks, gloves, face shields), health equipment (touchless thermometers, supplies for quarantine) cleaning materials, signage, and training resources. <i>Note: some funds were used last spring as well.</i>	28,488	N
CARES Funds-Stipends to support reopening planning for teachers and other 10-month employees to participate in planning and executing the return to in-person instruction	40,000	N
CARES Funds- Additional cleaning as needed during return to in person instruction and in case of outbreak. <i>Note: some funds were used last spring as well.</i>	97,475	N
CARES Funds-Costs related to work site modifications including plexiglass dividers.	16,000	N
CARES- Additional student materials to reduce sharing among students	6,243	N
Indirect fee to cover administrative costs related to implementation	9,906	N
Notes: All SB117 funds were expended in 2019-20; LLMF are applied to costs related to distance learning. DCP has opted not to include additional budget information from our LCFF contribution, what is shown here is only the costs attributed to COVID-19 related funding sources.		

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.]



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Continuity of Instruction

DCP is committed to preparing our students for the rigor of college by ensuring that all students have access to a full college preparatory curriculum whether we are learning in a distance, hybrid, or in-person model. To ensure that students are receiving instruction in the most critical areas, DCP has supported a collaborative approach to identify the most critical learning for all students in each subject and grade level.

In the spring, teachers met to revise course curriculum maps, ensuring that students will have access to the full standards-based curriculum whether engaged in distance learning or in-person learning. They analyzed grade-level standards and identified “anchor” standards for each unit. These anchor standards ensure that students have learning experiences with the most critical learning standards in each grade level and subject area and enable teachers to focus instruction and assessment on these standards. Given the educational disruption students have experienced and continue to face, it is imperative that instruction focus on the most significant learning.

As described above, students at DCP will start the year with distance learning, following a schedule that approximates the schedule they will have when they return to in-person learning. Teachers are utilizing a combination of live and asynchronous learning to ensure that students have access to the full curriculum.

Prior to the first day of classes, students picked up wifi-enabled laptops. Each site also has a procedure that enables students to check out books and other materials essential for their classes.

Teachers and students utilize Google Classroom to communicate with one another regarding instructional matters. Each student has been provided with a DCP student email address that provides them with a free calendar, and email system, and the ability to log in assignments that can be accessed via DCP’s overall system. Teachers share with students a weekly overview that describes the instructional plans for the week through Google Classroom and all assignments are submitted via the platform. Through advisory classes, students have received training on how to use Google Classroom effectively.

If a student is unable to access online learning, parallel learning tasks are created for students that can be picked up in the office as needed. In addition, if a student has a specific need for print rather than online learning materials this is also accommodated.

Teachers describe the learning activities that students are presented each week in the Weekly Engagement Plan (Appendix A). Not all learning activities result in graded assignments. Formative assessments are generally collected through Google Classroom but may not appear in the Power Teacher grade book. Attendance at zoom/google hangouts is noted in teacher records but does not contribute to a student’s grade unless there is a parallel learning task that is submitted. Authentic assessments of student learning are collected at least one per week, graded, returned to students, and entered into Power Teacher gradebook. Teachers are required to update gradebooks by Wednesdays so that families can monitor student performance.



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Both Google Classroom and PowerSchool provide support to parents who speak language other than English by providing artificial intelligence translation in the language of the parent's preference.

Curriculum and Instructional Resources

DCP has started the year with distance learning and is prepared to transition back and forth between in-person instruction and distance learning as necessary to ensure that all students receive high-quality instruction, regardless of the context. In most courses, curriculum materials were already provided through Google Classroom and online platforms with augmentation from hard copies of reading materials and other resources. For some science classes, labs are completed during "live" instruction, with students directing and the teacher modeling; for other classes, teachers are compiling "kits" that are being sent home with students. Online manipulatives are built into our middle school math adoption, and teachers are utilizing additional online tools including Desmos. The Operations team developed a Covid-safe protocol to ensure that all students are able to check out instructional resources, including textbooks, novels, calculators, and any other necessary materials as needed. Teachers and students are using online textbooks and other online instructional resources to ensure that students are able to engage in engaging, rigorous, standards-based lessons.

Designated and Integrated ELD Instruction

DCP has grouped students for designated ELD instruction by language proficiency level through our English and Humanities courses. Within these courses, teachers provide designated ELD instruction to augment the English/Language Arts standards. Teachers are expected to identify the Part I and Part II ELD standards that will amplify the ELA standards-based whole class instruction. Teachers develop focused lessons based on these standards and pull leveled groups of English Learners to provide Designated ELD in small groups. All teachers, in all classes, incorporate Integrated ELD to ensure that students can master the disciplinary content while also increasing their language proficiency. To help teachers maintain this focus, DCP's Weekly Engagement Plan (appendix A) includes a place for them to note the ELD mode they will be intentionally addressing during each phase of the lesson (collaborative, interpretive, or productive). All teachers this year, as part of the formal evaluation process, will identify one goal that focuses on providing support for English learners. Support for English learners is a recurring focus during Professional Development throughout the school year and during coaching cycles.

Approximately 35% of students are currently learning English, the vast majority of other students are redesignated English Learners. As a result, nearly all students benefit from the strategies which promote English fluency. For each learning activity, teachers are asked to identify whether the learning task has been specifically designed to promote collaborative, interpretive or productive language.



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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.]

Knowing Student Technology Needs

DCP is committed to continuing to provide devices and connectivity to our students and families for distance learning. This was true when schools first closed in March and continues through today.

Support for Students, Families and Staff in 2019-20

When school closure went into effect in March 2020, DCP sent out surveys to families to assess student and family needs including the need for student devices and connectivity. Any student that did not have access to a device was issued a chromebook. DCP issued over 500 student devices. In addition, DCP provided hotspots to families that identified connectivity as an issue. To ensure that students had support for technical problems, the DCP Tech Team put in place a tech ticket system geared specifically to students. The Tech Team also provided teachers with instructions on how to help students with minor access issues such as students forgetting passwords. DCP also surveyed staff to assess staff device and connectivity needs. Since DCP already issues laptops to staff, there were not a lot of needs identified for staff. Any staff that needed a laptop replaced was issued a replacement. Further, DCP staff already had access to a robust tech ticket support system in place and that continued to be the process after closure.

