



## Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Da Vinci Connect	Michelle Rainey Principal	mrainey@davincischools.org 310 725 5800

### General Information

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

On March 13, 2020, Da Vinci Schools moved to distance learning due to public health orders related to the COVID-19 global health crises. The Da Vinci staff collaborated throughout the spring semester to create supports to ensure students received high-quality instruction, social-emotional connection opportunities, outreach for students who were at risk of falling behind, additional supports for special education students, and English Learner services. Throughout the spring semester, leadership and teachers met frequently to collaborate on best practice instruction and supports for students, and to plan outreach to families for frequent and thorough communication. Finally, technology support and school meal programs were refined to ensure technology and meal support for all students, but with a special emphasis on students who may need additional resources. The impact of COVID-19 was a change to all school operations, with special attention given to students who were less or unresponsive to distance learning. The impact on families were gauged throughout the spring and summer through stakeholder surveys and meetings, and responses shifted throughout the summer as COVID-19 cases increased during June and July, 2020. By July 1, 2020, in consultation with staff and families, and as guided by the Los Angeles Department of Public Health and the Los Angeles County Office of Education, Da Vinci RISE developed a phase-in Fall school start plan, which starts with distance learning in August and transitions into hybrid in-person instruction according to guidance from public health agencies.

# Stakeholder Engagement

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

Stakeholder feedback was gathered in a variety of ways: Parent Surveys, Student Surveys, Staff Surveys, School Site Council Zoom meetings, Parent Meetings with Administration, School Staff Meetings, and Central Office Leadership Meetings. The public hearing for this plan was held on September 27, 2020, with Board approval scheduled for September 30, 2020.

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

Meetings were held on the following dates:

Meeting #1: June 12, 2020 (Staff Meeting re remote learning best practices/plan formation)

Meeting #2: July 7, 2020 (Staff Stakeholder Feedback)

Meeting #3: July 8, 2020 (Parent Stakeholder Feedback Meeting)

Meetings #4-7: July 6-9, 2020 (Parent/Student/Staff Stakeholder Feedback Meetings with Central Office Staff; Connect admin attended to hear Connect stakeholder feedback)

Meeting #8: July 24, 2020 (Revised Plan with Parent/Staff input re-presented to Staff for final feedback)

Meeting #9: August 8, 2020 (Revised Plan reviewed with all staff during August Professional Development)

Meetings # 10-12: August 12, 2020 (Connect K-8, 9-12 and DVX Fall Learning Plan Meetings)

Meeting # 13: August 17, 2020 (Teacher presentations and Q&A--Fall Orientation)

Meeting # 14: August 26, 2020 ("Fireside Chat" Q & A with parents)

Meeting # 15: September 2, 2020 (Staff Meeting--SSC info, elections update, next steps)

Meeting #6: September 9, 2020 (School Site Council Meeting #1)

In addition to these meetings, surveys were sent to families (parents and students) to provide feedback and participate in decision-making. Additional meetings are scheduled each month with parents and biweekly meetings are scheduled with staff.

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

Stakeholders provided a range of feedback during input sessions. Parents and students requested a "one-stop-shop" for all common documents, crucial information, due dates and assignments to help students keep track and to help parents monitor progress and support the learning process. This need has emerged as more important than ever during distance learning, and administrators and teachers will be reviewing LMS (Learning Management System) options to assist with this need. On a related point, parents requested a consistent schedule and one that aligns with our authorizing school district in order to align schedules, particularly during the transition to on-campus learning.

Additional feedback from stakeholders relates to helping students feel connected during distance learning. Parents expressed concern about students engaging in online learning only with few or no social interactions for students. Parents wished for consideration and clarity around expectations for students in their use of technology, including showing their face and name while on Zoom, being present for online learning sessions, challenges with meeting technology expectations when other family members, including parents and siblings, are using the internet, and more. Parents also asked administration to consider the pending transition back to on-campus learning, including accommodating students who cannot come to campus until the pandemic is over.

