

Down College Preparatory (DCP) Learning Continuity and Attendance Plan

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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 by SB98/AB77, and takes the place of the Local Control Accountability Plan (LCAP) that we usually complete each year to describe how we will support 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.

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 be adjusted. DCP remains committed to adjusting our plans in response to new information and keeping our families, students and staff aware of the changes.

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>.

Information

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

Down College Preparatory (DCP) is a charter organization of three schools with four campuses that serves approximately 1750 students, with 83% of households considered socio-economically disadvantaged. Our collective DCP community has been dramatically affected by the health and economic impact 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. This information was disseminated to families from March 19, 2020 to April 28, 2020, with the last survey collecting 1,140 responses. The surveys provided DCP with immediate information related to family access to communication, technology (laptops and internet), food services, and other financial impacts. The most commonly requested resources were: distance learning (32%), paying for utilities (27%), food pantry/food access (25%), health care (20%), internet/technology access (20%), immigrant rights and protections (20%), and unemployment/benefit support (16%). DCP was able to provide Chromebooks and internet information, and established partnerships with local nonprofit organizations such as Sacred Heart Community Food Pantry from our DCP campuses starting on May 30. DCP also expanded these efforts by establishing the Parent Outreach Project over the summer. Every family received a phone call to discuss challenges with navigating their child's learning and the economic impact of the COVID-19 pandemic.

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s. DCP was better equipped to communicate with families in the drafting of the Learning Continuity Plan through the start of school in August. DCP made concerted efforts to connect families to resources they urgently needed to navigate the COVID-19 pandemic.

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

Engagement

[Continuation of the efforts made to solicit stakeholder feedback.]

Strategy

Over time, DCP has been engaging stakeholders to better understand their needs while preparing for multiple reopening scenarios. The pre-work done through family surveys and staff feedback helped to shape the initial drafts of the Learning Continuity Plan and to complete multiple revisions that are now 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 as possible, including those without internet access and who speak languages other than English. DCP activities for engaging stakeholders are listed below; the information gleaned from these outreach efforts is described later in this document.

Efforts to reach out	General Description
<p>Student Input Survey Advisory/CCR Daily Self-Assessment</p>	<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. These daily check-ins allow teachers to gather necessary information to support student 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>

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<p>General communication including:</p> <ul style="list-style-type: none">a. Phone blasts / Text messagesb. Family Outreach Project <p>Surveys (Every two weeks)</p> <p><u>Zoom meetings</u></p> <p>Written Communication</p>	<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 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</p> <p>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</p> <p>DCP scheduled ten 45-minute presentations to engage interested families on various topics related to the elementary 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)3. Phases of Reopening (8/19/2020)4. Pupil Learning Loss / Differentiated Learning Groups (8/19/2020)5. Remote Special Education (8/20/2020)
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	<ol style="list-style-type: none"> 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 workshop and a total of 282 people completed the survey seeking feedback on the proposals.</p> <p>Written Feedback</p> <p>DCP parent leaders submitted letters and written feedback to DCP leadership and teachers outlining feedback on reopening DCP schools.</p>
<p>Stakeholders (Staff):</p> <p>Summer Planning Groups</p> <p>Reopening Question Gathering and Communication</p> <p>Leadership Retreat</p> <p>Professional Development</p> <p>Site Leadership Teams</p> <p>12/20 Update: Return to In Person Staffing</p>	<p>Summer Planning Groups</p> <p>Teachers and staff were invited to participate in summer planning groups to plan for DCP reopening efforts and gather 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 specific 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> <p>Reopening Question Gathering</p> <p>DCP leadership created a process for teachers and staff to submit questions about school reopening plans from July to identify the areas of concern related to reopening and distance learning.</p>

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<p>Survey</p> <p>SBEU Bargaining</p>	<p>Leadership Retreat</p> <p>DCP engaged lead teachers and administrators at the Leadership Retreat July 22-23, 2020 to review the initial plan 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 through our virtual, org-wide professional development on August 7, 2020. DCP leadership shared a second draft of daily attendance 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 and procedures 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 used this time to review protocols related to the Learning Continuity Plan and implement pilot activities such as the Daily Attendance Assessment in Advisory/CCR.</p> <p>Return to In Person Staffing Survey</p> <p>Our HR team surveyed all staff to identify which staff would request accommodation to work remotely and which staff were 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 p</p>
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	<p>school reopening. To date, bargaining has focused on distance learning. Bargaining continues to address terms for 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>Stakeholders</p>	<p>No additional stakeholders were identified.</p>
<p>Without Internet Access</p> <p>Phone blasts/ Text messages</p> <p>Phone calls</p>	<p>Communication Surveys</p> <p>All DCP families had at least one phone call from trained, bilingual DCP staff through the Family Outreach Project. DCP's goal to engage 100% of families prior to the first day of school. Through DCP's survey efforts, text messages and emails were identified as the preferred form of contact for the majority of families. Families continued to receive communication via text or phone blasts on additional engagement opportunities.</p>
<p>Do Not Speak Languages in English*</p> <p>Translated material</p> <p>Bilingual presentations</p> <p>Designated Spanish-speaking staff member</p>	<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 identifies 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 community resources to provide Vietnamese translation and interpretation for critical material when possible.</p>