Continuing Support for Students, Families and Staff in 2020-21

Over the summer, the DCP Operations Team collected all the Chromebooks issued to students so that the Tech Team could complete a thorough inventory of Chromebooks to ensure we had enough devices in working condition for the 2020-21 school year. In addition, to ensure that our students had access to devices whenever needed, we made the decision to ensure that each DCP student got a device for their own use to use for distance learning. As a result, we purchased additional devices to ensure each single student at DCP was issued a Chromebook. Furthermore, DCP has provided families with resources for internet connectivity in various ways. For example, DCP has contracted with T-Mobile to provide hot spots for those students who are not able to access the internet. In addition, DCP has continued to provide families with information about local low cost/subsidized internet plans such as AT&T Access and Comcast Internet Essentials. To meet student need, we have purchased 26 hot spots to date and 366 new chrome books.

On-going Technological Support

We also recognize that needs may change and students who currently have access may lose it in the course of distance learning. DCP also put in place a family outreach team that called families over the summer to find out how families were doing and what they still needed. Families can also use our needs referral form on our website to let us know what they need. We have used the data collected from these efforts to purchase



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more hotspots or to apply for the hotspots available from the State or the Santa Clara County Office of Education. In addition, our students are checking in with their advisory teachers and as part of their check-in, teachers are following up with students on their progress in their assignments, et cetera, which is another opportunity for us to identify any access or limited access issues.

DCP also recognizes that families need support during distance learning in order to fully support students. DCP has offered and will continue to offer families with remote training in accessing their child's Google Classrooms and choosing the alerts and notifications that will support their family. In addition, we have offered and will continue to offer remote training to access the parent portal in PowerSchool to aid families in tracking their child's academic progress.

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.]

DCP will track and monitor student progress through live contacts and synchronous instructional minutes through the following protocols:

1. **Daily:** Students will follow a set daily schedule in which they are expected to interact with every course period through live contact and synchronous instructional minutes. Each teacher is responsible for providing students with an appropriate share of instructional minutes for all students depending on the level and course type (described above). Additional time is allocated for teachers to conduct structured small group support and office hours at the end of each school day and on Wednesday mornings to help students needing additional support, including students with learning disabilities and English language learners.
2. **Daily:** DCP teachers will record whether or not a student has participated in daily learning activities. Any student who does not participate will be marked as absent from distance learning (DLAbs) in PowerSchool each day. This record may be updated by 9 am the next morning to allow for teachers to receive asynchronous work from students after traditional school hours. Families will receive a call from school messenger every morning at 9:30 am if their child was marked absent for one or more classes the prior day.
3. **Daily:** DCP students will attend Advisory/CCR through live instruction every day, during which time teachers will monitor student academic and attendance progress through daily self-assessments and conferences.
4. **Daily:** Advisory/CCR teachers will follow-up with students when they are absent to make sure they are able to complete their daily self-assessment, have access to resources and support, and are participating in daily instruction in all content areas.
5. **Daily:** Administrators will monitor student participation through analysis of student participation data and provide support for re-engagement actions as needed.



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6. **Weekly:** Administrators will review student daily participation in live instruction and work completion for the prior week. Students who did not participate at least 60% each week will be supported through a re-engagement phone call home, and DCP staff will develop a re-engagement plan depending on the needs of students and families.
7. **Weekly:** Teachers are expected to update their gradebooks at least once per week on Wednesdays to help students, parents, and administrators review academic progress of students. DCP expects teachers to update their grade book with at least one graded assignment per week.

DCP will measure participation and time value of student work through the following protocols:

1. **Daily:** By monitoring student work completion in Google Classroom, DCP teachers and administrators are also assessing the number of daily assignments students are engaging in. At minimum, students will submit at least one assignment per day in Advisory/CCR to measure participation.
2. **Weekly:** Teachers will submit a form outlining the time value of student work and expected live contacts and synchronous instructional minutes. The report will be certified by teachers to ensure that instructional plans offer the appropriate number of instructional minutes, a range of live and asynchronous work suitable to the learning needs of students, and specific strategies for ensuring the needs of English learners are met. Please see Appendix A for a sample of this form.
3. **Weekly:** In assessing the amount of time an instructional activity will take the average student, DCP staff uses the following guideposts:
 - a. Live Instruction- the actual minutes of the live meeting
 - b. Asynchronous Instruction
 - i. Middle School- 4 times the minutes it takes the teacher to do the assignment
 - ii. High School- 3 times the minutes it takes the teacher to do the assignment
4. **Weekly:** Administrators will audit the Weekly Engagement Records to ensure that across all teachers, students have instructional experiences that support daily live interaction with at least one certificated staff member and sufficient instructional minutes on each day.

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.]



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When DCP learned that it would be necessary to start the year with distance learning, we immediately converted all upcoming professional learning for our staff to a distance learning model. Not only did it allow our teachers to engage in the essential professional learning that they needed to effectively implement distance learning, it also allowed them to experience distance learning from the students' perspective. Throughout a week of New Teacher PD (July 2020) and an additional week of PD for all staff (August 2020), professional learning was facilitated with adult social-emotional learning in mind. Topics have included how to use a range of technology tools, including Google Classroom (required for all staff); teams were encouraged to identify a small number of tools that they could train students to use and will use consistently, allowing students to focus their cognitive energy on the new learning rather than the strategy. In addition to external trainings, DCP staff developed and shared peer-led professional learning focused on effective technology tools.

A necessary shift in professional development also included how to administer formative assessments online, how to effectively engage in digital data analysis, and how to use this data to inform the creation of differentiated learning groups as part of DCP's new Differentiated Learning Model. Weekly PD sessions throughout the year, plus 1:1 instructional coaching, will provide continued support for teachers' use of new technology.