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

Stakeholder feedback has resulted in the following changes to Da Vinci School programs:

1. Requests for a central location for posting assignments/due dates have resulted in exploration of technology solutions including use of a “tracker” for each teacher/grade level so that students and parents can find information. Exploration of a learning management system will also occur this year and in the meantime, all teachers are using Google Classroom for consistency.
2. Requests for consistent schedules have resulted in a regular bell schedule which shows synchronous learning sessions throughout the week to ensure the “daily live interaction” requirement. Communication with families will also occur to support families with siblings in multiple programs. Families have the option of their already-assigned cohort or the option to switch. For all 3 of Connect’s programs, the program schedule maintains fidelity to the previous hybrid program, thus giving students and parents synchronous and asynchronous learning provided by staff and flexibility for family-facilitated learning.
3. Requests for consistent distance learning expectations were addressed through the development of the “Remote Learning Expectations and Etiquette” document. In making remote learning plans, staff considered 1) equity for students who may have additional circumstances at home (sibling care, multiple family members at home, etc.) in order to accommodate students who need additional support and 2) access by establishing device tech distribution dates, ordering school supplies for all students (distributed Sept 14-16), implementing a student “ticket” system through the IT department and developing consistent Zoom expectations, protocols and safety procedures.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Da Vinci Schools has developed a phased-in approach to ensure students’ needs are met.

In our July fall planning email message, we shared with you our 'Phased-In Hybrid' School Start Plan. All phases will be offered if, and only if, it is safe to do so based on guidance from State and local public health officials.

#### 'Phased-In Hybrid' School Start Plan

Phase 1 (Aug. 10 - RISE High, Aug. 17 - All other DV schools)

New school year begins with All Remote Learning

Phase 2 (Sept. 1)

Essential Services provided on-campus for identified students (more info will be shared soon about what constitutes "essential services")

Phase 3 (Oct. 5)

Resume some on-campus activities that are difficult or inequitable if delivered at home

Our faculty and staff have been planning together to ensure we keep our students engaged, learning and connected. A major focus of our professional development time together has been on implementing best practices in remote learning, student engagement, differentiation strategies, and use of technology. Our time together also has included re-examining our practices in our ongoing commitment to diversity, equity, inclusion and anti-racism.

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

Description	Total Funds	Contributing
1.01 In person offerings will begin with students who need additional support, including special education, foster youth, English Learner, and socio-economically disadvantaged students. Actions include safety measures to ensure physical distancing and adherence to Los Angeles County Department of Public Health guidance. (LCFF S & C)	42573	Yes
1.02 PPE, outdoor tents, dividers, signage/social distance markers and furniture (equipment) (LLM)	15186	Yes
1.03 Additional staffing to monitor the health and safety of students (part time vocational nurses or health aides) (LLM)	15186	Yes
1.04 Additional custodial staffing and supplies for cleaning and sanitizing (LLM)	31,985	No

Description	Total Funds	Contributing
1.05 Personnel to coordinate in person (socially distanced or otherwise) academic and social events (coaches, activities coordinator, art classes) (LCFF Base)	22,800	No

## Distance Learning Program

### Continuity of Instruction

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

As a homeschool hybrid, non-classroom based independent study program, Da Vinci Connect will continue to offer high-quality learning opportunities.

Academic offerings transitioned to 100% asynchronous and synchronous modes of instruction, including daily live instruction on students' "at school days," scheduled into blocks of time for students to work with their teachers, counselors and peers. At Da Vinci Connect, specific practices, such as parent education programs are maintained, as well as time for individual/small group/parent support via office hours offered by every teacher, and student community time (K-8) and advisory (high school). In order to ensure high quality instruction, teachers will engage in over 20 professional development days to develop instructional activities that reflect best practices in remote instruction, including a focus on 1. Providing rigor and joy in academic instruction with a focus on project-based learning, 2. Ensuring equity and access for all students, including supports for English Learners, Special Education, Foster Youth and FRLP students, 3. Maintaining social-emotional learning and community and 4. Ensuring a learning environment that champions diversity, equity, and inclusion, including best practices for anti-racism instruction. Best practices were developed through state and county-identified best practice resources including CCEE COVID-19 Distance Learning Technical Assistance Resources <https://ccee-ca.org/distance-learning.asp> and the CDE Resources That Support Distance Learning, <https://www.cde.ca.gov/ls/he/hn/appendix1.asp>, both of which provide toolkits for the priority areas above. Additional resources will be provided in the areas of diversity, equity inclusion and antiracism through UCLA's Center X.

