

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.]

Diego Hills Central (DHC) is a public charter school offering a personalized learning model. DHC complies with the Educational Code Section 51745 et. seq. related to Independent Study/Personalized Learning. The DHC governing board delegates the implementation of policy to the professional staff through a clear chain of command.

The mission of DHC is to engage opportunity youth who are no longer a part of the instructional program offered by the traditional high school: those who have stopped attending their comprehensive high schools, have been adjudicated, have not graduated, have been expelled, have adult responsibilities, are credit deficient, have full-time or part-time work schedules, or simply work more effectively in a Personalized Learning environment. DHC has Dashboard Alternative School Status (DASS) with the California Department of Education and develops individualized learning plans that enable students to move toward high school graduation while developing postsecondary goals. DHC prides itself on collaborating with various community agencies to provide a "wraparound service model" for its students. DHC offers a program designed to meet the educational needs of federally funded learn and work programs, including but not limited to, exclusive partnerships with the federal Workforce Innovation and Opportunities Act (WIOA) pursuant to Education Code Section 47605.1(g). The school team works alongside its community partners to educate, empower, and instill hope in students while providing them with opportunities to “change their own stories.”

DHC serves a high-risk population and has a high mobility rate. Many of the students have an extensive history of dropping in and out of high school prior to enrolling. Many of DHC students are either wards of the court, pregnant, parenting, recovered dropouts, foster youth, homeless, habitually truant, expelled, suspended more than 10 days in a school year, or retained more than once in grades K–12.

Approximately a one third of DHC students are 19 – 24 years old. These students can enroll in DHC through a Workforce Investment and Opportunities Act (WIOA) partnership. Many of these older students have been out of school for several years and are severely credit deficient as well as academically deficient. Since these students are older, many of them live on their own and must work to support themselves and often, dependent children and siblings. These factors make regular school attendance more challenging for this population of students.

Stakeholder Engagement

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

Throughout distance learning, stakeholders were asked for feedback in a variety of ways. Those included virtual parent meetings, L4L Connect posts, emails, and phone calls. The parents/guardians were asked for feedback during a PAC/ELAC meeting and with a distance learning survey in August. The PAC/ELAC meeting was held remotely and the ELAC meeting was done in Spanish to maximize participant understanding and participation. All stakeholders had 2 weeks to provide their feedback to the school. Stakeholders could provide input through our outreach phone calls, they could view a hard copy at the school site, and the LCP was posted on the school website for anyone to respond via email to the Principal.

For those parents/guardians who lacked access to the internet, the staff reached out via phone call to discuss the key strategies presented in the LCP. In addition, the opportunity to provide feedback in writing was messaged out through L4L Connect and an all-call, notifying them of where and when they could inspect the LCP. A hard copy was placed at the front office for all stakeholders to review and respond in writing. For parents/guardians with access to the internet, the LCP was sent via L4L Connect and their feedback was solicited.

Students were also asked for feedback on the LCP through a distance learning survey.

The staff while remotely working attended multiple virtual meetings each week. Those meetings consisted of staff meetings, professional development opportunities, department meetings, and one-on-one leadership calls. Staff were asked for LCP feedback via a distance learning survey.

DHC community partners have hosted virtual meetings with the Community Liaison to gain further understanding on the needs of the students who attend the school. The community partners have maintained their MOU requirements by moving to a virtual platform.

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

Stakeholders were provided remote opportunities to participate in the LCP feedback process that included virtual meetings, L4L Connect posts, emails, an all-call, phone calls, and remote board meetings. The public meeting hearing was held during the August board meeting and notification of the meeting was posted 72 hours in advance. Translation services were made available at the beginning of the hearing. The LCP was posted on the website for public review and the public had the opportunity to provide written input by emailing the Principal or reviewing the hard copy on-site. DHC anticipates that the board will approve the Learning Continuity Plan at the September board meeting. DHC had multiple PAC/ELAC meetings to elicit input on the LCP. ELAC meetings were conducted in Spanish. Parents/guardians who speak a language other than English could provide input via a Google Form which could be translated into their language of preference.

