

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

On March 13, 2020, Da Vinci RISE (at both learning sites, Hawthorne and South Central (A Place Called Home) moved to 100% distance learning due to public health orders related to the COVID-19 global health crises. The Da Vinci RISE staff collaborated throughout the spring and summer to assess the needs and create additional structures to ensure students received high-quality instruction and social-emotional connection opportunities. Additional review was conducted for outreach for students who were at risk of falling behind, potentially dropping out. Additional information relating to supports for special education students, and English Learner needs occurred.. Throughout the spring semester, RISE leadership and teachers met frequently to collaborate on best practice instruction and services for students. Systematic planned outreach to students, families and stakeholders with frequent and thorough communication was held. Finally, access to technology and school meal programs were refined to ensure students maintained access to instruction through technology upgrades and coordinated meal support with RISE partnership to serve all students, but with a special emphasis on students who may need additional resources. Additionally, a third learning site in Culver City (New Earth) was launched on August 10, 2020 during this COVID-19 closure period.

The impact of COVID-19 to the RISE hybrid independent study was a change to some school operations, with special attention given to students who were less or unresponsive to 100% distance learning. The impact on students, families and guardians 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, A Board approved Da Vinci RISE developed a phase-in Fall school start plan, outlined a school return with 100% distance learning began on August 10, 2020 and is supported by a phased model for the transition back into the hybrid/ in-person instruction students as soon as possible in accordance with guidance from the local public health agencies.

Stakeholder Engagement

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

Overview of major DV RISE Activities relating to input from stakeholders including Board meeting -public comment sessions.

July 16, 2020 DV RISE Staff Roundtable: Staff previewed tentative schedule and provided input for revisions based on needs.

July 20, 2020 DV Parent/Community Input Session: Parents and stakeholders were invited to participate in input session about changes in student schedules and programs due to continued Covid-19 closures

July 22, 2020 DVLA Board Meeting : Approval of Proposed 2020-21 Reopening Schedule & Plan RISE PLANNING GUIDE FOR SCHOOL REOPENING July 20202: Public input was solicited.

July 27- August 7, 2020 Professional Development/Training & Continued Planning: Phase 1 :Staff continued to examine needs of the 2020-21 school year and worked on outreach for Student Services, Mental Health, Curriculum and instruction relating to needs of closures.

Aug. 10, 2020 (First day of School) -Aug 31, 2020 : Students return to 100% RISE Remote Learning and staff continued programming.

August 19, 2020 DVLA Board Meeting Review of Phase 1 -100% RISE Remote Learning Schedule and Approved 100% Remote/Distance Learning programming until August 28, 2020

*August 31, 2020 - Oct 9, 2020 Phase 2 Implementation Schedule Refinement- Identified students to return to campus for “Essential Services” assessment (special education) and other needs as determined by their personalized learning plans and IS contracts-Sept 1.

September 10, 2020 School Site Council Review of LCP

September 18,2020 Public Hearing on Learning Continuity & Attendance Plan

September 23, 2020 DVLA Board Meeting -Approval of the Proposed Learning Continuity & Attendance Plan

September 30, 2020 Submittal of Approved Learning Continuity & Attendance Plan to LACOE/CDE

October 19,2020 -Winter Break (Quarter 2) Possible Implementation of Phase 3 Student Expanded Schedule Review of Options: RISE students anticipated return to campus for additional hybrid on-campus activities -- (i.e. social emotional learning needs, enrichment, individualized/ small group instruction, community building, etc.)

*pending approval of the DPH/LACOE and DVLA RISE Board recommendations

Stakeholder feedback was gathered in a variety of ways: Parent Surveys, Student Surveys, Staff Surveys, School Site Council Zoom meeting, Parent Meetings with Administration, School Staff Meetings, and Central Office Leadership Meetings. The public hearing for this plan was held on September 18, 2020 , with Board approval scheduled for September 23, 2020.

The RISE community was welcomed to provide stakeholder input on the plan before school began at an input session held on Monday, July 20, 2020. Teaching and non -teaching Staff provided input on the plan at a Staff Roundtable on Thursday, July 16, 2020. All stakeholders were provided access to the draft plan on Tuesday, July 21, 2020. Community input was solicited through the School Site Council on September 10, 2020. The plan was sent to the RISE community and additional written input was encouraged through written response posted through survey format (via website, school messenger and direct staff/partnership).