Additional supports for student and families include outreach via various events, including: "Social Time" and "Lunchtime" gatherings for students to get together socially, "Fireside Chats with Administration" for parents to connect with the Principal and Assistant Principal, evening "Conversations About Race" for parents/guardians and staff, a variety of upcoming student and family events coordinated by Connect's Activities Coordinator, "Counselor meetings" for social-emotional learning ("Wellness Wednesdays" and academic progress at the high school level) and workshops and 1-on-1 support for parents through the Parent Center. In particular, ensuring social-emotional learning

for our students has been prioritized, including the use of non-profit and county resources such as Inner Explorer and Headspace (<https://innerexplorer.org/>;<https://www.headspace.com/lacounty> for mindfulness and Da Vinci Schools Families Connected (<https://www.southbayfamiliesconnected.org/davinci>)

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Da Vinci Connect has leveraged technology resources and infrastructure to ensure access to devices and connectivity for all pupils to support distance learning. Da Vinci Connect identified the needs of students and families to enable student success via distance learning. Da Vinci Connect has focused on social, emotional, health, etc. needs first and has used our communication platforms to connect families with services and resources. Da Vinci Connect identified possible access and accommodation issues via surveys to determine a need for Chromebooks and hotspots; a process for pickup of technology was also put in place with multiple distribution events and an on-going student support IT ticket system. All students who request one receive a device, and for students who need internet access, hot spots are provided. Da Vinci Connect continues to use its website, blog and web portals (Google Classroom and PowerSchool). Da Vinci Connect teachers already had access to laptops and necessary hardware. Google Suite and PowerSchool are in place for all students and families.

## Pupil Participation and Progress

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

Teachers use Google Classroom and online video instruction to meet with students during remote learning, including daily live interaction via Zoom or Google Meet. Students complete assignments online, including submission of work on a daily or weekly basis, which allows teachers to take attendance and measure the time value of student work during asynchronous instructional activities. All learning is logged in daily Learning Logs shared between individual student/parent and teacher on Google Classroom. Although students do complete some assignments and projects asynchronously, all required work is completed online and submitted online, which includes a timestamps for work completed and submitted. Measurement of participation and time value of pupil work will occur through a variety of methods according to the requirements of non-classroom-based independent study programs: Independent Study Enrollment Agreements, Student Work Samples and Learning Logs to monitor daily progress and performance. Attendance is then entered into the student information system. Additionally, NWEA's MAP assessment will be implemented remotely twice per year for ELA/Reading and Math for every student in order to measure progress.

In addition to the records housed in the student information system, attendance is reflected on records entered by teachers and confirmed each week, Independent Study Enrollment Agreement requirements as signed by student, parent and teacher, teacher instructional records, and student Learning Logs are also kept that align with SIS daily activity logs to ensure a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction, verifying daily participation, and tracking assignments.