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

In accordance with the provisions of Governor Gavin Newsom's Executive Orders N-29-20 and N-33-20, Across the Bridge Foundation dba Downtown College Preparatory (DCP) Public Meetings are being held via teleconferencing using the Zoom platform. Members of the public can participate via phone or via web browser. At the regular board meeting on July 29th, 2020, Amy Fowler (DCP's Chief Academic Officer [CAO]) presented an update on DCP's reopening plan. The presentation included an introduction to the Learning Continuity Attendance Plan requirements, the timeline for direction and template access from the Department of Education (CDE), and the timeline for seeking input from stakeholders (August 17th to August 27th). The presentation also included

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of how DCP would seek stakeholder input. For example, students would be surveyed through their advisory classes, family input would be sought through multiple forums and events including Site Councils, ELACs, family webinars, case manager outreach and email comments to the CAO. Staff would be consulted and given the opportunity to provide input during professional development days in August.

On August 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 schools' sites on August 28th, 2020. The agenda informed members of the Board 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 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.

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 schools' sites on September 18, 2020. The agenda informed members of the Board 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 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.

[Summary of the feedback provided by specific stakeholder groups.]

Summary of Feedback:

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

1. Parents, students and staff are more comfortable returning to in-person instruction when cohorts of students are smaller rather than larger.

2. No matter the circumstances, substantial percentages of families prefer a distance learning option and substantial percentages of families would not return to in-person learning than we can offer.

3. 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.

4. Substantial percentages of parents, students and staff report apprehension over their physical and mental health during the pandemic and prefer to return to in-person learning.

Updates-

As of the most recent survey, families continue to request options for in-person instruction (roughly 50%) and for distance learning (50%).

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As the rising levels of covid-19 infection rates in our county, significant numbers of staff do not have the confidence that we can provide 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.

Methods to reach out	How stakeholder engagement was considered in the Learning Continuity and Attendance Plan
Advisory/CCR Daily Self-Assessment Student Input Survey	<p>Daily Self-Assessment</p> <p>DCP student responses have made clear that student experiences within distance learning do not remain constant. 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 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</p> <p>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% of 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 families recommends. ● In-Person Learning Phases: 57% of students would return to in-person learning for phase 1 (3-4 students), 42% (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 cohort size 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.



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	<p>instruction and from their independent learning tasks.</p> <ul style="list-style-type: none"> ● 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 virtual class or small groups and working independently. Students preferred less time be reserved for group work and communication building activities. This information is reinforcing of student desire for more live instruction.
<p>General Communication including:</p> <p>a. Phone blasts / Text messages</p> <p>b. Family Outreach Project</p> <p>Surveys (Every two weeks)</p> <p>Zoom meetings</p> <p>Written Communication</p>	<p>General Communication</p> <p>Family Outreach Project: The outreach team gathered data from family responses over the phone that allowed us to prioritize resources, programming, and distance learning support for students and families reflected in the data.</p> <p>Pre-Planning Surveys</p> <p>The data from these surveys confirmed family preferences: 56% preferred a hybrid learning model, 56% needed a laptop, 25% needed internet access, and 56% were prepared for the first phase of in-person learning when conditions allowed. We moved forward with a plan that met family technology needs, safety concerns, and schedule flexibility to allow for in-person 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 element of 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)

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- 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)

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 67% of families participating in the webinar prefer distance learning and 38% preferred the hybrid option.

	Prefer Distance Learning	Prefer Hybrid Option
ECMS	40	23

Parents who selected hybrid instruction generally felt that the proposed phases provided too little or just the right amount of live instruction. In general, hybrid parents were more satisfied with the amount of live instruction than were distance learning parents. The percent of respondents is shown below.

	Purple- Distance Only			Red- Advisory Only			Orange- Blocks Only			Yellow- All C	
	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much	Too Little	Just Right
ECMS											
Hybrid	22	74	4	26	70	4	17	78	0	17	78
Distance	25	55	15	18	68	13	20	60	2	23	63

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Parents who selected both hybrid and distance instruction generally felt that the proposed phases provided little or just the right amount of in-person instruction in all phases. The percent of respondents is shown in the table below.

	Purple- Distance Only			Red- Advisory Only			Orange- Blocks Only			Yellow- All C	
ECMS	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much	Too Little	Just Right	Too Much	Too Little	Just Right
Hybrid	43	52	4	39	52	9	35	61	4	35	56
Distance	28	70	0	18	63	18	25	58	18	28	55

Parents were also asked if they would support having students reassigned to different teachers if that meant 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 ECMS, distance parents were more committed to staying with their current teachers.