Teachers were surveyed to ensure access to adequate computers and wi-fi access, and teachers and students are able to submit a "help ticket" if they need any technological support.

Staff has all received online training regarding safety and health protocols, with a "quiz" to check for understanding. Additional training will be provided before we transition from distance learning to a blended learning model.

Staff Roles and Responsibilities

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

When DCP learned about COVID-19 in early March, to mitigate the potential of students and staff getting sick, DCP immediately suspended its Sick Leave policies to remove financial consideration as a deterrent to staying home when sick. This allowed us to maximize the health and safety of students and staff. DCP also put in place a Covid-19 Crisis Response Team, which was made up of the Executive Director, the Chief Operating Officer, the Director of Student Services, The Director of Operations, the Director of Advancement (& Marketing) and the Family Engagement Manager. This team was tasked with creating and implementing communication with stakeholders as well as responding to any notification of Covid-19 diagnoses or exposure.

As soon as the Santa Clara County Public Health Department closed schools to in-person student attendance and the County went into shelter-in-place, DCP asked all staff that could work remotely to do so and shifted to distance learning for all students. This required all employees, especially teachers, to quickly get up to speed with various virtual tools including Google classroom, Google meet, Zoom conferencing, and online breakout rooms. In addition, while the operations teams are usually responsible for following up with absent students, teachers and



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other site administrators followed up with students and their parents/guardians as well. Employees who served in roles that could not be done remotely such as lunch or supervision were tasked either with essential duties that had to be done on campus such as meal services or the Sacred Heart groceries pantry or with supporting other efforts, such as family outreach, remotely.

In addition, DCP serves students and families in more ways than the academic program, and was determined to continue those services given the needs of the families it serves. With safety protocols as recommended by the County, DCP continued to serve meals to families and redirected staff in non-lunch roles to help provide those services. For example, some enrichment teachers who did not have a full workload as they normally would during in-person instruction (they assist with supervision) were redirected to meal service. In addition, teachers (core and enrichment) and central office staff helped with the distribution of chromebooks and other materials to students. In addition, DCP procured a grant to pay for meeting other needs of its families and the communities around its schools. Using that funding DCP is, among other things, partnering with Sacred Heart Services to provide groceries to families, income tax filing help, and tutoring to DCP students. DCP's Family Engagement Manager is leading this effort and tasking DCP operational teams, any enrichment teachers without a full workload, and temporary staff to support those efforts.

To prepare for 2020-21, in May 2020 teams based at the central office pivoted to focus their efforts on reopening plans, including gathering input from students, staff and families on instructional models, and health and safety protocols. This redirected the work of the Chief Academic Officer (CAO), the Chief Operating Officer (COO) and Central Office Directors (they became the project leads for the areas in which we needed to make orgwide decisions in order to reopen successfully: governance, wellness, instruction, operations and post-secondary). The Project Leads discussed recommendations — developed in collaboration with their expertise constituents at school sites — with the CAO, COO, and the whole project team. Recommendations were vetted and then sent to the Senior Leadership Team (Executive Team and Principals) for decision making. Principals led the efforts at their school sites in collaboration with their site cabinets to make any decisions that were specific to their sites.

When we re-opened in August, we opened in distance learning because our County was on the State's monitoring watch list. One of the immediate hurdles was to figure out how to comply with the new attendance guidelines. To that end, teachers are creating daily assignments that students need to turn in on Google Classroom, and then following up with students who have not not turned in their assignments via phone on the same day. The CAO and the Data & Assessment Coordinator are, on a daily basis, supporting the effort by creating and implementing data collection, analysis, and reporting processes.

When DCP can resume in-person instruction, the number of students on campus will increase gradually through the 3 phases described above, with some students receiving in-person instruction and others distance learning. Teachers will therefore need to be doing both. However, there will be families that request distance learning because of the pandemic and teachers and other staff that request remote work assignments. DCP plans to provide distance learning to families that request it and to accommodate requests for remote work assignments to as many teachers and other staff as feasible. If DCP cannot provide remote work assignments then it will work with employees, as needed, on any available leave options.



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During both 100% distance learning and hybrid distance & In-person learning, teachers serving as advisory teachers will be focused on creating and maintaining relationships with students as well as helping students stay on track. While Advisory teachers will focus both on socio-emotional needs and academic progress, they will also work with their advisees to practice the routines and procedures required for ensuring the physical safety of all students in very small groups.

Also, in order to maintain the safety and health of students, our operations staff at school sites will do active health screenings and keep the Crisis Response Team apprised of any positive Covid-19 diagnoses or exposures. All staff will need to clean surfaces they use during the day and monitor students to ensure they are following all health protocols, including maintaining physical distancing and handwashing. Central Office staff will do a series of inspections to monitor that healthy practices are being implemented. All these duties are additional responsibilities due to the pandemic.

Lastly, during the COVID-19 closure, SBEU notified DCP of its intention to unionize the teaching staff. While not yet officially recognized, DCP has engaged in negotiations with SBEU to address changes to the status quo necessitated by opening in a remote or hybrid fashion. Issues thus far addressed through negotiations have included defining the teacher workday during distance learning, the phases for a return to in-person instruction, the instructional design of that in-person instruction and expectations related to the health and hygiene procedures on campus.

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.]

Recently, the state has created conditions that would allow for some students to come to school for in-person support prior to clearance for instruction. This new development has not yet been vetted with our families and SBEU but may be an additional strategy we employ in the future to support all students with unique learning needs.

English Learners

In recognition of their status as students with significant needs, English Learners were prioritized during development of the 20-21 master schedule.



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As previously discussed, students who are English Learners will receive additional instruction through small groups for designated ELD and differentiated learning groups with teachers. Just as during in-person learning, teachers will provide opportunities for English learners to practice listening and speaking through live instruction.

Professional development for all teachers included a focus on best practices for supporting English learners during distance learning through both Integrated ELD and Designated ELD; this focus will continue throughout the year. During weekly teacher collaboration time, as well as when working with Instructional Coaches, time will be allocated to focus on the needs of English learners, including during analysis of student work or assessment data and unit and lesson planning.