In addition to existing supports, best practice multi-tiered strategies for re-engagement have been developed in alignment with state best practices, and with our Multi-Tiered Support System focuses on academic and social emotional/behavior success strategies incorporating the



importance of contact (attendance), engagement, relationships (with peers, staff and family support at home) and participation. Staff utilize a document that outlines Connect's universal, targeted and intensive supports (for academics and behavior) including additional supports outlined per COVID. Teachers track every student and an academic coach works with teachers to identify needs, notice grade level and school-wide patterns and deliver interventions for targeted students. Intensive students typically have the additional support of their case managers and other support personnel.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development for teachers includes 20 days of training and collaboration across programs, grade levels, content areas and even with other teachers across Da Vinci Schools. Professional Development for 2020-2021 will concentrate on 1) Culture, Logistics & Expectations for all staff, students and families, 2) Equity, Inclusion, Diversity and Anti-Racism, 3) Remote Learning Instruction and Best Practices, and 4) Multi-Tiered Systems of Support to ensure every student thrives. All topics incorporate an equity lens and consider both academic and social/emotional learning. Our IT and educational staff will be teaming up to align the hardware and software resources to teachers' needs for instructional purposes. Our Director of Technology has provided a number of training guides on technology resources, with more training to follow. Most notably, a "student support IT ticket" system was established that allows all students and parents to submit a ticket requesting IT support. Teachers also collaborate with each other on weekly basis to ensure access to best practices. Resources available to teachers include the following list (by no means exhaustive): Google Classroom, the Google Suite, Google Meet, Zoom, Nearpod, Padlet, Youtube/Safety Youtube, Bitmoji Classroom (via Bitmoji app/G-slides ext), Edpuzzle, and more.

## **Staff Roles and Responsibilities**

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

Because remote learning has taken on an additional level of coordination, all staff are involved in the implementation of remote learning at all levels. Our administrators and attendance coordinators have taken on new duties to ensure daily and weekly attendance and participation is taken and documented according to state requirements and according to best practices through such sources as Attendance Works new framework for distance learning: <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/>. Our data coordinator has also worked with our technology staff to ensure our SIS is collecting attendance in a manner that complies with new state attendance requirements per SB 98, along with existing attendance requirements for non-classroom-based independent study programs. Da Vinci Connect's Learning Log via Google Classroom was reviewed with our auditor in March, 2020 to ensure compliance with non-classroom based learning and attendance instructions.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Da Vinci Connect provides a number of evidence-based educational interventions that enable underperforming students to meet or exceed standards. This includes a variety of vetted curriculum including College Preparatory Mathematics, ST Math, Art of Problem Solving (Beast Academy), Lexia, Reading A-Z, Razkids, BrainPOP, Scholastic Teachables, Science4Us, MAP assessments and MAP Accelerator with Khan Academy, Epic Books, Gizmos, ThinkCerca, and teacher-developed curriculum and project materials. DV Connect administration and grade-level teams will focus on small-group interventions for at-risk students, guided by every teacher utilizing the multi-tiered support system (MTSS) tracking document. Additional supports are provided by the Parent Educator Support Specialist (K-8), academic, social emotional learning and college and career support from counselors, a “targeted intervention” academic coach, an English Learner coordinator, a 504 coordinator and Marriage and Family Therapist interns. Students who qualify for special education have a case manager, a designated teacher, possibly additional teachers (speech, occupational therapy, counselor) and paraeducators who provide support in small numbers according to the least restrictive environment. Our homeless liaison is also connected to every family who enrolls and needs McKinney Vento Act supports. Finally, students are provided with an exceptionally low student-to-counselor ratio to ensure social emotional and academic guidance support, with special attention provided to students with unique needs: homeless, foster youth, English Learners and other students who may have access or learning difficulties.

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

Description	Total Funds	Contributing
2.01 Technology resources have been provided to teachers and students to ensure full participation in distance learning (LLM)	15185	No
2.02 School Supplies and Headphones for every student (distribution mid-Sept) (LCFF Base)	18,000	No
2.03 Curriculum support and professional development for parent educators (LCFF Base)	39,120	No
2.04 Academic Coach support for Targeted Intervention Students (LCFF S & C)	7,790	Yes