ECMS	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 that means that families can't have the hybrid or distance learning option.
Hybrid	67%	33%
Distance	33%	67%

Typical Comments from ECMS parents included

Hybrid Families

- Everything is fine. Thank you to all the staff who support our students to continue learning ... encouragement and belief in each and everyone who makes this possible.
- I don't really need any extra information. I'm looking forward to my kids going back.

Distance Families:

- I think you guys are rushing back way to soon and should focus on distance learning more.



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	<ul style="list-style-type: none"> • I think we should keep doing distance learning for the remainder of the school year. Especially since covid 19 is not getting better. And we have just gotten use to distance learning and opening the school may affect the students schedules and teachers. I think reopening the school will put students and staff members in jeopardy. • There is nothing to know only to take care of our children and not expose them. • This year has already been lost, let's not lose our families too until a vaccine is found, thanks for understanding. <p>Written Feedback</p> <p>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>Teammates /Staff):</p> <p>Summer Planning Groups</p> <p>Reopening Question Gathering and Communication</p> <p>Leadership Retreat</p> <p>Professional Development</p> <p>Leadership Teams</p> <p>COVID-19 Update: Return to In Person Staffing Survey</p> <p>IEU Bargaining</p>	<p>Summer Planning Groups</p> <p>Staff directly contributed to the creation of practices and protocols put forward in the Learning Continuity and Attendance Plan.</p> <p>Reopening Question Gathering</p> <p>A list of approximately 161 questions were submitted and reviewed by DCP leadership to shape the priorities for reopening 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</p> <p>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 camera, and strategies for attending to the mental health and well-being of students and staff.</p> <p>All-Org Professional Development</p> <p>DCP teammates received training on the Learning Continuity and Attendance Plan guidelines from the county and our virtual, org-wide professional development on August 7, 2020. DCP leadership shared a second draft of daily</p>

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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.

12/2020 Update: following an all organization training, staff were asked how confident they felt regarding the 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 confident or somewhat confident in the safety protocols.

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
ECMS	38%	14%	21%	14%	14%

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.

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	<p>Return to In Person Staffing Survey</p> <p>The results of our staffing survey indicated that individuals in a wide variety of roles requested accommodated work from home. The gap between staff requests and family requests is too great to close.</p> <table border="1" data-bbox="266 420 1624 600"> <thead> <tr> <th data-bbox="266 420 594 527"></th> <th data-bbox="594 420 1255 527">Request to “Opt Out” /not be on campus for in-person instruction</th> <th data-bbox="1255 420 1624 527">Ability to provide/be on campus for in-person instruction</th> </tr> </thead> <tbody> <tr> <td data-bbox="266 527 594 600">ECMS</td> <td data-bbox="594 527 1255 600">89%</td> <td data-bbox="1255 527 1624 600">11%</td> </tr> </tbody> </table>				Request to “Opt Out” /not be on campus for in-person instruction	Ability to provide/be on campus for in-person instruction	ECMS	89%	11%
	Request to “Opt Out” /not be on campus for in-person instruction	Ability to provide/be on campus for in-person instruction							
ECMS	89%	11%							
Stakeholders	No additional stakeholders were identified.								

[Portion 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 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 we first began planning, we had proposed to return to in-person instruction occurring for 50% of students on each day in standard academic settings. In the process of negotiations with SBEU, we arrived at a different model which provides in-person support and instruction through the advisor role. 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 for 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 a significant amount of in person learning and they wished for more.

While families explicitly stated a high level of trust in DCP to implement sound safety procedures to protect their children’s health, many families expressed concern that students would not follow those protocols well. In response, DCP increased the duration of Phase 1 to include multiple opportunities to return to school 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.

Options for distance learning (described below) were developed as a result of input from families requesting specific schedules and more live support while simultaneously holding a standard that is achievable for staff in a regular workday. Many families asked for more devices and support

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connectivity which has led to increased budget allocations for student use. Staff also asked for upgrades to technology including responsive learning and hardware to support them. These also have been included in the plan.

expressed concerns related to potential student learning loss and a need to support and accelerate learning. In response, our plan incorporates plans that provide dedicated time for office hours, additional small group instruction and supplemental instructional programming for students in 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 the pandemic.

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

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 nutritious meal clipper cards for their use.

update

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

Families preferring distance learning find that what is offered in all of our phases meets their needs.

Families preferring hybrid instruction are dissatisfied with the amount of instruction their children can receive in person at each phase. Staff reports are that they would prefer fewer students on campus each day, that they lack confidence in the ability to enforce social distancing for people who are complying with, 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 who prefer hybrid. Families who prefer hybrid 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.

of Learning

Instructional Offerings

One of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced 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.]

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mitted 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 and return to campus. We anticipate that our plans will need to change as conditions in Santa Clara County change. The following phases have been developed based on assumptions related to community health information available in August. We assume that there is no known vaccine and that community health conditions will continue to be prevalent in Santa Clara. Should those conditions change, DCP's plans would require revision.

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

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

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

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

At the beginning of the school year, DCP staff were trained on social distance protocols which included basic information regarding Covid-19 disease, recognizing 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 for non-emergency and 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.