As part of the Evaluation process, all teachers will select one goal related to support for English learners. To help support both teachers and administrators, the Managing Director of Schools and the Director of Learning Design and Systems will work with site administrators to develop a protocol for distance learning observations that includes what to look for in quality English learner instruction, including both Designated and Integrated ELD.

Because the spring Summative ELPAC was cancelled, and the OPTTEL has not yet been released, teachers are working with old data. In August 2020, teachers engaged in a refresher PD that focused on understanding the levels of English learners. Using the Proficiency Level Descriptors and the ELD Proficiency Level Continuum, teachers are analyzing the current language proficiency levels of their students across all domains: listening, speaking, reading, and writing.

Supporting the Full Continuum of Special Education

Special Education Services

DCP serves a wide range of needs when it comes to the special education demographic. DCP offers a full inclusion model for our students with unique needs; as a result most students are enrolled in general education classes for all academic courses. In addition, DCP also serves a small community of students who have moderate to severe needs, for which the general education curriculum is not the least restrictive to meet these student's needs. DCP will follow all mandates under the Individuals with Disabilities Education (IDEA) to ensure students with unique



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needs are able to access academic benefit. DCP will offer a blended experience of general education and special education content courses to ensure students are able to achieve academic benefit and are included in the general education setting as much as possible. At the Alum Rock and El Camino Campuses, DCP provides supplemental special education staffing to reduce caseloads below recommended levels to provide increased support. At El Primero, special education services are provided by San Jose Unified School District.

Distance Learning

During distance learning, students with exceptional needs at Downtown College Prep will receive differentiated support according to the related services as indicated in their Individualized Education Plan (IEP). Special education teachers and paraprofessionals will provide specialized academic instruction in a variety of settings through our virtual learning model. Students will receive services in the following modalities:

- Push-In Support
- Small Group
- Individual Session
- Study Skills Class

Students with Mild/Moderate Needs

All students will receive push-in support from both special education teachers and paraprofessionals during daily live synchronous instruction from their general education program. This will entail special education teachers and paraprofessionals joining students Zoom classes, and being placed in breakout rooms when students are given the opportunity to work in groups on a task. This type of support can be compared to push in services when students are on campus.

The second type of service model that will be offered is small groups. These sessions will be scheduled in the early morning, before official classes begin; or at the conclusion of the day after classes have ended. Small group sessions will include anywhere from 2-4 students, working on goals or skills as outlined in their IEPs.



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For students who require individualized support, we will offer individual service sessions. Similar to the small group session, these sessions will be scheduled in the early morning, before official classes begin; or at the conclusion of the day after classes have ended. Individual academic sessions will include a single student, working on goals or skills as outlined in their IEP.

Some students are given a Study Skills period, where they have a class period to work with their special education teacher. During virtual learning, this class will look very similar to small group instruction, where special education teachers are providing direct instruction around foundation skills, or supporting students in breakout groups to focus on general education assignments.

Students with Moderate/Severe Needs

Students whose needs require a more restrictive curriculum than offered in a general education setting will be provided with live specialized academic instruction by a special education credentialed teacher. These classes contain small groups of students and include paraprofessional support using virtual breakout rooms.

Similarly to students with Mild/Moderate needs, students with moderate to severe needs will participate in general education classes for elective and core content courses as appropriate. They will also participate in individualized specialized academic service sessions, as described above.

Other Related Services

Other related services including Speech and Language Services, Occupational Therapy, Adapted Physical Education, and Counseling will also be offered virtually as indicated in the students IEP.

Designated Groups Wednesdays

Students with exceptional needs will be scheduled for live synchronous support from their general education teachers every Wednesday. In addition to working with their general education teachers, students with exceptional needs will also be provided direct support from the special education team (special education teacher and paraprofessional) on Wednesdays as well.



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Returning to In Person Learning

As DCP returns to in-person learning, students who participate in the special education program will continue to receive services in their content courses with the support of special education staff as described above. If their families opt for in-person learning, students with disabilities with mild/moderate needs will attend school with their advisory groups as described above. If space allows and families wish for additional in-person time, Wednesdays are set aside for additional instructional support and students in the special education program have priority access. In serving our students with more severe needs, it may be possible to provide in-person services more frequently than twice a week.

Supporting Students with 504s

504 Plans and Services

Students with 504s will receive a 504 review during the first quarter of the year in order to update as needed to ensure student support during distance learning. In addition to an assigned Advisor, students with 504s will also receive case management from the Assistant Principal at their site. Assistant Principals are responsible for making sure their 504 plans are updated to provide supports as needed to ensure equitable access to students during distance learning and the phased transition to in-person learning.

Designated Groups Wednesdays

In addition to enhanced case management, for students with 504s in need of additional support, live synchronous support from teachers will be available on Wednesdays. This option will be discussed for students with 504s during their 504 plan review.

Returning to In Person Learning

As DCP returns to in-person learning, students with 504 plans will continue to receive services as needed to support and protect their access to learning and school based activities. Depending on each individual student's needs, 504 plans may be updated for each of the phases described above.



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Students in Foster Care or Experiencing Homelessness

DCP will continue to outreach to families throughout the year, including during distance learning, to ensure families and students who may qualify for foster and/or homeless protections are aware of their rights and supports available to them. As we realize that the impact of COVID-19 may be even more fraught for families already under stress, in addition to the standard protections and supports required by law, DCP may also assign an additional case worker through the counseling department to support students and families designated as homeless or foster. These case managers will specifically work to help connect them with additional services during the 2020-21 school year and throughout the phases of reopening. Foster and Homeless Youth will also have access to synchronous support with their teachers on Wednesdays in order to better support their learning and prevent learning loss during this time.