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

Parents/guardians said distance learning is going better than expected, their stress level is about what was expected, and they are coping with their current situation quite well. Their student is receiving the right amount of work, they are working several hours a day on schoolwork, and the schoolwork is being clearly explained by their student's teacher. The communication home has been quite clear, and their student is

working with their teacher about once per week. English Language Learner parent/guardians believe their student has been provided with enough support during distance learning.

Students said distance learning is going much better than expected, their stress level is about what was expected, and they are coping with their current situation moderately well. The students are receiving the right amount of work, they are working several hours a day on schoolwork, and the distance learning curriculum is being explained well. The students believe there is clear communication from school to home, their teachers are available for them when they need help, and that teachers are providing multiple ways to complete their work at home. The students do not seem to have internet problems and technical problems rarely disrupt their learning. Students are finding self-discipline and not being able to see their teachers face-to-face very difficult. There is a need for additional lessons on how to develop time management skills.

Staff said distance learning is going better than expected, their stress level is about what was expected, and there are few barriers to working remotely. The staff believe students are receiving the right amount of work, the online curriculum is about what was expected, and there is confidence in delivering the curriculum through the different online platforms.

Board Members stated at the August Board Meeting the LCP provides a comprehensive plan for supporting students during distance learning, that DHC did a phenomenal job pivoting to address student need, and that remaining open during the summer allowed for students to have consistency in their educational program. The Board wanted to ensure sanitary procedures were being followed and that the site had enough face coverings for staff and student use. Also, the Board was happy to hear the curriculum was quickly converted to editable online material for student use.

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

Based on stakeholder feedback, DHC will be providing additional supports in academics, instruction, and counseling. Student feedback stated that they needed assistance in managing their emotions, developing time management skills, and they would like more face-to-face time with their teachers. Due to this feedback, the DHC staff will provide workshops throughout the school year to provide students with social-emotional, time management, and goal setting skills. The workshops will be provided through the counseling department and in conjunction with DHC community partners. The teaching and tutoring staff will implement time management and goal setting strategies into their instruction. The staff will focus on developing more one-on-one instruction and tutoring time for those students in need. The counseling team is increasing their outreach support for the foster youth and homeless students who attend DHC to make sure their educational and basic needs are being met. DHC will increase their Trauma-Resilient Educational Community (TREC) and trauma informed practices to help improve self-care, mindfulness, equity, and inclusion. Ensuring that all students feel connected to an adult is a priority for us.

Technology needs have and are being purchased for those students in need of a laptop or a hotspot. DHC recently received additional hotspots and laptops that are available for students. The increase in digital connectivity will continue to be implemented and monitored constantly during distance learning.

To provide students with additional mentoring and tutoring support, the counseling and tutoring team will be offering night and weekend hours. Funds will be provided for staff who work overtime.

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.]

Throughout remote working and learning, the state and county phases were monitored closely for advancements and regressions in order to best protect the staff and students. Predictions were made as to when sites may close or open. Staff and students were made aware of any changes to the operations of the sites through their weekly appointments, L4L Connect, school-home communication, and weekly staff meetings. When staff returned with a modified schedule, the emphasis was on serving those students with the greatest need. The modified schedule consisted of staff working on-site for two days and then working remotely for the other three days. Thirty-minute one-on-one appointments were scheduled to ensure social distancing rules were followed, but students were still provided brief instruction. For those students who needed greater than 30 minutes, accommodations were made to best support the student in their learning. The school prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE), because the data shows that most of our students learn better with face-to-face engagement. The site followed social distancing requirements and other safety guidelines as provided by local and state authorities, Occupational Safety and Health Administration (OSHA), and the California Department of Public Health (CDPH).

During the time the school was not open for in-person instruction, security guards were on-site daily. The security guards helped maintain the safety of the sites, answer informational questions for those families that did come to the site, pass out laptops and credit packets, and continue to gather information for site leadership. A few staff members continued to work on-site as needed for essential business.

The DHC academic program is accustomed to working with students who have already experienced learning loss prior to school closures in March. Many of the students enroll credit deficient and academically below grade level thus requiring personalized academic plans based on their unique needs. Student academic needs are assessed using the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in the areas of reading and mathematics. NWEA assessments provide teachers with critical information on student instructional readiness regarding their reading comprehension and math skills. DHC utilizes these scores for academic planning and appropriate placement in courses, interventions, and other curricular options. Additionally, NWEA is used at selected intervals throughout a student's enrollment to assess and reassess academic growth.