## Pupil Learning Loss

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

Learning loss is a priority for Da Vinci staff, especially during distance learning when disconnecting may be more of an issue for students with learning or social-emotional challenges. A review of participation logs will be critical in monitoring our at-risk students in order to ensure access and support to high quality instruction. Fortunately, as an already-established Hybrid learning program, Connect has in place the at-home curriculum and attendance/daily engagement “Learning Log” system to detect disengagement and intervene when needed, including through the Parent Educator Support Specialist, Student Success Team meetings and non-compliance process when needed.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Da Vinci Connect administration and grade-level teams will focus on small-group interventions for at-risk students, including using the multi-tiered support system (MTSS). Additional supports are provided by teachers, paraprofessionals, an English Learner coordinator, parent educator support specialist (K-8), advisory mentors (9th grade and above) and academic coaches who pushed in and provided instructional support for students in core courses. Special education students have a case carrier, a designated teacher and paraeducators who provide support in small numbers according to the least restrictive environment. Finally, counselors and administrators will work with teachers to check student progress, monitor Learning Logs, and check students’ grades (high school) bi-weekly basis to monitor progress and provide interventions as needed.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

A weekly review of participation logs, grades and counseling notes regarding social-emotional needs of students will be conducted. Each week, grade level teams will collaborate to review the results of student progress, interventions and communication with students/families, and then adjust interventions as needed. MTSS strategies include the following:

Tier 1: Universal Outreach = connection with all students during synchronous learning and follow up when a student is missing from distance learning. Ex. Student is missing “1” assignment, class or interaction.

Tier 2: Early Intervention = teacher, academic coach, attendance clerk cannot reach the student/family or continued absence from distance learning (synchronous and/or asynchronous learning). Note in MTSS tracker; consult grade level team, counselor, advisory mentor and administration; alert SST coordinator. Ex. Student shows learning loss/missed learning/assignments equivalent to 3 days or 60% of the week.

Tier 3: Intensive Intervention = loss of contact despite offering needed supports and intervention. Student Success Team process is appropriate. Move student to in-person instruction when feasible. Ex. Intense contact with appropriate resources.

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

Description	Total Funds	Contributing
3.01 Academic Coach support as Targeted Intervention (LCFF S & C)	7,790	Yes
3.02 Para-educator 1-on-1 or small group support (LCFF S&C)	54,546	Yes
3.03 Parent Educator Support Specialist training/workshops/1-on-1 support sessions (LCFF Base)	39,120	No
3.04 Required “Lighthouse” attendance to support and ensure work completion (LCFF Base)	30,000	No

## **Mental Health and Social and Emotional Well-Being**

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

Acknowledging that the COVID-19 pandemic has had a detrimental impact on students and family is an essential starting point. Da Vinci Connect provides a team approach to support students' and families' mental health along with social and emotional well-being. Counselors also engage in the MTSS process using the following tiered supports:

Tier 1: Virtual Classroom Visitations and Presentations, Student Check-Ins, School Wide supports

Tier 2: Counseling Lessons, Family meetings, Student Success Team Meetings, and providing Community Resources

Tier 3: Development of Success Plan, Welfare Check-ins, Attendance check-ins, Attendance Meetings, Restorative Practices

Resources and professional development for staff will be provided through such sources as <https://casel.org/covid-resources/> offering best practices for social-emotional learning the following focus areas: Distance Learning, SEL at Home, Self-Care Strategies, Supporting Staff and Virtual Teams, Actions for Equity, and Talking to Children about COVID-19.

## Pupil and Family Engagement and Outreach

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

Attendance and engagement will occur using our MTSS process, which includes tiered interventions, with truancy falling into tiers 2 and 3. A team approach that includes teachers, counselors, the school nurse, academic coaches, parent support specialist, mentors/advisory teachers, and administration will engage in the following interventions for students and in collaboration with families:

Tier 1: Call or email home when more than 1 absence occurs without prior notification

Tier 2: Interventions for re-engagement include the following:

Parent Contact with 3+ absences in a week

Designated attendance coordinator assigned the task of contacting families

Document all Attendance contacts in Log Entries

And may address the following issues:

Address access issues

Parent contact (call, email, text, etc.)