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

Description	Total Funds	Contributing
LLMF-Professional Development costs related to differentiated learning groups, curriculum alignment, designing opening distance learning units, and training in Advisory and mental health supports.	113,875	N
LLMF and CARES-Purchase of technology to meet student and staff needs including but not limited to Chromebooks, hotspots, monitors, headsets, chargers, etc.	262,837	Y
LLMF-Purchase of print copies of online materials as needed to support mathematics, stem and literacy at home	39,500	N
LLMF and CARES-Purchase of technology platforms and tools to support distance learning	25,375	N
LLMF and CARES-Staffing costs related to technology support for students, families and staff	93, 383	N

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Pupil Learning Loss

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

Assessing Student Learning Loss: At DCP, our mission centers on addressing gaps in student learning for the youth that attend our schools. We have historically used assessments to identify the specific learning needs of our students and then used that information to create small groups for instruction that is uniquely tied to their specific needs. This practice continues in our distance and in person learning models. Our assessment strategy includes system-wide practices at regular intervals to provide support for student instruction and classroom-based assessments to inform daily instruction.

English Language Arts and Mathematics Assessments

System-wide assessments: Within the first few weeks of school, all students will take two assessments that will help teachers and administrators to analyze learning loss: grades 5-8 will take the NWEA Map Assessment for Reading and Math, and grades 9-12 will take the SBAC ICA (Interim Comprehensive Assessment) for the previous grade level in both Literacy and Math. With support from Instructional Coaches, teachers will analyze the data from these assessments and develop a plan to address learning loss and acceleration. In addition, across the year, after administering org-wide formative assessments (e.g., writing performance assessments, MAC math assessments, SBAC IABs, NWEA...), teachers will collaboratively analyze student performance and use this data to inform their instruction. Additional tools teachers will use to analyze learning loss and accelerate student learning to enable them to master grade-level content include NWEA Skills Assessments, Khan Academy, Newsela, SBAC IABs (Interim Assessment Blocks), curriculum-embedded assessments, teacher-created assessments, and standards-based assessments from Illuminate.

Please see the table below for all assessments and the frequency of those assessments.

	Middle School		High School	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics



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August	NWEA; F&P reading assessments for students at 3rd grade level or below	NWEA	SBAC ICA	SBAC ICA
October	WPA	SBAC IAB	WRPA or SBAC PT	MAC or SBAC IAB
January	F&P reading assessments for students at 3rd grade level or below	SBAC IAB	SBAC IAB	MAC or SBAC IAB
March/April	NWEA	NWEA	SBAC ICA	SBAC ICA

In addition, at the start of each unit, teachers will administer a formative assessment to identify areas in which students are missing the prerequisite skills necessary to master these anchor standards. To help accelerate learning and address these learning gaps, teachers will pull small groups of students biweekly for differentiated learning groups.

English Language Development

All teachers will implement Integrated ELD, with support from Instructional Coaches, helping to ensure that students master academic content while also increasing their language proficiency. All English teachers will implement Designated ELD, designing lessons that pull from Part I and Part II of the California ELD standards as well as the CCSS for ELA; these lessons will be designed and delivered based on students' English language proficiency level.

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.]

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Addressing Student Learning Loss: At DCP, our mission centers on addressing gaps in student learning for the youth that attends our schools. We have historically used assessments to identify the specific learning needs of our students and then used that information to create small groups for instruction that is uniquely tied to their specific needs. This practice continues in our distance and in person learning models. Our assessment strategy includes system-wide practices at regular intervals to provide support for student instruction and classroom based assessments to inform daily instruction.

- All Students

At DCP, nearly all students come to us with one or more characteristic which is often associated with lower educational opportunity, including receiving free and reduced lunch (approx 83%), being an English learner (approx 35%), or being a member of a historically-marginalized ethnic group (approx 98%). Thus when we design whole school actions, they are generally designed to support low-income students and English Learners.

At the middle level, all DCP students are enrolled in two instructional blocks. One focuses on STEM, where a teacher spends approximately 40% of their instructional time focused on mathematics, 40% on science, and the remaining 20% supporting student growth through differentiated learning groups and addressing student needs for re-teaching, reinforcement and/or extension in mathematics. The other course is a humanities block, where a teacher spends approximately 40% of their instructional time focused on English/language arts, 40% on social studies, and the remaining 20% supporting student growth through differentiated learning groups to address student needs for re-teaching, reinforcement and/or extension in literacy. Because teachers have only two classes of students to prepare for, they are able to have deeper relationships and greater understanding of student needs, which leads to increased student performance.

At the high school level, students take 4 classes per term; English and mathematics classes meet over both terms in extended blocks. These extended English and mathematics classes provide approximately 20% more learning time in English and mathematics than a traditional high school, which provides the necessary time for differentiated learning groups to address re-teaching, reinforcement, and/or extension of high school student skills in literacy and mathematics. At DCP high schools, teachers generally have fewer than 100 students compared to 150-180 at a traditional high school, which promotes deeper relationships and provides increased time to use data to improve instruction for students.

Lastly, DCP intends to use Learning Loss Mitigation Funds to provide the necessary resources to support summer educational programs to address gaps in student learning and to assist students in returning to school successfully.

- English Learners;

In addition to the strategies used to address learning loss and accelerate learning progress for all students, English learners will be provided with both Designated ELD in their English classes, and Integrated ELD throughout the day in all classes. Teachers have received additional training to help them understand the language proficiency levels of their students (especially since the ELPAC was not administered in 2020) and effective



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scaffolding that will help students both to master the content in their classes and to increase their language proficiency. A progress monitoring plan for English learners and recently redesignated students remains in effect for the 20-21 school year.

- Low-income pupils;

In addition to the strategies used to support all students, students from low socio-economic backgrounds will benefit from the personalized check-ins and conferring with their Advisory teachers, which will focus both on socio-emotional needs and academic progress. In addition, these students will benefit from the targeted support that is part of our new differentiated learning plan, including differentiated learning groups which will help identify learning gaps and help students to master grade-level content.

- Foster youth;

In addition to the supports provided for all students, Foster Youth who are in danger of possible and/or actual learning loss will receive additional case management support from their Advisory/CCR teacher and, as needed, from the social work services team. Additional family support meetings will be held as needed to connect with resources and other collateral supports related to student academic achievement.