Additional stakeholder meetings are scheduled each month with parents and students, and biweekly meetings are scheduled with staff as enrollment and attendance in our distance learning programs are occurring. Fridays are set aside for additional communication with students and staff contact by our Student Support Service member : Needs Assessment Student Services

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

Da Vinci Schools: LA County' board and committee meetings are public meetings and therefore, strictly adhere to the requirements of the Ralph M. Brown Act. Agendas for board and committee meetings are published 72 hours prior to each meeting, on both the homepage of the Da Vinci RISE High website, as well as on the central Da Vinci Schools Board page. (During the regular school year, agendas are also posted on each school site in a very public spot for families and community members to see.) As of January 1, 2020, Da Vinci Schools: LA County prepared to have "Board Meeting Compliance Officers," available at each school site to stream each board meeting via Zoom to increase access for all families (signage at school entrance directs the individual to the appropriate location). This has been paused while the Governor's Executive Order was implemented; however, we anticipate re-enabling once COVID concerns have been lifted. The agenda published also provides the teleconference information, including a link to stream the meeting via Zoom, as well as a phone number and access code if dial-in is preferred. Board members are trained annually on the Brown Act to ensure their compliance, through a training provided by Procopio Law. The Board Chair has also been trained on facilitating the board meeting virtually to ensure all members of the public understand how to participate in the meeting, whether virtual or in-person.

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

RISE Stakeholders provided a range of feedback during input sessions. Parents and students provided input on development of a revised Pupil Learning Plan (PLP) template that was initiated in the Spring, 2020 and will continue during the period of school closures. The PLP is a "one-stop" student document where students can receive information on class schedules with access links, credit tracking and all critical due dates/ additional assignments and support staff contacts to help students keep track and to help parents/guardians monitor progress and support the learning process. It was revised as a result of the student and parent input and observations by staff that students were becoming confused with multiple links throughout the day and week. This need for the PLP enhancement has emerged as more important than ever during the 100 % distance learning, as administrators and teachers continued to use the Dream See Do, the current LMS, that has been highly effective in the RISE Independent Study instructional model. Refer to the information : Understanding the PLP Schedule for additional detail. On a related point, students, staff and parents requested a change in the RISE learning schedule to provide consistency and focus on course/content mastery in the first quarter which would ensure a sense of structure for students, particularly essential for RISE students who may have home circumstances that often lack structure and security..This new modified student schedule was also developed to provide opportunities for students who may have been impacted by COVID -19 (quarantined) and could continue in their current courses in a seamless fashion.Students will be scheduled take less courses than in the past quarters.

Additional feedback from stakeholders including group home operators, counselors, case managers and students themselves related to helping students feel connected during distance learning. Parents, students and staff expressed concern about students engaging in 100%

online learning only with few or no social interactions for students. Parents also expressed concerns 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 or group home students were using the internet. Staff addressed these concerns in training and outreach supports.'

Additional information regarding students learning gaps/rates and social emotional needs occurred during the summer session in which students spent high quality time with teachers and provided additional detail around their schedules and overall needs during the COVID-19 closures.

[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 RISE School programs:

Requests for a central location for posting assignments/due dates have resulted in exploration of technology solutions including use of a "credit tracker" for each grade level so that students and parents can find their course progress information. Use of the LMS, Dream See Do, will be continued to support this need.

Requests for consistent schedules have resulted in a regular bell schedule which shows both asynchronous and synchronous e learning sessions throughout the week to ensure regular "live interaction" which is critical for student engagement and success.

Requests for continued 100% distance learning options are also in development and will be communicated to students and families.

Expectations will also consider equity for students who may have additional circumstances at home (work schedules, child/sibling care, multiple members at home, limited structure home support, etc.) in order to accommodate students who need holistic school and partnership supports i.e. case management and wrap around service model).

Engagement with high school peers during synchronous and asynchronous learning activities wherever possible.

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 RISE 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)

New school year begins with All Remote Learning

Phase 2
(Aug. 29 -Sept. 1)

Essential Services (special education assessment and possible ELL assessments) to be considered on-campus for identified students per LA County DPH guidelines and appointment basis only.

Phase 3
(Oct. 5)
Resume some on-campus special education service activities by appointment only that are difficult or inequitable if delivered at home (special education students in individual or cohorts on site per LA County DPH guidelines

The RISE 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/social emotional learning, differentiation strategies, and expanded use of technology. Our time together also has included re-examining our practices in our ongoing commitment to diversity, equity, inclusion and anti-racism.