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

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

Description	Total Funds	Contributing
The school has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE). Upgraded cleaning is essential for safety. Our data shows that most of our students learn better with face-to-face engagement.	\$116,000	N
School supplies and materials to support student coursework.	\$20,000	Y

Distance Learning Program

Continuity of Instruction

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

Prior to working remotely and the beginning of distance learning, students were given credit packets to allow for independent work completion for several weeks. For those students who were unable to come on-site, credit packets were mailed or delivered to their homes. As students worked on their independent credit packets, the teaching staff began to move their instruction online. Teachers set up Google Classrooms for a group and one-on-one instruction. Credit packets were converted to editable credits that could be completed on the student’s new school-issued laptop using Kami. Kami is a resource through Google which allows students the ability to write, draw, type, annotate, comment, and augment a document. Kami allows for collaboration between the student and teacher in the completion of the student work. When students complete their work, it is shared with their teacher through Google Docs. The student work is then uploaded into the Student Information System (SIS) by an operations staff member. Instead of students having on-site appointments with their teachers, the students had online appointments. Students were provided the same services as they would receive on-site. For example, if a student needed tutoring support, that occurred online instead of one-on-one on-site. SGI courses occurred via a Google Classroom instead of on-site. In addition, DHC has developed COVID-19 specific elective courses to provide students choice and voice during this time of distance learning to help them express their journey. These elective credits range from social-emotional curriculum to supplemental material that aligns with the core curriculum.

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.]

Approximately, 300 laptops were distributed to DHC students. With the need and as new students enroll, laptops are ordered and distributed as needed. All new students are provided a new laptop upon enrollment unless they state one is not needed. Working with a non-profit educational services partner, Lifelong Learning Administration Corporation (LLAC), a process for expediently securing technology, distributing it out to students, and tracking it was developed with the goal of ensuring all students received a laptop and internet access if needed. Providing students with access to technology is a top priority for DHC. Designated as a Dashboard Alternative Status School (DASS), DHC serves many students and families that are designated as economically disadvantaged and transient. California’s COVID-19 closure has

compounded the lives of many of our students who are now dealing with situations of job loss and homelessness. As a result, many students no longer have access to communitive devices and/or can afford internet services. And while many internet service providers offer free internet access to students as a result of the pandemic, many students and families have been unable to take advantage of it due to local internet service provider businesses being closed during the pandemic and/or students and families not having proof of residency needed to secure the free services.

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

In addition to providing students with access devices, DHC provides ongoing support to students and families in utilizing the technology in communicating with teachers and accessing curriculum and instruction. Upon receiving access devices and hotspots, students are shown how to logon to their school's Google accounts and how to access Google Classroom.

Additionally, students have access to a helpdesk that provides continued support with technical issues that may arise.

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

A student resource page was developed for students to obtain online resources, community resources, student portal information, homework help, physical activity resources, and school counselor referral forms. Within the student resource page, students were provided with information for obtaining free or low-cost internet service. For those students who live outside a service provider's jurisdiction, hotspots were provided.

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 are required to meet with their supervising teacher and their core teacher for at least 30 minutes to 1 hour once per week. This is done in a 1:1 setting via Google Meets, Google Classroom, and/or over the phone. For those students attending an SGI course, the student would be attending additional virtual Google Classroom meetings to accommodate the SGI class schedule. Academic competence is determined by the completion of the credit packet, performance task, and mastery of the end of credit assessment. Completed work is obtained through a Kami, a Google Doc, a hardcopy credit packet, or scanned in work. Students are not allowed to move forward on their coursework prior to mastering the credit work and assessment. Students must pass with a 60% or higher. Failing grades are not accepted.

DHC's personalized learning approach ensures that our high needs population receives instruction tailored specifically for them. Teachers and administrators monitor the progress students make through the standards-based curriculum and make professional adjustments based on the student's understanding of the material. Our curriculum framework is grounded in the California State Standards and monitored for growth each year.