- Pupils with exceptional needs; and

In addition to the supports provided for all students, students with IEPs and 504 plans will receive additional case management services from their Education Specialist (IEP) Assistant Principals (504) in order to review their supports related to possible and/or actual learning loss. Teachers will receive updated information on additional support needed for students with IEPs and 504s during distance learning. Additionally, students with IEPs and 504s will have access to extra support time with teachers during designated times.

- Pupils who are experiencing homelessness.

In addition to the supports provided for all students, students experiencing homelessness who are in danger of possible and/or actual learning loss will receive additional case management support from their Advisory and, as needed, from the social work services team. Additional family support meetings will be held as needed to connect with resources and other collateral supports related to student academic achievement. This could include, but is not limited to, additional support for access to online learning and other technology related needs that may not be easily available due to a student or family's status as homeless.

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.]



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DCP will evaluate the effectiveness of our services and supports during distance and in-person learning to ensure that student and family needs are being met. At regular intervals, the universal assessments administered to all students in English/Language Arts and mathematics will be evaluated to ensure that students are making progress in grade level standards and that learning loss is mitigated. We have set aside funds to support extended learning opportunities in 2021 and 2022 to provide students who may not make expected progress with access to greater resources and more instruction.

In addition, the Chief Academic Officer, in partnership with our Family Engagement Manager, will evaluate the effectiveness of our distance learning through analysis of student and family surveys to understand what is and is not working for families in terms of our programming. To the extent possible, DCP will make modifications to our distance learning plan to better meet the needs of our families.

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

Description	Total Funds	Contributing
LLMF- Diagnostic assessment systems in English Language Arts/Mathematics and associated professional development costs to support the use of the data to plan instruction	22,736	N
LLMF-Learning Management platform to assist with protocols specifically supporting our English Learners	4,714	Y
LLMF-Funds for summer school and extended learning opportunities	39,101	N
LLMF-Data visualization platform to support evaluation of instructional program including disaggregation of data for English Learners, students living in poverty and foster youth. (Schoolzilla and Tableau)	9,472	N
LLMF-Consultant services to aid in the production of new reports and data collection mechanisms related to Distance Learning and evaluation of the program.	16,500	N

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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.]

DCP has utilized and will continue to utilize an MTSS framework and information from [Santa Clara Reopening Guidance](#) when planning for the Social-Emotional Well-Being of students throughout our re-opening phases. Additionally, DCP intends to support the mental health of all students and staff in ways that highly consider the recommendations put forward by the California Department of Education, in *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools* (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>).

Tier 1

All students are part of an Advisory/CCR cohort that meets daily. During this period, students and teachers address core Tier 1 SEL skill building and support needs that are grounded in positive relationships with students and families. Advisors will gather and review well-being data from their students regularly to help them assess whether students are in need of additional support. In addition, the Advisor is responsible for conferring with students about academic progress, social-emotional well-being, and their pathway toward college. Advisory will continue throughout all reopening phases in order to provide much needed consistency in support of the social emotional well-being for students as they transition through the changes from remote to hybrid to in-person learning. Each day, students complete their daily self assessment through their advisory class which allows students to ask their advisor for help in multiple areas including access to mental health supports. These screening surveys assist staff in connecting students to resources including individual time with the teacher or a connection to school social emotional counselors.

Training will be provided to staff in Psychological First Aid as a Tier 1 support and to help staff better connect with students directly and provide connections to additional supports as needed. Additionally, all staff has been provided with mandatory suicide prevention training in line with state law and DCP Board policy. Finally, staff will be given the opportunity to receive additional training on SEL, restorative practices, and trauma-informed practices throughout the school year through site level PD in partnership with site and Central Office admin. Again, in connection with [Santa Clara Reopening Guidance](#), SEL professional development and practices will be grounded in the CASEL framework on SEL, with particular emphasis on support for learners with unique needs including, but not limited to, English Learners, students with disabilities, homeless, foster and migrant youth. Specific emphasis will be placed on helping staff understand the particular community impact of the COVID



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pandemic on the variety of communities we serve, including the above, but also including immigrant families, families and communities living in poverty, etc.

All DCP families will be provided with the opportunity to attend meetings and workshops where social emotional well-being for themselves and their students is discussed and best practices and resources are provided. Additionally, resources will be sent home to families and provided on the DCP website to ensure as much outreach to families as possible. Families will continue to be given the opportunity for input on specific areas of need for support.

Counseling staff will be maintained on all school sites at previous or increased levels in order to allow for increased support by the counseling team of Tier 1 interventions. This could include, but is not limited to, counselors providing support in Advisory, psycho-educational lessons to all students or similar Tier 1 interventions.

Opportunities for social interaction will be provided to all students each day. Teachers and staff will provide consistent daily routines for students, including regular activities related to social-emotional well-being.

DCP recognizes that for staff to provide high quality mental health and social emotional supports for students, staff need resiliency strategies of their own. Integrated into all trainings related to student mental health and social emotional wellbeing will be information and best practices related to staff well-being and coping skills. Additionally, regular resiliency, mindfulness and coping strategies will be shared with all staff, up to and including access to available EAP resources.

Tier 2 and 3

Tier 2 and Tier 3 school-based interventions for social emotional wellness needs will be managed in partnership between the Assistant Principal and the counseling staff at each site (including social work interns), as well as members of the Central Office. Student-specific interventions at these tiers may include, but are not limited to, telecounseling, case management and psychoeducational groups. The specific interventions at Tier 2 and 3 will be determined by the needs of each school community, the phase in which the school is currently operating, and other data points.

Members of the DCP social emotional/mental health counseling team (including interns) will be provided with additional training on mental health interventions that fit within the scope of school-based practices with students in a distance framework. Counseling team members, in conjunction with the Central Office, will continue to provide referrals to outside agencies for families in need of greater services in both direct mental health support and collateral services such as food, shelter, etc., in recognition that these needs impact social-emotional well-being.