Once Los Angeles County is cleared to begin offering in-person instruction, RISE will continue its offering of a hybrid model of instruction where students will attend live instruction two days per week and continue distance learning two days per week. RISE will limit the number of students in the building to approximately 50% capacity and in each individual classroom to 50% capacity, equating to roughly (12-14 students per classroom.)

Students with at promise, ELL, Special Education needs will be prioritized during this period of return to site and schedules will be amended to accommodate their unique needs.

Parents who prefer not to opt into the hybrid model also have the ability to continue in 100% virtual learning for the duration of the school year. When returning to in-person instruction, students will be grouped in cohorts with teachers. All RISE students and staff will be expected to wear a face mask at all times except for when students are eating or drinking. The reduced classroom capacity will allow students and teachers to maintain six feet of distance at all times. In the event that students must travel through an indoor hallway, RISE will create one way paths of travel. Lunch will be held outside and all classrooms will be sanitized during that time. Both in the hybrid and distance learning models, RISE student service staff will be dedicated to social emotional learning through explicit instruction adopted or RISE created curricula along with small group counseling and social groups geared toward the challenges we find our students to be struggling with during this time period.

By employing counseling staff who hold mental health background and training case management is critical to the services RISE provides its student populations. On average, RISE counselors are also proactively reaching out to no less than fifteen families/stakeholders on average each week to check in and assist with any needs the student or family. Additionally, targeted time for student interventions using a variety of adaptive software programs (Achieve 3000) and actively monitored by trained instructional assistants and other support staff in order to ensure students close any foundational knowledge or skills gaps, especially in literacy and mathematics. In order to assess student loss of learning due to spring COVID-19 pandemic closures, schools are administering diagnostic assessments in the early days of enrollment. RISE has deliberately chosen to administer diagnostics to allow students and teachers to fully adjust to the new model of instruction. RISE staff use a looking at student work protocol with exemplar DSD assignment in order to measure student progress and identify students who need additional support.

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

Description	Total Funds	Contributing
(1.01) At all three learning sites, In person offerings on a scheduled appointment basis will begin with students who need additional support, including special education, homeless/ foster youth, English Learner, and socio-economically disadvantaged students. Actions include safety measures to ensure physical distancing and adherence to updated Los Angeles County Department of Public Health guidance,(LCFF S&C)	\$347.326	Yes

Description	Total Funds	Contributing
(1.02) .PPE, safety signage, outdoor tents and furniture (equipment) . (LCFF Base)	\$31,500	Yes
(1.03) Additional custodial staffing and equipment for cleaning and sanitizing(LCFF Base)	\$8750.	Yes
(1.04) Extended School Session (Summer 2020) -expanded weeks due to instructional needs was provided following review of students credit attainment during Spring semester.(LCFF Base)	\$20,000	Yes
(1.05) Additional training and staffing for monitoring the health and safety of students (part time vocational nurses or health aides and security assistance on site) LCFF Base	\$5138.	Yes

Distance Learning Program

Continuity of Instruction

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

Throughout the last several months of 100% only distance learning implementation, Da Vinci RISE has continued to offer high-quality learning opportunities.

Academic offerings transitioned well to the asynchronous and synchronous modes of instruction, including regular live instruction that scheduled into blocks of time for students to work with their teachers, counselors, student support staff and peers. Da Vinci RISE - specific practices, such as “Presentation of Learning” (POLs), were held during Quarter 1 based on student/stakeholder input . Student advisory, both through individual and small group opportunities was maintained Schedules of classes was reviewed. In order to ensure student engagement, communication and high quality instruction. Teachers are scheduled to continue to engage in over 20 professional development days to develop instructional activities that reflect best practices in distance learning, including a focus on 1. Providing rigor and enjoyment in academic instruction with a focus on project-based learning, 2. Ensuring equity and access for all students, including support for English Learners, Special Education, Foster /Homeless Youth and FRLP students, 3. Maintaining social-emotional learning and community, 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 RISE students include the Partnership services at New Earth and A Place Called Home sites . These services are coordinated through agreements which include mental health case management, tutoring, virtual internships, field trips and community /work training. Students and families were provided outreach via various events, including: “Grade Level Gatherings” for students to get together socially, “Meetings with Administration” for parents to connect with the Principal and Assistant Principal, “Counselor College Planning Workshops” for college planning, and “Town Hall” meetings for all families. Moreover, ensuring social-emotional learning for our students has been prioritized, including the use of county resources such as Headspace <https://www.headspace.com/lacounty> for meditation, and We Rise 2020 with supports for mental health <https://werise.la/>. The RISE Student Services added additional offerings in the evenings to help parents navigate high school student needs, trauma focused intervention and develop a sense of support groups. Scheduled activities were provided to all RISE students and stakeholders through this new virtual parent/stakeholder hour.