For our students with special needs, DHC special education teachers and paraprofessionals maintain regular and frequent contact with each student. Contact and communication is tracked through a series of reporting documents which measure Specialized Academic Instruction (SAI) minutes, related services minutes, notifications, attempted notifications, missed sessions, work assigned, and work completed. The number of credits completed will continue to be monitored and tracked to measure adequate progress toward a diploma. Parents are updated on a regular basis as to student progress via regular progress reports on the progress made toward student IEP goals. In addition, the NWEA MAP assessments are used when new students with IEPs enroll with DHC. The results generated by NWEA provide special education teachers with data points for IEPs, as well as, provide a benchmark to assess learning and growth. During the transition to distance learning, NWEA was made accessible to students at home. This has allowed our special education teachers to continue to periodically generate information on the progress of their students and align instruction and supports to address academic deficits. DHC will continue to administer this assessment to assist in monitoring student academic growth.

After each Learning Period, we verify a written contemporaneous record (DLL) supports the attendance submitted for every student.

Time Value, per Ed Code 51747.5(b)-(c):

(b) School districts, charter schools, and county offices of education may claim apportionment credit for independent study only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher.

(c) For purposes of this section, school districts, charter schools, and county offices of education shall not be required to sign and date pupil work products when assessing the time value of pupil work products for apportionment purposes.

Daily Engagement, per CA Code of Regulations, Title 5, Section 11960(a):

Attendance means the attendance of charter school pupils while engaged in educational activities required of them by their charter school on days when the school is in session.

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.]

DHC provided the staff with professional development in several categories when the school moved to distant learning. Those categories included instruction, curriculum, and mental health. For instruction, the staff were provided professional development on how to develop Google Classrooms and successfully instruct students from home. The curriculum was moved to an online platform called Kami. Staff was engaged in professional development opportunities to learn how to teach the student how to use the platform, how to work one-on-one with students within the platform, and how to accept work into the teacher's Google Folders. The staff was given instruction on how to archive the student work once graded into DHC SIS. This is new since moving to distance learning and all staff was trained on how to do this successfully. The Learning & Development Team has developed a comprehensive distance learning series of trainings to equip teachers and staff to support students remotely via G-Suite and Google Classroom. Current professional development and trainings have focused on building distance learning skills and technology-literacy among all staff and, more importantly, building virtual relationships with staff and students to meet both student social-emotional and academic needs. The distance learning courses include, in part: Building Virtual Relationships, Remote Use of the SIS, Virtual SGI Classroom Management, Virtual Differentiated Instruction, Kami Training for Beginners, Virtual Best Practices, and Online Curriculum for Beginners.

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

For mental health, the staff was provided with weekly mindfulness activities, physical fitness challenges, and meditation opportunities.

All staff was provided with laptops prior to distance learning and staff were provided with stipends for their internet and cell phones once they moved to distance learning.

DHC and LLAC continue to collaborate on staff safety trainings in preparation for site reopening and ongoing local safety compliance requirements as required by local and state authorities, Occupational Safety and Health Administration (OSHA), and California Department of Public Health (CDPH). LLAC has also been instrumental in providing staff with COVID-19 training and awareness via PayCom and on its staff information site, MYLO.

Staff Roles and Responsibilities

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

As a personalized learning program, teachers moved their one-on-one instruction to a virtual online program during distance learning due to COVID-19. To best support students and staff in the distance learning environment, DHC invested countless time and energy in providing teachers, administrators, and support staff with professional development opportunities, resources, and trainings to successfully transition from a site-based, face-to-face model to a virtual model. Recognizing that the teachers, much like the students, would need support in transitioning into a virtual working environment from home, DHC provided teachers and staff with self-enrolled, self-paced, facilitator-led, synchronous, and asynchronous, pre-recorded professional development opportunities. These multiple modes of delivery are intentional in order to meet the needs of all staff and provide a wide array of flexible options and autonomous professional learning opportunities during the school day. With training, teachers set up Google Classrooms for a group and one-on-one instruction. Credit packets were converted to editable credits that could be completed on the student's new school-issued laptop using Kami. Kami is a resource through Google which allows students the ability to write, draw, type, annotate, comment, and augment a document. Kami allows for collaboration between the

student and teacher in the completion of the student work. When students complete their work, it is shared with their teacher through Google Docs. The student work is then uploaded into the SIS by an operations staff member. Instead of students having on-site appointments with their teachers, the students had online appointments.