DCP is determined to open in phases to gradually increase the amount of time students will have in-person instruction while providing ample time for students to learn, implement, and refine protocols when the number of students on campus is limited. We begin, like all schools in Santa Clara,



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receiving all instruction through distance learning. Eventually, we will begin in-person instruction with 12% of students on campus, then 25% of students. As long as social distancing of 6 feet between people is necessary, DCP will not be able to offer more than 2 partial days for students.

Return to In-Person Learning

Update

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

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

School

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

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

On Thursdays, teachers provide their students with an overview of the weekly learning experiences to allow plans to be responsive to the instructional 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 objectives.

Each 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

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If 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 Tuesday, Thursday, and Friday. DCP will offer a minimum of 25 minutes of live instruction for students in each Advisory and Enrichment class.

Additional Well-Being

DCP 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.

Advisors are part of an Advisory/CCR cohort that meets daily. During this period, students and teachers address core Tier 1 social-emotional learning and support needs that are grounded in positive relationships with students and families. Advisors will gather and review well-being data with 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 to provide much needed consistency in support of the social-emotional well-being for students as they transition through the changes from remote to in-person learning.

In 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 and provide connections to additional supports as needed. Additionally, all staff has been provided with mandatory suicide prevention training, school 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 supporting students with unique needs including, but not limited to, English Learners, students with disabilities, homeless, foster and migrant youth.

Up to school reopening, all DCP families were provided with the opportunity to attend meetings and workshops where social emotional learning for themselves and their students is discussed and best practices and resources are provided. These workshops will be repeated throughout the year to ensure meeting their needs. Additionally, resources will be sent home to families and provided on the DCP website to ensure as much outreach as possible. Families will continue to be given the opportunity for input on specific areas of need for support.

3
Tier 3 school-based interventions for social emotional wellness needs will be managed in partnership between the Assistant Principal and

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staff at each site (including social work interns), as well as members of the Central Office. Student-specific interventions at these tiers may be 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 other needs such as food, shelter, etc. in recognition that these needs impact social-emotional well-being.

Additional 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.

Learning and Competency Development

Due to 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 address potential learning loss, within the first few weeks of school we are administering a screening assessment for all students in reading and mathematics in 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 address learning loss are described below.

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

	Total Funds	Committed
All necessary materials to meet the safety plan requirements including, but not limited to PPE (masks, gloves, hand sanitizer), health equipment (touchless thermometers, supplies for quarantine) cleaning materials, signage, and training <i>funds were used last spring as well.</i>	22,376	
Stipends to support reopening planning for teachers and other 10-month employees to participate in planning for the return to in-person instruction	20,000	



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Additional cleaning as needed during return to in person instruction and in case of outbreak. <i>funds were used last spring as well.</i>	73,770	
Costs related to work site modifications including plexiglass dividers.	10,000	
Additional student materials to reduce sharing among students	6,243	
to cover administrative costs related to implementation	6,841	
3117 funds were expended in 2019-20; LLMF are applied to costs related to distance learning. DCP has opted not to provide additional budget information from our LCFF contribution, what is shown here is only the costs attributed to related funding sources.		

Learning Program

of Instruction

on of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantial learning, regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity between in-person instruction and distance learning is necessary.]

of Instruction

mitted to preparing our students for the rigor of college by ensuring that all students have access to a full college preparatory curriculum whether 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 data-driven approach to identify the most critical learning for all students in each subject and grade level.

g, teachers met to revise course curriculum maps, ensuring that students will have access to the full standards-based curriculum whether in-person learning or in-person learning. They analyzed grade-level standards and identified “anchor” standards for each unit. These anchor standards ensure that all students have learning experiences with the most critical learning standards in each grade level and subject area and enable teachers to

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and assessment on these standards. Given the educational disruption students have experienced and continue to face, it is imperative that we focus on the most significant learning.

As detailed above, students at DCP will start the year with distance learning, following a schedule that approximates the schedule they will have with in-person learning. Teachers are utilizing a combination of live and asynchronous learning to ensure that students have access to the full curriculum. On 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 materials essential for their classes.

Students and students utilize Google Classroom to communicate with one another regarding instructional matters. Each student has been provided with a personal email address that provides them with a free calendar, and email system, and the ability to log in assignments that can be accessed via the platform. Teachers share with students a weekly overview that describes the instructional plans for the week through Google Classroom and 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.

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

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

Instructional Resources

Students started the year with distance learning and is prepared to transition back and forth between in-person instruction and distance learning as needed to ensure that all students receive high-quality instruction, regardless of the context. In most courses, curriculum materials were already provided through the classroom and online platforms with augmentation from hard copies of reading materials and other resources. For some science classes, lab materials are used during "live" instruction, with students directing and the teacher modeling; for other classes, teachers are compiling "kits" that are being distributed to students. Online manipulatives are built into our middle school math adoption, and teachers are utilizing additional online tools including interactive whiteboards. The instructional resources team developed a Covid-safe protocol to ensure that all students are able to check out instructional resources, including textbooks, manipulatives, 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.