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Students with Unique Needs

DCP recognizes that students and families with unique needs such as our English Language Learners, Foster and Homeless students, and students with disabilities may have specific needs related to mental health and emotional well-being. Approximately 50% of counseling staff is Spanish speaking (based on current staffing, including interns for the 2020-21 school year). This is an important consideration given the populations we serve and the need to make sure parents and students receive information and services in the language they are most comfortable. In the event that a family needs communication in a language other than Spanish, interpretation will be provided.

Crisis and Traumatic Grief Response

Each school has a crisis response protocol in the event that a student is in danger or harming themselves or others. The protocol includes community-based agencies, crisis lines, and other resources that will be shared with families in order to support their ability to respond effectively to crisis during distance learning.

Finally, while it is our fervent hope that it will not be necessary, DCP has created and maintains a traumatic grief response plan to support students and staff in the event that a student or staff dies from COVID-19. The schools will adapt current best practices for responding to a death in the school community and will utilize resources from organizations that specialize in grief response, such as the Dougy Center (dougyc.org), as well as local and national guidance.

Pupil and Family Engagement and Outreach

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

The Family Engagement Manager, Director of Operations, and Director of Student Services will partner with site administrators and counseling teams to provide outreach to students and families based on pupil engagement data.

For DCP students, attending school is a critical first step towards gaining the academic skills that will help them achieve their college dreams. To increase participation in distance learning, we rely heavily on our advisors in advisory/CCR courses, as well as our student services team. Students and families are made aware of how participation and engagement are tracked during distance learning, we have included a summary of the information below in our Distance Learning Student Handbook addendum.

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Tier I — Advisors have received training on the importance of relationship building in advisory. Research shows a sense of belonging is an incredibly powerful need for all individuals and is directly tied to engagement. Our Advisory program is meant to build this sense of belonging for students. Additionally, Advisors are a primary conduit for families; they are not simply meant to build relationships with students, but also with the families of their students so parents/guardians have an individual they know they can reach out to for support for their child specifically (though all educators are, of course, available to parents). We have created lessons for students on the importance of daily participation. In addition, Cafecitos and other parent engagement opportunities for all parents in support of distance learning knowledge and support skills are offered. As many of our families are monolingual or primarily Spanish speaking, these engagement opportunities are translated/interpreted in support of our families.

Every school day, students are asked to complete the daily self-assessment in advisory. This assignment is designed to connect students with school supports, and when a student does not complete it, it is a clear indication that the student is not engaging in distance learning. Teachers check to see if students have completed this assignment each day and email students a reminder if it is missing. Later that afternoon, the teacher attempts to make contact with the student by phone, text or email to encourage the students participation if it is still not completed.

For our students with unique needs, such as students who are designated as homeless or Foster, they will have an additional Tier 1 support of a case manager option from the beginning, as we know students and families in these situations are already at a higher need.

Tier II — If the student does not participate, despite these reminders, the student is deemed absent from distance learning and parents are informed of the absence. Should that student miss 3 of 5 days or more during a week, a re-engagement response is initiated. The first time, our operations staff reaches out to determine if there are any obstacles to participation that may have interfered with completing the activities in the prior week and if the school can resolve them. Thus far, these calls have revealed issues related to power outages, displacement due to fires, lack of connectivity, and illness. To the extent possible, those obstacles that can be mitigated by DCP are. When it is not possible, we make referrals to our partner community agencies for resources both inside and outside school and for academic and non-academic support needs.

Tier III — If a student were to appear on the re-engagement list again the next week, the operations staff would refer the student to the student services team at the site, made up of the Assistant Principal and the Social Emotional Counseling team, who would assign a case manager to the student and would also work to make sure that other Tier 1 and Tier 2 engagement strategies have been consistent. The Case Manager will reach out to contact the family to ascertain if there remains an obstacle that can be resolved or if a specific support plan is needed for the student to re-engage.

Students who remain persistently disengaged will be referred to SART/SARB meetings with the sites and the Central Office (remotely), which will be grounded in support measures to determine whether there are additional outside needs that can be met through family engagement with outside community and government agencies.



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Regular bilingual communication bursts are sent to families via phone, website, and text. We refer families to our Family tab on the webpage, which is updated weekly and in emergency. In addition, DCP recognizes the importance of families as partners in supporting student learning, and has transitioned to online informal “cafecitos,” parent workshops, School Site Council, and ELAC meetings, with translators available at all meetings. Topics include supporting your child with distance learning, how to use the learning platforms, supporting mental health, and others. Most sessions are also recorded so that those families who are not able to be present are still able to engage. These sessions also include information regarding compulsory education requirements.

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.]

DCP is committed to providing nutritionally adequate meals for all students in collaboration with East Side Union High School Districts Nutrition Services. To this end, DCP has partnered with ESUHS Nutrition Services to serve meals for DCP students. In addition, DCP is in constant communication with ESUHS Nutrition Services to ensure meals are in compliance with the National School Lunch Program (NSLP) requirements. To prioritize student, staff, and family health and safety, meals are provided in pre-packed grab and go meals. Specifically, during remote distance learning in partnership with ESUHS Nutrition Services we are providing lunch and breakfast in pre-packed grab and go meals with a drive-thru service. Families and students are encouraged to come to Independence High School to pick up meals for the week. Meals are tracked with ESUHS Nutrition Services through a scan card, which was provided to our students from ESUHS Nutrition Services before school started.

Two weeks before the first day of school, meal applications were distributed with the Back to School Registration packet that went to each family which included directions on how to apply for free or reduced meals. Also included in the Back to School Registration packet information for the cost for breakfast and lunch for families who do not qualify were included. Once school began, the office staff sent another mailing notification with the meal application to those families we have not received an application from. To increase access for students and families, DCP has provided multiple different communication methods to communicate information and updates regarding school nutrition. These communication methods include phone blasts, newsletter notices, flyers and social media.