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

Supports for Pupils with Unique Needs

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

DHC Trauma-Resilient Educational Community (TREC) has provided staff with countless resources for both students and staff. Counselors, Community Liaisons, and the HOPE community have provided resources for food, shelter, health care, counseling, substance abuse, general assistance, and diapers, and are following through with connecting students to these resources. Mindfulness and wellness sessions are being delivered to staff and students three times daily. There is also a daily student and staff wellness check-in survey that is completed in order to determine wellness and the potential need.

English Language Learners and students with exceptional needs work with highly qualified general education teachers as a means for inclusion in the general education program, as well as, English Language Learner specialists and/or a highly qualified education specialist. Both specialists collaborate with the general educator in teaching the standards-based Common Core curriculum, instructs the student in their goal areas, and implements the necessary accommodations and modifications for the student.

English Language Learners (ELLs) will continue to receive academic support from their ELL & content teachers through online virtual meeting platform or phone. This support will be individualized to meet the needs of the student and based upon English Language Proficiency Assessments for California (ELPAC) assessment data, academic assessment data, and teacher input. Teachers will provide support with the student’s English proficiency levels in the areas of reading, writing, listening, and speaking by providing suggested learning activities for the ELL students according to appropriate proficiency bands. Content teachers will continue to provide academic support to students in each core subject area with a focus on academic vocabulary and content-specific language development. ELL teachers will plan and work with the content teachers so that online lessons and paper learning activities are designed for student accessibility and success. ELL and content teachers will be available to support students and families each day, when school is in session, during the student’s assigned weekly appointment, and by phone or email.

For special education students with exceptional needs the additional supports, approaches, and activities that will be used are organized into three categories – communication/contact, delivery of instruction and student supports, and technology. Communication and contact with students and their families allow us to determine when additional supports are working or whether different approaches should be considered. All communication and contact will be tracked and monitored. Providing instruction and ensuring learning are the fundamental elements in supporting students with disabilities. Special education teachers and paraprofessionals provide dedicated one-on-one personalized instruction and small group opportunities and are supported in this endeavor by general education content teachers and tutors. Opportunities exist for multiple sessions per week with teachers and instructional staff to specifically ensure the delivery of SAI. In the distance learning model, technology is the essential component to ensure students with disabilities can access their instructional program, receive FAPE, and demonstrate educational benefit. DHC will continue to equip and provide students with disabilities with the technology needed to be successful. Furthermore, the instructional staff will continue to identify and use worthwhile platforms and resources.

Foster care students are kept connected to our school through multiple methods aimed at establishing and sustaining contact. These include asynchronous communications such as email and synchronous such as phone, chat, or text. We also have modified office hours to meet students when they are available because many of them work or have other adult responsibilities.

Pupils experiencing homeless are provided access to food, hygiene kits, and guidance and support from our Community Liaison who can connect them with additional community resources. There is a collaboration with general education teachers in content areas to ensure accommodations are being provided and that students are making progress.

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

Description	Total Funds	Contributing
To ensure that our students have equal access we purchased computers and hot spots to allow for distance learning. These devices will continue to be purchased to ensure all students are able to access the curriculum and further their learning. By making these purchases, students were able to connect with their teachers and complete their schoolwork. We are purchasing 343 hot spots for students.	\$62,439	Y
Students needed additional tutoring support. Due to this, the tutoring program increased their hours of support and improved their practices through professional development. Professional development included learning trauma informed practices, and how to use Kami.	\$2,000	Y
Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students.	\$10,000	Y

Pupil Learning Loss

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

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

NWEA MAP assessment is one of the most widely used norm-referenced assessments in the nation, providing schools with critical information on student instructional readiness through the utilization of the RIT scale (Rasch Unit). DHC utilizes these scores for academic planning and appropriate placement in intervention and other curricular options. Additionally, students are assessed and reassessed at selected intervals throughout the year to track skill growth. While taking into consideration the targeted credit deficient and recovered student dropout population, DHC believes the NWEA MAP assessment proves to be a more sufficient tool for measuring growth. This computer-adaptive assessment provides performance data around skill strengths/weaknesses; it is not bound to a specific set of grade/course level standards. As such, NWEA MAP has the capacity to paint a better picture of how DHC is bridging skill gaps and moving the needle on academic growth.