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Designated and Integrated ELD Instruction

Small groups of students are provided designated ELD instruction by language proficiency level through our English and Humanities courses. Within these courses, we provide designated ELD instruction to augment the English/Language Arts standards. Teachers are expected to identify the Part I and Part II standards that will amplify the ELA standards-based whole class instruction. Teachers develop focused lessons based on these standards and pull level-appropriate English Learners to provide Designated ELD in small groups. All teachers, in all classes, incorporate Integrated ELD to ensure that students receive disciplinary content while also increasing their language proficiency. To help teachers maintain this focus, DCP's Weekly Engagement Plan (WEP) 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 activity is specifically designed to promote collaborative, interpretive or productive language.

Devices and Connectivity

[Information on how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

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 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 Wi-Fi hotspots to families that identified connectivity as an issue. To ensure that students had support for technical problems, the DCP Tech Team implemented a help ticket system geared specifically to students. The Tech Team also provided teachers with instructions on how to help students with minor technical 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 a help ticket support system in place and that continued to be the process after closure.

Support for Students, Families and Staff in 2020-21

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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 the devices 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 to ensure 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 to the Essentials. To meet student need, we have purchased 26 hot spots to date and 366 new chrome books.

Technological Support

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 support team that called families over the summer to find out how families were doing and what they still needed. Families can also use our contact form on our website to let us know what they need. We have used the data collected from these efforts to purchase more hotspots or to apply for hotspots available from the State or the Santa Clara County Office of Education. In addition, our students are checking in with their advisory teachers. During their check-in, teachers are following up with students on their progress in their assignments, et cetera, which is another opportunity for us to address any access or limited access issues.

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

Assessment and Progress

[Description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will track participation and time value of pupil work.]

Track and monitor student progress through live contacts and synchronous instructional minutes through the following protocols:

Protocol 1: 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 grade level and course type (described above). Additional time is allocated for teachers to conduct structured small group support and office hours on Monday and Tuesday of each school day and on Wednesday mornings to help students needing additional support, including students with learning disabilities and English language learners.

Protocol 2: 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 students to receive asynchronous work from students after traditional school hours. Families will receive a call from school messenger every morning if their child was marked absent for one or more classes the prior day.

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Weekly: 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.

Weekly: Advisory/CCR teachers will follow-up with students when they are absent to make sure they are able to complete their daily self-assessments, access to resources and support, and are participating in daily instruction in all content areas.

Weekly: Administrators will monitor student participation through analysis of student participation data and provide support for re-engagement when needed.

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.

Weekly: Teachers are expected to update their gradebooks at least once per week on Wednesdays to help students, parents, and administrators monitor academic progress of students. DCP expects teachers to update their grade book with at least one graded assignment per week.

Measure participation and time value of student work through the following protocols:

Weekly: 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.

Weekly: Teachers will submit a form outlining the time value of student work and expected live contacts and synchronous instructional minutes. Support 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.

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

Weekly: Administrators will audit the Weekly Engagement Records to ensure that across all teachers, students have instructional experiences and support daily live interaction with at least one certificated staff member and sufficient instructional minutes on each day.

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Learning Professional Development

on of the professional development and resources that will be provided to staff to support the distance learning program, including techn

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

Key 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 professional learning 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 technical support.

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

Staff Roles and Responsibilities

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

When we learned about COVID-19 in early March, to mitigate the potential of students and staff getting sick, DCP immediately suspended its Sick Leave policy 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. We 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 coordinating communication with stakeholders as well as responding to any notification of Covid-19 diagnoses or exposure.

When the Santa Clara County Public Health Department closed schools to in-person student attendance and the County went into shelter-in-place, we identified staff that could work remotely to do so and shifted to distance learning for all students. This required all employees, especially teachers, to become comfortable with various virtual tools including Google classroom, Google meet, Zoom conferencing, and online breakout rooms. In addition, when teachers are usually responsible for following up with absent students, teachers and other site administrators followed up with students and

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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.

DCP serves students and families in more ways than the academic program, and was determined to continue those services given the needs of the community 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 provide those services. For example, some enrichment teachers who did not have a full workload as they normally would during in-person instruction (with supervision) were redirected to meal service. In addition, teachers (core and enrichment) and central office staff helped with the distribution of textbooks and other materials to students. In addition, DCP procured a grant to pay for meeting other needs of its families and the community through its schools. Using that funding DCP is, among other things, partnering with Sacred Heart Services to provide groceries to families, income tax preparation, tutoring to DCP students. DCP's Family Engagement Manager is leading this effort and tasking DCP operational teams, any enrichment teachers, temporary staff, full workload, and temporary staff to support those efforts.