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.]

100% of Da Vinci RISE students will have access to technology. Da Vinci RISE has leveraged technology resources and infrastructure to ensure access to devices and connectivity for all pupils to support distance learning. Da Vinci RISE identified the needs of all students and families to enable student success via distance learning through phone surveys, discussions in advisory and 1-1 with students and their stakeholders by office personnel, student service and teaching staff. This improved access to students was through adding student hot spots and individualized training meetings, on the software and hardware whenever needed. Da Vinci RISE has focused on the holistic needs of its students. Focus on a student’s social, emotional, health/wellness. needs first and has used direct 1-1 and other communication platforms (school mint, principal blogs, Dream See Do communications)to connect families with services and resources. Da Vinci RISE identified possible access and accommodation issues via surveys to determine a need for Chromebooks and hotspot distribution sites and refined its

process for pickup of technology. All staff have been issued technology including MacBooks and other hardware. Dream See Do, Google Suite and PowerSchool and SEIS student data management systems are in place for all students and families.

All students at RISE had access to Chromebooks prior to the COVID closures. Once the closures were announced, we held resource pick-up days to ensure 100% of students had their Chromebooks and chargers. At that time, we asked families to inform the Office Managers if they were also in need of wi-fi and we provided them with hotspots. No formal survey was required prior to distribution since RISE's model already accounts for 1:1 technology.

100% of students have access to Chromebooks and the internet, and students are aware that they can request hotspots if they experience any challenges with wi-fi access.

RISE submitted the application for LLM and ESSER this summer to support any needs.

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.]

Students at DV RISE will receive a variety of outreach services to determine their engagement, instructional minutes (per the non classroom based IS requirements) and time value of work.

Teachers use the Dream See Do (LMS) student work product submission and instructional platform which allows for teacher created video linked instruction to meet with students during remote learning. Staff schedule instruction through regular synchronous interaction via Zoom. Students complete assignments online, including submission of work on a regular weekly basis, which allows teachers to monitor student engagement and attendance and measure the time value of student work during asynchronous instructional activities. Although students do complete some assignments and projects asynchronously, all work is submitted online, which includes a timestamp for work completed and submitted. Measurement of participation and time value of pupil work will occur through a variety of methods according to the requirement of non-classroom-based independent study programs: Master Agreements for Independent Study and Learning/Work Journals to monitor daily progress and performance are obtained on every student. . Required IS Attendance is then entered into the PowerSchool student information system for students reporting periods.

In addition to the student records housed in the PowerSchool student information system, entered by teachers and confirmed each week, master agreements for independent study, teacher instructional records, and student work journals/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 weekly regular participation, and tracking assignments. This year every student will be issued a Personalized Learning Plan (PLP), accessible by teacher, parent/guardian and student at all times, including a credit tracking map. and a teacher data tracking system that allows monitoring of student progress and intervention in real time.

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 such that a focus on 4 categories of focus have been identified: Contact, Connectivity, Relationships and Participation. Staff meet with students that may need additional assistance navigating the system or express challenging with accessing course log ins or content. Additional staff outreach through orientation videos, projects and 1-1 meetings assist with ensuring all RISE students have what is needed to be successful on this 100% remote learning emergency plan.

Additionally, office staff are communicating with parents weekly through the mail merge tech system to provide positive and constructive feedback to families /stakeholders regarding their student's progress.

A tiered model approach for tracking student attendance is in place for RISE students.

Efforts to support students who disengage in a early stage (Tiered 1) rather than having to require more intense interventions is created through advisors communicating with students weekly and then those students who appear less engaged or fail to attend their synchronous learning sessions will receive Tier 2 supports. Students in significant risk will be supported by STAC meetings and School Attendance & Review Team meetings to support their ongoing enrollment.

Case managers play a large role in the support of students who may be experiencing challenges of COVID-19 and other traumas.