In tandem with NWEA, DHC has implemented mastery checks onto the Illuminate assessment platform. The assessments provide us with rich data around student achievement and growth of Common Core State Standards. The results from these assessments allow teachers to craft/adapt their instructional practices to student-specific needs to drive successful student results.

The Reading Inventory and Math Inventory assessments within DHC intervention programs track student Lexile and Quantile growth, reading, and math skill scores. Students in this program routinely take the inventory assessments as they progress through the program at

specific intervals, upon completion of every 3rd credit. The goal for monitoring this data is to ensure the selected intervention model is working for each individual student, as well as fast track their progress to reach grade equivalent levels in reading and math. Upon reaching a targeted Lexile or Quantile range, students transition into a non-intervention core course to increase the level of rigor and challenge students to continue to grow.

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

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.]

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

All instructional materials to support English Language Learner (ELL) students with English Language Development (ELD) are aligned to the 2012 ELD/ELA California State Standards. The charter uses Cengage Learning EDGE as the primary instructional material for ELD. In addition, EDGE, English Intensive, and ERWC are available to students in English proficiency level 4 or as needed. ELD teachers have four different levels of EDGE to choose from, which they correlate to the student's English proficiency level. Supplemental instructional material, HMH System 44, is provided to students who need support with phonological and phonemic awareness. HMH READ180 is available to students who require more support with reading comprehension, vocabulary development, and writing skills. Rosetta Stone is available to Newcomers or English Proficiency Level 1.

General education teachers use various strategies to differentiate curriculum based on students' needs, and ELL teacher recommendations listed in the Individualized English Development Plan (IELDP)- graphic organizer, scaffolded assignments, tiered curriculum, etc. All ELL students receive content instruction designed to meet their linguistic and academic needs through Specially Designed Academic Instruction in English (SDAIE). Students shall have access to grade-level content standards in mathematics, science, and social studies courses.

Students in special education receive instruction with highly qualified general education teachers as a means for inclusion in the general education program, as well as, SAI with a highly qualified education specialist. The education specialist collaborates with the general educator in teaching the standards-based Common Core curriculum, instructs the student in IEP goal areas, and implements the necessary accommodations and modifications for the student. The department also sends out reports indicating progress towards the student’s academic and postsecondary goals.

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

Effectiveness of Implemented Pupil Learning Loss Strategies

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

DHC students complete supplemental and diagnostic assessments to track growth and establish a more comprehensive picture of individualized student needs. Students attending DHC participate in NWEA MAP testing, Illuminate assessments, and credit-based mastery assessments. Through these assessments and tracking of credit completion, DHC can determine which students are experiencing a loss in learning.

For students lacking technology, a laptop and hotspot were provided so the student could begin to work remotely. Technical problems were handled through the DHC helpdesk. The school extended its hours to accommodate when students were able to meet with their teachers and were flexible in the way a student could show mastery in their content completion. Students were able to submit work via Google Doc, Kami, scanned in homework, or verbally over the phone. For those students who continued to show a loss, the Student Retention Specialist (SRS) and leadership team worked closely with each family to assist them in the learning process.

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

Description	Total Funds	Contributing
Virtual Tutors to provide support in ELA, ELD and Mathematics	\$46,000	Y
Diagnostic Testing for students through NWEA	\$8,125	Y

Mental Health and Social and Emotional Well-Being

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

The DHC TREC school development model advances individual and organizational health through trauma-informed education by developing an understanding of trauma, building positive supportive relationships between and among staff and students, cultivating mindfulness and compassion, and embracing diversity and inclusion. Following the lead of Gavin Newsom’s call for truth-telling and Nadine Burke-Harris’s (California Surgeon General) call for trauma-informed practices across all public health and helping sectors, the TREC model ensures that all of our school’s programs, systems, and offerings are infused with evidenced-based educational and professional practices, especially guided by Adverse Childhood Experiences (ACEs) science, and our foundational themes of relationships, compassion, mindfulness, equity, inclusion, and growth-mindsets.