For 2020-21, in May 2020 teams based at the central office pivoted to focus their efforts on reopening plans, including gathering input from 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 be successful: governance, wellness, instruction, operations and post-secondary). The Project Leads discussed recommendations — developed in consultation with their expertise constituents at school sites — with the CAO, COO, and the whole project team. Recommendations were vetted and approved by the Senior Leadership Team (Executive Team and Principals) for decision making. Principals led the efforts at their school sites in collaboration with their 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 challenges 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 in the classroom, and then following up with students who have not turned in their assignments via phone on the same day. The CAO and the Attendance Coordinator are, on a daily basis, supporting the effort by creating and implementing data collection, analysis, and reporting processes.

When we can resume in-person instruction, the number of students on campus will increase gradually through the 3 phases described above, with some receiving in-person instruction and others distance learning. Teachers will therefore need to be doing both. However, there will be families who choose distance learning because of the pandemic and teachers and other staff that request remote work assignments. DCP plans to provide distance learning for 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.

With 100% distance learning and hybrid distance & In-person learning, teachers serving as advisory teachers will be focused on creating and maintaining strong 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 their groups.

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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 advised 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 ensure that healthy practices are being implemented. All these duties are additional responsibilities due to the pandemic.

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

Support for Pupils with Unique Needs

Examples of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with disabilities, and pupils in foster care, and pupils who are experiencing homelessness.]

The state has created conditions that would allow for some students to come to school for in-person support prior to clearance for instructional activities. This strategy 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 during this time of uncertainty.

English Learners

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

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

Professional development for all teachers included a focus on best practices for supporting English learners during distance learning through both designated 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 lesson planning.

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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 plan for distance learning observations that includes what to look for in quality English learner instruction, including both Designated and Intended

the spring Summative ELPAC was cancelled, and the OPTEL 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 ELPAC Proficiency Level Continuum, teachers are analyzing the current language proficiency levels of their students across all domains: listening, speaking, reading, and writing.

Ensuring the Full Continuum of Special Education

Special Education Services

There is 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 students' needs. DCP follows all mandates under the Individuals with Disabilities Education Act (IDEA) to ensure students with unique needs are able to access academic content. DCP offers a blended experience of general education and special education content courses to ensure students are able to achieve academic success. Students 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 the Unified School District.

Distance Learning

For distance learning, students with exceptional needs at Downtown College Prep will receive differentiated support according to the related services listed 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:

Support

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Group

Special Session

Skills Class

Students with Mild/Moderate Needs

Students will receive push-in support from both special education teachers and paraprofessionals during daily live synchronous instruction from the special 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 in class.

Another 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.

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 be held with a single student, working on goals or skills as outlined in their IEP.

Students are given a Study Skills period, where they have a class period to work with their special education teacher. During virtual learning, these sessions will look very similar to small group instruction, where special education teachers are providing direct instruction around foundation skills, or working with 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 breakout rooms.

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

Related Services

Related services including Speech and Language Services, Occupational Therapy, Adapted Physical Education, and Counseling will also be provided as indicated in the students IEP.

Advised Groups Wednesdays

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

Transitioning to In Person Learning

Upon returns to in-person learning, students who participate in the special education program will continue to receive services in their content areas 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, Wednesday advisory groups for additional instructional support and students in the special education program have priority access. In serving our students with moderate to severe needs, it may be possible to provide in-person services more frequently than twice a week.

Supporting Students with 504s

504s 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 will

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Teachers 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.

Additional Support Groups Wednesdays

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

Transitioning to In Person Learning

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

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 care 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 stressful 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 Social Services Department to support students and families designated as homeless or foster. These case managers will specifically work to help connect students to services during the 2020-21 school year and throughout the phases of reopening. Foster and Homeless Youth will also have access to synchronous support from their teachers on Wednesdays in order to better support their learning and prevent learning loss during this time.

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

	Total Funds	Committed
Professional Development costs related to differentiated learning groups, curriculum alignment, designing opening learning units, and training in Advisory and mental health supports.	83,268	



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ARES-Purchase of technology to meet student and staff needs including but not limited to Chromebooks, monitors, headsets, chargers, etc.	117, 862	
Purchase of print copies of online materials as needed to support mathematics, stem and literacy at home	40,000	
ARES-Purchase of technology platforms and tools to support distance learning	18, 454	
ARES-Staffing costs related to technology support for students, families and staff	43, 212	

Learning Loss

Plan 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 use data to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

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

Language Arts and Mathematics Assessments

Formative assessments: Within the first few weeks of school, all students will take two assessments that will help teachers and administrators to assess 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 (including performance assessments, MAC math assessments, SBAC IABs, NWEA...), teachers will collaboratively analyze student performance and use that information to inform their instruction. Additional tools teachers will use to analyze learning loss and accelerate student learning to enable them to master standards include NWEA Skills Assessments, Khan Academy, Newsela, SBAC IABs (Interim Assessment Blocks), curriculum-embedded assessments, formative assessments, and standards-based assessments from Illuminate.

See the table below for all assessments and the frequency of those assessments.