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, which will include training on best practices for distance learning, both academic and social-emotional support training. 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 resources on our technology resources, and there will be more training to follow. Teachers also collaborate with each other on a biweekly basis to ensure access to best practices. Resources available to teachers include the following list (by no means exhaustive): Achieve 3000, Classroom, Zoom, Padlet, Calendly, Youtube/Safety Youtube, Bitmoji Classroom (via Bitmoji app/G-slides ext), Edpuzzle, and more. Additional trainings include using student engagement strategies on the DSD platform, crisis prevention trainings (CPI) for online barriers and how to manage IEPs remotely.

Special education staff are receiving intensive weekly support trainings by consulting and DV administrative staff relating to emergency service plans. Suicide prevention (self harm) teams are in place at all the sites with the mental health and student service staff being the first contacts for at risk students. Behaviorists on sites will support students in need of supports.

Staff Roles and Responsibilities

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

Because 100% remote learning has taken on an additional level of coordination, all staff are involved in the implementation of distance learning at all levels. DV RISE 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 RISE data coordinator has also worked with our technology staff to ensure our PowerSchool 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.

Tracking of students in synchronous and asynchronous sessions is the responsibility of teachers, classified staff and office managers. Administration is notified and additional staff can provide home visits per the Home visitation policy that was recently approved to support students who need additional child welfare checks.

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.]

RISE's mission is to serve a majority of students involved in the foster youth and probation systems. The RISE program design supports their histories of school instability and other system flaws in order to help them access and thrive in an educational environment. Additionally, students enrolled at RISE have been exposed to housing instability and transiency in living and educational situations. Staff support and wrap around mental health services are the core of the programming RISE students will continue to receive and increase services through various learning site programs, partnerships and community agencies.. The student support service team works diligently with local agencies to stay abreast of new housing and employment opportunities for RISE youth.

Staff at RISE have been trained in various trauma informed practices and support students where they are in their process of access to housing, education, employment and college/career goals. RISE staff works with the Los Angeles County Department of Probation representatives and the LA County Court Schools leadership to ensure that students will receive enrollment and services upon registration. Every effort to obtain records through the LACOE -EPS the educational passport student data management system made upon registration to ensure that services and needs are addressed prior to instruction. This eliminates the need for students to re-enroll in courses and allows for course transcript review to occur quickly. Students are entered into the Da Vinci RISE transcript /course tracking system upon entry to ensure course completion. Records are requested from previous schools in order to access appropriate credit placement.

Additional resources are provided:

Housing

Students in need of additional support during the pandemic period can access additional resources through the attached app:

<https://www.ourchildrenla.org/win-app/>

Foster youth

RISE Staff have access to the LACOE Resource Guide: Assisting students in foster care

Da Vinci RISE provides a number of evidence-based educational interventions that enable under performing students to meet or exceed standards. Provision of wraparound service coordination and partnerships through the RISE Student Service/ Mental Health Team creates a wealth of structures and resources that have provided holistic care for our students. In addition to counseling and case management, they connected students to resources such as transportation via HopSkipDrive; internships and job opportunities through partner organizations such as APCH and New Earth; substance abuse and anger management counseling; and basic needs such as housing, food, and clothing. Teams partner closely with attorneys, social workers, probation officers, wraparound teams, and more to schedule meetings as necessary to ensure all stakeholders are a united team and that students are receiving the network of support they need. For Fall 2020, a focus on a revised whole-school PBIS system has been implemented, along with student crisis and attendance response teams and real-time monitoring.

Students with Specialized Academic Instruction (SAI) and designated related IEP services such as Language/Speech, Occupational Therapy, V are all receiving these services one on one, in a virtual setting by qualified service providers or through push in (within the general education setting) and through consultation methods. Students with DIS counseling and other socio-emotional needs are receiving interim services by our staff and our partners as determined by our local agreements and contracts.

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. Additional stakeholder input is being considered by a consulting agent who is working on gathering additional data this year. (LLM)	\$37,573.	Yes

Description	Total Funds	Contributing
(2.02) Additional hours for compliance, counseling support and intervention (LCFF base)	\$38,214	Yes
(2.03) Assessment costs for psychological and specialized services (Special Education)	\$10,000.	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 RISE 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 RISE students in order to ensure access and support to high quality instruction. The Dream See Do ILS platform provides staff with "heat maps" indicating activities on the system. These will be used to support evaluation of students needs . Additionally, students participate in the NWEA Map assessments for ELA and Math at entrance in the program and through periodic points (Q1, Q2 and Q3 . The MAP results provide timely insights to RISE educators including review of possible seasonal learning loss (i.e. norms) in order to make curriculum decisions and provide interventions. RISE staff are tracking participation in the NWEA testing program.