Daily for the first two months of distance learning students were surveyed for their social-emotional well-being. Following the two months, students were surveyed less frequently. However, students had developed check-in routines with their teachers who were monitoring their mental health. Before distance learning, the staff was mental health certified and completed multiple levels of the ACEs to become trauma-informed. These certifications and trainings better prepared the staff for distance learning and the trauma the students would be facing when working from home. Moving into the new school year, the school plans on continuing the next level for the ACEs training. To support students during this time, the community partners and counselors have come together to provide food, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning.

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

Pupil and Family Engagement and Outreach

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

Students who were disengaged were supported through a 3-tiered intervention process. Tier-1 consisted of a preventative meeting between the teacher, student, and parent/guardian. Within these meetings, the team determined what was keeping the student from completing the work and what support the school could provide to the family. Tier-2 consisted of an Attendance Intervention Meeting between the teacher, student, parent/guardian, and SRS. This type of meeting discusses the same items as in tier-1 but adds the support of the SRS. The SRS has additional resources that can support the student. For example, the SRS can make additional phone calls home and can drop off work at the student’s home. Tier-3 consists of the SRS doing a home visit. These visits are typically made for students who are unresponsive to

phone calls and other forms of communication home. The SRS will visit the home to ensure the student and family are doing well, remind the student about attending school, and provide any supports the student and family need to be successful.

School Nutrition

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

DHC believes well-nourished students promote a positive learning environment. We believe hungry students will not be in the optimal state of mind to learn if they are lacking a basic need for food. Therefore, SDIWHS will have nutritional food and drinks readily available to students during school hours when students return to on-site instruction. For students having scheduled appointment times exceeding two hours in a school day, a nutritionally adequate nutritious meal will be provided as required by Education Code Section 47613.5.

DHC is compliant with AB 1871. As a program that does not require our students to attend for longer than two hours a day, we are actually exempt from AB 1871, however, we have chosen to provide all of our students with free nutritionally adequate meals throughout the day anyway and have done so for years. Our vendor is Better 4 You Meals and they provide us with prepackaged meals that are in compliance with the State of CA guidelines.

During remote learning, students were able to drive by to pick up food at the site and were able to pick up food at several community partner sites. In addition, a student resource page was developed to house all the locations throughout the community where free meal pickups were available.

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

Section	Description	Total Funds	Contributing
	Student Retention Support personnel to help with reengagement	\$36,000	Y
	Additional Professional Development such as First Aid Mental Health and Trauma Informed Practices in a COVID setting	\$5,000	Y
	Nutrition when school reopens or as needed.	\$30,000	Y
	HOPE Program and supplies for students who are parenting	\$40,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.52%	\$1,348,743

Required Descriptions

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

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

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

- Implement a multi-tiered Response to Intervention for Reengagement
- Implement a Credit Completion RTI in a distance learning setting
- Virtual Tutoring Program is available to every student, even off-hours
- Online Curriculum through Google Classroom and Illuminate
- Small Group Virtual Instruction program increased with Read 180
- Small Group Virtual Instruction program increased with Math 180
- Trauma-informed practices, training, and implementation for staff
- Additional staff and/or services for socio-emotional support
- Student Retention and Support services were employed
- Nutritional services for students as needed
- Additional training for staff and teachers in trauma-informed practices
- Early monitoring and intervention support for potential graduates
- Incentive and recognition program for completing schoolwork and earning credits

The school implements a personalized learning experience for English Language Learners, low-income, foster youth, homeless, and special education students that are strategically integrated with their unique academic and socio-emotional needs.

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

The school implements a personalized learning experience for English Language Learners, low-income, foster youth, homeless, and special education students that is strategically integrated with their unique academic and socio-emotional needs. Students have an individualized learning plan where their strengths are built upon and their learning gaps are identified and addressed throughout the implementation of their academic plan. We have been successful in graduating students who were previously behind in their academics.

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

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

Increasing the capacity of our teachers to deliver quality instruction in a distance learning setting will have a positive impact on the academic success of our students. Students have unique needs that most educators are not trained to address in a distance learning setting. There is additional professional development for teachers to support them during distance learning. Google Classroom is being used for online learning. Supporting our teachers, tutors, and paraprofessionals with specialized professional development is crucial to our students' success.