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	Middle School		High School	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
	NWEA; F&P reading assessments for students at 3rd grade level or below	NWEA	SBAC ICA	SBAC ICA
	WPA	SBAC IAB	WRPA or SBAC PT	MAC or SBAC
	F&P reading assessments for students at 3rd grade level or below	SBAC IAB	SBAC IAB	MAC or SBAC
il	NWEA	NWEA	SBAC ICA	SBAC ICA

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

Language Development

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

Learning Loss Strategies

One of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including high-need groups, are: [offer 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 used assessments to identify the specific learning needs of our students and then used that information to create small groups for instruction tied to their specific needs. This practice continues in our distance and in person learning models. Our assessment strategy includes systematic regular intervals to provide support for student instruction and classroom based assessments to inform daily instruction.

students

Early on, nearly all students come to us with one or more characteristic which is often associated with lower educational opportunity, including receiving free or reduced lunch (approx 83%), being an English learner (approx 35%), or being a member of a historically-marginalized ethnic group (approx 98%). Our 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 to address 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 smaller class sizes, students to prepare for, they are able to have deeper relationships and greater understanding of student needs, which leads to increased student success.

At the high school level, students take 4 classes per term; English and mathematics classes meet over both terms in extended blocks. These extended block mathematics classes provide approximately 20% more learning time in English and mathematics than a traditional high school, which provides 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 relationships and provides increased time to use data to improve instruction for students.

DCP intends to use Learning Loss Mitigation Funds to provide the necessary resources to support summer educational programs to address gaps in 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 direct ELD in their English classes, and Integrated ELD throughout the day in all classes. Teachers have received additional training to help them monitor the language proficiency levels of their students (especially since the ELPAC was not administered in 2020) and effective scaffolding that supports both to master the content in their classes and to increase their language proficiency. A progress monitoring plan for English learners and re-enrolled students remains in effect for the 20-21 school year.

low-income pupils;

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In addition to the strategies used to support all students, students from low socio-economic backgrounds will benefit from the personalized check-ins with their Advisory teachers, which will focus both on socio-emotional needs and academic progress. In addition, these students will benefit from the additional support that is part of our new differentiated learning plan, including differentiated learning groups which will help identify learning gaps and provide support 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 to connect with resources and other collateral supports related to student academic achievement.

Students 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 Educational Support (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 dedicated support time with teachers during designated times.

Students 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, support for access to online learning and other technology related needs that may not be easily available due to a student or family's situation.

Methods of Implemented Pupil Learning Loss Strategies

Methods of how the effectiveness of the services or supports provided to address learning loss will be measured.]

To evaluate the effectiveness of our services and supports during distance and in-person learning to ensure that student and family needs are met, at regular intervals, the universal assessments administered to all students in English/Language Arts and mathematics will be evaluated to ensure 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.

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, the Chief Academic Officer, in partnership with our Family Engagement Manager, will evaluate the effectiveness of our distance learning 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.

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

	Total Funds	Con
Diagnostic assessment systems in English Language Arts/Mathematics and associated professional development costs for the use of the data to plan instruction	15,000	
Learning Management platform to assist with protocols specifically supporting our English Learners	3,868	
Funding for summer school and extended learning opportunities	30,821	
Data visualization platform to support evaluation of instructional program including disaggregation of data for English Learners and students living in poverty and foster youth. (Schoolzilla and Tableau)	7,772	
Consultant services to aid in the production of new reports and data collection mechanisms related to Distance Learning and evaluation of the program.	8,250	

Mental Health and Social and Emotional Well-Being

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 professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school.

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utilized and will continue to utilize an MTSS framework and information from [Santa Clara Reopening Guidance](#) when planning for the Social Well-Being of students throughout our re-opening phases. Additionally, DCP intends to support the mental health of all students and staff and 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>).

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

Staff 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 emotional supports as needed. Additionally, all staff has been provided with mandatory suicide prevention training in line with state law and DCP policy. Staff will be given the opportunity to receive additional training on SEL, restorative practices, and trauma-informed practices through site level PD in partnership with site and Central Office admin. Again, in connection with [Santa Clara Reopening Guidance](#), SEL and social development and practices will be grounded in the CASEL framework on SEL, with particular emphasis on support for learners with unique needs but not limited to, English Learners, students with disabilities, homeless, foster and migrant youth. Specific emphasis will be placed on helping address the particular community impact of the COVID pandemic on the variety of communities we serve, including the above, but also including low-income families, families and communities living in poverty, etc.

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

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

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

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

3

Tier 3 school-based interventions for social emotional wellness needs will be managed in partnership between the Assistant Principal and counselors at each site (including social work interns), as well as members of the Central Office. Student-specific interventions at these tiers may be limited to, telecounseling, case management and psychoeducational groups. The specific interventions at Tier 2 and 3 will be determined by 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 other needs such as food, shelter, etc., in recognition that these needs impact social-emotional well-being.

Services for Students with Unique Needs

The plan 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 (including interns for the 2020-21 school year). This is an important consideration given the populations we serve and the need to ensure that all 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.

Traumatic Grief Response

DCP has a crisis response protocol in the event that a student is in danger or harming themselves or others. The protocol includes community resources, 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.