Special education students will be supported by the SELPA Closure Guidance which helps educational specialists and others on the IEP team to determine educational benefit with emergency plans that were developed as a result of the COVID-19 closures. IEPs are reviewed upon need and regularly during the period of closure to ensure access to required services as determined by the students' unique needs.

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.]

DV RISE administration and site instructional teams will focus on small-group interventions for at-risk students, including the creation and systematic monitoring of at promise student plans, using a multi-tiered support system (MTSS), along with a reading workshop course for students who achieve at levels requiring additional intervention (Achieve 3000/NWEA/MAP) following assessment. Additional supports are provided by intervention classes or tutorials, reading workshop, an English Learner coordinator, academic coaches who pushed in and provided instructional support for students in core courses. Special education students have an identified case carrier, a designated teacher and paraeducators who provide inclusion support in small numbers according to the least restrictive environment. LACOE Charter SELPA & DV RISE Procedures for Students with IEPs relating to potential learning loss has been adopted. These procedures require an individualized review of a student's possible lack of progress which will be assessed informally and formally upon request during and following emergency service offers. Parents have been notified individually with individualized prior written notices of the emergency service plans (IEP services during COVID-19) and for transition to the on site learning opportunities that will be offered following reopening of DV RISE. All students have continued to have offers of free and appropriate public education (FAPE) and families have been notified of these services through formal notification. Finally, counselors and administrators will work with teachers to check students' attendance, work production/ grades on a weekly basis to monitor progress and provide interventions as needed. IEPs are held if a student's access to learning and/or educational benefit with the emergency services are not supporting progress on goals and objectives and access to general education curriculum.

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.]

Each week, teams will 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 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, aide, clerk cannot reach the student or continued absence from distance learning. Refer to the outreach support team. Ex. Student is missing 3 days or 60% of the week.

Tier 3: Intensive Intervention = loss of contact despite offering needed supports and intervention. School Attendance & Review Team (SART) is appropriate and will be initiated. Home Hospital Instruction would be considered if medical needs arise for the students. Plans to move student to in-person scheduled instruction when feasible. Ex. Intense contact with appropriate resources. Home visitation policies and procedures were developed to ensure intensive outreach and interagency coordination.

RISE staff have identified procedures to determine and provide services for students with disabilities who may have experienced learning losses. Students with IEPs-Learning Loss Assessmentshttps://docs.google.com/document/d/19wpcE-KZcKlCKgn3_RahJe725-s0Sat6wOsqJpb0EMk/edit

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

Description	Total Funds	Contributing
(3.01) Additional trainings relating to compliance during COVID closures (LCFF base)	\$5,000	Yes
(3.02) Assessments relating to IEP learning losses (Special Ed)	\$5,000.	Yes
(03.03)Academic Coaches for tutorial services (LCFF Base)	\$112.407	Yes
(3.04)Extra Period Assignments for academic support (LCFF Base)	\$26,500	Yes

Mental Health and Social and Emotional Well-Being

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

Acknowledging that the COVID-19 pandemic has had a detrimental impact on students and family is an essential starting point. Da Vinci RISE provides a student services and wrap service model in order 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 Presentations, Check-Ins, School Wide supports including intakes by the mental health team (screenings provided)

Tier 2: Group Counseling Lessons/Consultations,, 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, tutors, and administration will engage in the following interventions for students an in collaboration with families:

Proactive strategies include the Mail Merge communication options for positive messaging to be sent home to students and families for reinforcement of engagement.

Reactive strategies will include:

Tier 1: School staff calls home when absence is reported

Tier 2 interventions for re engagement include the following: student services and office staff contact (messages and through written correspondence) and log entries.

Parent Contact with 3+ absences from scheduled courses or limited Dream See Do logins in a week-systematic outreach by student's advisors or case managers.

Designated attendance coordinator assigned the task of contacting families

Document all Attendance contacts in Log Entries and through written communications

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 or other staff
- Match with a RISE academic coach/behavioral staff or academic coach=peer mentor
- Connect with needed resources

Tier 3 then includes the following: 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 code are only measuring the most basic levels of engagement/participation, and the following questions are considered: How is your site monitoring work completion/grades? What is your response to kids who are only minimally participating?