Student and parent meeting

Schedule an organization session

Counseling

Weekly/daily check in/check out

Before/ after school meetings

Positive contact from teachers

Connect with needed resources

Tier 3: Intensive Intervention due to loss of contact despite offering needed supports and intervention. Parent Meeting/Intervention with the following questions in mind: Who will schedule & facilitate this meeting? Who will attend? What will the product of the meeting be? (Individual Support Plan?) Document all Attendance meetings/outcomes in Log Entries; Tracking Attendance Only is Not Enough; Attendance codes are only measuring the most basic levels of engagement/participation, and the following questions are considered: Is work completed? If student is minimally participating, why and is he/she still learning? Are social emotional learning and academic needs being met? What in the remote learning setting isn't work and could be addressed differently?

Hold Student Success Team meeting. May move student to in-person instruction when feasible. i.e. Intense contact with appropriate resources for the family will be implemented.

Resources and professional development for staff will be provided through such sources as Learning Acceleration Guide: Planning for Acceleration in the 2020- 2021 School Year: [https://tntp.org/assets/covid-19-toolkit-resources/TNTP\\_Learning\\_Acceleration\\_Guide.pdf](https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf), including the following focus areas: 1. Assemble a small, diverse acceleration planning team for a series of planning sessions. 2. Plan for several potential instructional delivery scenarios in the 2020-2021 school year. 3. Assemble an advisory committee that will offer your acceleration team student, teacher, leader, and family perspectives about the choices and decisions you are making. 4. Prioritize concretely planning to accelerate student learning across the course of the next school year. 5. Answer key questions you'll need to begin planning for reopening and supporting students and staff in the process. 6. Start with information you already have to answer key questions. 7. Then, collect any additional information that you need but don't already have. 8. Identify challenges and opportunities—three to five each—that the team will address.

## School Nutrition

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

Meal service during distance learning includes breakfast and lunch as a “grab and go” from three sites in order to reach all students. We are serving from RISE-Hawthorne for the Wiseburn neighborhood student, also serving from DVConnect to service the Del Air neighborhood students and from New Earth RISE location. Meal pick up at all sites is from 11:30 to 1:30 pm Monday through Friday. Students are welcome to pick up meals from any site. We are not serving at the 201 N. Douglas campus. Students are expected to be present to pick up meals. However, a parent/guardian may pick up the meals if the student is unavailable. Person picking up must bring either a student ID card or student ID number. Masks are required, students and staff must keep 6 feet of physical distancing at all times. If a student is sick, a family member may come to collect the meal(s).

Phase 1 (Aug. 10 - RISE High, Aug. 17 - All other DV schools)

New school year begins with All Remote Learning - Meals picked up during grab and go times during breakfast and lunch times scheduled by the school sites.

Phase 2 (Sept. 1)

Phase in some on-campus learning - Meals available for pick-up and on campus during breakfast and lunch times scheduled by the school sites.

Phase 3 (Oct. 5)

Phase in additional students for on-campus learning - Meals available for pick-up and on campus during breakfast and lunch times scheduled by the school sites.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Pupil Participation and Progress)	4.01 School personnel implemented the Multi-Tier Systems of Support specifically to ensure that every child is considered when determining what we know about students, how we know it and what we do in response. The document developed in the 2019-2020 school year provides administrators with an “at a glance” look at every student school-wide. Teachers record every student as “universal,”	109,460	Yes

Section	Description	Total Funds	Contributing
	<p>“targeted” or “intensive” based on academic and social emotional learning/behavioral needs. The system ensures that students who are “at promise,” including foster youth, English Learners, and low-income students are identified, their progress is noted, multiple personnel (teacher, counselor, administrator) notice their needs and interventions are delivered when needed via the SST process or the targeted intervention academic coach support. Additionally, at the K-8 level, curriculum resources are allocated for intervention needs only and at the high school level, students have access to the “lighthouse” for just-in-time live/synchronous support between 8am and 5pm. At all grade levels, every teacher holds a minimum of 2 hours of Office Hours each week. (LCFF Base)</p>		

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.34%	112699

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

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