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 utilize resources from organizations that specialize in grief response, such as the Dougy Center (dougy.org), as well as local and national guidance.

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Family Engagement and Outreach

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

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

For 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 aware of how participation and engagement are tracked during distance learning, we have included a summary of the information below in our Learning Student Handbook addendum.

Advisors have received training on the importance of relationship building in advisory. Research shows a sense of belonging is an incredibly important factor for all individuals and is directly tied to engagement. Our Advisory program is meant to build this sense of belonging for students. Additionally, advisors serve as a primary conduit for families; they are not simply meant to build relationships with students, but also with the families of their students so that students and guardians have an individual they know they can reach out to for support for their child specifically (though all educators are, of course, available for support). We have created lessons for students on the importance of daily participation. In addition, Cafecitos and other parent engagement opportunities are offered 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.

Each day, students are asked to complete the daily self-assessment in advisory. This assignment is designed to connect students with school and advisors. If 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 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 student's participation if it is still not completed.

For 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 from the beginning, as we know students and families in these situations are already at a higher need.

If a student does not participate, despite these reminders, the student is deemed absent from distance learning and parents are informed. If a student 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 reach out to the family to see if there are any obstacles to participation that may have interfered with completing the activities in the prior week and if the school can provide any support. So far, these calls have revealed issues related to power outages, displacement due to fires, lack of connectivity, and illness. To the extent possible, these obstacles that can be mitigated by DCP are. When it is not possible, we make referrals to our partner community agencies for resources both on and off school and for academic and non-academic support needs.

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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 service site, made up of the Assistant Principal and the Social Emotional Counseling team, who would assign a case manager to the student and make sure that other Tier 1 and Tier 2 engagement strategies have been consistent. The Case Manager will reach out to contact the family 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 used to determine support measures to determine whether there are additional outside needs that can be met through family engagement with outside community and government agencies.

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 formal “cafecitos,” parent workshops, School Site Council, and ELAC meetings, with translators available at all meetings. Topics include support with distance learning, how to use the learning platforms, supporting mental health, and others. Most sessions are also recorded so that students who are not able to be present are still able to engage. These sessions also include information regarding compulsory education requirements.

Section 18

Information on how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, who are participating in both in-person instruction and distance learning, as applicable.]

DCP is committed to providing nutritionally adequate meals for all students. To this end, DCP has applied for state and nationwide waivers to have the ability to serve meals at different times and days for DCP students. In addition, DCP is in constant communication with our food vendor to ensure 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 DCP is providing lunch and breakfast in pre-packed grab and go meals with grab and go meals. Families and students are encouraged to come to school to pick up meals for the week. Meals will be tracked within our Student Information System (SIS) overLunch. Students, when picking up their lunches, provide their lunch ID number which records and tracks meals that are being served to them. Both breakfast and lunch meals are available to students, breakfast meals for the following day are provided with the current day's lunch.

Before the first day of school, meal applications were distributed with the Back to School Registration packet that went to each family with instructions 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 information for 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, and social media.

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Clara County has clearance to begin in-person instruction, some DCP students will be on campus for 3 hours a day. During this time, the school will provide packed lunches and next day breakfast for pick up in the lunch serverly before they depart from school. For families who have opted to continue with 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.

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

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

	Description	Total Funds	Contr
	CARES- Coverage of excess costs incurred during distance learning and costs for meeting health and safety protocol.	18,915	
Family Engagement	LLMF- Additional bilingual staff to support re-engagement efforts for students not participating as expected.	47,903	
Transportation	LLMF- Provide financial support to families/students to access public transportation for nutrition services and during part-day schooling to increase attendance and access.	4,500	
Family Engagement	LLMF- Technology tools to support parent and school communication and messaging services.	1,215	
Health and Social Emotional Well-Being	LLMF-Professional development in SEL curriculum and restorative practices for leadership teams; train the trainers model	13,315	

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

to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
El Camino=16.77%	El Camino=\$806,385

Descriptions

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 and programs at DCP are designed to promote the needs of these historically underserved students represented by California's "unduplicated students."

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 staff member 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.

Another critical strategy is to provide more instructional time in English/Humanities and Math/STEM for students. DCP recognizes that the vast majority of students are still working to meet grade-level expectations, and with additional support and time they will reach these goals. With this additional time, we 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, English learners, 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 experienced significant learning loss as space allows.



Down College Preparatory (DCP) Learning Continuity and Attendance Plan

on of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage require

demographics, virtually all actions taken are to serve students with these needs. The following specific services are intended to meet spe
oup's needs:

Low Income Students:

ocurred greater expenses in our school lunch program as we are serving each meal in an individually pre-packaged container to meet heal
nts and determined to purchase clipper cards as families reported they couldn't access meal services or attend in person learning due to
tion for their children.

r most critical concerns is ensuring that our students facing the greatest obstacles during distance learning have the material support they
home. As a result, we have committed to purchasing a device for every student and the hotspots needed for connectivity. These materia
l 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
r. As a result, we have committed resources to expanding our staff for bilingual outreach and case management activities.