School Attendance & Review Team (SART) if appropriate. 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, 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. . CASWA resources area also being utilized as the MTSS tiers are being implemented.
<http://cascwa.wildapricot.org/resources/CASCWA%20Intercom%20September%202020%20Edition.pdf>

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.]

RISE understands how critical nutrition services to a student's learning are at this time.

RISE Meal service during 100% distance learning includes breakfast and lunch as a "grab and go" from three sites in order to reach all students. RISE is serving from RISE-Hawthorne for the Wiseburn neighborhood student access and are also serving from DV Schools Connect site to service the Del Air neighborhood students and from New Earth learning site in Culver City. The A Place Called Home (APCH) site in South Central Los Angeles is a meal distribution site for the Los Angeles region and communicates with the RISE students and other local LAUSD and LEA sites for food access.. Meal pick up at all sites is from 11:30 to 1:30 pm Monday through Friday. Students are notified and are welcome to pick up meals from any of these identified distribution sites. We are not serving at the DV Schools main 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). Students in need of specific communication around meal access are communicated with by the RISE Coordinator of Community Partnerships and case managers at all sites. Some students and their families have received donations directly through these partnerships and pick up services for more than one day of the week are also being considered in alignment with federal and state guidelines.

Phase 1

(Aug. 10 - RISE High

Aug. 17 - All other DV schools)

New school year begins with All Remote/Distance 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
School Nutrition	(4.01) Additional food services program costs(i.e. Chartwells and APCH food services staff) for additional meals to ensure all families in need have access to breakfast and lunch, Monday through Friday.(LCFF Base)	\$14,066.	
Distance Learning Program (Access to Devices and Connectivity)	(4.02) Additional technology for attendance tracking and point of sale tools.(LLM)	\$8750.	

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
29.77%	\$347,326.

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.]

RISE High serves low income and foster youth students enrolled its it model through personalized learning plans issued to 100% of students who enrolls. Its English Learner population is growing and is now 13 % percentage of its total school population. Most students and their families within the RISE community experience housing insecurity and homelessness. As such, the RISE educational program has been crafted to ensure that RISE students receive options for its instructional programming (A-G, RISE pathway, State Minimum and CHSPE) options. The additional holistic supports provided by the Student support teams made up of mental health professionals, (licensed social workers, associates and case managers and trained behavioral assistants at each of its learning sites provide the necessary systematic supports to allow for individualized and personalized learning programs.They collaborate with stakeholders from LA County Dept. of Probation, Department of Family Services and coordinate partner services at each of the learning sites through memorandums of understanding and funding of positions. RISE high examines its data (needs assessments, survey, student achievement data) and has embedded additional structures (formal academic NWEA assessments, mental health intake processes and use of screening measures (ACES) to mitigate the challenges our student experiences.

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

RISE High students have received modifications in their schedule for Quarter 1 to be more focused on core subjects and remediation of gaps in learning through the use of Achieve 3000 and other teacher designed intervention strategies. RISE High has purchased Chromebooks and provides training on the platform every student accesses in its distance learning model (DREAM SEE DO) to guarantee all students are able to participate in the emergency services model of 100% distance learning. Additionally, both hardware and software programs have been aligned to meet the needs of the students and staff (earphones, monitors etc., hotspots) as information shared that students may need additional assistance in these areas. Zoom accounts for all staff were upgraded to the professional account options to ensure that teachers have the necessary tools to serve our students as well as put in safety controls for student use. Behavioral assistants and academic coaches have been supporting students who require additional onboarding or training with these devices and programs as they learn to navigate the 100% distance learning model.

Case managers have provided additional trainings on trauma informed practices, suicide/harm prevention, crisis management and offered additional parent/guardian outreach services (weekly groups) to address student/family needs.

Each learning site has a full time office manager who supports family and student involvement once the full time enrollment coordinator completes the registration and enrollment of the student. Intakes conducted by advisors, administration and mental health providers allow for the personalized needs of the students who come to RISE High from a variety of school settings with variability in course offerings and credit attainments. A full time college and career counselor assesses and adjusts these learning plans for all the 215 students who enter the program. An English Language Learner coordinator has been assigned to the EL program to support compliance and expand best practices as the ELL population at RISE has increased. Translation services are also available at all of our sites and will likely increase as populations shift in the RISE High community.