Once Santa Clara County has clearance to begin in-person instruction, some DCP students will be on campus for 3 hours a day. During this time, in collaboration with ESUHS Nutrition Services DCP will ensure nutrition services are provided for our students. For families who have opted to continue distance learning, lunch and breakfast will be provided in pre-packed grab and go meals with a drive-thru service. DCP will continue using various communication channels to ensure families are aware and taking advantage of our meal services.



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In order to maximize the safety and health of DCP students, families and staff, DCP has implemented hygiene and health measures. These include providing training to nutrition staff, teaching and reinforcing handwashing, enforcing cloth masks, ensuring adequate cleaning and disinfecting supplies are available, posting signs on how to prevent the spread of COVID-19 and cleaning and disinfecting surfaces frequently.

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

Section	Description	Total Funds	Contributing
Nutrition	CARES- Coverage of excess costs incurred during distance learning and costs for meeting health and safety protocol.	17,088	Y
Pupil and Family Engagement	LLMF- Additional bilingual staff to support re-engagement efforts for students not participating as expected.	62,804	Y
Clipper Cards	LLMF- Provide financial support to families/students to access public transportation for nutrition services and during part-day schooling to increase attendance and access.	6,000	Y
Pupil and Family Engagement	LLMF- Technology tools to support parent and school communication and messaging services.	1,514	N
Mental Health and Social Emotional Well-Being	LLMF-Professional development in SEL curriculum and restorative practices for leadership teams; train the trainers model	13,315	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
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Alum Rock= 27.09%	Alum Rock= \$1,567,528
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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.]

As previously described, DCP exists to serve a student body that is navigating unique obstacles to their college dreams. In each school, the overwhelming majority of students fall into one or more of the categories described: foster youth, English learner and/or low-income. As a result, virtually all actions we take on behalf of students are designed to promote the needs of these historically underserved students represented by California’s “unduplicated student count.”

At DCP, a critical strategy for building a bridge between school and home is our advisory/CCR program. DCP recognizes that our students and families benefit from culturally relevant practices and rich relationships that help to explicitly build these connections through having a single point of contact with a teacher who is deeply invested in the success of their advisory students. This course is intentionally designed to provide tier 1 support for mental and social-emotional health, to intercede with minor obstacles to learning (whether distant or in-person), and to provide additional oversight of student’s academic progress. This model is based on best practices in resilience and ACES mitigation.

An additional critical strategy is to provide more instructional time in English/Humanities and Math/STEM for students. DCP recognizes that the vast majority of our students are still working to meet grade-level expectations, and with additional support and time they will reach these goals. With this additional time, teachers are able to pull small groups to provide pre-teaching of prerequisite skills, reinforce current learning, or provide reteaching opportunities for students at least twice a week. These small groups will provide all students with enriching experiences, but it is likely that students who are foster youth, learning English, and/or low-income will receive more of these services than other students at DCP. Another important strategy is to provide extended learning time for students. Here, we intend to enroll students who qualify as “unduplicated students” first and then enroll students who have experience substantial learning loss as space allows.

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

Due to our demographics, virtually all actions taken are to serve students with these needs. The following specific services are intended to meet specific student group’s needs:



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Low Income Students:

We have incurred greater expenses in our school lunch program as we are serving each meal in an individually pre-packaged container to meet health requirements and determined to purchase clipper cards as families reported they couldn't access meal services or attend in person learning due to lack of transportation for their children.

One of our most critical concerns is ensuring that our students facing the greatest obstacles during distance learning have the material support they need to learn from home. As a result, we have committed to purchasing a device for every student and the hotspots needed for connectivity. These materials are distributed first to students who are low income.

English Learners: Another issue of great importance is engaging with our bilingual families around student participation and attendance during this unusual school year. As a result, we have committed resources to expanding our staff for bilingual outreach and case management activities.



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Appendix A- Weekly Engagement Plans

This is a sample to show how a teacher reports their instructional activities to ensure that live instruction and asynchronous activities are designed to provide all students with appropriate learning experiences. In part A, teachers describe the activities that all students will have. In part B, teachers describe additional supports that will occur for students with unique learning needs. The time spent in these learning supports supplements the minimum instructional minutes offered to all students.

Part A Directions: In this section, record the learning activities that <i>all students</i> are expected to participate in. For each activity, identify the delivery method, the estimated minutes for the average student to complete the learning activity, what additional documents may validate the student work and the date that evidence is available. Block classes=90 minutes, Advisory=60 minutes; Enrichment=45 minutes.							Part B Directions: In this section, record the specific supports being offered beyond those offered to all students that support students with potential Learning Loss (LL), English Learners (EL), students who are neurodiverse (ND those with IEPs and 504s), and homeless or foster				
Monday	Short Description of Learning Activity	Primary Mode of Integrated ELD	Delivery Method	Min	Verification Source	Verification Date	Short Description of Learning Support	Student Group			
								LL	EL	ND	H/F
Date:	Mini-lesson (Zoom) - 1 Step equation Intro	Interpretive	Live	30	Teacher Observa	8/24	Differentiated Learning Group - Pre-req skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8/24	Pg 117 Practice Problems	Interpretive	Asynch.	30	PT Grade Book	8/25		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Problem of the Week Step 1	Interpretive	Asynch.	15	PT Grade Book	8/28		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Observing in Action	Interpretive	Asynch.	30	PT Grade Book	8/28		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monday Min:								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	Short Description of Learning Activity	Primary Mode of Integrated ELD	Delivery Method	Min	Verification Source	Verification Date	Short Description of Learning Support	Student Group			
								LL	EL	ND	H/F
Date:	Mini-lesson (Zoom) with break out groups and peer tutoring	Collaborative	Live	30	Teacher Observa	8/25	1:1 Confering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8/25	Problem of the Week Step 2	Interpretive	Asynch.	20	PT Grade Book	8/28		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pg 119 Practice Problems	Interpretive	Asynch.	20	PT Grade Book	8/26		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pre-work- Water Lab	Interpretive	Live	20	Teacher Observa	8/25		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday Min:								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>